



ISTANBUL MEDENIYET UNIVERSITY

GENDER EQUALITY PLAN





TABLE OF CONTENTS

INDEX OF FIGURES.....	2
INDEX OF TABLES	2
SUMMARY	3
PART I- NATIONAL & INSTITUTIONAL CONTEXT	3
NATIONAL CONTEXT.....	3
INSTITUTIONAL CONTEXT.....	7
PART II- ANALYSIS OF GENDER-DISAGGREGATED DATA ABOUT IMU STAFF AND STUDENTS	10
I-OVERVIEW OF KEY FINDINGS- IMU STAFF	10
II- OVERVIEW OF KEY FINDINGS - IMU STUDENTS.....	17
III- OVERVIEW OF KEY FINDINGS - IMU RESEARCH FUNDING.....	19
PART III – KEY OBJECTIVES AND AREAS OF ACTION	21
<i>Annex 1. Categories of Academic and Administrative Decision-making Positions.....</i>	<i>23</i>



Index of Figures

Figure 1. Core Values of Istanbul Medeniyet University.....	8
---	---

Index of Tables

Table 1. Turkey's GDI for 2019 relative to selected countries & groups (Source: Human Development Report 2020) _____	5
Table 2. Turkey's GII for 2019 relative to selected countries & groups (Source: Human Development Report 2020) _____	5
Table 3. Number of academic staff (2019-2021) _____	11
Table 4. Number of administrative staff and workers (2019-2021) _____	11
Table 5. Number of general total (2019-2021) _____	12
Table 6. Percentage of female academic & administrative staff (2019-2021) _____	13
Table 7. Gender composition in academic & administrative decision-making positions (2019-2021) _____	14
Table 8. Percentage of female staff in academic & administrative decision-making positions (2019-2021) _____	14
Table 9. The number of staff who left IMU according to seniority levels (2019-2021) _____	15
Table 10. The number of staff who left IMU (2019-2021) _____	15
Table 11. Percentage of female staff who left IMU (2019-2021) _____	15
Table 12. The number of staff who took maternity leave (2019-2021) _____	16
Table 13. The number of staff who received training (2019-2021) _____	16
Table 14. Student data by gender/degree & academic unit (2019-2021) _____	17
Table 15. Percentage of female students by degree & academic unit (2019-2021) _____	18
Table 16. Percentage of female students by degree (2019-2021) _____	18
Table 17. Percentages of women & men in selection committees of IMU Scientific Research Projects (2019-2021) _____	19
Table 18. Percentages of female & male principal investigators in submitted & selected projects (2019-2021) _____	19
Table 19. Percentage of female & male researchers in submitted & selected projects (2019-2021) _____	20
Table 20. The average funding amounts allocated to research projects conducted by women & men (2019-2021) _____	20

“



SUMMARY

The objective of this Gender Equality Plan is to identify the priority areas requiring intervention concerning gender equality at Istanbul Medeniyet University (IMU) and to present a concrete set of actions to be undertaken¹. 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 institutions².

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. 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 IMU administration took over in December 2018, 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 IMU and key actions to be undertaken.

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

¹ The action plan is drafted by the IMU International Performance Development Center. Important contributions were made by the Rector, the Vice-Rectors, office of the Dean of Student Affairs and all the administrative/academic divisions of the University involved in the Plan.

² Preparation of the IMU 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.



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 spouses⁴. 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 discrimination⁵.

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 CEDAW⁶. 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 equality⁷.

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 (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 men⁹. As shown below in Table

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.

⁹ Human Development Report 2020, p. 5.



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 37,807 USD for males (Table 1).

Table 1. Turkey's GDI for 2019 relative to selected countries & groups (Source: Human Development Report 2020)

	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

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 0.306¹⁰. 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 %) (Table 2).

Table 2. Turkey's GII for 2019 relative to selected countries & groups (Source: Human Development Report 2020)

	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.

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 research¹¹. 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 %

¹⁰ Human Development Report, 2020, p. 6.

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



enrolled in postgraduate-level, and 47.3% enrolled in undergraduate-level degrees¹². 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.

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



Institutional Context

Istanbul Medeniyet University was established by Law no 6005 published in the Official Gazette no 27648, dated 21 July 2010, Istanbul Medeniyet University is a public university located on the Anatolian side of Istanbul. The University consists of 11 faculties, 2 schools and 1 institute, as well as 14 research centers, 5 offices, and 7 coordination offices. Hosting over 13.000 students and 450 international students over 45 countries, the university has 46 undergraduate programmes and 107 postgraduate programs. With young and dynamic academic staff, our University offers full support to its students with all its members both in their academic and social life.

IMU is distinguished by its international character, the University is a holder of Erasmus+ charter and also offers student and faculty exchange through Mevlana and Farabi programs. In addition, it has signed international collaboration agreements with numerous universities around the globe.

IMU has adopted an entrepreneurial and innovative university model through its “TechnoPark” and “SocioPark” research centres. Istanbul Medeniyet University signed a partnership agreement on 17/04/2018 in order to establish a Technopark Management Company and Istanbul Medeniyet University Technology Development Zone/Technopark Management Joint Stock Company was established on 08/06/2018 and started its activities. Providing R&D support with IMU academicians to companies that will operate for the development of advanced technologies in various fields, especially medicine, biology, food, materials and agriculture to be established in Medeniyet Technopark, employment and financial support of young researchers in research projects prepared in line with the R&D needs of the production sector, It is aimed to transform and commercialize the information obtained as a result of research into products with added value.

In 2018, the university established the SocioPark. This is a unit that aims to be an institution that produces solutions to social problems at national and international level and directs social development policies. SocioPark has been designed to carry out projects by utilizing the knowledge of expert academics from different disciplines in areas such as urbanization and urban problems, poverty, migration studies, disadvantaged groups, crime, law and human rights. In addition to the projects, it is planned that the results of the research carried out within the body of SocioPark will reach wider audiences through articles and book publications, as well as meetings such as conferences, symposiums, panels and workshops.

