

METU GENDER EQUALITY PLAN

METU GEP



ODTÜ
METU



HR EXCELLENCE IN RESEARCH

METU GEP has been approved by the METU Senate on December 29, 2021.

KEY AREA-A. LEADERSHIP AND DECISION-MAKING

STRENGTHS

1. The total number of women and men in the university administration is balanced.
2. The total number of women and men in the faculty dean's offices is balanced.
3. The number of women department chairs has increased over the years.
4. The number of women and men administrative office directors is balanced.
5. The number of women and men chairs of student clubs and societies is balanced.
6. Since 2018, METU is committed to the implementation of the Human Resources Strategy for Researchers (HRS4R), and the European Charter for Researchers and Code of Conduct for the Recruitment of Researchers, all of which mainstream gender equality

WEAKNESSES

1. Gender distribution among the academic staff shows that higher ranks are dominated by men faculty members. The gap between genders is significant for the Prof. Dr. rank (12% of women and 21% of men faculty members). Similarly, men dominate the Assist Prof. Dr. rank (10% of women and 16% of men faculty members). For the Assoc. Prof. Dr. rank, they are almost equal (7% of women and 8% of men faculty members). When instructors, lecturers and research assistants are compared together, a higher percentage of women faculty members are in these positions (71% of women and 55% of men faculty members).
2. The ratio of women to men faculty members varies according to the faculty. While the number of women faculty members are higher in the Education and Architecture Faculties, the number of men faculty members is higher in the Engineering Faculty. These ratios are balanced in the Economic and Administrative Sciences and Arts and Sciences Faculties.
3. Even though the total number of women and men in the university administration is balanced, there is a gender gap when sub-categories are compared: In the decision-making (senate) organs, the majority of the members are men, while in the executive (board of directors) positions, the majority of the members are women.
4. The total number of women and men institute directors is in favour of men, with four men and one woman institute director(s).
5. Even though the number of women and men administrative office directors is balanced, traditional gender roles are reflected such that areas associated with men (Computer Centre, Library and Documentation, Strategy Development, Construction and Technical Works) are also directed by men, whereas areas associated with women (Administrative and Financial Affairs, Registrar's Office, Personnel Affairs, Health, Culture and Sports) are also directed by women.
6. Even though the number of women and men chairs of student clubs and societies is balanced, traditional gender roles are reflected such that areas associated with men (sports clubs) are also chaired by men, whereas areas associated with women (cultural clubs) are also chaired by women.

KEY AREA-B. RECRUITMENT, CAREER PROGRESSION AND RETENTION

STRENGTHS

1. The number of women and men faculty members in the university is relatively balanced.
2. Gender-neutral and merit-based hiring procedures exist.
3. Gender distribution in career progression is relatively balanced in terms of the period of time that takes associate professors to be promoted to the rank of professorship.
4. With a university senate decision dated April 21, 2021, paid and unpaid leaves due to maternity, paternity, adoption, long-term health issues, force majeure situations including the pandemic and natural disasters count as eligible career breaks for the extension of the maximum time limit when applying to associate from assistant professorship.
5. The number of women and men students is relatively balanced.
6. The Academic (AGEP) and Administrative (İGEP) Development Programmes have gender equality modules.
7. METU is the first university in Turkey to be awarded the European Commission HRS4R Excellence Award, in which gender equality is mainstreamed.

WEAKNESSES

1. Even though the women to men ratio of associate professors is balanced, it is observed that it takes a longer time for women to be promoted from the rank of assistant professor to associate professor compared to men.
2. The number of women studying and working in Science, Technology, Engineering and Mathematics (STEM) areas is lower than that of men; the number of men studying and working in Educational Science and Foreign Language areas is significantly lower than that of women, both of which are in line with traditional gender roles.
3. The number of women working at temporary positions is higher than that of men.

