**Istanbul University Self-Declaration on Gender Equality Plan (GEP)**

Istanbul University (IU) holds, with full awareness and utmost inclination, its mission of contributing to society in line with the Social Sensitivity value as embraced in its Quality Policy. Thus, IU has been consistently working on achieving the mission in different areas including education, scientific research and innovation, and encouragement of an entrepreneurial culture.

Reflecting on its historical mission and vision, IU has been persistent in its high sensitivity to all kinds of discrimination. Constitutional provisions, laws and other legal documents make up the framework for IU's actions. Decisive steps have been taken to generate a culture that encourages equality, diversity and inclusion within and beyond its community.

In this context, IU has already initiated its GEP preparatory endeavour in accordance with the EU's "Horizon Europe Guidance on Gender Equality Plans" with the following objectives:

- to promote gender equality across administrative levels, academic and non-academic staff, and the student community within the university
- to establish efficient institutional structures which shall encourage gender equality
- to foster gender equality culture in all institutional processes and practices
- to encourage the application of gender equality practices in employment, career development and assignments
- to develop mechanisms and practices that will enable its members to achieve work-life balance
- to promote gender equality perspective in research and education

To be launched by April 2022 with the foregoing objectives, the fully-fledged GEP of Istanbul University, will have set the criteria, indicators, timeline, and responsibilities in line with Sustainable Development Goals (SDGs) Agenda 2030 and the European Research Area (ERA) by making use of the support and resources such as the GEAR (Gender Equality in Academia and Research). The culture and practice of gender equality are envisaged to be internalized, promoted, and sustained through the IU GEP.

IU affirms its commitment to fulfilling its responsibilities to prevent discrimination of form among people, to eliminate artificial barriers for those with lesser opportunities, and to observe the rights of all living beings.

**Prof. Dr. Mahmut AK**
**Rector of İstanbul University**

ISTANBUL UNIVERSITY

# GENDER EQUALITY PLAN (2022-2027)

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# I PART ONE: INSTITUTIONAL CONTEXT

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# Information about Istanbul University

Istanbul University, the most established university in Turkiye and dating back to 1453, is the pioneer university that produces useful information for both our country and humanity. It trains competent individuals with its deep-rooted knowledge and experience with the pride of being one of the first 10 universities established in Europe.

Istanbul University, which has many scientific achievements every year, has continued to contribute to science and humanity with success both within the country and internationally in 2021. Istanbul University is the only Turkish university in the top 500 in the 'ARWU 2021 Ranking' showing the most successful universities in the world. On the other hand, Istanbul University is in the top 400 in the fields of Clinical, Preclinical and Health in THE (Times Higher Education) World Universities Academic Ranking. In the Quacquarelli Symonds (QS) Field-Based Ranking of World Universities, Istanbul University ranks 323th in Life Sciences and Medicine, in the range of 401-450 in Arts and Humanities, and in the range of 501-520 in Social Sciences and Management. The Faculty of Dentistry is in the 151-200 band in the Shanghai Ranking Global Academic Fields Ranking, where 1800 universities from 93 countries are evaluated in 54 different fields. The Faculty of Dentistry is also in the top 200 in the 2020-2021 World Field Ranking of the University Ranking by Academic Performance (URAP) Research Laboratory within the METU Informatics Institute. Besides, in the Excellence Category determined by the EDUNIVERSAL Evaluation System, Istanbul University Faculty of Business was selected as the 3rd Best Business School in the Eurasia/Middle East Region and the 2nd Best Business School in Turkiye, which was evaluated among 1000 business schools selected from a total of 154 countries. In addition to these scientific achievements, in the 2021 Barrier-Free University Awards; Istanbul University, which won 8 awards in the orange, green and blue flag categories, serves the society not only with the importance it attaches to science but also to social issues.

As one of Turkiye's 11 research universities with 3,594 academic staff and 6,119 administrative staff, Istanbul University is progressing in the light of science with 77 Application and Research Centers, 148 Research Laboratories and 783 research projects. Istanbul University is the only university in Turkiye with 2 Nobel laureate graduates; with 17 Faculties, 13 Institutes, 2 Colleges, 2 Vocational Schools and 727 programs; with 69,257 students. As one of Turkiye's 11 research universities with 3,594 academic staff and 6,119 administrative staff who are proficient in their fields, Istanbul University is progressing in the light of science with 77 Application and Research Centers, 148 Research Laboratories and 783 research projects.

Istanbul University sheds light on history and science with 2,125,140 registered works in the Istanbul University Libraries and 93,000 works in the Rare Books Library. In addition, the publishing House IU Press, which acts with the principle of open access scientific publishing, and its virtual libraries, offers valuable archives to service. Istanbul University continues its contemporary museology studies with museums that preserve historical cultural heritage and carry it to the future. The University, which attaches importance to social sensitivity with its buildings suitable for disabled access, 80 percent, also has the title of "Greenest University" with its environmentalist approach.

Istanbul University, which hosts 9,606 international students from 143 different countries, is also moving forward in line with our internationalization goal with its exchange programs.

Istanbul University, with its consciousness of having people who have "a word to say to the world", and with its historical accumulation, intellectual infrastructure, the power and capacity of the scientific knowledge it offers to humanity acts as a source of pride for our country. Istanbul University, with an effort to fulfill its duties and responsibilities in the best scientific and social sense, continues to shed light on the future.

# Mission, Vision, and Core Values

## Mission

To produce useful information for our country and humanity by bringing East and West, past and future together and to train competent individuals.

## Vision

To be a university that shapes the future with its universal level of education and research and is referenced in the world.

## Basic Values

**Science and Research Oriented:** Istanbul University acts as a leading university with a rich research culture and infrastructure in the processes of production, use, transfer and dissemination of scientific knowledge.

**Innovation, Inventiveness and Entrepreneurship:** Istanbul University considers the innovative and inventiveness perspective as the priority criteria for providing educational, research and social contributions and adopts a collaborative entrepreneurship model.

**Quality Orientation and Sustainability:** Istanbul University adopts the "Process Management Model" for sustainable growth and success and is managed in accordance with quality management systems.

**Compliance with Ethical and Universal Values:** Istanbul University respects universal values by strictly adhering to individual, scientific, legal and social ethical values.

**Transparency and Accountability:** Istanbul University has an open, transparent, participatory and responsive understanding of management processes and interaction with internal/external stakeholders.

**Social Awareness:** Istanbul University acts with the awareness and desire to contribute to society, from education to scientific research, from innovative and inventive activities to the creation and dissemination of an entrepreneurial culture.

**Student Oriented:** Istanbul University acts with a point of view that focuses on the wishes and demands of the student in the structuring, development and improvement of educational activities.