The mission of the University is to be an original and civilization-oriented university that adds universal values to the works of science, technology, and art it generates. The vision is to be an innovative and entrepreneurial global university which presents our civilization to modern world, contributes to global peace, adopts humanitarian values, and distinguishes itself with its scientific quality. In line with our University’s mission, vision, goals, and objectives, our quality policy consists of the following:

- To meet the ever-changing needs of our staff and stakeholders and enhance employee motivation and performance through a participative, modern, dynamic management perception,
- To use time effectively and efficiently towards attaining our primary goals,
- To offer faster service to our employees and students using technology,
- To measure and increase the rate of client satisfaction and constantly improve services and activities,



- To make quality a culture through the concept of Total Quality Management and ensure that our university will become a prominent knowledge production center in the world of the future by supporting scientific research and projects.

IMU is founded on the five pillars of 'Innovative,' 'Entrepreneurial,' 'Society- and Civilization-Oriented,' 'International,' and 'Research-Oriented' (Figure 1).

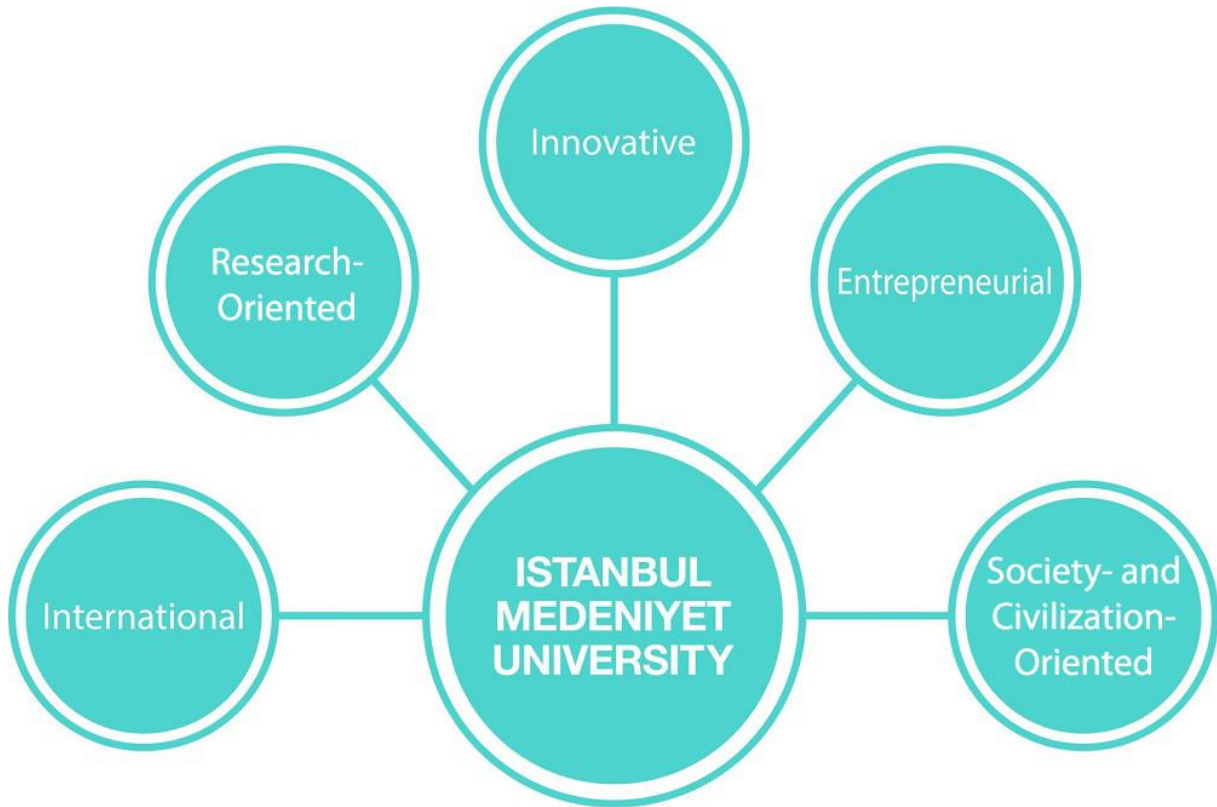


Figure 1. Core Values of Istanbul Medeniyet University

The University continues to make good progress with the objective of finding a place in the Times Higher Education (THE) Impact Rankings in the forthcoming years. Istanbul Medeniyet University (IMU) was ranked for the first time in 2021 along with 1154 universities from 96 countries. As one of the 49 universities listed from Turkey, IMU was globally ranked in the 301-400 range for SDG-2 "Zero Hunger", in the 401-600 range for SD-3 "Good Health and Well-Being", in the 601-800 range for SDG-4 "Quality Education", and in the 601-800 range for SDG-17 "Partnerships for the Goals". According to THE World University Rankings, Istanbul Medeniyet University not only showed great success among world universities but also amid universities in Turkey. While Istanbul Medeniyet University has been placed in the range of 801-1000 with regards to the overall listing among world universities, it achieved high success by scoring 66 points in the category of "Citation". Our university's most successful category in the THE World University Rankings was the 'Citation' category. In this ranking category, which shows the international acceptance and recognition of publications, Istanbul Medeniyet University ranks 487th among the world universities; it has greatly succeeded in becoming the 1st among state universities in Turkey and 2nd amongst all universities in Turkey. Furthermore, our university has ranked the 8th among 54 universities in Turkey about its overall success. According to THE Young University Rankings, in this year's list of the world's top young universities that are aged 50 years and



under, Istanbul Medeniyet University was ranked 251-300 globally, while it is the 1st public university and the 6th among the 40 universities that are included in the list from Turkey.

Another higher education rating agency QS has announced its “Emerging Europe & Central Asia (EECA) University Rankings”, which ranks Istanbul Medeniyet University for the first time, in the 251-300 band. In the “citations per paper” indicator as one of the ten indicators used to evaluate the performance of higher education institutions, IMU received 93.5 out of 100 pts, ranking the 18th in the EECA region.

Concerning maternity and paternity leave, IMU 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. With a total number of 81 student-led clubs, students also show strong level of engagement in social issues, ranging from environmental rights to urban development.

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 2019 to 2021, the number of women holding high-level academic management positions was constant at 3 and the number of women holding mid-level academic management positions increased from 185 to 199. From 2019 to 2021, the number of female staff in high-level administrative positions increased from 15 to 19, while the number of female staff in mid-level administrative positions jumped from 12 to 17. 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 IMU both in policy and practice.



