

FACTSHEET ON Sabancı University (SU) GENDER ASSESSMENT REPORT

Short Presentation of the Institution

Sabancı University (SU) is a private university based in Istanbul, Turkey. Founded by the Sabancı Foundation, the university commenced its education activities in 1999 with 3 faculties: School of Management (SOM), Faculty of Arts and Social Sciences (FASS) and Faculty of Engineering and Natural Sciences (FENS), in addition to a School of Languages (SL) offering courses in English-language instruction. These faculties offer degrees in 13 undergraduate, 46 MA and 15 PhD programs, including a PhD program in Gender Studies initiated in 2017. As of 2019, the university has 4043 undergraduate and 1014 graduate students, 405 full time and part time academic staff and 363 administrative staff.

Policy framework on gender equality in research and higher education institutions and underneath:

Country	Policy strategies and documents	Scope of policy strategies and documents	Policy support to GEPs	Gender equality policy in research funding
EE	Yes	Gender balance in decision-making positions; equal opportunities in allocating grants	No	Yes (access to grants)
ES	Yes	Career development; parity in decision-making positions; training; work-life balance; fighting gender-based violence	No	Yes (funding of research on gender in social sciences and humanities)
PT	Yes	Production of sex-disaggregated data; partnership between equality body and research governance body	Yes (limited: potential use of European Structural Funds for funding GEPs)	Yes (funding of research on gender)
UK	Yes	Implementation of the 'equality duty' by public institutions, including research and higher education institutions, derives from a legal obligation; scope determined at institutional level (broader than gender equality)	Yes (public organisations are compelled to have equality objectives and equality schemes)	Yes (United Kingdom Research Council integrated the assessment of gender equality policies in its research excellence framework to accede funding; National Institute for Health Research included scores in the Athena SWAN scheme as eligibility criteria for funding)
SI	Yes (low intensive)	Access to decision-making positions; enrolment of women in research; feminist knowledge transfer	No	Yes (rules for (co)financing and monitoring of research consider gender balance in decisionmaking positions)
TR	—	—	—	—

Source: EIGE; information collected through the study's fieldwork

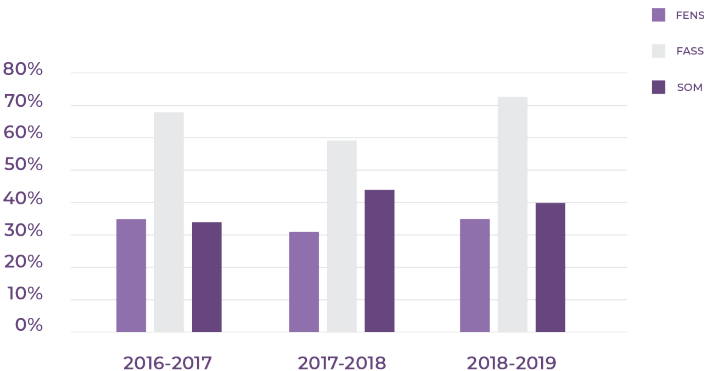


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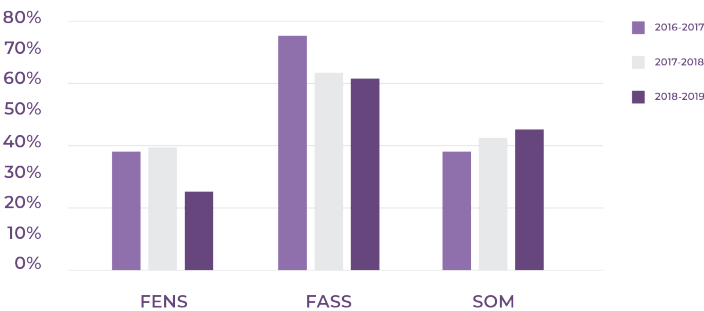


Methodological aspects



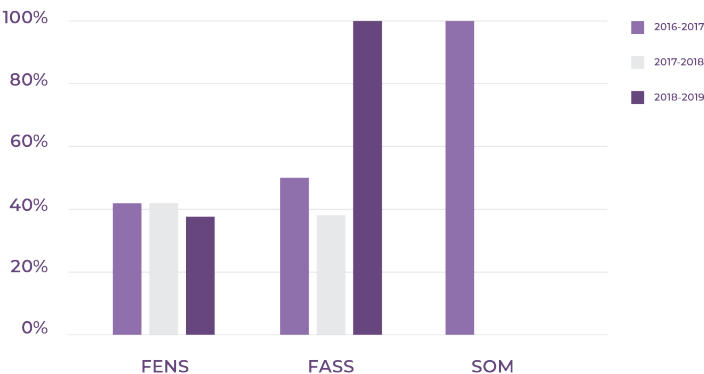
Among the undergraduate students, there is a higher ratio of men in “technical” departments and a higher ratio of women in “non-technical” academic programs:

Graph 1: Undergrad Students: Percentage of Women/ Faculty/ 3 year trend



In terms of graduate students, here is the situation in different faculties:

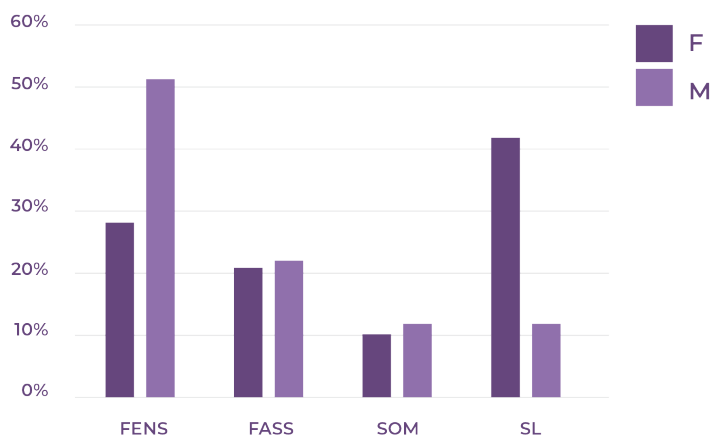
Graph 2: MA Students: Percentage of Women/ Faculty/ 3 year trend



In the case of PhD students, it is possible to observe more fluctuation in the 3-year trend of women pursuing a PhD degree in the three faculties:

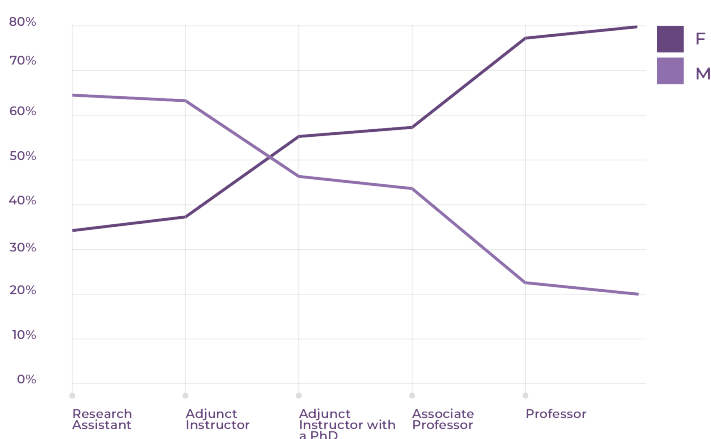
Graph 3: PhD Students: Percentage of Women/ Faculty/ 3 year trend





In terms of the gender breakdown among academic staff, there are significant differences across the three faculties. The largest gap is at FENS where women constitute less than one-third of all faculty members. Among the language instructors in SL, the gap is reversed, with less than one-third men.

Graph 4: Distribution of All Academic Staff at Faculties by Gender



It is striking that while more than 60 percent of research assistants at SU are women, this number comes down to only 20 percent among professors, which is significantly lower than the national percentage of women professors.

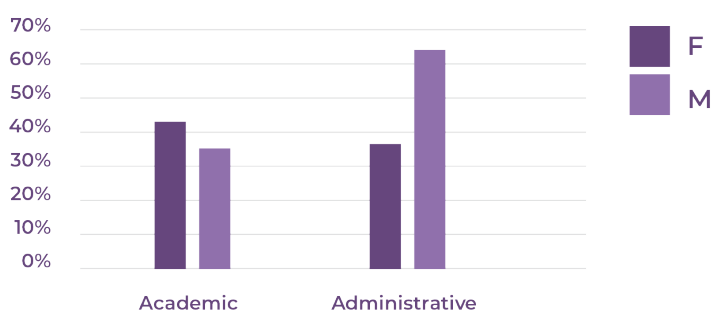
Graph 5: Academic Staff by Ranks



A similar trend is observed in administrative ranks: Although about 60 percent of Specialist and Manager positions are filled by women, at the Director level this percentage comes down to 36%. The lower numbers of women in the officer/technician positions can be explained by the “masculine” characterization of technical tasks.