# Istanbul University Self-Declarationon Gender Equality Plan (GEP)

Istanbul University (IU) holds, with full awareness and utmost inclination, its mission of contributing to society in line with the Social Sensitivity value as embraced in its Quality Policy. Thus, IU has been consistently working on achieving the mission in different areas including education, scientific research and innovation, and encouragement of an entrepreneurial culture.

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- to promote gender equality across administrative levels, academic and non-academic staff, research groups and the student community within the university
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With the foregoing objectives, the fully-fledged GEP of Istanbul University, will have set the criteria, indicators, timeline, and responsibilities in line with Sustainable Development Goals (SDGs) Agenda 2030 and the European Research Area (ERA) by making use of the support and resources such as the GEAR (Gender Equality in Academia and Research). The culture and practice of gender equality are envisaged to be internalized, promoted, and sustained through the IU GEP.

IU affirms its commitment to fulfilling its responsibilities to prevent discrimination of form among people, to eliminate artificial barriers for those with lesser opportunities, and to observe the rights of all living beings.

# II PART TWO: ANALYSIS OF GENDER-DISAGGREGATED DATA ABOUT UNIVERSITY STAFF AND STUDENTS

## I IU STUDENT PROFILE

1. General Student Profile
2. International Students
3. Career Development / Support Programmes for Business Acquisition Process
4. Membership in Student Clubs

## II IU PERSONNEL PROFILE

1. Academic Staff
2. Administrative Staff

## III IU MANAGEMENT PROFILE

1. Senior Management
2. Management of Academic Units
3. Management of Administrative Units

## IV IU RESEARCH PROFILE

# I IU STUDENT PROFILE*

## 1. General Student Profile

As of March 2022, 653,940 students continue their education activities in IU. As can be seen in Table 1, 65.3% of this number is female and 34.7% is male.

**Table 1. Distribution of IU General Number of Students by Gender (Including Open Education**

| Male | | Female | | Total | |
|---|---|---|---|---|---|
| Number | % | Number | % | Number | % |
| 226,821 | 34.7 | 427,119 | 65.3 | **653,940** | 100 |

Excluding the students who continue their education at the Open Education Faculty, it will be seen that the number of students enrolled in IU formal education programs is 61,939. The gender distribution ratios presented in Table 2 show that 50.7% of this number is women and 49.3% is men.

**Table 2. Distribution of the Number of Students Registered in IU Formal Education Programs by Gender**

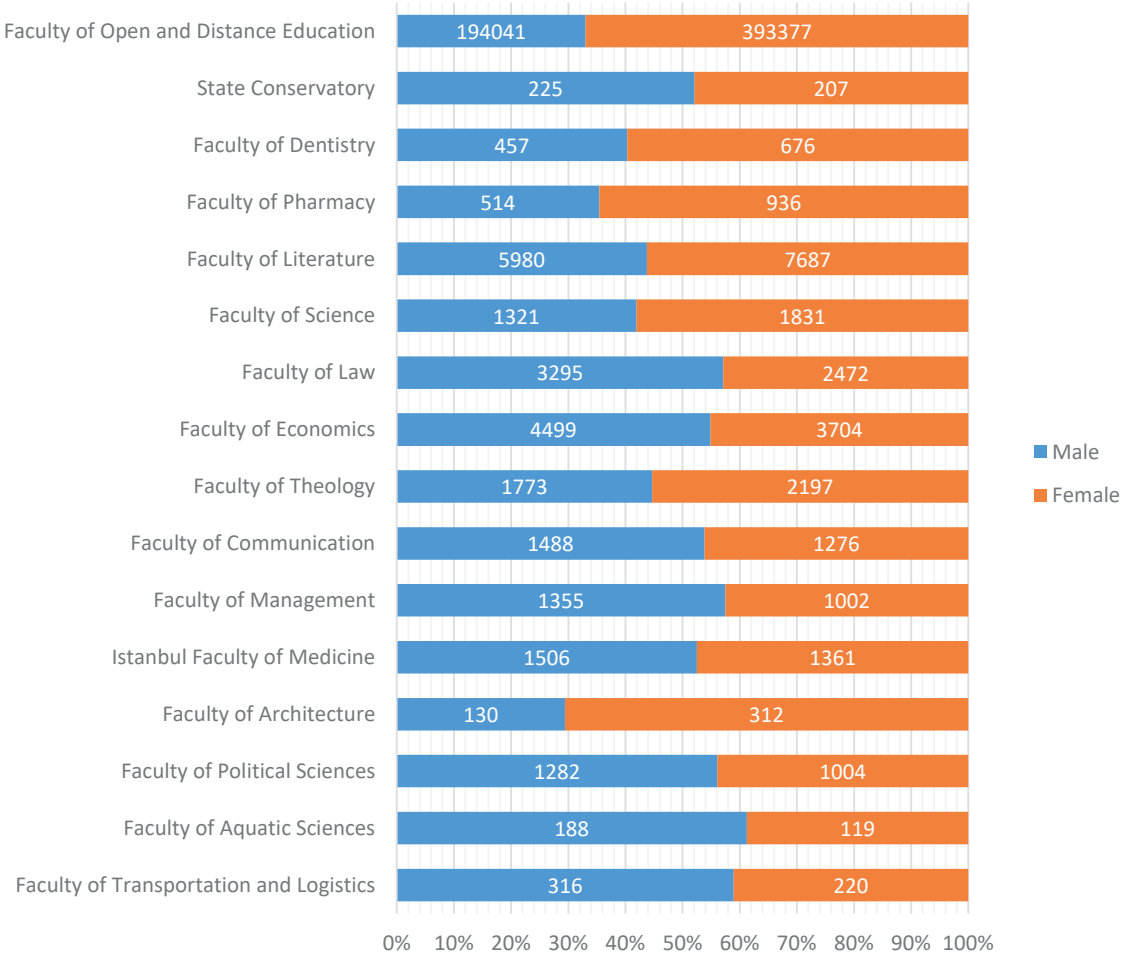
| Male | | Female | | Total | |
|---|---|---|---|---|---|
| Number | % | Number | % | Number | % |
| 30,512 | 49.3 | 31,427 | 50.7 | **61,939** | 100 |

The bar graph showing the distribution of IU students according to the units in which they continue their education and training activities provides the opportunity for comparative analysis in order to understand to what extent the gender distribution among students is shaped.

As can be seen in Graph 1 presented below, when the gender distribution of students studying in Faculties with 4-year education programs is compared, gender ratios tend to be in favor of women, especially in the Faculties of Architecture, Open and Distance Education, Pharmacy, Science and Theology.