PART II- ANALYSIS OF GENDER-DISAGGREGATED DATA ABOUT IMU 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 IMU:

- percentage of women and men in selection committees on IMU 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- IMU staff

Table 3, Table 4 and Table 5 present the academic and administrative staff numbers by gender. In 2021 the total number of female (434) and male (430) academic staff was 864, while the total number of female (188) and male (138) administrative staff and workers was 326 across all academic/administrative staff categories. Between 2019 and 2021, **the academic gender gap remained constant at 1 %, in which women comprised 49 % and men comprised 50 % of all academic staff.** Meanwhile, **the administrative gender gap remained high at 21 %** over the same period: women represented 45 % and men represented 55% of all administrative staff and workers.



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

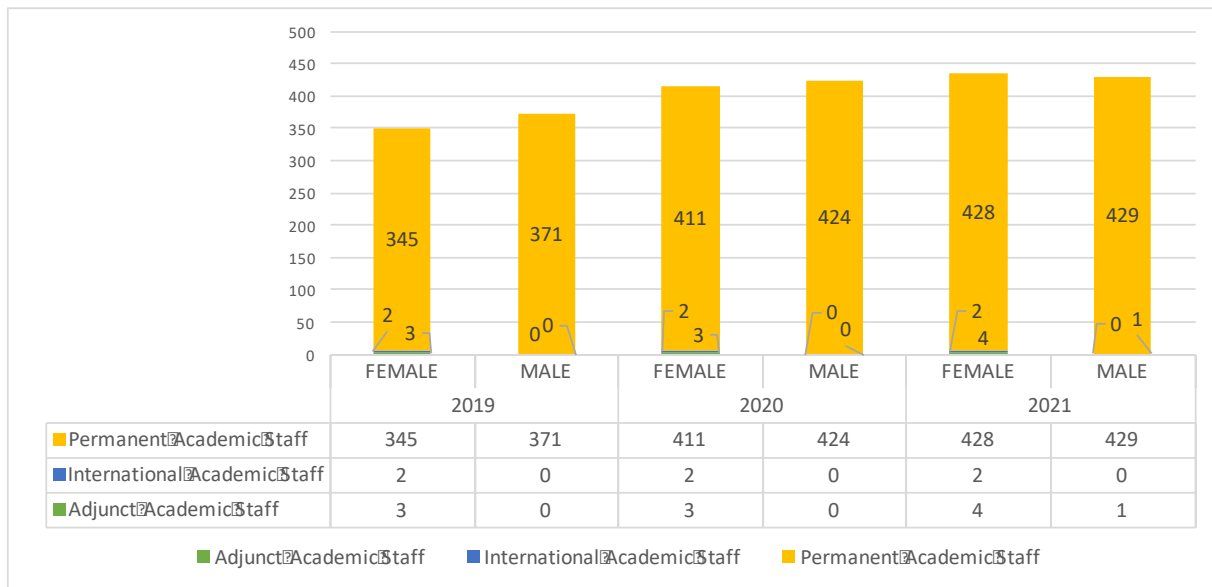


Table 4. Number of administrative staff and workers (2019-2021)

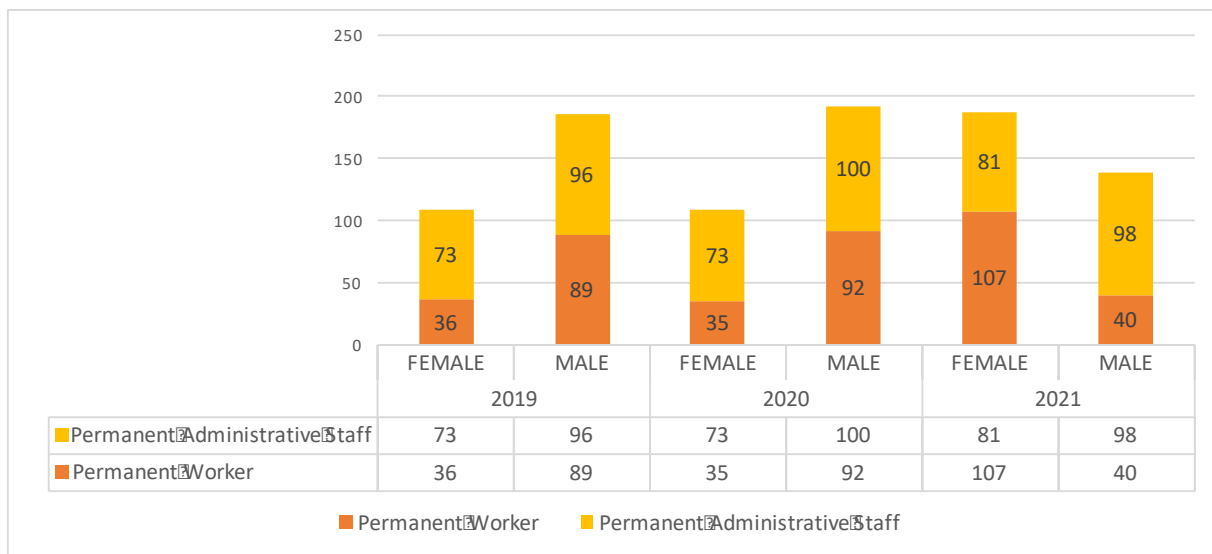
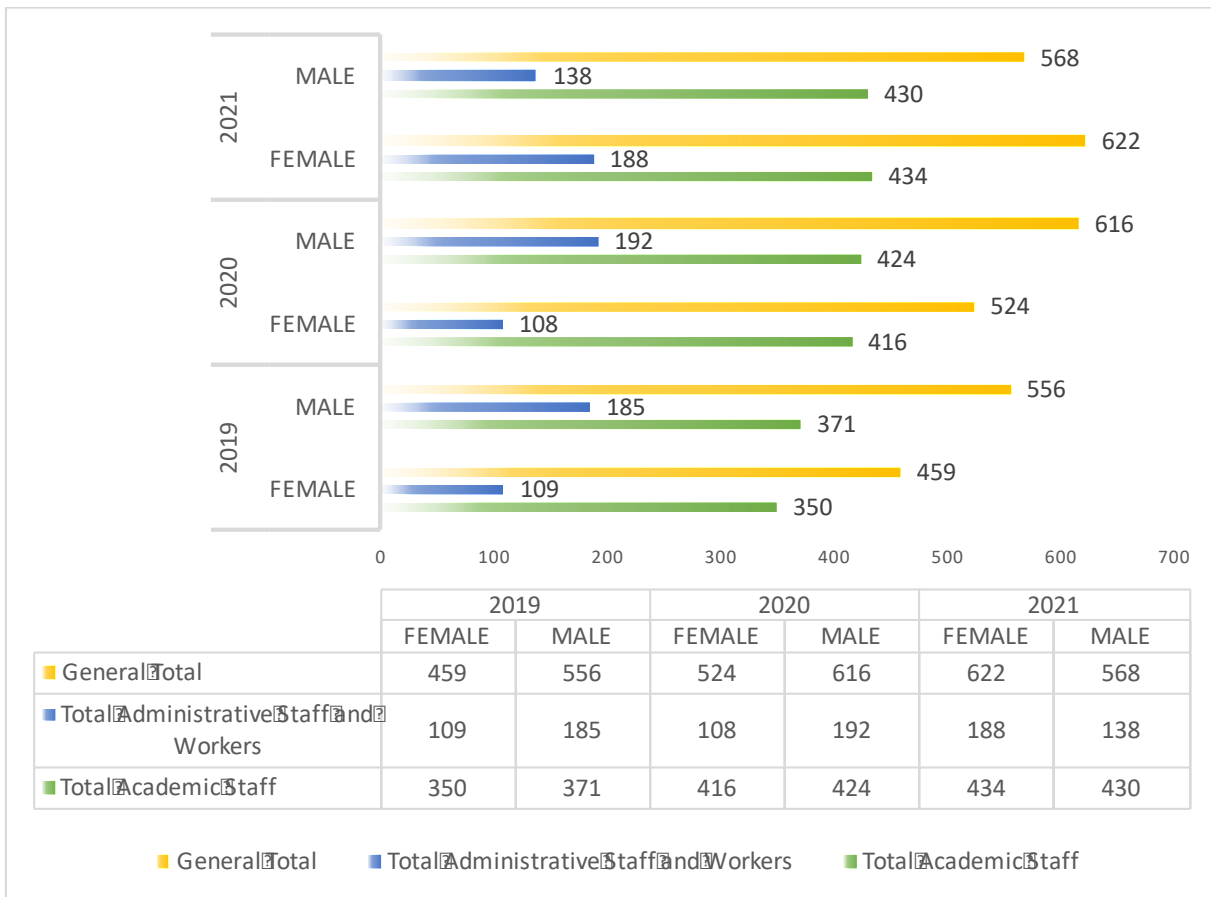




