



KADIR HAS UNIVERSITY INCLUSIVE GENDER EQUALITY POLICY

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Gender inequality is still one of the most common social problems both in Turkey and throughout the world, in particular as a matter of justice and human rights. The problem of gender inequality includes the types of marginalization and discrimination faced by individuals based on gender. This covers all types of current practices and power imbalances concerning social patterns that appear as gender-based violence and discrimination. To attain the target of gender equality, it is required to question the power imbalances and unequal gender dynamics and encourage fair access to resources and opportunities.

All people must be treated fairly and with dignity without any discrimination based on gender, ethnic origin, belief, sexual orientation, gender identity, nationality, and similar grounds, which is a matter of human rights. To address the discrimination and inequalities that intersect due to different identities, it is important that the inclusive gender equality policy is redesigned in accordance with changing situations and remains up to date. As an academic institution embracing universal values, Kadir Has University also uses this approach. As it is provided in article 10 of our Constitution, “Everyone is equal before the law without distinction as to language, race, color, sex, political opinion, philosophical belief, religion, and sect, or any such grounds.” Article 10 of the Constitution guarantees that it is the positive and direct obligation of the state to put gender equality into practice and that positive action will not mean discrimination (Additional paragraph: 7/5/2004-5170/Article 1). Our country is also one of the parties to the UN Convention on the Elimination of All Forms of Discrimination against Women. Gender equality is one of the Sustainable Development Goals that are explained in 17 articles by the United Nations. Likewise, gender equality is one of the priority policies of the Council of Europe of which Turkey is a member, and the Council of Europe sets forth the targets and methods in the Gender Equality Strategy documents to put into practice this policy.

Considering the academic principles and the objectives of the Policy on Prevention of Harassment and Discrimination; the Policy Document Intended to Prevent Gender-Based Harassment, Sexual Harassment and Sexual Assault as well as the Directives and Practices of the Unit to Prevent Gender-Based Harassment, Sexual Harassment and Sexual Assault, Equality, Diversity and Inclusion Research Group;; the research, projects and activities of the Women and Family Studies Research Center on gender inequality and the Gender Studies Ph.D. Program, Kadir Has University is one of the few universities that directly deal with gender-based inequalities in Turkey and, has committed itself to serving as a role model developing the best practices in terms of gender equality.

The main objectives of the KHAS Inclusive Gender Equality Plan (IGEP) are as follows:

1. Eliminate gender-based discriminatory practices in the fields of recruitment, employment security and career development of employees and create practices intended to improve gender equality.
2. Make visible gender imbalances in the decision-making processes and take measures to establish gender equality to improve collaborative and coherent working processes, engagement, and transparency.
3. Create and make sustainable a safe and supportive working environment, where there is no gender-based violence, and there is no discrimination in conduct and behaviors for academic and administrative staff, the subcontracted personnel, and the students.



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4. Strengthen the balance of gender by considering the gender perspective in all the scientific fields for both the content of research and various processes of research such as the formation of teams, and the publication of results.
5. Making visible the inequalities resulting from both the separate and intersectional nature of different social identities such as class, race, ethnicity, disability, citizenship, age, sexual orientation and gender identity, and taking measures to establish inclusive gender equality

In order to attain these objectives, within the framework of the Inclusive GEP, Kadir Has University aims to take necessary steps in:

- Corporate culture, management, and leadership mechanisms as well as corporate directions, encouragements and directives,
- All the areas and processes forming the campus climate and during the procedures intended to further strengthen the gender equality perspective among the academic and administrative staff, the outsourced employees, and the students,
- Career development, the management of recruitment and promotion processes, the consideration of work-life balance, as well as private/temporary conditions concerning private life such as birth, having children, care responsibilities and promotions,
- Educational processes and curricula,
- Research processes,

to ensure and enforce the inclusive gender equality policies and principles.

In line with these aims and objectives, primarily **the Gender Equality Committee**, faculty secretariats, student affairs and human resources units will work in coordination. For this purpose.

Gender Equality Commission (GEC)

This committee will consist of academic staff, administrative staff and students, and meet on a regular basis to determine policies and make efforts in respect of gender equality. For the formation of the GEC, those who work in the field of gender equality and who are trained in this field will be prioritized. The GEC makes efforts to ensure not only the permanent staff and students of the university but also the businesses serving our university and their employees accommodate the policies in the field of gender equality. Accordingly, the main duties of the committee are to report the current status, monitoring and evaluation activities annually and present them to the rectorate. When the duration of three-year ICEP comes to an end, the GEC will prepare a new plan.