KEY AREA-C. WORK-LIFE BALANCE AND ORGANISATIONAL CULTURE

STRENGTHS

1. On-campus child care center exists.
2. On-campus housing opportunity exists.
3. On-campus, free-of-charge transportation services exist.
4. Subsidized lunch services exist.
5. On-campus sport centers exist.
6. On-campus markets, banks and post office exist.
7. On-campus health center exists.
8. A Gender and Women's Studies (GWS) graduate programme exists since 1994.
9. The Academic (AGEP) and Administrative (İGEP) Development Programmes have gender equality modules.
10. METU is the first university in Turkey to be awarded the European Commission HRS4R Excellence Award, in which gender equality is mainstreamed

WEAKNESSES

1. Paternity leaves are significantly outnumbered by maternity leaves.
2. Women are challenged by their parental roles especially during term breaks, holidays, etc.
3. Designated spaces for breast-feeding are inadequate.

KEY AREA-D. RESEARCH AND TEACHING CONTENT

STRENGTHS

1. Considerable number of courses with gender content in undergraduate and graduate curricula exist.
2. An interdisciplinary Gender and Women's Studies graduate programme, the staff of which are from a variety of departments, exists since 1994.
3. Gender distribution of graduate students in R&D projects funded by METU and other national funding agencies is balanced.
4. Gender distribution in the scholarships provided to students is balanced.
5. Gender distribution of the students whose projects are funded by AdımODTÜ is balanced.

WEAKNESSES

1. Even though there is a considerable number of courses with gender content in undergraduate and graduate curricula, these courses are predominantly in social sciences and humanities areas.
2. Even though an interdisciplinary Gender and Women's Studies graduate programme exists, the human capacity of the programme is not enough to mainstream gender into research and teaching content, and conduct university-wide gender equality presentations, trainings and seminars.
3. Gender distribution of researchers with patent applications and registrations vary significantly in favour of men.
4. Men significantly outnumber women in academia-industry partnership projects.
5. Number of women submitting proposals to international funding agencies is significantly lower than that of men.

KEY AREA-E. GENDER-BASED VIOLENCE AND SEXUAL HARRASMENT

STRENGTHS

1. In 2016, a special Unit for Promoting Gender Equality and Preventing Sexual Harassment (CİTÖB) was established with a designated office space in order to raise awareness across the University components on gender equality, to support equality in representation, as well as to raise awareness, increase sensitivity and support complaints about gender-based violence, particularly sexual harassment and assaults.
2. The level of ownership of CİTÖB by students is high.
3. The level of awareness on CİTÖB among staff and students is high. The content of the trainings offered by CİTÖB has been influenced by the demands of staff and students which shows the level of awareness at the University components. e.g. During the pandemic, CİTÖB offered on-demand trainings on digital violence.
4. The cooperation between CİTÖB and the psychologists and psychiatrists of the Medical Centre at METU is well-established.
5. A module on gender-based violence and sexual harassment within the scope of the Administrative Development Programme (İGEP), which provides early career training for newly recruited administrative staff, exists.
6. A module on gender-based violence and sexual harassment within the scope of Erasmus Orientation Programme exists.

WEAKNESSES

1. Even though CİTÖB is actively accepting cases, it is predominantly run by volunteer academic staff pinpointing the necessity of permanent staff to support institutionalisation and sustainability.

KEY AREA-A. LEADERSHIP AND DECISION-MAKING

PROPOSED ACTION A.1: PROMOTING THE CREATION OF STRUCTURES TO SUPPORT GENDER EQUALITY

| Short Term (<1 year) Targets | Medium Term (1-2 years) Targets | Long Term (3-5 years) Targets |
|---|---------------------------------|---|
| <p>A.1.1. Gender Equality Commission established from existing GEP WG:</p> <p>i. Ex-officio Members: The Rectorate, GWS, CİTÖB, Dean of Student's, a representative from administrative staff</p> <p>ii. Elected Members: Representatives from each faculty and each academic rank</p> | - | <p>A.1.2. Gender Equality Unit established from Gender Equality Commission and provided with annual financial and human resources. The centre will act as a(n):</p> <p>i. Centralized responsible for implementing and monitoring all GEP actions of METU.</p> <p>ii. Umbrella entity composed of</p> <ul style="list-style-type: none"> • GWS and CİTÖB, and • A representative from each faculty, ÖTK and administrative staff, all acting as a network of gender equality advisors (from students to faculty members) |