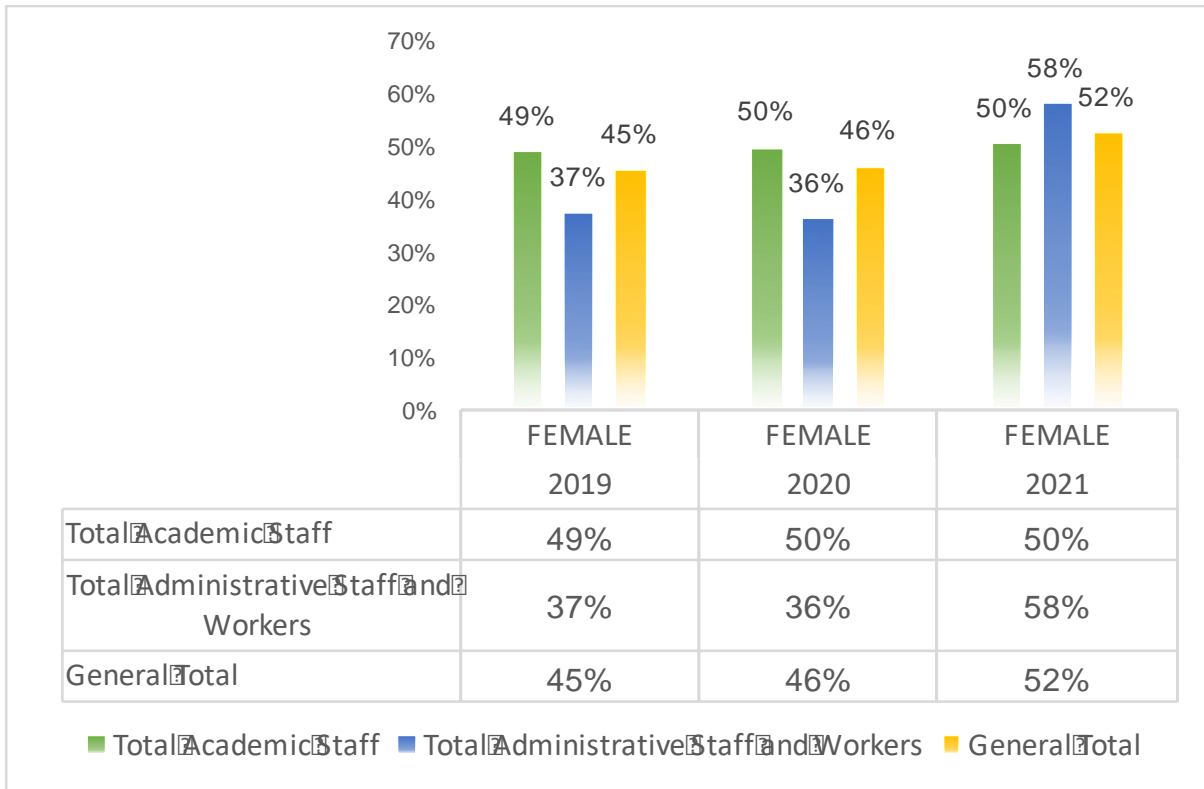
Table 5. Number of general total (2019-2021)



As shown in Table-6 below, between 2019 and 2021, proportion of female academic staff increased from 49% to 50%, proportion of female administrative staff and workers increased from 37% to 58% and general total of female academic and administrative staff increased from 45% to 52%. **Over the last three years, there has a gradual increase in the proportion of female staff across academic and administrative staff.**



Table 6. Percentage of female academic & administrative staff (2019-2021)



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 membership¹³. As Table-7 shows, **women’s representation in academic and administrative decision-making positions increased mostly across all the categories between 2019 and 2021**. For instance, the number of women holding mid-level academic management positions increase from 185 in 2019 to 199 in 2021, whereas the number of women in high-level academic management positions was constant between 2019 and 2021. The number of mid-level administrative management position increase from 12 in 2019 to 17 in 2021 and the number of high-level administrative management position increase from 15 in 2019 to 19 in 2021. The highest jump took place in the number of board and commission memberships for women from 2019 to 2021.