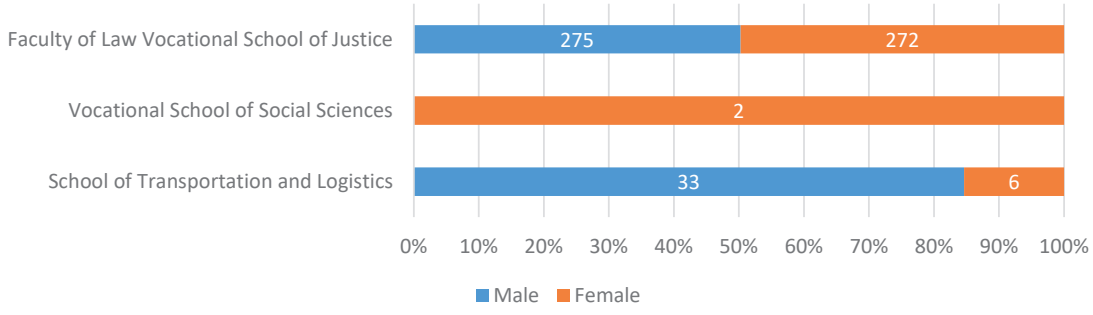
* Data belongs to the date of 09.03.2022

## Graphic 1. Gender Distribution of Students in Faculties



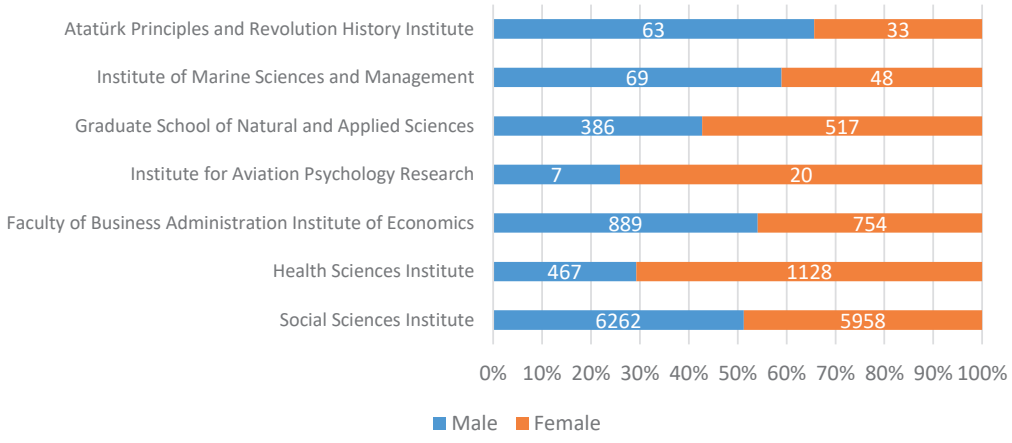

The bar graph showing the gender distribution of the students who continue their education in 2-year colleges is presented below.

## Graphic 2. Gender Distribution of Students Who Continue Their Education in 2-year Colleges



The gender distribution graph of the institutes offering graduate and doctoral education is given below. When a comparison is made between the institutes, it is understood that the number of students in the Institute for Aviation Psychology Research and Health Sciences Institute shows a tendency in favor of women.

## Graphic 3. Gender Distribution of Institute Students



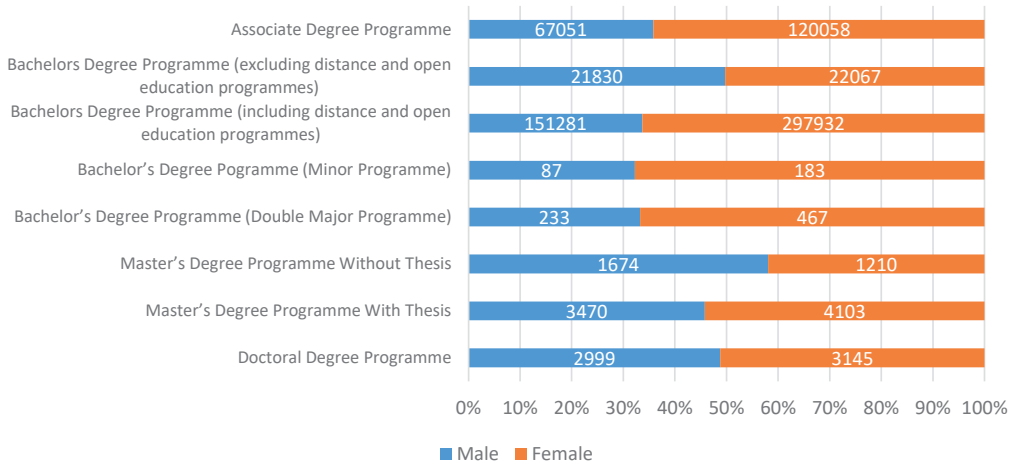

Statistical data on the gender distribution rates of students continuing their education at IU according to different education levels are presented in Table 3. It should be noted that students enrolled in the undergraduate program can also receive education in the Double Major and Minor Programmes. For this reason, the grand total regarding the number of students was excluded from the table.

**Table 3. Distribution of the Number of Students at Different Education Levels by Gender**

| Education Level | Male | | Female | | Total | |
|---|---|---|---|---|---|---|
| | Number | % | Number | % | Number | % |
| Associate Degree Programme | 67,051 | 35.8 | 120,058 | 64.2 | 187,109 | 100 |
| Bachelors Degree Programme (including distance and open education programmes) | 151,281 | 33.7 | 297,932 | 66.3 | 449,213 | 100 |
| Bachelors Degree Programme (excluding distance and open education programmes) | 21,830 | 49.7 | 22,067 | 50,3 | 43.897 | 100 |
| Bachelors Degree Programme (Minor Programme) | 87 | 32.2 | 183 | 67.8 | 270 | 100 |
| Bachelors Degree Programme (Double Major Programme) | 233 | 33.3 | 467 | 66.7 | 700 | 100 |
| Master's Degree Programme Without Thesis | 1,674 | 58.0 | 1,210 | 42.0 | 2,884 | 100 |
| Master's Degree Programme With Thesis | 3,470 | 45.8 | 4,103 | 54.2 | 7,573 | 100 |
| Doctoral Degree Programme | 2,999 | 48.8 | 3,145 | 51.2 | 6,144 | 100 |

As can be seen in Graph 4 presented below, the gender distribution of the programs is mostly in favor of women. It is interesting that the majority of students enrolled in Double Major and Minor Programs, which have the potential to contribute significantly to the academic and professional development of students, are mostly women.

Graphic 4. Gender Distribution by Education Level



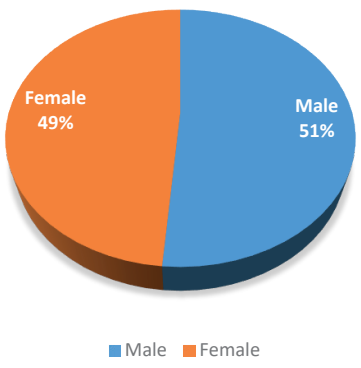

## 2. International Students

IU is the university with the largest number of international students in Turkiye. As can be seen from Table 4 presented below, as of March 2022, 9,324 international students make up about 49% of the female students and 51% of the male students.