Due Diligence: The GEC will carry out any necessary quantitative and qualitative data collections to determine the current condition of Kadir Has University in respect of gender equality. Within the scope of these efforts, the data will be analyzed with respect to titles of researchers and academic staff, the women/men percentages by faculties, departments and units, and the women/men percentages among the conductors and researchers of the research projects and, the authors of the publications among others. In addition, the conditions and needs of those who feel that they are exposed to discrimination due to their gender identity and sexual orientation among the university staff and students will be identified by means of the reports from the Unit to Prevent Sexual Harassment and Sexual Assault (UPSHSA).



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IGEP Monitoring and Evaluation:

After the formation of the KHAS IGEP, the statistical and qualitative studies detailed under the title “Due Diligence” will be renewed every year, and the developments will be monitored and reported by the KHAS GEC to the President.

In order to increase the knowledge and awareness of academicians, researchers, administrative staff, personnel working in service procurement and students about gender-based and other unequal identities combined/intersecting discrimination, a report will be prepared by requesting the necessary information and data from the faculties, Human Resources Directorate, Student Affairs / Campus Life Directorate, Institutional Research and R&D Resources Directorate and Finance and Financial Affairs Directorate.

Faculties: Each faculty will organize academic activities such as seminars/trainings/panels/workshops that include gender-based and other unequal identities combined/intersecting discrimination.

Human Resources (in recruitment and contract renewals): Academicians, researchers, administrative staff and personnel working in service procurement who will work within the university will be provided with training on gender issues when they first start their jobs. Support will be received from the academic staff in creating training content.

Student Affairs/Campus Life Directorate: Student Affairs will organize training for students and student clubs to increase their knowledge and awareness about gender-based discrimination and other unequal identities combined/intersectional.

R&D Resources Directorate: R&D Directorate will work to conduct research with a gender perspective in all research projects conducted by the university.

Institutional Research: Provide support for the secure storage of gender data within the university and share the data with KHAS TCEK.








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1. Corporate Culture, Management, and Leadership

	Theme	Issue to be addressed/ evidence	Planned Action	Timescale			Person/Unit/ Department responsible	Measures of success	CONNECTION WITH SDGS AGENDA 2030 (THE Ranking)
				2025	-2026	2027			
Corporate Governance	Leadership & Management	Enhance gender balance among major decision-making committees	Ensure that an equitable gender balance is maintained.	X	X	X	Rector.	All committees should consist of 50% women.	
Corporate Governance	Leadership & Management	Enhance gender balance among standing committees	Ensure that an equitable gender balance is maintained.	X	X	X	Rector.	All committees 50% women.	
Corporate Governance	Leadership & Management	Lack of training on gender issues	Admin. staff and academic staff, e-learn platform model and gender Integration of online gender equality training for administrative and academic staff which will be requested for promotion and contract renewal and new contract		X	X	IGEP, Women and Family study center, HR	All university employees will have received the training that will be prepared by the end of 2025. This module will be made mandatory for new recruits. Retraining will be provided for every promotion and assignment.	
Corporate Governance	Monitoring Policy & Practice	Enhance the policy and unit to combat gender-based harassment	Efforts will be made to publicize the policy and the unit and to better inform all KHAS members.	X			IGEP, Women and Family study center, HR, Gender-Based Harassment,	Dissemination of policy and unit information among KHAS members (through permanent	



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		mobbing, sexual assault and violence					Sexual Harassment and Sexual Assault Prevention Unit (CİTÖB), Dean of Students, Campus Life Directorate	posters and announcements).	
Corporate Governance	Monitoring Policy & Practice	Improvement of the University's Quality System to include gender equality principles	Integration of the Gender Equality policies and the Gender Equality Plan in the Quality System and the strategic plan of the university	X			IGEP, Women and Family study center, Institutional Research and Assessment	To ensure that the Commission works within the Quality Assurance System. The Inclusive Gender Equality Plan and Gender Equality targets are included in the university's strategic action plan.	  
Corporate Governance	Monitoring Policy & Practice	Monitoring the entire communication process on the institution's online website and other visual media.	Use of language and visual materials based on a gender equality framework throughout the communication process on the institution's online website and other visual media.	x	x	x	Directorate of Communications and Promotion	Continuing to use language and visual materials based on gender equality in all communication processes on the institution's online website and other visual media.	 