¹³ Annex 1 provides a detailed list of all academic and administrative decision-making positions falling under each.

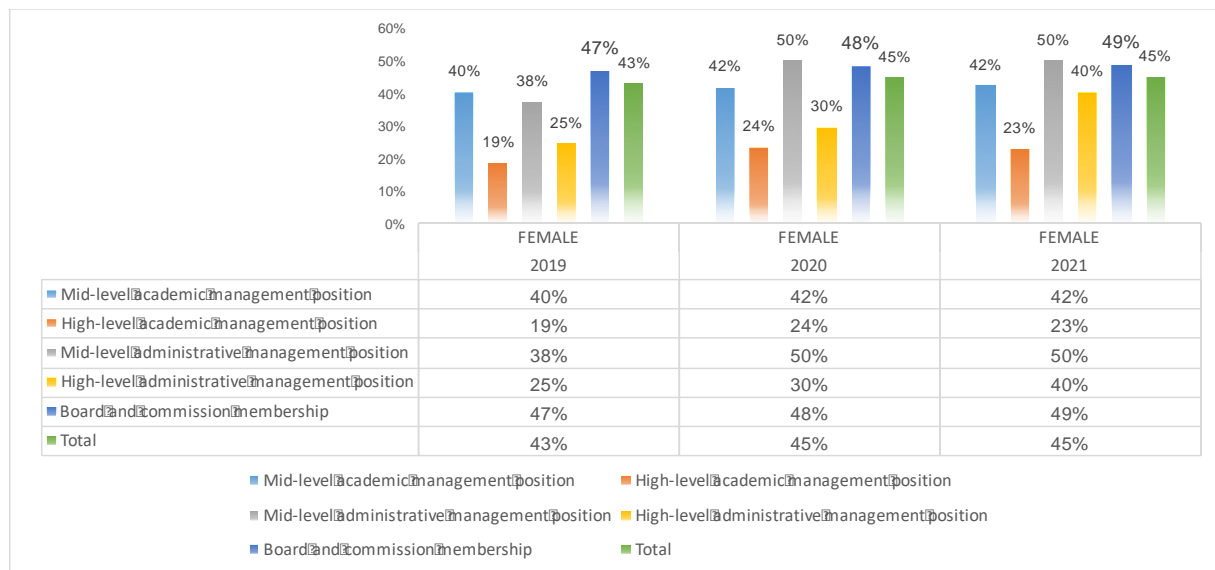


Table 7. Gender composition in academic & administrative decision-making positions (2019-2021)

	2019		2020		2021	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
Mid-level academic management position	185	272	195	271	199	270
High-level academic management position	3	13	4	13	3	13
Mid-level administrative management position	12	20	17	17	17	17
High-level administrative management position	15	46	19	45	19	47
Board and commission membership	330	372	341	363	354	371
Total	545	723	576	709	592	718

The overall gender gap is 10% across all the categories in 2021 (see, Table 8). **Among all the categories, mid-level administrative management position has no gender gap**, followed by 16 % for mid-level academic management position in 2021. **The gender gap in high-level academic management position remains high at 62% in favour of males in 2019 and 44% in favour of males in 2021, experiencing a improvement from 2019 to 2021 (reduced by 18 %) in favour of women.**

Table 8. Percentage of female staff in academic & administrative decision-making positions (2019-2021)



As of 2021, 45 academic and administrative staff left IMU. The number of male staff (29) is as high as the number of female staff (16) who left IMU in 2021. All of those female was academic staff, in which academic seniority between 1-5 years. Academic and administrative seniority between 1-5 years had the highest share respectively (Table 9-10). In general total, the percentage of female who left IMU increase from 32% in 2019 to 42% in 2020, whereas decrease from 42% in 2020 to %36 in 2021 (Table 11).



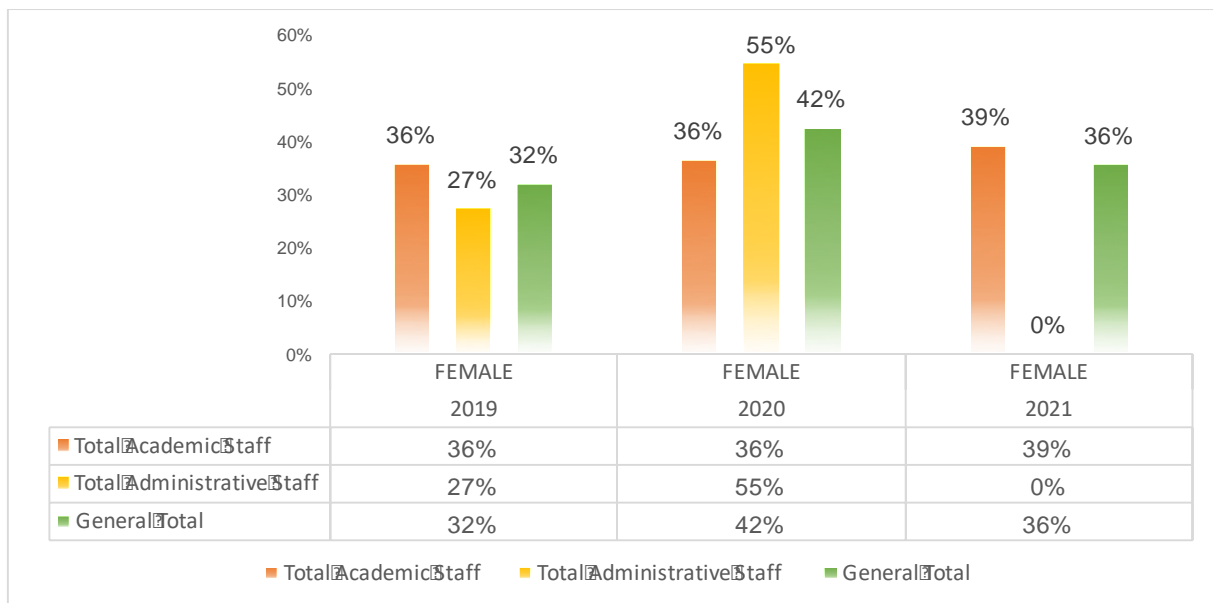
Table 9. The number of staff who left IMU according to seniority levels (2019-2021)