**Table 4. The Gender Distribution of International Students**

| Male | | Female | | Total | |
|---|---|---|---|---|---|
| Number | % | Number | % | Number | % |
| 4,788 | 51.4 | 4,536 | 48.6 | **9,324** | **100** |

Graphic 5. Number of International Students



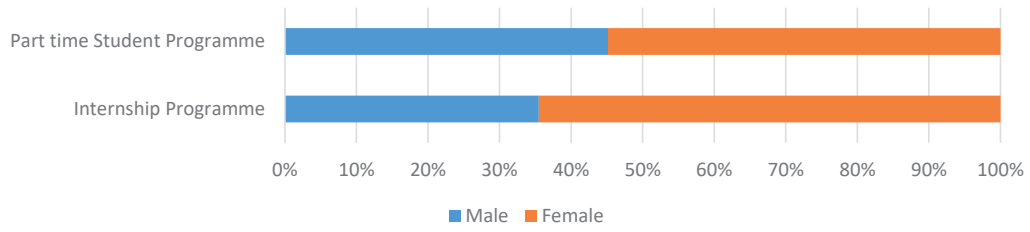
## 3. Career Development / Support Programmes for Business Acquisition Process

Internship and part-time student programs are being implemented in order to support the career development and business acquisition processes of students who continue their education at IU. As can be seen in the Graph 6 presented below, the majority of the students who benefit from these programs are female students as of the percentage.

**Table 5. Gender Distribution of Students Who Benefit from the University's Career /Job Acquisition Support Programmes**

| Type of Programs | Male | | Female | | Total | |
|---|---|---|---|---|---|---|
| | Number | % | Number | % | Number | % |
| Internship Programme | 111 | 35.5 | 202 | 64.5 | 313 | 100 |
| Part Time Students Programmes | 260 | 45.1 | 316 | 54.9 | 576 | 100 |
| **Total** | **371** | 41.8 | **517** | 58.2 | **888** | 100 |

Graphic 6. Gender Ratio of Students Benefiting from Career Support Programmes



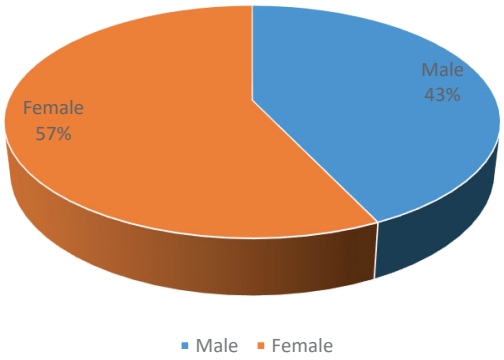

## 4. Membership in Student Clubs

IWithin the framework of student clubs operating throughout the UNIVERSITY, 8,043 students are actively participating in scientific, cultural and artistic activities. As can be seen in the table presented below, about 57% of these students are women.

**Table 6. Gender Distribution of Students Who are Members of Student Clubs**

| Male | | Female | | Total | |
|---|---|---|---|---|---|
| Number | Percentage | Number | Percentage | Number | Percentage |
| 3,455 | 42.96 | 4,588 | 57.04 | 8,043 | 100 |

Graphic 7. Gender Distribution of Students Who are Members of Student Clubs




## IU PERSONNEL PROFILE*

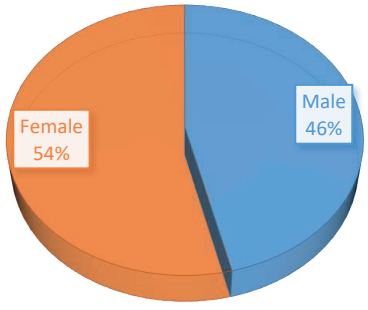
### 1. Academic Staff

The number of academicians working in academic units such as Faculties, institutes, colleges, etc. within the IU is 4,157 as of March 2022. When the statistical data presented in Table 7 are examined, it is understood that the gender ratios of this figure tend to favor women at a partial level.

**Table 7. Gender Distribution of the IU Academic Staff**

| Male | | Female | | Total | |
|---|---|---|---|---|---|
| Number | Percentage | Number | Percentage | Number | Percentage |
| 1,918 | 46.1 | 2,239 | 53.9 | 4,157 | 100 |

Graphic 8. The Gender Distribution Ratios of Academic Staff



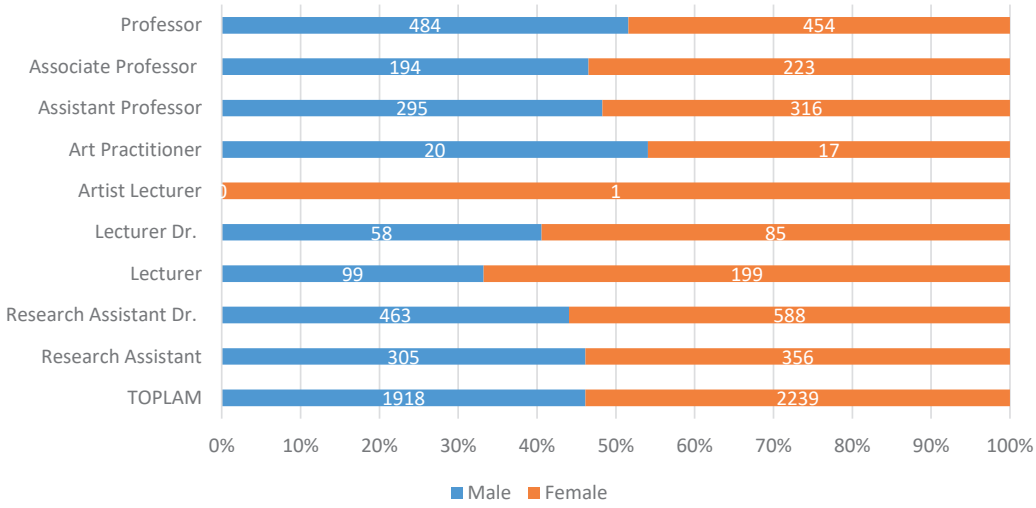

* Data belongs to the date of 15.03.2022

The gender distribution ratios of academic staff according to their titles are given in Table 8.

