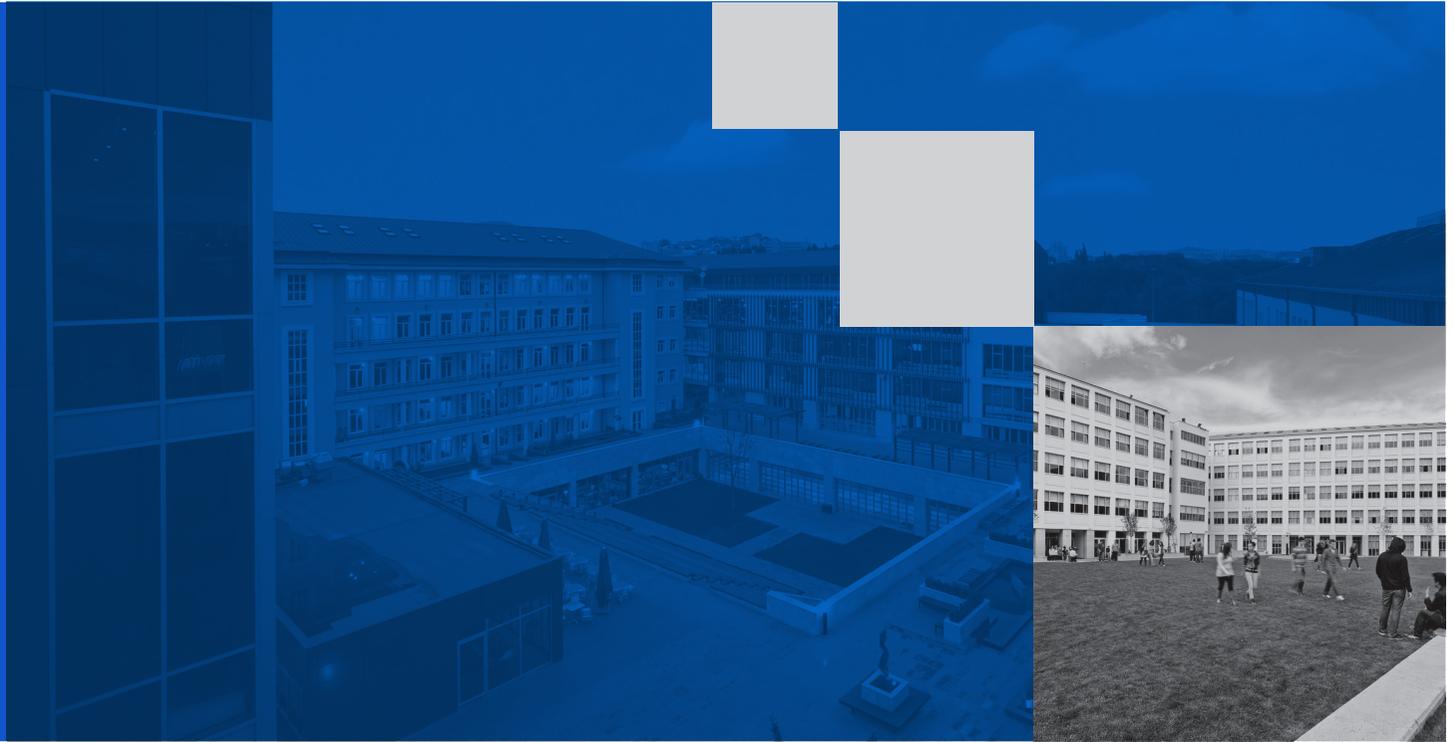




TED UNIVERSITY



Gender Equality Plan 2022-2025

September 2022



TED University Gender Equality Plan Preamble

The rationale for creating a Gender Equality Plan for TED University is to mainstream gender equality among the administrative and academic staff members as well as the students of the university, and to develop and monitor an action plan thereof. A Gender Equality Plan, as defined by the European Commission, is a set of commitments and actions that aim to promote gender equality in an organization through a process of structural change.¹

When creating the Gender Equality Plan, the historical background and unique structure of TED University were taken into consideration, and all the issues and needs were identified accordingly. TED University, founded in 2009 by the Turkish Education Association, which was initiated by Mustafa Kemal Atatürk in 1928, is a city university located in *Kurtuluş*, one of the central districts of Ankara. Since its inception, TED University has made a tangible contribution to its neighborhood in terms of cultural, intellectual, and aesthetical aspects and has been closely

cooperating with 45 different TED schools throughout Turkey. With its human-first principle, TED University has adopted the philosophy of “*liberal education*,” which provides the knowledge, skills, and competencies required by globalization. The medium of instruction is 100% English in all departments. Hosting about 4,944 students on its campus in 2022/2023, TED University is one of the leading higher education institutions in Turkey with its faculties of *Education, Arts and Science, Economics and Administrative Sciences, Architecture and Design*, and *Engineering*, as well as the *Graduate School* and *English Language School*. TED University, following with national and international education standards, adopted the Erasmus+ Charter in 2012, its first academic year, demonstrating its commitment to this objective and aiming to be subject to all pertinent assessments in the field.