PROPOSED ACTION A.2: IMPROVING THE INSTITUTIONAL GENDER-DISAGGREGATED DATA COLLECTION PROCEDURES

Coordinating Unit: Senior Management

Relevant Units: GEP Working Group (WG), Gender and Women's Studies (GWS), Unit for Promoting Gender Equality and Preventing Sexual Harassment (CİTÖB), Faculties, Student Representative Council (ÖTK)

| Short Term (<1 year) Targets | Medium Term (1-2 years) Targets | Long Term (3-5 years) Targets |
|------------------------------|--|-------------------------------|
| - | <p>A.2.1. Plan-Do-Check-Act cycle (PDCA Cycle) for GEP established:</p> <p>i. Plan: Self-assessment process designed</p> <p>ii. Do: Self-assessment process implemented by academic and administrative units and gender disaggregated quantitative and qualitative data collected</p> <p>iii. Check: Completed self-assessments and collected data evaluated</p> <p>iv. Act: Feed-back provided to academic and administrative units and new/adapted actions/tasks/measures designed as necessary and PDCA cycle repeated</p> | |

PROPOSED ACTION A.3: PROMOTING AND IMPLEMENTING GENDER EQUALITY IN THE INSTITUTIONAL AND INDIVIDUAL CULTURE, PRACTICE AND PROCESSES

Coordinating Unit: Senior Management, GEP WG/Commission

Relevant Units: Academic and Administrative Units

| Short Term (<1 year) Targets | Medium Term (1-2 years) Targets | Long Term (3-5 years) Targets |
|--|--|--|
| <p>A.3.1. Adopted gender equality policy communicated to governing bodies, academic and administrative staff and students</p> | <p>A.3.2. Gender equality processes and reports integrated in METU Strategic Plan and Quality Assurance System for education, research, leadership, and human resources</p> | <p>A.3.3. Gender equality in institutional and individual culture, practice and processes strengthened, and human resources</p> |

KEY AREA-B. RECRUITMENT, CAREER PROGRESSION AND RETENTION

PROPOSED ACTION B.1: MAINSTREAMING GENDER EQUALITY IN RECRUITMENT, CAREER PROGRESSION AND RETENTION (RCPR) PROCESSES

Coordinating Unit: GEP WG/Commission/Unit

Relevant Units: Senior Management, Research Coordination Office (AK), HRS4R Working Group, Directorate of Personnel Affairs (PDB), GWS, CİTÖB, Academic Faculties/Departments/Institutes/Research Centres

| Short Term (<1 year) Targets | Medium Term (1-2 years) Targets | Long Term (3-5 years) Targets |
|---|---|---|
| <p>B.1.1. Awareness raising activities about gender equality in recruitment, career progression and retention (RCPR) processes designed</p> <ul style="list-style-type: none"> i. Presentations in senior management and university administrative board meetings ii. Trainings for administrative personnel responsible for recruitment and career progression iii. Seminars for faculty/department/institute/research centre recruitment boards (from graduate student to faculty recruitment) iv. Seminars for academic faculty | <p>B.1.2. GEP and Human Resources Strategy for Researchers (HRS4R) Excellence Award – specifically Open, Transparent, Merit-Based Recruitment Policy – aligned</p> | <p>B.1.3. Number of women/men (from graduate student to faculty recruitment) in underrepresented areas and women in high-level positions increased (considering 40% of each gender as threshold)</p> |

PROPOSED ACTION B.2: MAINSTREAMING GENDER EQUALITY IN CAREER PROGRESSION

Coordinating Unit: GEP WG/Commission

Relevant Units: Corporate Communication Office (KİO), Society and Science Centre (TBM), AK, HRS4R Working Group, GWS, CİTÖB, Academic and Adminis-

| Short Term (<1 year) Targets | Medium Term (1-2 years) Targets | Long Term (3-5 years) Targets |
|---|---|---|
| <p>B.2.1. Assignment of underrepresented gender as departmental ambassadors in fairs, high-school events, METU Promotion Days, etc. ensured by departments/faculties/institutes/research centres/Corporate Communication Office etc.</p> | <p>B.2.2. Career development mentoring programme established to support underrepresented gender at unit level (from students and faculty members to administrative staff)</p> <p>B.2.3. Career advancement mentoring programme established to support women's progression to higher academic rank and power positions ship, and human resources</p> | <p>B.2.4. GEP and Human Resources Strategy for Researchers (HRS4R) Excellence Award aligned</p> <p>B.2.5. Gender gap in career progression from students to power positions reduced</p> |