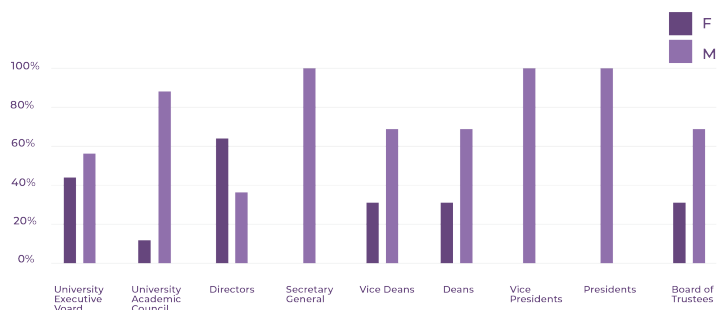
Graph 6: Administrative Staff by Ranks





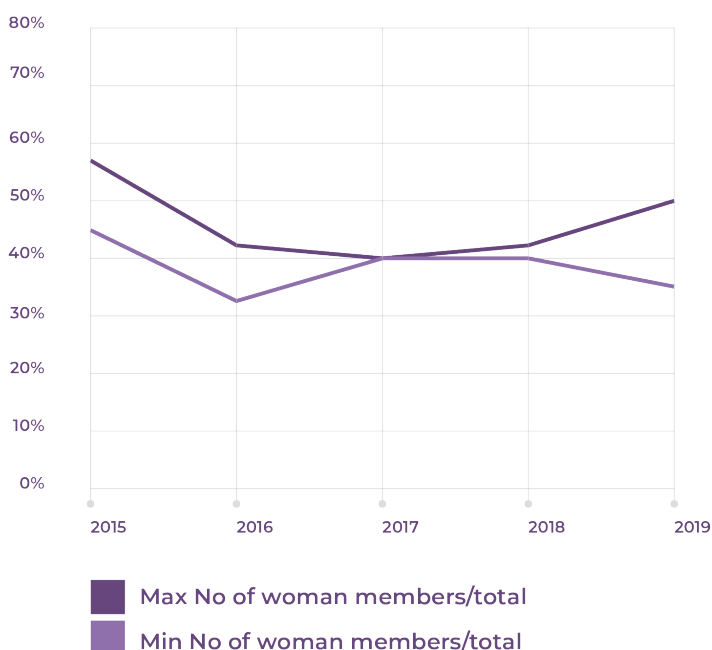
When we look at the gender breakdown of academic and administrative directors, we see a greater percentage (44%) of women academic directors than administrative directors (36%).

Graph 7: Directors



Among the main decision-making bodies at SU, the ranks of secretary general, vice presidency and presidency with no women's representation, and the Academic Council with only 10% stand out.

Graph 8: Members of Main Decision-Making Bodies at SU

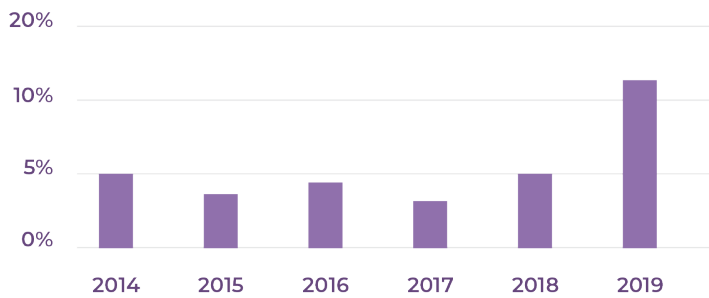


While the above table shows the representation in all administrative decision-making bodies, the chart below shows the representation of women and men at the research council where the allocation of research funds and other research-based policy decisions are made:

* As the members of Research Council change throughout the year, this chart shows the minimum and maximum member of women who were present at the RC throughout a year.

Graph 9: Women in University Research Council

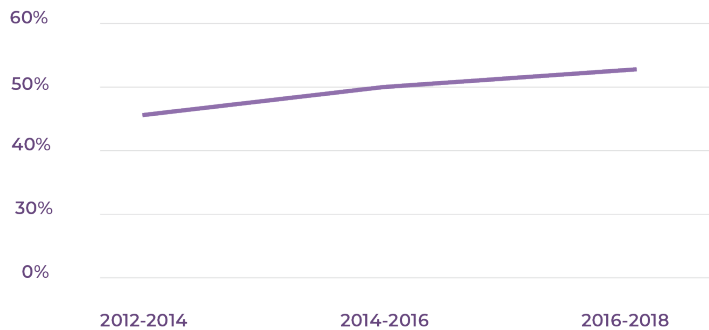




As the below chart shows, the ratio of internally and externally funded projects that have a central gender focus is extremely low.

*The data from August 2019

Graph 10: The ratio of gender focused projects to other projects



The only decision-making body where gender parity is observed is the Student Union:

Graph 11: TWomen Members of Student Union

Sabancı University has a firm commitment to gender equality as a university policy, which has resulted in:

- a sexual harassment statement and policy (since 2007)
- a non-discrimination statement (since...)
- a domestic violence prevention statement and policy (since 2016)
- a vibrant gender and women's studies center (SU Gender)
- the only international PhD Program in Gender Studies in Turkey (since 2017)

Some of the classes with a gender focus are:

Myths of Gender: Cultural Theories about Women and Men, Topics in Gender & Sexuality Studies, Gender and Migration, Independent Study in Gender Studies, Gender and Politics, Gender in the Middle East, Gendered Memories of War and Political Violence, Gender and Sexuality in Turkey, Men and Masculinities, Gender and Knowledge, Gender: Fundamental Concepts and Approaches, Methodology for Gender Studies, Theories of Gender and Sexuality, Gender, Science and Technology.



Sabancı University Gender and Women's Studies Center of Excellence

Established initially as the Gender Forum in March 2010 and re-structured as a research center in 2016, SU Gender undertakes research, education and awareness activities in gender and women's studies with a particular focus on gender equality in academia, education, literature, memory, the city, sexuality, body, health, migration and gender-based violence. Among the ongoing projects are: Gender Equality Program, Purple Certificate Program, Transformative Activism, Curious Steps: Gender and Memory Walks of Istanbul, Dicle Koğacioğlu Article Award and Şirin Tekeli Research Award.



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