Seniority levels of staff	2019		2020		2021	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
Academic Seniority (between 1-5 years)	0	0	1	0	1	1
Academic Seniority (between 6-10 years)	0	0	0	0	0	0
Academic Seniority (between 11-20 years)	0	0	0	0	0	0
Academic Seniority (between 21-30 years)	0	0	0	0	0	0
Academic Seniority (above 30 years)	0	0	0	0	0	0
Total Academic Staff	0	0	1	0	1	1
Administrative Seniority (between 1-5 years)	1	3	4	3	0	1
Administrative Seniority (between 6-10 years)	0	1	2	0	0	1
Administrative Seniority (between 11-20 years)	2	2	0	0	0	0
Administrative Seniority (between 21-30 years)	0	2	0	1	0	1
Administrative Seniority (above 30 years)	0	0	0	1	0	1
Total Administrative Staff	3	8	6	5	0	4

Table 10. The number of staff who left IMU (2019-2021)

	2019		2020		2021	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
Total Academic Staff	5	9	8	14	16	25
Total Administrative Staff	3	8	6	5	0	4
General Total	8	17	14	19	16	29

Table 11. Percentage of female staff who left IMU (2019-2021)



Between 2019 and 2021, a total of 65 academic and administrative staff took maternity leave (See, Table 12). **While women outnumbered men in taking maternity leave**, the number of female



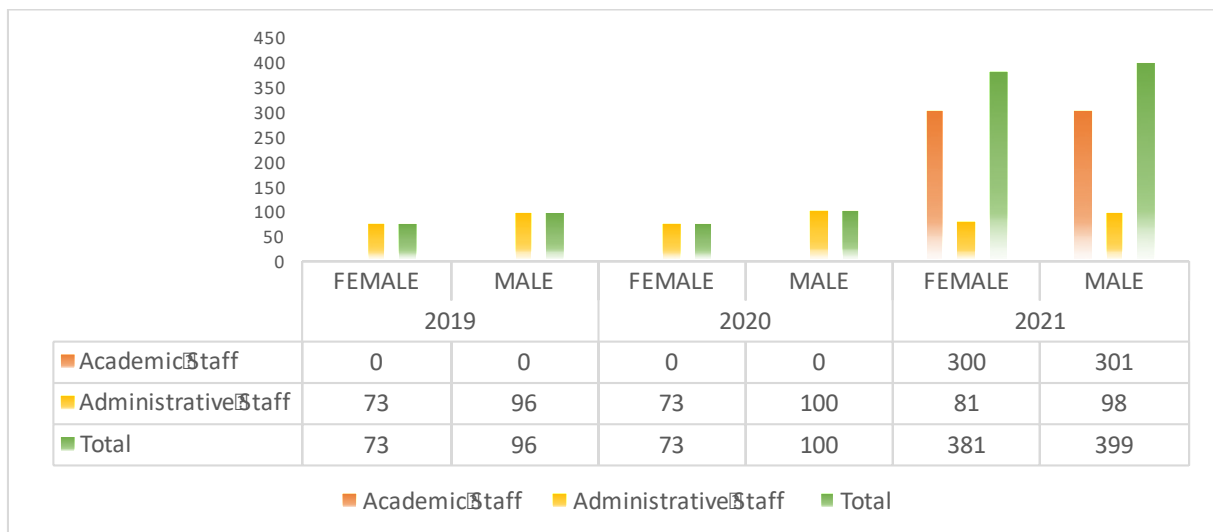
academic staff was 52 and the number of female administrative staff was 13. All the 16 staff who took maternity leave in 2021 were women.

Table 12. The number of staff who took maternity leave (2019-2021)

	2019		2020		2021		Total
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	
Academic Staff	13	4	14	2	14	5	52
Administrative Staff	5	0	6	0	2	0	13
Total	18	4	20	2	16	5	65

Between 2019 and 2021, a total of 1122 staff received training related to professional development, occupational safety, communication skills, etc. provided by the University (See, Table 13). While there is no academic staff who received training in 2019 and 2020, but 601 academic staff received training in 2021. **Participation in training was high among male academic staff and administrative staff compared to female.** For example, in 2021 the number of male staff (399) was slightly higher than the number of female staff (381).

Table 13. The number of staff who received training (2019-2021)





II- Overview of key findings - IMU students

Table 14 provides an overview of the gender composition concerning students at all levels (undergraduate and postgraduate degrees) and for all academic units. Since 2019, the number of female students increased. For example, the number of female was 4003 in 2019, 5721 in 2020 and 7581 in 2021. Although there was an increase in the number of male, it was less than the number of female. For example, the number of male was 3506 in 2019, 4765 in 2020, and 6055 in 2021. **So, gender gap was 6% in favour of female in 2019 and increased to %10 in 2020, %12 in 2021.**

As shown in Table 15 and Table 16, **there was a gender balance for percentage of female students by degree and academic units from 2019 to 2021**, but there is also significant variation in gender composition. For example, the percentage of female students of Faculty of Law was 46% in 2019 and 2021, the percentage of female students of Faculty of Arts and Humanities was %64 in 2019 %63 in 2021. The highest difference of percentage was 9% in female students of Master's. **In terms of achieving gender equality, Faculty of Medicine and Tourism overall performed the best with a gender balance of 50 % in 2021.**

In the undergraduate degrees, **the overall gender gap remains constant at 12 % in 2021 in favour of female students.** In 2021, female students comprised the significant majority in the Faculty of Health Sciences (80%) and Faculty of Education Sciences (70%), followed by Faculty of Arts and Humanities (63%) and Faculty of Art, Design and Architecture (62%). Meanwhile, female students represented the minority in Faculty of Engineering and Natural Sciences and Political Sciences (44 %), Faculty of Law (46%), followed by Faculty of Mechanical Engineering (19 %) and Faculty of Electrical and Electronics (16 %).

With only 20 % share for male students from in 2021, Faculty of Health Sciences had the widest gender gap at 60% in favour of female.