KEY AREA-C. WORK-LIFE BALANCE AND ORGANISATIONAL CULTURE

PROPOSED ACTION C.1: PROMOTING WORK-LIFE BALANCE

Coordinating Unit: GEP Commission/Unit

Relevant Units: General Secretariat, Directorate of Health, Culture and Sports (SKS), PDB, GWS, CİTÖB, Academic and Administrative Units

| Short Term (<1 year) Targets | Medium Term (1-2 years) Targets | Long Term (3-5 years) Targets |
|------------------------------|---|-------------------------------|
| - | <p>C.1.1. Plan-Do-Check-Act cycle (PDCA Cycle) for work-life balance:</p> <ul style="list-style-type: none"> i. Plan: Work-life balance gap analysis conducted, measures developed and indicators defined. Possible <ul style="list-style-type: none"> • Strengthening the supports inside the organization for child-care, family-members with special needs, elder family-members, etc. • Organising trainings for academic and administrative personnel, students etc. on work-life balance • Organising trainings for child-care and health-care staff on gender equality and work-life balance • Encouraging men staff to take their parental leave for child care • Arranging social/homework activities with the support of volunteer play-date guides, in order to support continued services of parents especially during term breaks • Increasing designated breast-feeding spaces ii. Do: Work-life balance measures implemented iii. Check: Indicators monitored and measures evaluated iv. Act: New/adapted actions/tasks/measures designed as necessary and PDCA cycle repeated | |

PROPOSED ACTION C.2: FOSTERING AN ORGANIZATIONAL CULTURE OF GENDER EQUALITY

Coordinating Unit: GEP WG/Commission, KİO

Relevant Units: GWS, CİTÖB, Office of Cultural Affairs, Academic and Administrative Units, Student Clubs and Societies

| Short Term (<1 year) Targets | Medium Term (1-2 years) Targets | Long Term (3-5 years) Targets |
|---|---|-------------------------------|
| <p>C.2.1. Awareness raising activities on gender equality and implicit gender bias for academic and administrative staff, students and decision-makers initiated</p> <p>C.2.2. Student clubs and societies encouraged to prepare and implement a gender equality plan for their organizations</p> | <p>C.2.3. An inclusive language for non-sexist communication promoted</p> <ul style="list-style-type: none"> i. A guide on inclusive writing for non-sexist communication prepared ii. The guide on inclusive writing for non-sexist communication disseminated university-wide iii. Existing texts and images throughout the university revised from a gender equality and diversity perspective | |

KEY AREA-D. RESEARCH AND TEACHING CONTENT

PROPOSED ACTION D.1: MAINSTREAMING GENDER PERSPECTIVE IN TEACHING CURRICULA

Coordinating Unit: GEP WG/Commission

Relevant Units: GWS, Center for Advancing Learning and Teaching (ÖGEM), International Cooperations Office (ICO), Academic and Administrative Units

| Short Term (<1 year) Targets | Medium Term (1-2 years) Targets | Long Term (3-5 years) Targets |
|--|--|-------------------------------|
| <p>D.1.1. Awareness raising activities on gender perspective in teaching curricula designed:</p> <ul style="list-style-type: none"> i. Presentations in senior management and university administrative board meetings ii. Seminars for all staff taking part in education and training activities (e.g. academic faculty, instructors, teaching assistants, etc.) <p>D.1.2. Gender equality subject integrated in all orientation programmes (undergraduate students, graduate students, research assistants)</p> | <p>D.1.3. Human capacity of the GWS programme increased by recruitment(s) (e.g. research assistant, assistant professor, etc.) to mainstream gender equality in research and teaching, and conduct university-wide gender equality presentations, trainings and seminars within the scope of METU GEP implementation</p> <p>D.1.4. Guides on integration of gender equality in curriculum design and learning activities for teaching staff prepared</p> | - |