The goal of the *Center for Gender Studies* is to conduct academic, administrative, theoretical, and practical studies to create a university environment

based on the principle of gender equality in general and gender equality in representation and that has heightened awareness and sensitivity to the issue of gender. For this, the center conducts and supports national and international scientific studies; reveals an interdisciplinary approach; keeps the issue of gender on the agenda by including all faculties, departments, and administrative units, organizes events, conferences, projects, and activities that would connect society and the academy; and finally aims to prevent all discrimination and sexual harassment related to gender or sexual orientation.²

¹ What is a Gender Equality Plan, (b.t.). September, 1 2022 <https://eige.europa.eu/gender-mainstreaming/toolkits/gear/what-gender-equality-plan-gep>

² TED University Center for Gender Studies, *Organizational Goal and Field of Activity*, (b.t.). September, 1 2022 <https://genderstudies.tedu.edu.tr/en/organizational-goal-and-field-activity>

Methods Used in the Internal Evaluation Study for the Development of a Gender Equality Action Plan

Studies on developing the *TED University Gender Equality Plan* began by obtaining data from various university departments and units that may serve as an indicator of gender equality. Analysis of these data has shown that the gender-based data collected so far is limited. The deficiencies and needs were identified through the analysis of these data and are included in the *Gender Equality Plan*.

An online questionnaire was circulated to all administrative, academic, and auxiliary service staff in order to ensure inclusiveness of the plan. The questionnaire comprised open-ended questions about the opinions of the staff members about the good and unfavorable situations in the five key action areas, the problems they encountered and their suggestions. In addition, the staff members were also asked whether they had any further opinions on each area. The questionnaire was announced on October 11, 2021 and concluded on December 5, 2021. The total number of participants was 52. Prior to proceeding to the next step, the survey data were analyzed, and the specific issues that were deemed essential for the gender equality action plan of the institution were identified, as well as the other concerns raised by the participants.

Following the survey, focus group interviews were conducted with students and academic/

administrative staff members. Within this framework, six focus groups were formed: academic staff (*women and mixed*), administrative staff (*women and mixed*), academic and administrative (*mixed*), and students (*mixed*). In order to hear diverse voices and to identify a wide range of recommendations and expectations, the participants were selected based on criteria such as gender, seniority, work experience, and household type. A total of 39 volunteers participated in the online focus group meetings and the anonymity of their identities was guaranteed. The interviews were conducted by independent researchers who had experience with the *Gender Equality Plan* and were not affiliated with TED University. In addition to focus group interviews, semi-structured interviews were also conducted based on the key action areas identified in the focus group interviews. The participants were notified of the meetings on January 25, 2022, and the interviews took place between February 1, 2022 and April 11, 2022.

The participants' responses to the open-ended questions in the questionnaire and the questions in the focus group interviews were reflected in the report as anonymous quotations, in accordance with the confidentiality principle. There were no specific identifications of the unit, age, or position of the employees in these quotations. The responses

were only divided into male/female/other and administrative/academic employee categories. In order to cover the entire university, the report also included the perspectives of individuals working in auxiliary services, such as cleaning and security. Since their work experience may differ and the decisions and interventions to be taken thereof will have to be arranged accordingly, these responses have been categorized as "assistant personnel." To this end, the category of academic staff encompasses professionals of various levels who teach and conduct research in many departments and units, including the English Language School. Academic employees who hold administrative positions are also included in this category.

The analysis of the survey data, the conduct of the focus group meetings, the analysis of these in-depth interviews, and the report writing required for the preparation of the *TED University Gender Equality Plan* were performed by **Dr. Ece Öztan** and **Dr. Özgün Biçer** from *Notidem Research, Training, and Consulting Co. Ltd.* The preliminary studies for the *Gender Equality Plan* and the final draft of the report were carried out by *TED University Center for Gender Studies*.