2. Campus Climate

Our university aims to create a campus climate, which is egalitarian, libertarian, dialogue-based, engaging, inclusive, accessible to all society members and where any type of gender-based discriminatory attitude, behavior and practice are completely excluded. It is one of the priorities of our university in respect of the campus climate to ensure that all the members, in particular, the students, academic and administrative personnel and subcontracted personnel are aware of the concept of gender equality.







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	Theme	Issue to be addressed/ evidence	Planned Action	Timescale			Person/Unit/ Department responsible	Measures of success	CONNECTION WITH SDGS AGENDA 2030 (THE Ranking)
				2025	2026	2027			
Campus Climate	Awareness	Lack of knowledge of the students in respect of the perception of gender at the campus	Preparing a module on gender for open access to students to be included in the KHAS Learn system and providing training to all students during orientation.	x			KTCEK, Women and Family Studies UAM, Office of Campus Life, Dean of Students	KHAS Learn module and implementation of training.	<div>5 GENDER EQUALITY</div> <div>4 QUALITY EDUCATION</div> <div>10 REDUCED INEQUALITIES</div>
Campus Climate	Awareness	Enhance gender visibility on campus	Use stickers, posters, and other materials on boards; organize gender-centered exhibitions, theatres and Organizing forums etc.	x	X	x	KTCEK, Women and Family Studies UAM, Campus Life Office, Communications and Promotion Directorate, Dean of Students, Student Clubs, Student Council	Open calls to students must be made at least 3 times a year.	<div>5 GENDER EQUALITY</div> <div>4 QUALITY EDUCATION</div> <div>10 REDUCED INEQUALITIES</div> <div>8 DECENT WORK AND ECONOMIC GROWTH</div>
Campus Climate	Awareness	Increasing the gender awareness of subcontractors, service provider employees and service recipients	Surveys with subcontractors; enhance gender balance in recruitment developing gender balance in recruitment; challenging gender stereotypes in recruitment (e.g. female service drivers); creating guidelines on the	x			Construction Technical and Operations Directorate	Codes of conduct for subcontractors and employees were prepared and included in their contracts. guidelines regarding expectations from subcontractors and service	<div>5 GENDER EQUALITY</div> <div>4 QUALITY EDUCATION</div> <div>10 REDUCED INEQUALITIES</div> <div>8 DECENT WORK AND ECONOMIC GROWTH</div>



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			standards expected from subcontractors and service providers. Incorporating relevant standards into the subcontractor and service provider contract in accordance with these guidelines.					providers and including them in subcontractor and service procurement contracts.	
Campus Climate	Awareness	Gender awareness of the subcontractors	Gender training for subcontractors and employees		X		Operations and Purchasing Directorate	Security personnel received additional training on gender-based violence.	   






3. Career Development, Recruitment Process

There is already a gender balance in our university in terms of the number of both the students and the academic and administrative Staff. In addition, the Gender Action Plan prepared for the years 2022-2024 was put into effect. During this period, important steps have been taken to ensure gender equality in employment and performance guidelines. However, gender equality in career development and recruitment processes is a dynamic area that needs to be regularly monitored, current improvement areas should be identified, and new practices should be developed in this direction.

To update the constantly changing conditions in this area, the “Inclusive Gender Action Plan” covering the years 2025-2027 has been prepared. The new plan makes inequalities arising from gender-based discrimination as well as other identities and social situations visible and makes the plan more inclusive by adding new actions regarding these. In this sense, necessary steps are taken in our university to ensure gender equality in career development and recruitment processes with the cooperation of KHAS KTCEK and HR.