**Table 8. Gender Distribution by Academic Title**

| Academic Title | Male | | Female | | Total | |
|---|---|---|---|---|---|---|
| | Number | % | Number | % | Number | % |
| Professor | 484 | 51.6 | 454 | 48.4 | 938 | 100 |
| Associate Professor | 194 | 46.5 | 223 | 53.5 | 417 | 100 |
| Dr. Lecturer | 295 | 48.3 | 316 | 51.7 | 611 | 100 |
| Art Practitioner | 0 | 0.0 | 1 | 100.0 | 1 | 100 |
| Artist Lecturer | 20 | 54.1 | 17 | 45.9 | 37 | 100 |
| Lecturer Dr. | 58 | 40.6 | 85 | 59.4 | 143 | 100 |
| Lecturer | 99 | 33.2 | 199 | 66.8 | 298 | 100 |
| Research Assistant Dr. | 463 | 44.1 | 588 | 55.9 | 1051 | 100 |
| Research Assistant | 305 | 46.1 | 356 | 53.9 | 661 | 100 |
| **Total** | **1,918** | **46.1** | **2,239** | **53.9** | **4,157** | **100** |

Graphic 9. Gender Distribution by Academic Title



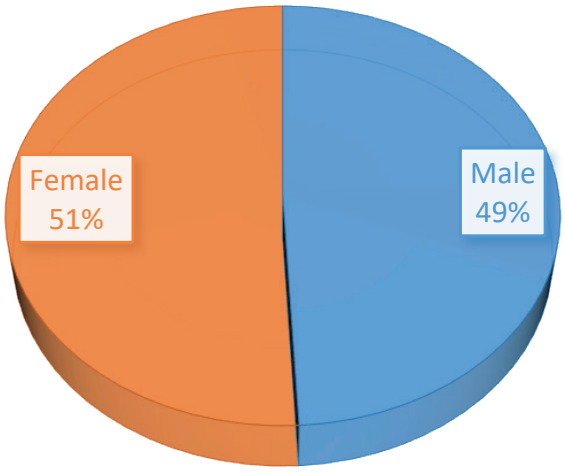
## 2. Administrative Staff

The gender distribution of the IU administrative staff as of March 2022 is presented in Table 8 below. Approximately 51% of the total 5,974 administrative personnel are female personnel.

**Table 9. Gender Distribution of the IU Administrative Staff**

| Male | | Female | | Total | |
|---|---|---|---|---|---|
| Number | % | Number | % | Number | % |
| 2,936 | 49.1 | 3,038 | 50.9 | 5,974 | 100 |

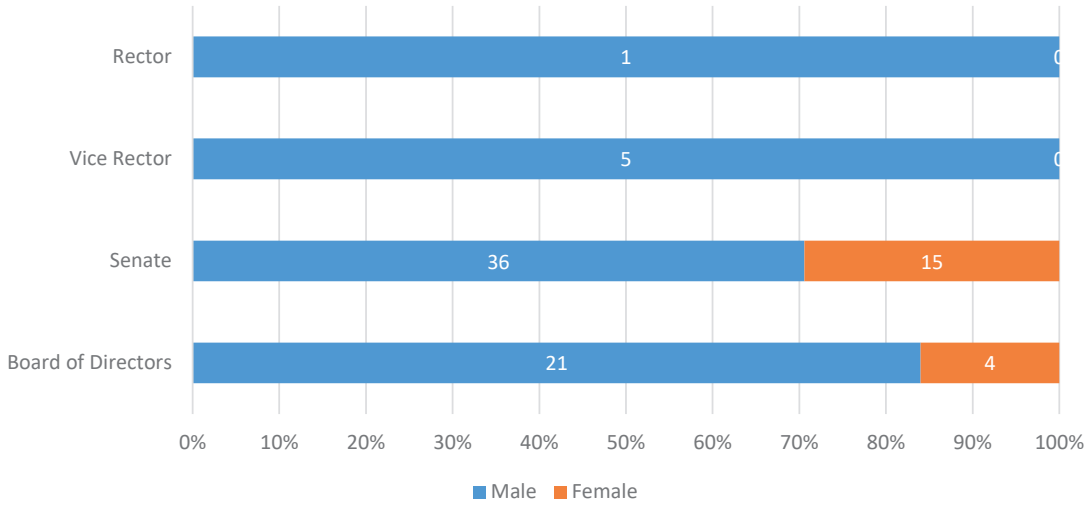
Graphic 10. Gender Distribution Of The IU Academic Staff



## 1. Senior Management

The gender distribution chart of the Senior Management of the IU as of March 2022 is presented below. As can be seen, gender ratios in senior management are in favor of men.

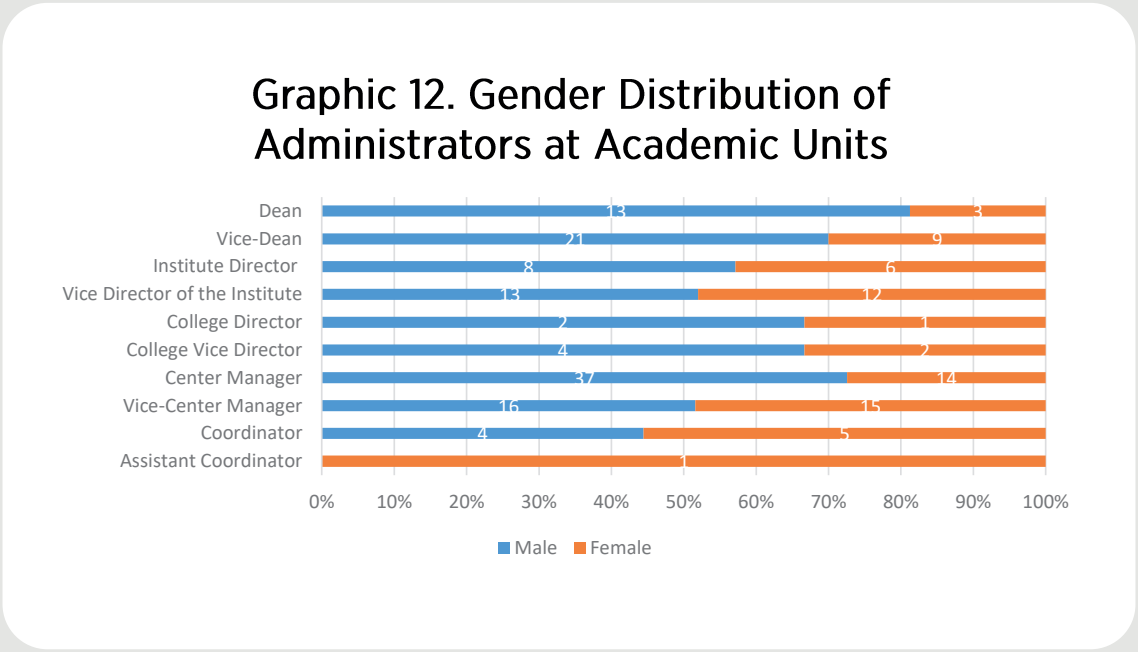
Graphic 11. Gender Distribution of the Senior Management