TED University's Gender Equality Plan: 2022 - 2025

TED University's *Gender Equality Plan* covers from 2022 to 2025. It is envisioned that the goals would be attained in three stages:

- Short term: until June 30, 2023,
- Medium term: until June 30, 2024,
- Long term: until December 31, 2025.

With the experience of the first Gender Equality Plan, TED University intends to draft the second Gender Equality Plan in 2025 to cover the coming period after 2026 and to implement it as of January 1, 2026.

TED University's Gender Equality Plan key action areas

Data were collected in the following 5 key action areas in the survey study and focus group interviews:

- **Work-Life Balance and Organizational Culture**
- **Gender Balance in Leadership and Decision-Making**
- **Gender Equality in Recruitment and Career Progression**
- **Integration of the Sex/Gender Dimension into Research and Teaching Content**
- **Measures Against Gender-Based Violence, Including Sexual Harassment and Assault**

On the basis of the data, a plan outlining the activities and the execution schedule was developed and presented.

Key Action Area 1:

Work-life Balance and Organizational Culture

Target	Action	Responsible Unit	Term
Regulations on the return of the staff to the university after parental leave	Offering an Orientation Program for female staff members who return to work after giving birth	Office of the Rector Center for Teaching and Learning (CTL)	Short term
	Determining the rates and causes of postpartum return to work and non-return to work	Center for Gender Studies Human Resources Directorate	Medium and long term
Regulations on the return of the students to the university after parental leave	Granting the right to suspend their studies for one semester upon request for students who have recently had a child	Office of the Rector Office of the Secretary General Offices of the Deans Registrar's Office	Medium term
	Offering mentoring services to students who have newborn children when they resume their study	Office of the Rector Office of the Secretary General Offices of the Deans Center for Teaching and Learning (CTL)	Medium term
	Determining the drop-out rates of postpartum students	Office of the Rector Office of the Secretary General Offices of the Deans Registrar's Office Institutional Development Office	Medium term
Creating support areas for female academic/administrative staff after their maternity leave	Exemption of female academic staff returning from maternity leave from the Annual Academic Activity Report (AFR) evaluation for the period of their parental leave	Office of the Rector Offices of the Deans Department Chairs	Short and medium term
	Allocating a clean and hygienic milking and breastfeeding room with an armchair, coffee table and mini fridge in the campus	Office of the Rector Office of the Secretary General Directorate of Administrative Affairs	Short term



Key Action Area 1:

Work-life Balance and Organizational Culture

Target	Action	Responsible Unit	Term
Preparing policies to reduce the burden of care work	Institutionalization of childcare support and making arrangements for female employees with children between the ages of 0-6 to benefit from daycare support as a priority	Office of the Rector Office of the Secretary General Offices of the Deans Department Chairs Graduate School Directorate Human Resources Directorate	Short term
	Making arrangements for male employees to benefit from daycare support provided that the mother has died or the father has custody	Office of the Rector Office of the Secretary General Offices of the Deans Department Chairs Graduate School Directorate Human Resources Directorate	Medium term
	Identifying the staff members providing care to a relative other than the child, determining their needs and making recommendations for improvements indicated by the results	Office of the Rector Office of the Secretary General Offices of the Deans Department Chairs Graduate School Directorate Human Resources Directorate Center for Gender Studies	Medium term
Establishing work-life balance policies	Conducting research to identify the rules for new forms of work (hybrid or remote) so as to safeguard work-life balance and taking measures thereof	Office of the Rector Office of the Secretary General Offices of the Deans Department Chairs Graduate School Directorate Human Resources Directorate	Medium term
	Adding relevant questions to the Employee Satisfaction Survey in order to receive regular feedback on work-life balance issues	Office of the Rector Office of the Secretary General Offices of the Deans Department Chairs Graduate School Directorate Human Resources Directorate	Short term

Key Action Area 2: Gender Balance in Leadership and Decision-Making

Target	Action	Responsible Unit	Term
Commitment to gender equality/balance in leadership and decision-making processes	Establishing gender-balanced working groups for underrepresented gender in all decision-making bodies and commissions	Office of the Rector Office of the Secretary General Offices of the Deans Department Chairs Graduate School Directorate	Short term
	Adding questions to the TED University Employee Satisfaction Survey to see whether gender balance/equality is achieved in management and decision-making processes	Office of the Rector Office of the Secretary General Offices of the Deans Department Chairs Graduate School Directorate	Short term
	Conducting focus group discussions at the end of each academic year to collect feedbacks from female staff in executive positions on their problems or suggestions	Center for Gender Studies	Medium term
Ensuring and raising gender equality awareness in leadership and decision-making processes	Planning, implementing and reporting activities such as trainings and workshops on issues such as equality in general and inclusive leadership in particular with administrative and academic staff supervisors to ensure gender equality	Center for Gender Studies Continuing Education Center (SEM) Center for Teaching and Learning (CTL)	Medium and long term
Maintaining gender-specific data on leadership and decision-making processes	Keeping the number and numerical ratios of female and male staff members in all units of the university on a regular basis	Human Resources Directorate Institutional Development Office	Once a year
	Keeping the number and numerical ratios of female and male staff in managerial positions in all units of the university on a regular basis	Human Resources Directorate Institutional Development Office	Once a year