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	Theme	Issue to be addressed/ evidence	Planned Action	Timescale			Person/Unit/ Department responsible	Measures of success	CONNECTION WITH SDGS AGENDA 2030 (THE Ranking)
				2025	2026	2027			
Career Progression	Professional development	As academic title increases, the proportion of female employees. The percentage of women decreases as one moves higher in rank.	Encouraging women employees to move up in senior management at all levels and providing guidance/mentorship to women employees aiming for promotion.	X	X	X	KTCEK, Women and Family Studies UAM, Deans and HR	Continuing policies that will encourage female employees to advance Developing a mentoring system for female employees	  
Career Progression	Professional Development	Mentoring for undergraduate students	Joint efforts with non-governmental organizations such as KAGİDER, TurkishWIN, CampusWIN for the development of mentorship and leadership for female students		X	X	KTCEK, Women and Family Studies UAM, Career Office, Campus Life Office, Student Clubs	At least 3 training courses per year to have been given.	
Career Progression	Recruitment	Enhancing gender disaggregated data in recruitment	Make surveys more inclusive; allow people to identify in multiple genders	X	X		KTCEK, Human Resources Directorate	Options (do not specify option) for gender identity in internal data	 



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									10 REDUCED INEQUALITIES
Career Progression	Recruitment	Provision of training on inclusive gender equality to all the university members within the scope of the employee orientation programs	Creation of training and workshops on gender equality; inclusion of gender equality into the employee orientation programs	X	X	X	The Directorate of Human Resources,	In all new recruitments, new employees were informed about gender equality policy and practices.	10 REDUCED INEQUALITIES 5 GENDER EQUALITY






4. Work-Life Balance

In order to establish a work-life balance within our university and to observe gender equality, the steps detailed in the table below will be taken. In this context, it is planned to provide childcare allowance to all academic and administrative staff with children under the age of 6, to organize leaves considering situations such as elderly/sick and disabled care, to provide menstrual/menopause leave, report card leave, maternity leave by making all necessary arrangements during the time period when the leave is requested, to provide one week of paid leave to all academic and administrative staff during the year and to offer the opportunity to work remotely one day a week.

	Theme	Issue to be addressed/ evidence	Planned Action	Timescale			Person/Unit/ Department responsible	Measures of success	CONNECTION WITH SDGS AGENDA 2030 (THE Ranking)
				2025	2026	2027			
Work-life balance	Policy	Lack of childcare opportunities for children aged 0-6 (nursery, daycare)	Providing support for nursery services for all KHAS employees.		X		KTCEK, Women and Family Studies UAM,	Providing support for nursery services for KHAS administrative	5 GENDER EQUALITY



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							Rectorate, Senate and HR	and academic staff who have children between the ages of 0-6.	
Work-life balance	Policy	Enhancing the duration of Paternity Leave	Ensure that the policy on paternity leave duration (twice the official duration) is effectively communicated (MyKHAS and web) and that both academic and administrative staff can benefit from this opportunity.	X			KTCEK, Women and Family Studies UAM, Senate, HR	Maintaining the policy regarding the duration of paternity leave, announcing this information during job orientation and on MyKHAS and the website	
Work-life balance	Work Life Balance	Lack of different working patterns (flexible, shift work)	Preparation of guidelines by creating different (flexible) working modules for both academic and administrative staff.	X			General Secretariat, Human Resources Directorate	Creation of KHAS flexible working modules.	 
Work-life balance	Work Life Balance	Problems adjusting to work after birth	Conducting studies on postpartum adaptation processes (studies covering the period before and after starting work)	x	x	x	HR Directorate		 






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5. Gender Equality in Research, Teaching Processes and Curriculum

All the faculties and departments will set and announce their targets for gender equality in compliance with the KHAS Inclusive Gender Equality Plan detailed hereunder, monitoring the results thereof and, considering them in the respective performance evaluation processes.












A short paragraph summarizing the university's policies against all forms of violence and discrimination in all processes, including the course and related activities, and the rules and sanctions related to these will be added to all course syllabuses, and *the observance of gender equality will also* be emphasized in this text. In addition, the inclusion of the gender dimension in the relevant course in the syllabuses will be encouraged.

In all research processes and in all activities where research outputs are shared within and outside the institution – conferences, panels, etc. – observing gender equality is one of the fundamental approaches of our university. As part of our university's principle of academic freedom, all faculty members freely determine their areas of study. The inclusion of sex and gender analysis in research proposals is actively encouraged.

	Theme	Issue to be addressed/ evidence	Planned Action	Timescale			Person/Unit/Department responsible	Measures of success	CONNECTION WITH SDGS AGENDA 2030 (THE Ranking)
				2025	2026	2027			
EnGendering Knowledge	Culture & Curriculum	The number of gender related courses is insufficient throughout the university.	Offering gender lessons to all students Developing the gender dimension in courses that are not directly or necessarily related to gender issues.		X		KTCEK, Women and Family Studies UAM, Faculties, Graduate School, Core Program	New gender-focused courses have been added to the elective course pool. Gender dimensions have been integrated into course syllabi.	  