* Data belongs to the date of 15.03.2022

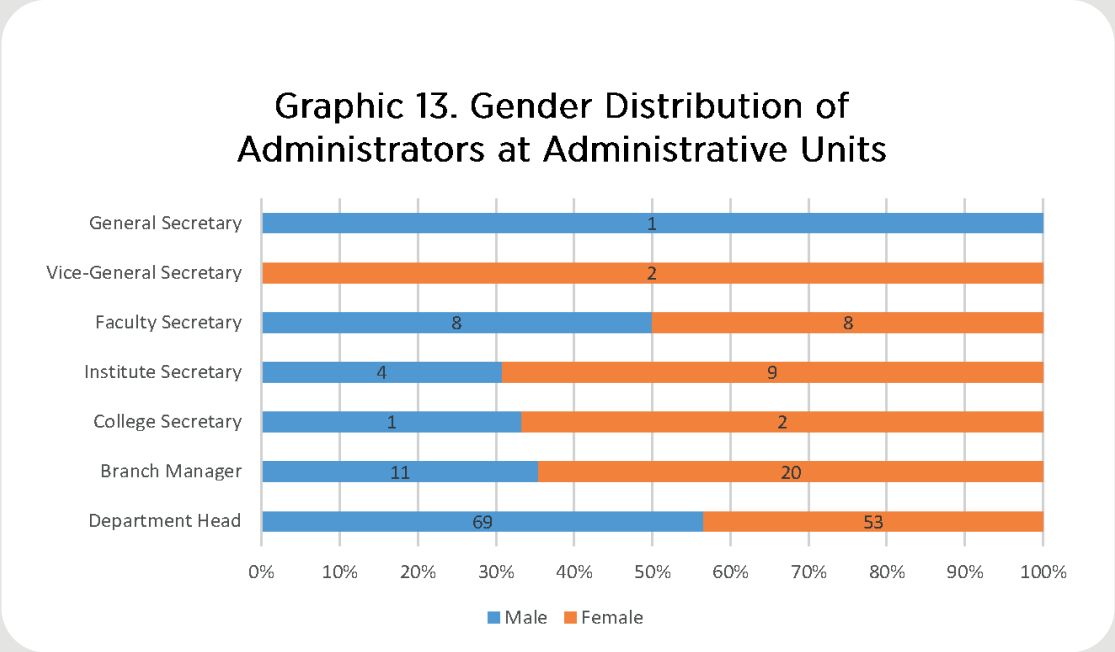
## 2. Management of Academic Units

When looking at the management of academic units, it is seen that gender ratios vary according to different statuses. Although the female ratios are relatively higher among the assistants, it is seen that the ratios are in favor of men, especially at the level of deaneries and directorates.




## 3. Management of Administrative Units

When looking at managers in administrative units, it is seen that the gender distribution is in favor of women.

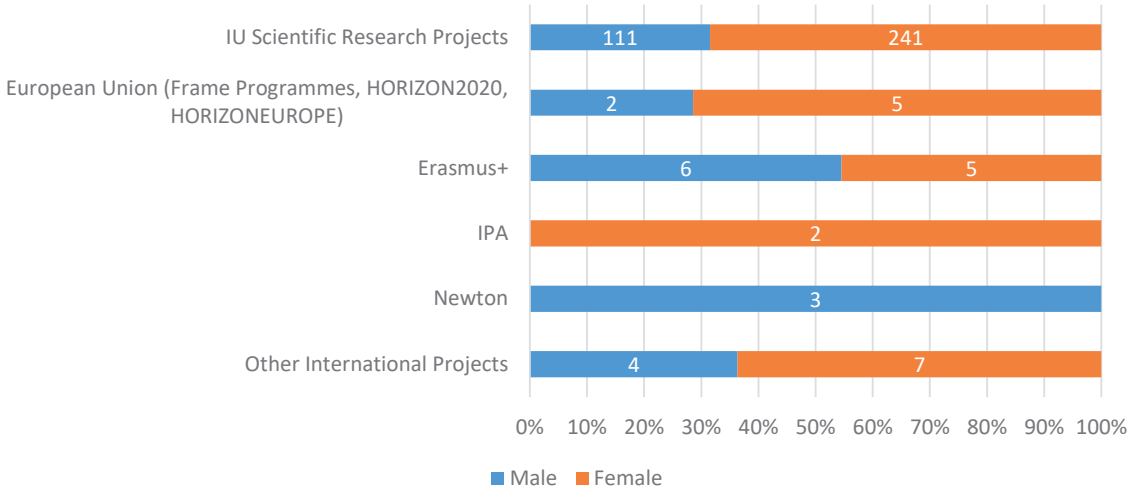


The following is the gender distribution table of national and international project managers conducted at Istanbul University in 2021. As can be seen from the tables presented, the gender distribution is shaped in favor of female academics.

**Table 10. Gender Distribution of the Participants of Research Projects for the Year 2021**

| Type of Project | Male | | Female | | Total | |
|---|---|---|---|---|---|---|
| | Number | % | Number | % | Number | % |
| İÜ Scientific Research Projects | 111 | 31.5 | 241 | 68.5 | 352 | 100 |
| European Union (Frame Programs, HORIZON2020, HORIZONEUROPE) | 2 | 29 | 5 | 71 | 7 | 100 |
| Erasmus+ | 6 | 55 | 5 | 45 | 11 | 100 |
| IPA | 0 | 0 | 2 | 100 | 2 | 100 |
| Newton | 3 | 100 | 0 | 0 | 3 | 100 |
| Other International Projects | 4 | 36 | 7 | 64 | 11 | 100 |

Graphic 14. Gender Distribution of Research Project Managers




* Data belongs to the date of 08.04.2022.

# III

# PART THREE: IU GEP Objectives

The main objectives of the Istanbul University Gender Equality Plan (GEP) are:

## 1. DEVELOPMENT OF INSTITUTIONAL POLICY CAPACITY

Promoting gender equality among administrative levels, academic and non-academic staff, research groups and the student body within the institutional structure to establish practices that will develop supportive elements based on gender discrimination in job security and career development of employees (IU GEP DECLARATION ARTICLE 1-2-4).

## 2. PROMOTING GENDER EQUALITY IN THE CULTURAL AREA

Supporting collaborative, transparent and harmonious working processes in all institutional activities and practices, in campus climate to promote a culture of gender equality and cultural internalization. Creating information, raising awareness, providing prevalence in actions to create a safe and supportive work and student life culture area where there is no attitude and behavior (IU GEP DECLARATION ARTICLE 3).

## 3. OBSERVING GENDER BALANCE IN SCIENTIFIC STUDIES

In the scientific studies of the university, (dissertation-article-research- project, etc.) to strengthen gender balance by taking into account gender perspective in creating content and scope, creating teams and disseminating results. (ARTICLE 6 OF THE IU GEP DECLARATION)

## 4. OBSERVING THE BALANCE OF WORK AND PRIVATE LIFE

To develop applications that will allow members to balance their private lives and their work lives (ARTICLE 5 OF the IU -GEP DECLARATION)

Istanbul University aims to take the necessary steps within the framework of the key areas identified above.