Table 14. Student data by gender/degree & academic unit (2019-2021)

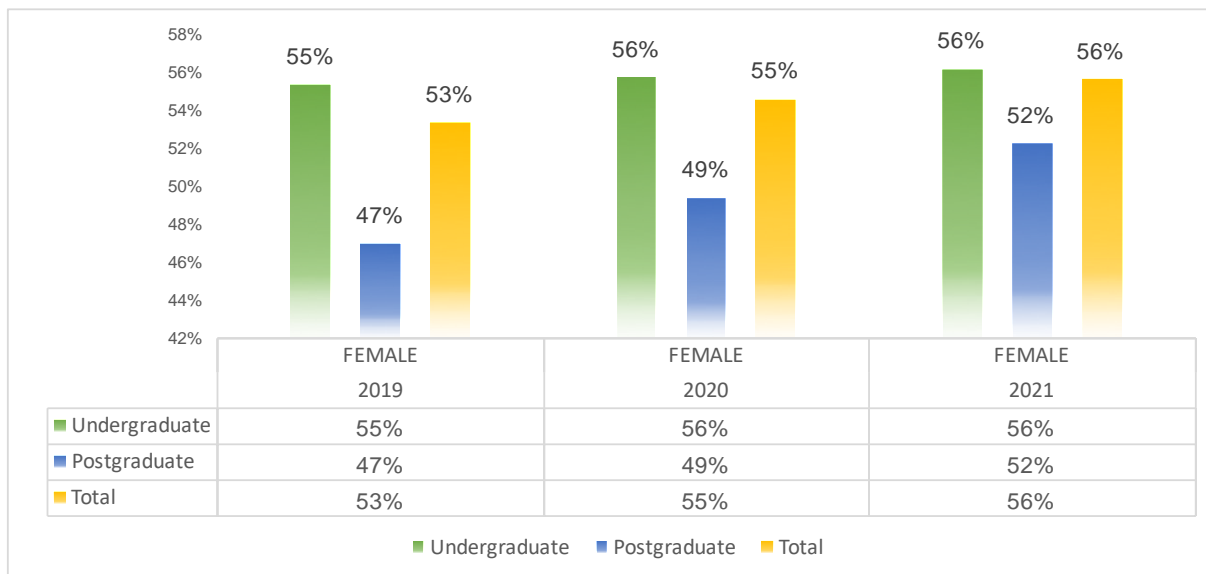
	2019					2020					2021					
	FEMALE	MALE	TOTAL	FEMALE %	MALE %	FEMALE	MALE	TOTAL	FEMALE %	MALE %	FEMALE	MALE	TOTAL	FEMALE %	MALE %	
Undergraduate	Faculty of Dentistry	69	52	121	57%	43%	103	78	181	57%	43%	132	121	253	52%	48%
	Faculty of Arts and Humanities	742	412	1154	64%	36%	1091	628	1719	63%	37%	1468	869	2337	63%	37%
	Faculty of Education Sciences	405	166	571	71%	29%	637	267	904	70%	30%	871	372	1243	70%	30%
	Faculty of Law	154	183	337	46%	54%	234	295	529	44%	56%	343	408	751	46%	54%
	Faculty of Engineering and Natural Sciences	378	526	904	42%	58%	594	781	1375	43%	57%	839	1068	1907	44%	56%
	Faculty of Health Sciences	492	114	606	81%	19%	789	193	982	80%	20%	1086	274	1360	80%	20%
	Faculty of Art, Design and Architecture	78	56	134	58%	42%	123	86	209	59%	41%	171	107	278	62%	38%
	Faculty of Political Sciences	372	537	909	41%	59%	584	832	1416	41%	59%	854	1101	1955	44%	56%
	Faculty of Medicine	339	350	689	49%	51%	449	448	897	50%	50%	554	553	1107	50%	50%
	Faculty of Tourism	123	150	273	45%	55%	192	208	400	48%	52%	257	261	518	50%	50%
Total	3152	2546	5698	55%	45%	4796	3816	8612	56%	44%	6575	5134	11709	56%	44%	
Postgraduate	Master's	589	774	1363	43%	57%	634	742	1376	46%	54%	721	658	1379	52%	48%
	PHD	262	186	448	58%	42%	291	207	498	58%	42%	285	263	548	52%	48%
	Total	851	960	1811	47%	53%	925	949	1874	49%	51%	1006	921	1927	52%	48%
GENERAL TOTAL	4003	3506	7509	53%	47%	5721	4765	10486	55%	45%	7581	6055	13636	56%	44%	



Table 15. Percentage of female students by degree & academic unit (2019-2021)

		2019	2020	2021
		FEMALE %	FEMALE %	FEMALE %
Undergraduate	Faculty of Dentistry	57%	57%	52%
	Faculty of Arts and Humanities	64%	63%	63%
	Faculty of Education Sciences	71%	70%	70%
	Faculty of Law	46%	44%	46%
	Faculty of Engineering and Natural Sciences	42%	43%	44%
	Faculty of Health Sciences	81%	80%	80%
	Faculty of Art, Design and Architecture	58%	59%	62%
	Faculty of Political Sciences	41%	41%	44%
	Faculty of Medicine	49%	50%	50%
	Faculty of Tourism	45%	48%	50%
	Total	55%	56%	56%
Postgraduate	Master's	43%	46%	52%
	PHD	58%	58%	52%
	Total	47%	49%	52%
General Total		53%	55%	56%

Table 16. Percentage of female students by degree (2019-2021)





III- Overview of key findings - IMU research funding

Although the percentage of women in selection committees on Scientific Research Projects has increased from **18 % in 2019 to 27 % in 2020 and 2021**, women remained less represented compared to men with a **gender gap of 46 % in 2021** (see, Table 17). Nevertheless, the findings demonstrate the progress made towards gender parity in access to university's research funds. The gender gap decreased by 6 % in favour of women as principal investigators since 2019. In 2021, **male principal investigators (65%) was higher than female principal investigators (35%) in submitted and selected projects** (see, Table 18).