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EnGendering Knowledge	Culture & Curriculum	Gender balance in STEM fields	Planning and implementing specific activities in STEM fields	X	X	X	Faculties, Graduate School, Department of Joint Courses	Training, workshops and events in STEM fields have been organized (at least twice a year).	 
EnGendering Knowledge	Culture & Curriculum	Enhance sensitive use of language by the university communication office	Guidelines for inclusive communication (Language and Visual Representations)		X		KTCEK, Women and Family Studies UAM, Directorate of Communications and Promotion	Emails to increase the visibility of language use guide among academic staff (twice a year)	  
EnGendering Knowledge	Culture & Curriculum	Ensuring gender equality in education; improving dialogue and participation between male and female students	Informing academic staff to increase gender equality and participation in the classroom		X		KTCEK, Women and Family Studies UAM, Faculties, Graduate School, Core Program	Informing academic staff about gender equality and inclusivity in the classroom.	
EnGendering Knowledge	Culture & Curriculum	Challenge gender stereotypes in studies/assignments	Use of alternative imageries of women and men (i.e. women construction workers, men nurses, etc.)		X		Faculties, Graduate School, Core Program	Informing academic staff about gender equality in the classroom	  
EnGendering Knowledge	Culture & Curriculum	Lack of dialogue and participation between men and women in the classroom	Appointment of mixed gender groups and creation of working groups		x		Faculties, Graduate School, Core Program	Academic staff should be informed about gender equality in the classroom.	 



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EnGendering Knowledge	Culture & Curriculum	Effectively sharing the university's policies based on non-discrimination and gender equality with students	Adding a section on anti-discrimination and gender equality to all course syllabuses	X			Education Committee	The specified section has been added to the course syllabus.	
Gender in Research	Gender & Research	Gender equality in research processes and outcomes	Organizing training (online and face-to-face) on integrating gender dimensions into research.	x	x	x	KTCEK, Women and Family Studies UAM, Institute of Graduate Education, R&D	Including sex/gender analysis in research proposals/publications that are appropriate in terms of subject/content.	
Gender in Research	Gender & Research	Lack of support mechanisms targeting gender equality in research processes	Supporting gender equality within the scope of research projects and publications	x			Postgraduate education unit, R&D	<p>Ensuring balance between male and female ratios among researchers and managers in research projects.</p> <p>Ensuring balance between the male and female ratios of publication and article authors.</p>	

6. Monitoring and Evaluation





A monitoring and evaluation section was created for the Inclusive Gender Equality Action Plan. In the monitoring and evaluation section, problems originating from the follow-up and analysis process of the plan were identified and solution suggestions were presented. Monitoring and Evaluation will constitute the most important data set for the KTCEEP to be prepared in the upcoming periods. Therefore, it is necessary to schedule annual reports that will ensure traceability. Accordingly;

- The reporting for Years 1 and 2 begins in September of each year and is evaluated by the TCEE Commission at the latest by the end of October. As a result of this evaluation, additions or deletions may be made to the plan.



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- In the 3rd year, the entire action plan will be evaluated, and a new action plan will be prepared. In the last year (2027), an evaluation report will be prepared in June and the new KTCEEP draft will be completed by September. The new plan will be presented to the Board of Directors and published in its final form in December at the latest.

	Theme	Issue to be addressed/ evidence	Planned Action	Timescale			Person/Unit/Department responsible	Measures of success	CONNECTION WITH SDGS AGENDA 2030 (THE Ranking)
				2022	2023	2024			
Corporate governance	Audit Policy & Practices	Improving data collection, reporting and publication processes on inclusive gender equality.	Ensuring that data is kept and reported by gender to monitor progress and eliminate any deficiencies.	X	X	X	KTCEK, Women and Family Studies UAM, Institutional Research and Evaluation Directorate, Human Resources Directorate	Based on gender reporting and analyzing disaggregated data	   
Corporate governance	Audit Policy & Practices	Interim reporting on monitoring activities	At the end of each academic year, present a status report to the University Administration and have it published.	X	X	X	KTCEK, Women and Family Studies UAM	Annual reports have been prepared and published.	