## ISTANBUL UNIVERSITY GEP ACTION PLAN AND SUSTAINABLE DEVELOPMENT GOALS

Until the SDG Agenda, 10.2.2030, regardless of age, gender, disability, race, ethnicity, origin, religion or economic or other status of anyone, it supports the decision to strengthen and encourage the closure of everybody as social, economical and political. In this context, it is aimed to create an action plan that takes into account the decisions of Article 4-5-8-9-10-16-17 of the Sustainable Development Goals, taking into account the institutional, cultural and work-life balance.

## KEY AREA 1: DEVELOPMENT OF INSTITUTIONAL POLICY CAPACITY

According to Istanbul University GEP plan, IU GEP STATEMENT ARTICLE 1-2-4, the focus is on target and action indicators to increase the percentage of female employees in management positions and to strengthen mechanisms to effectively address and prevent gender-based discrimination. Establishing institutional structures that will support gender equality in order to develop the Institutional Policy Capacity on this issue, and encouraging gender-sensitive recruitment in career and assignment processes and academic and administrative decisions are important in this process.

| Key Fields | Objectives | Themes | Indicators | Person in charge Person/Unit/Dept. | Planned Action | Time Chart | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 |
| **A1. Development of Corporate Policy Capacity** | 1.1. Creation of institutional structures supporting gender equality | Appointment of persons who will be responsible for ensuring the development and improvement of the process of gender equality in workplace procedures and practices | Gender equality policy and its elements<br>Commissions<br>Working Groups<br>Representatives | Rector<br>Vice Rector | Appointment of a special staff in charge of correspondences regarding execution of GEP<br>Establishment of the Equal Opportunity & Non Discrimination Working Commission<br>Establishment of the Gender Equality Unit (GEUR)<br>Election of a Gender Equality Representative (GER) | X | X | | | | |
| **A1. Development of Corporate Policy Capacity** | 1.1. Creation of institutional structures supporting gender equality | Monitoring, supervision and evaluation of data collection processes Analysis of gender equality and diversity | Defining the principles of gender data collection and making it available to the public. | Vice-Rector<br>Quality Unit<br>Women's Studies | Gender Data Portal (https://sayilarla.istanbul.edu.tr /#/)<br>Integration into the Strategic documents of the University | X | X | X | X | X | X |
| **A1. Development of Corporate Policy Capacity** | 1.2. To promote gender-sensitive recruitment, career and appointment processes | Recruitment and appointment to create gender awareness initiatives, briefings or guidelines to be signed by Board Members | Sharing of updates on the workflow/ procedures related to recruitment to be carried out on the basis of gender equality by the relevant units and commissions | Vice Rector<br>Directive Commission<br>General Secretariat Legal Consultancy | Preparation and updating of guidelines<br>(Ensuring gender equality of all commissions) | | | X | X | X | X |
| **A1. Development of Corporate Policy Capacity** | 1.3. Increasing the percentage of female employees in academic and administrative decision-making /management positions to ensure gender equality | Reporting and analyzing on increasing the percentage of female employees in academic and administrative decision-making/ management positions | Sharing of the assignment processes to be carried out on the basis of gender equality by the relevant units | Vice Rector<br>Personnel Department<br>Unit Managers<br>Academic Appointment Commissions | Integration of analysis results into promotion and contract renewal processes | | X | | X | | X |
| **A1. Development of Corporate Policy Capacity** | 1.4. Actions to strengthen mechanisms to effectively address gender-based discrimination and the establishment of an audit policy | Reviewing the procedures and processes of the existing complaint and support mechanisms for the prevention of gender-based discrimination, sexual harassment and sexual violence and to make improvements where necessary | Sharing the processes about University rules, Decriminalization regulations and also support and complaint mechanisms in open access; preparation of in-service trainings to increase awareness of the issue among IU members and students | Vice Rector<br>Mobbing Commission<br>Department of<br>Corporate Communication<br>Women's Studies/ Application and Research Center<br>KAGEM | Raising awareness about the units established within the scope of the gender equality plan | X | X | | X | | X |

## KEY AREA 2: STRENGTHENING GENDER EQUALITY IN THE CULTURAL AREA

Based on the statement of IU GEP DECLARATION ARTICLE 3-6, in line with the aims of promoting a culture of gender equality in all institutional processes and practices, promoting a perspective of gender equality in research and education in the key area of gender equality actions in the cultural field, creating information on gender equality, raising awareness about prevalence targets and indicators in actions were determined.

| Key Fields | Objectives | Themes | Indicators | Person in charge Person/Unit/Dept. | Planned Action | Time Chart | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 |
| A.2. Promoting Gender Equality in the Cultural Area | 2.1. Promoting gender equality in corporate culture, processes and practices | Collection and analysis of quantitative and qualitative data on gender representation in units | Annual gender report | GER<br>GEUR<br>Quality Coordination<br>Related Units | Creation of reports and sharing them with all departments and administrative and academic staff and students | | X | X | X | X | X |
| A.2. Promoting Gender Equality in the Cultural Area | 2.1. Promoting gender equality in corporate culture, processes and practices | To transform GEP into a corporate culture and to increase the multiplier effect of the plan, regular follow-up meetings are to beheld with key governance actors and senior management (vice rectors and managers of the administrative department) | Gender Equality Unit (GEUR)<br>Reporting of the minutes of the meeting by the Gender Equality Representative (GER). | GER<br>GEUR | Creation of reports and sharing them with all departments and administrative and academic staff and students | | X | X | X | X | X |
| A.2. Promoting Gender Equality in the Cultural Area | 2.2. Promoting gender equality in the campus climate | To create a gender equality awareness that will be spread at all levels of the institution by providing gender equality education to staff, faculty, students and researchers | Educational and awareness-raising activities on gender equality (panel, workshop, in-service training, etc.) | Vice Rector<br>GER<br>GEUR<br>SKS<br>KAGEM | Provision of in-service trainings | | X | X | X | X | X |
| A.2. Promoting Gender Equality in the Cultural Area | 2.2. Promoting gender equality in the campus climate | Participation of student clubs in boards, brochures, stickers, photos, etc. increasing materials,<br>Gender-oriented projects with students, preparation of cultural activities (theater, film screening etc.) | Awareness-raising materials | GER<br>GEUR<br>Dept. of Corporate Communication<br>SKS<br>Student Council<br>İÜ Youth Office | Creating and Spreading awareness materials | X | X | X | X | X | X |
| A.2. Promoting Gender Equality in the Cultural Area | 2.3. To promote gender-sensitive recruitment, career and appointment processes | Counseling and incentive mechanisms, especially for the underrepresented gender, to improve visibility, self-confidence, negotiation and leadership skills | Career development trainings<br>Leadership trainings<br>Entrepreneurship trainings<br>Cooperation with NGOs | Personnel Department<br>SKS<br>The Center of Women's Studies<br>KAGEM | Career Development Events | X | X | X | X | X | X |
| A.2. Promoting Gender Equality in the Cultural Area | 2.3. To promote gender-sensitive recruitment, career and appointment processes | Introduction of career examples and role models (scientists, researchers and academics) | Activities and mentoring on gender equality and non-discrimination, etc. support activities | SKS<br>The Center of Women's Studies<br>KAGEM<br>Student Council | Promotional and mentoring meetings | | X | X | X | X | X |