Key Action Area 3:

Gender Equality in Recruitment and Career Progression

Target	Action	Responsible Unit	Term
Commitment of the University not to discriminate on the basis of gender in the recruitment and promotion process	Determining the principles for implementing establishing gender-sensitive recruitment practices and appending an article on the principle of gender-sensitive recruitment to the relevant regulation	Office of the Rector Office of the Secretary General Human Resources Directorate Registrar's Office	Short term
	Raising awareness via trainings on gender-based discrimination in recruitment and promotion processes	Office of the Rector Office of the Secretary General Human Resources Directorate Center for Gender Studies Center for Teaching and Learning (CTL)	Medium term
Existence of gender-sensitive protocols in the recruitment and promotion process (quality and implementation)	Determining ethical codes for TED University's recruitment and promotion processes so as to include gender equality	Office of the Rector Office of the Secretary General Directorate of Administrative Affairs Offices of the Deans Department Chairs Human Resources Directorate	Long term
Collecting sex-disaggregated data on recruitment and promotion process	Keeping the number and distribution of female and male administrative staff members based on position in all units of the university on a regular basis	Human Resources Directorate	Once a year
	Keeping the number and distribution of female and male academics on a regular basis	Human Resources Directorate	Once a year
	Keeping the total number of courses offered and the ratio of female to male academic instructors on a regular basis	Institutional Development Office Faculty Secretariats	Once a year
	Keeping regular records of the number and distribution rates of recruitment/promotion of female and male staff in all units of the university	Human Resources Directorate Institutional Development Office	Once a year
	Keeping regular data on the promotion periods (by year) of male and female staff in all units of the university	Human Resources Directorate Institutional Development Office	Once a year

Target	Action	Responsible Unit	Term
Keeping sex-disaggregated data of students	Keeping regular records of the number of female and male undergraduate, graduate and doctoral students and their distribution both overall and by program	Registrar's Office Institutional Development Office	Once a year
	Keeping the number and distribution rates of graduated and employed female and male undergraduate, graduate and doctoral students	Registrar's Office Alumni Office	Once a year
	Keeping regular records of the number and distribution of female and male undergraduate, graduate and doctoral students who do not continue their studies	Registrar's Office	Once a year
Implementing the principle of sensitivity to gender equality in the recruitment and promotion processes of academic and administrative staff	Observing gender balance in recruitment and promotion processes	Office of the Rector Office of the Secretary General Directorate of Administrative Affairs Offices of the Deans Department Chairs Human Resources Directorate	Medium term
	Organizing regular trainings and workshops on gender awareness for administrative and academic staff	Office of the Rector Office of the Secretary General Continuing Education Center (SEM) Center for Teaching and Learning (CTL) Center for Gender Studies	Short term
	Creating a gender-sensitive recruitment and human resources management guide for administrative and academic staff	Office of the Rector Office of the Secretary General Directorate of Administrative Affairs Offices of the Deans Department Chairs Human Resources Directorate Center for Gender Studies	Short term
	Creating gender-balanced talent pools for promotion processes, supporting and monitoring the talents of administrative and academic staff through a mentoring network	Office of the Rector Offices of the Deans Department Chairs Office of the Secretary General	Medium term



Key Action Area 4:

Integration of the Sex/Gender Dimension into Research and Teaching Content

Target	Action	Responsible Unit	Term
Commitment to integrate gender-specific issues into research and teaching content	Inclusion of gender-specific issues and gender equality integration into research and teaching content in the TED University's Strategic Plan and related documents	Office of the Rector Offices of the Deans Department Chairs Graduate School Directorate	Short term
Implementation of the commitment to integrate gender issues into research and teaching content	Inclusion of the gender-sensitive research and teaching principle in the <i>TEDU Academic Freedom Policy Statement</i> https://www.tedu.edu.tr/sites/default/files/inline-files/tedu-akademik-ozgurlukler-politikasi.pdf	Office of the Rector Office of the Secretary General Offices of the Deans Department Chairs Graduate School Directorate Directorate of Research, Technology and Innovation (ATID)	Short term
	Organizing workshops led by experts on gender-sensitive research and teaching processes for relevant units and academic staff from different departments	Center for Gender Studies	Short term
Collecting gender-specific data on the inclusion of gender in research processes	Keeping data on the number of female and male researchers who are involved in research as <i>principal/executive researcher</i> and the ratios of all researchers on a regular basis.	Office of the Rector Offices of the Deans Department Chairs Graduate School Directorate Directorate of Research, Technology and Innovation (ATID) Library	Twice a year

Key Action Area 4:

Integration of the Sex/Gender Dimension into Research and Teaching Content

Target	Action	Responsible Unit	Term
	Keeping data on the number of gender-related research studies and their ratio to all research studies on a regular basis.	Office of the Rector Offices of the Deans Department Chairs Graduate School Directorate Directorate of Research, Technology and Innovation (ATID) Library	Once a year
	Keeping data on the number of publications on gender issues and their ratio to all publications on a regular basis.	Directorate of Research, Technology and Innovation (ATID) Library	Once a year
Collecting gender-specific data on the integration of gender into teaching content	Keeping data on the number of gender-related courses and their ratio to all courses on a regular basis.	Office of the Rector Offices of the Deans Department Chairs Faculty Secretariats	Once a year
	Keeping data on the number of courses that adopt a gender perspective and their ratio to all courses on a regular basis.	Office of the Rector Offices of the Deans Department Chairs Faculty Secretariats	Once a year
	Adding questions on gender equality, gender-sensitive language and inclusivity to the <i>Student Satisfaction Survey</i>	Office of the Rector	Short term



Key Action Area 5:

Measures against Gender-Based Violence Including Sexual Harassment and Assault

Target	Action	Responsible Unit	Term
Commitment to stand against gender-based violence, sexual harassment and assault	Inclusion of the stance against gender-based violence, sexual harassment and assault in the <i>TED University's Strategic Plan</i> and related documents	Office of the Rector Office of the Secretary General	Short term
	Ensuring on-campus and online accessibility to institutional policies and practices against gender-based violence, sexual harassment and assault	Office of the Rector Office of the Secretary General	Short term
Efforts to prevent gender-based violence, sexual harassment and assault	Participation in such activities as trainings, seminars, conferences, workshops, etc. on the prevention of gender-based violence in line with its membership in the UNISAFE Gender Based Violence network. https://unisafe-gbv.eu/	Center for Gender Studies Commission for the Prevention of Sexual Harassment and Assault Student Counseling Center TEDU COPeS	Short, medium and long term
	Organizing regular trainings and workshops led by experts on gender-based violence, sexual harassment and assault for all university staff	Center for Gender Studies Commission for the Prevention of Sexual Harassment and Assault Student Counseling Center TEDU COPeS	Short term
	Encouraging participation of university members in online and free trainings (e.g. <i>Prevention of Sexual Exploitation and Abuse</i> – An online training offered by UNICEF) https://agora.unicef.org/course/info.php?id=7380	Office of the Rector Center for Gender Studies Student Counseling Center	Short term

Key Action Area 5:

Measures against Gender-Based Violence Including Sexual Harassment and Assault

Target	Action	Responsible Unit	Term
	Collecting gender-specific data on the participation in regular trainings and workshops on gender-based violence, sexual harassment and assault	Center for Gender Studies Sexual Harassment and Assault Prevention Commission Student Counseling Center	Short term
	Raising awareness via activities among students about various types of gender-based violence (dating violence, digital violence, stalking, etc.)	Center for Gender Studies Commission for the Prevention of Sexual Harassment and Assault Student Counseling Center	Short term
Supportive efforts for individuals who are subjected to gender-based violence, sexual harassment and assault	Establishing administrative mechanisms at the Student Counseling Center to meet the needs and demands for the prevention of sexual harassment and assault	Office of the Rector Office of the Secretary General Student Counseling Center	Short term
Documenting incidents of gender-based violence, sexual harassment and assault	Documentation of all forms of gender-based violence on a regular basis	Sexual Harassment and Assault Prevention Commission Student Counseling Center	Short term
University's facilities and security	Increasing physical security measures in indoor/outdoor areas of the campus, installing sensor lighting in buildings	Office of the Rector Office of the Secretary General Directorate of Administrative Affairs	Short term



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