Table 17. Percentages of women & men in selection committees of IMU Scientific Research Projects (2019-2021)

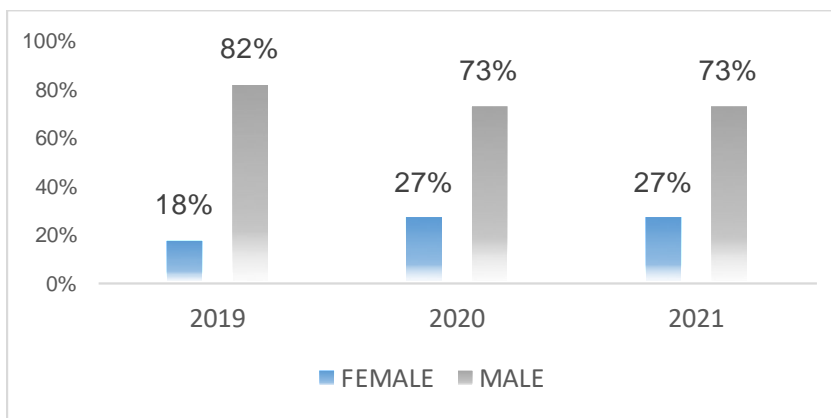


Table 18. Percentages of female & male principal investigators in submitted & selected projects (2019-2021)

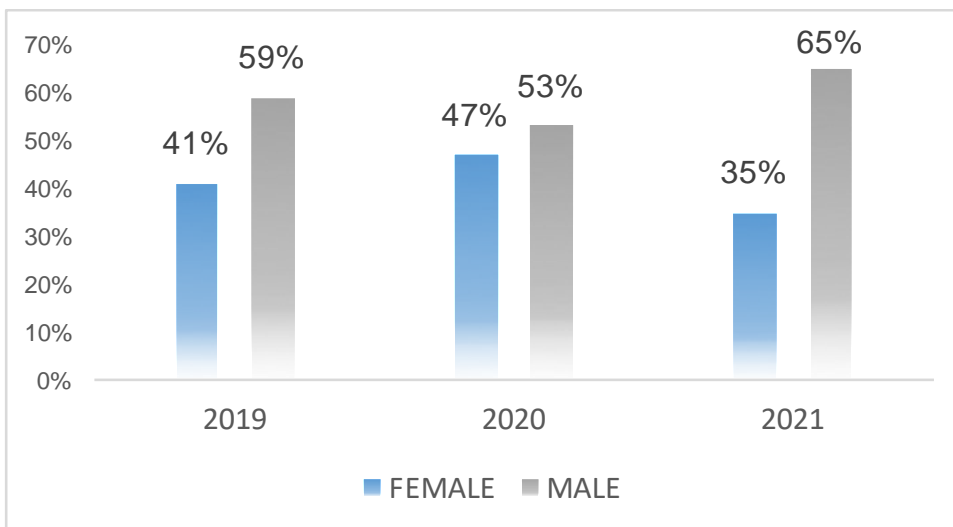
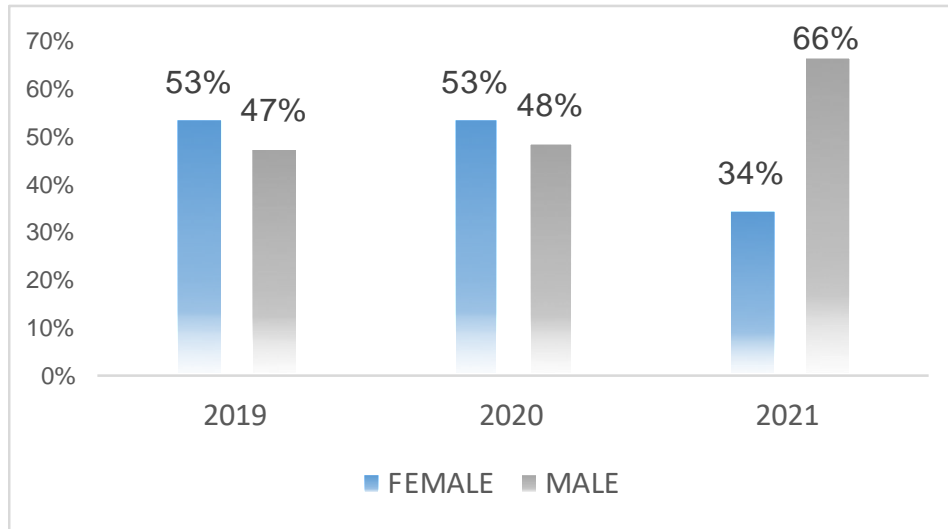




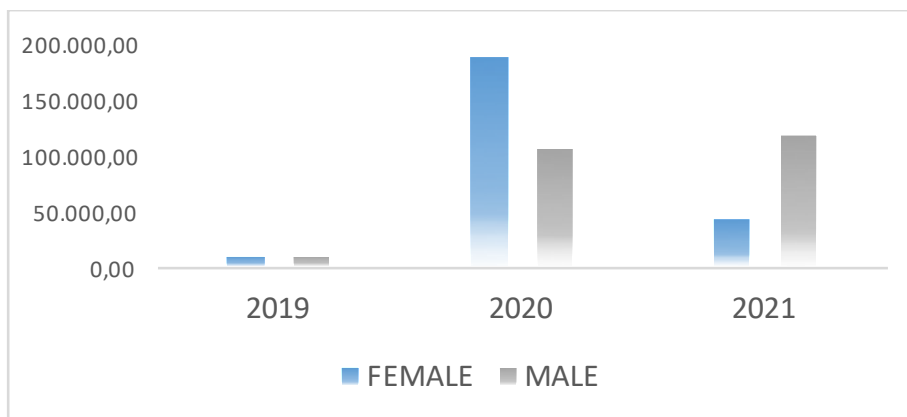
Table 19 shows the decrease in the share of female researchers and also increase number of male researchers in submitted and selected projects from 2019 to 2021. In 2021, female researchers comprised 53 % of the total researchers in submitted selected projects in 2020, which declined to 34% in 2021.

Table 19. Percentage of female & male researchers in submitted & selected projects (2019-2021)



The Table 20 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 from 2019 to 2020 but decreased from 2020 to 2021. In 2021, the research projects conducted by men (117.551,36 TL, appx. 7.856 Euros) received treble the funding amount compared to men (43.273 TL, appx. 2.892 Euros).

Table 20. The average funding amounts allocated to research projects conducted by women & men (2019-2021)





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

(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 IMU Scientific Research Projects to achieve gender equality



- Encourage women's participation in university, national and international-level research projects and networks
- Support IMU 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)
YTÜ Süreli Yayınlar Komisyon Başkanı (Head of commission of periodicals)
Yüksekökol 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)
Yüksekökol 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)
YÜKSEKÖKUL 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)

YTÜ Süreli Yayınlar Komisyon Üyesi (Member of periodicals commission)

Yükseköğretim Kurulu Üyesi (Member of vocational school management board)