# KEY AREA 3: OBSERVING GENDER BALANCE IN SCIENTIFIC STUDIES

| Key Fields | Objectives | Themes | Indicators | Person in charge Person/Unit/Dept. | Planned Action | Time Chart | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 |
| **A.3. Observance of Gender Balance in Scientific Studies** | 3.1. Development of the scientific research and education texture | The construction of structures that support women's studies in scientific research, curriculum and teaching mechanisms, internal and external scientific and social activities which promote visibility | Gender ratios in selective rules | IU Senate<br>Rector<br>IU Board of Directors<br>GER<br>GEUR<br>BAP, UPO, TTM | Ensuring equality in gender ratios in formed commissions | | X | X | X | X | X |
| **A.3. Observance of Gender Balance in Scientific Studies** | 3.2. Promoting research that addresses gender issues in the texture of scientific research and teaching | The construction of structures that support women's studies in scientific research, curriculum and teaching mechanisms, internal and external scientific and social activities which promote visibility | Research support mechanisms<br>Curriculum changes<br>Reports | All units related to curriculum and scientific research processes<br>Women's Studies Center<br>Student Affairs Department<br>BAP, UPO ve TTM | Prioritizing gender equality in scientific research topics and scopes<br>Ensuring gender equality among those participating in scientific research<br>Curriculum updates | | X | X | X | X | X |
| **A.3. Observance of Gender Balance in Scientific Studies** | 3.2. Promoting research that addresses gender issues in the texture of scientific research and teaching | The construction of structures that support women's studies in scientific research, curriculum and teaching mechanisms, internal and external scientific and social activities which promote visibility | Annual Reports | GER<br>GEUR<br>Dept. of Corporate Communication<br>Relevant academic and administrative units | Creation, dissemination and follow-up of reports | | X | | X | | X |

## KEY AREA 4: WORK AND PRIVATE LIFE BALANCE

In accordance with the scope of the Istanbul University GEP plan (Article 5), targets and indicators have been determined in the key area of work and life balance in order to develop mechanisms and practices that will enable its members to be successful.

| Key Fields | Objectives | Themes | Indicators | Person in charge Person/Unit/Dept. | Planned Action | Time Chart | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 |
| **A4. Maintaining Work and Private Life Balance** | 4.1. Developing mechanisms and practices that will enable members to balance their private and business lives | Developing feasibility plans for the creation of relevant social assistance services | Situation determination report | GER, GEUR<br>General Secretariat<br>Social facilities<br>Women's Studies Center<br>Center for Disability Studies<br>International Student Office<br>IU Young Office | Creation, dissemination and follow-up of reports | | X | | X | | X |
| **A4. Maintaining Work and Private Life Balance** | 4.1. Developing mechanisms and practices that will enable members to balance their private and business lives | Increasing corporate facilities for workers for childcare, family members with special needs, elderly family members, etc. | Situation determination in existing services and improvement studies with internal and external stakeholders | GER, GEUR<br>General Secretariat<br>Social Facilities<br>Women's Studies Center | Creation, dissemination and follow-up of reports | | X | | X | | X |
| **A4. Maintaining Work and Private Life Balance** | 4.1. Developing mechanisms and practices that will enable members to balance their private and business lives | Raising awareness about paternity leave | Situation determination report | General Secretariat<br>Personnel Department | Creating awareness on the subject by improving corporate communication opportunities | | X | X | X | X | X |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| Key Fields | Objectives | Themes | Indicators | Person in charge Person/Unit/Dept. | Planned Action | Time Chart | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 |
| **A1. Development of Corporate Policy Capacity** | 1.1. Creation of institutional structures supporting gender equality | Appointment of persons who will be responsible for ensuring the development and improvement of the process of gender equality in workplace procedures and practices | Gender equality policy and its elements<br>Commissions<br>Working Groups<br>Representatives | Rector<br>Vice Rector | Appointment of a special staff in charge of correspondences regarding execution of GEP<br>Establishment of the Equal Opportunity & Non Discrimination Working Commission<br>Establishment of the Gender Equality Unit (GEUR)<br>Election of a Gender Equality Representative (GER) | X | X | | | | |
| **A1. Development of Corporate Policy Capacity** | 1.1. Creation of institutional structures supporting gender equality | Monitoring, supervision and evaluation of data collection processes Analysis of gender equality and diversity | Defining the principles of gender data collection and making it available to the public. | Vice-Rector<br>Quality Unit<br>Women's Studies | Gender Data Portal (https://sayilarla.istanbul.edu.tr /#/)<br>Integration into the Strategic documents of the University | X | X | X | X | X | X |
| **A1. Development of Corporate Policy Capacity** | 1.2. To promote gender-sensitive recruitment, career and appointment processes | Recruitment and appointment to create gender awareness initiatives, briefings or guidelines to be signed by Board Members | Sharing of updates on the workflow/procedures related to recruitment to be carried out on the basis of gender equality by the relevant units and commissions | Vice Rector<br>Directive Commission<br>General Secretariat Legal Consultancy | Preparation and updating of guidelines<br>(Ensuring gender equality of all commissions) | | | X | X | X | X |
| **A1. Development of Corporate Policy Capacity** | 1.3. Increasing the percentage of female employees in academic and administrative decision-making / management positions to ensure gender equality | Reporting and analyzing on increasing the percentage of female employees in academic and administrative decision-making/management positions | Sharing of the assignment processes to be carried out on the basis of gender equality by the relevant units | Vice Rector<br>Personnel Department<br>Unit Managers<br>Academic Appointment Commissions | Integration of analysis results into promotion and contract renewal processes | | X | | X | | X |
| **A1. Development of Corporate Policy Capacity** | 1.4. Actions to strengthen mechanisms to effectively address gender-based discrimination and the establishment of an audit policy | Reviewing the procedures and processes of the existing complaint and support mechanisms for the prevention of gender-based discrimination, sexual harassment and sexual violence and to make improvements where necessary | Sharing the processes about University rules, Decriminalization regulations and also support and complaint mechanisms in open access; preparation of in-service trainings to increase awareness of the issue among IU members and students | Vice Rector<br>Mobbing Commission<br>Department of<br>Corporate Communication<br>Women's Studies/ Application and Research Center<br>KAGEM | Raising awareness about the units established within the scope of the gender equality plan | X | X | | X | | X |