PROPOSED ACTION D.2: MAINSTREAMING GENDER PERSPECTIVE IN RESEARCH

Coordinating Unit: GEP WG/Commission

Relevant Units: Research Coordination Office, GWS, Academic and Administrative Departments/Institutes/Research Centres/Units

| Short Term (<1 year) Targets | Medium Term (1-2 years) Targets | Long Term (3-5 years) Targets |
|---|--|--|
| <p>D.2.1. Awareness raising information day(s) on gender perspective in research to research staff given.</p> <p>D.2.2. A series of information days organised to encourage women participation in research: e.g. “Women Scientists as Principal Investigators in Internationally-Funded R&D Projects”, “Women Scientists as Innovators and Entrepreneurs”, “Women in STEM: Breaking Down Barriers for Women Scientists” etc.</p> | <p>D.2.3. Guides on integration of gender equality in research planning, activity and impact for research staff prepared</p> <p>D.2.4. Guide prepared in D.2.1 promoted to encourage researchers at all levels to include gender dimension in their research</p> | <p>D.2.5. Gender gap in patent applications and registrations, academia-industry partnership projects, and proposals submitted to international funding agencies is reduced via all GEP awareness raising activities and career development mentoring programme (B.2.2)</p> |

KEY AREA-E. GENDER-BASED VIOLENCE AND SEXUAL HARRASMENT

PROPOSED ACTION E.1: AWARENESS RAISING ACTIVITIES FOR PREVENTION AND ZERO TOLERANCE TO GENDER-BASED

Coordinating Unit: GEP WG/Commission

Relevant Units: GWS, Center for Advancing Learning and Teaching (ÖGEM), International Cooperations Office (ICO), Academic and Administrative Units

| Short Term (<1 year) Targets | Medium Term (1-2 years) Targets | Long Term (3-5 years) Targets |
|---|--|-------------------------------|
| <p>E.1.1. Awareness raising activities about gender-based violence and sexual harassment</p> <ul style="list-style-type: none"> i. Presentations in senior management and university administrative board meetings ii. Faculty-based seminars for senior academic staff iii. Sexual harassment subject integrated in Academic Development Programme (AGEP) iv. Sexual harassment subject integrated in the textbooks of the DBE as an essay/reading topic v. Interactive seminars for the staff and students of the DBE organised by GWS Faculty vi. Sexual harassment subject integrated in all orientation programmes (undergraduate students, graduate students, research assistants) | <p>E.1.2. Voluntary students trained about gender equality, sexual harassment and services offered by CİTÖB as ambassadors to create cascade effect throughout the university</p> | - |

PROPOSED ACTION E.2: CREATING STRUCTURES TO SUPPORT INSTITUTIONALISATION AND SUSTAINABILITY OF CİTÖB TO

Coordinating Unit: GEP WG/Commission and CİTÖB

Relevant Units: Senior Management, PDB

| Short Term (<1 year) Targets | Medium Term (1-2 years) Targets | Long Term (3-5 years) Targets |
|------------------------------|---|-------------------------------|
| - | <p>E.2.1. A social care expert, who will accept the first applications to CİTÖB and manage cases, recruited</p> <p>E.2.2. Accessibility of CİTÖB from Monday to Friday between 9:00-17:00 ensured via E.2.1</p> | - |

3. GLOSSARY

AGEP: Academic Development Programme

AK: Research Coordination Office

BİDB: Computer Centre

CİTÖB: Unit for Promoting Gender Equality and Preventing Sexual Harassment

DBE: Department of Basic English

GWS: Gender and Women's Studies

HRS4R: Human Resources Strategy for Researchers

ICO: International Cooperations Office

İGEP: Administrative Development Programme

KİO: Corporate Communication Office

ÖGEM: Center for Advancing Learning and Teaching

ÖİDB: Registrar's Office

ÖTK: Student Representative Council

PDB: Directorate of Personnel Affairs

PDCA Cycle: Plan-Do-Check-Act Cycle

RCPR: Recruitment, Career Progression and Retention

SKS: Directorate of Health, Culture and Sports

TBM: Society and Science Centre

TTO: Technology Transfer Office

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