Kate White • Pat O'Connor
Editors

Gendered Success in Higher Education

Global Perspectives

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Editors
Kate White
Faculty of Education and Arts
Federation University Australia
Mt Helen, Australia

Pat O'Connor
Department of Sociology
University of Limerick
Limerick, Ireland

Geary Institute
University College Dublin
Dublin, Ireland

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This book is dedicated to Barbara Bagilhole (1951–2015) who was co-founder of the Women in Higher Education Management (WHEM) Network and who made an outstanding contribution to research on gender and higher education, and was an inspirational friend and mentor.

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Gendered Success and Strategies for Change in a Turkish University

Özlem Atay

1 Gender Equality in Turkey

This section presents an overview of the legislative context for gender equality in Turkey. A series of reforms enacted by the state of the Turkish Republic following its foundation by Mustafa Kemal Atatürk in 1923, were aimed at giving women equal status with men. The secular ideology and Westernizing reforms enabled the rise in women's education and senior management in Turkey. There is a positive correlation between women's education and their employment (Özkanli 2001, 131). The General Directorate on the Status and Problems of Turkey (KSSGM) was created as part of the executive branch of government in 1990. It is a bridge between the Turkish state and civil society on matters related to women's issues as outlined in the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW). KSSGM prepared the National Gender Equality Action Plan (NGEAP) (2008–2013),

Ö. Atay (✉)
Department of Management, Ankara University, Ankara, Turkey
e-mail: ozkanli@politics.ankara.edu.tr

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which includes promoting gender equality in education, health, economy/poverty, the environment and media, and calls for full inclusion of women in power and decision-making mechanisms. Another important step for gender equality in Turkey was the foundation of the Equal Opportunities Commission (KEFEK) in the Turkish Grand National Assembly in 2009.

Article 41 (2001) and the New Civil Code (2002) both reinforced gender equality within the family. In May 2004, Article 10 of Turkey's Constitution was amended to give supremacy to international conventions related to basic rights and freedoms over national law. The Law on the Protection of the Family passed in 2013. Turkey was the first country to ratify the Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence, also known as the İstanbul Convention, in March 2012. This law entitles all women, regardless of their marital status, to protection from violence and abuse. It also calls for the establishment of Violence Prevention and Monitoring Centres.

The employment rate of women in the Turkish labour market (28.7%) is low (European Commission 2013) and is reflected in the low proportion of women in decision-making. Turkey has a much lower female political representation at the national as well as local administrative levels, compared to European Union (EU) member states. The 2010 Millennium Development Goals Report (MDGs) for Turkey, EU Progress Reports and the 2014 Gender Gap Report, all note that the low participation of women in Turkey's political decision-making processes is a major development challenge and also a challenge to achieving democracy based on the principles of equality and justice (Acuner 2013).

2 Academic Women and Gendered Success in Turkish Universities

Turkey has 185 Higher Education Institutions – 105 Public Universities, 72 Foundation Universities and 8 Foundation Technical Training and Vocational Schools (YÖK 2015). Since 1993, there has been a

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significant increase in the number and share of women teaching staff (Özkanlı 2007).

Women comprise 46% of academics in Turkey, and their representation as full professors has increased from 27.5% in 2008 to 28.1% in 2013 and associate professors from 31.7% in 2008 to 32.3% in 2013, assistant professors from 34.2% in 2008 to 37.1% in 2013 and research assistants from 47% in 2008 to 49% in 2013 (Ünnü et al. 2014). There has also been an increase in research and publications on gender (Arslan 2014). Historical, social and cultural factors explain the relatively high representation of Turkish women in professorial positions, and the support to advance to senior academia (Özkanlı & White 2008). Table 11.1 shows the ratio of Turkish female teaching staff by academic title in 2016.

However, there are disciplinary differences, with a higher representation of women in language-based studies at almost every level and a lower representation in engineering and technology. The number of women academics varies by discipline. For example, in medical sciences and literature women comprise over 40% of staff, and in engineering and architecture 30%. These percentages are impressive because in areas like natural sciences, medicine and engineering, women are generally underrepresented academically (White and Özkanlı 2009). 49.4% of academic personnel in universities are women and 29% of professors are women

Table 11.1 Percentage of female teaching staff by academic title in Turkey 2016

Academic title	*Percentage (%)*
Professors	29
Associate professors	35
Assistant professors	40
Instructors	37
Language instructors	58
Specialists	49
Research assistants	50
Translators	52
Total	49

Source: YÖK, 2016. Turkish Higher Education Council Statistics, https://istatistik.yok.gov.tr

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(ÖSYM 2015). This percentage is higher than some developed countries (Yılmaz and Özdemir 2012). The reason for the high representation of women in the professoriate in Turkey may relate to the status of academic jobs. Reskin and Roos (1990) argue that men, owing to changing market conditions, may leave the competition for certain jobs and women take their place in the queue, leading to the gendering of those previously contested jobs (Özbilgin and Healy 2004, p. 361).

Despite the high representation of women in the professoriate in Turkey, women are under-represented in senior management, especially at rector/vice-rector and also at dean levels (Neale and Özkanlı 2010). The academic career path into higher education senior management in Turkey is assistant professor, associate professor, professor, dean. Being a full professor is a prerequisite for senior management positions.

The percentage of female rectors was 5.3% in 2007 and increased to 9.19% in 2015, while the ratio of female vice-rectors was 4% and female deans was 17% in 2015 (Turkish Higher Education Management Information System 2015). Table 11.2 shows the ratio of female rectors and deans in public and foundation universities in 2015.

The literature indicates that discipline base, career mobility, other care responsibilities, experience outside academia, the process of appointment to senior management and gender stereotyping may impact on the chances of women becoming senior university managers (Husu 2000; Özkanlı 2007; Carrington and Pratt 2003; Neale and Özkanlı 2010; Van Den Brink 2007; Bagilhole and White 2005, 2006, 2007; Thanacoody et al. 2006; OECD 2006; Özkanlı et al. 2009; Woodward 2007). Özkanlı and

Table 11.2 Percentage of female rectors and deans in Turkish Public and Foundation Universities (2015)

Type of University	Number of rectors			Proportion of female rectors (%)	Proportion of female deans (%)
	Female	Male	Total		
Public	6	103	109	6	15
Foundation	11	65	76	15	20
Total	17	168	185	9	17

Source: TÜİK, 2015. Toplumsal Cinsiyet Eşitliği Göstergeleri [Gender Indicators], http://www.tuik.gov.tr/
The Turkish Higher Education Council, 2015, https://yok.gov.tr

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Korkmaz (2000a, 2000b, 2000c) found that the reason for the under-representation of women in senior management is gradually increasing family responsibilities. While some academic women mentioned gender discrimination, others said they were not willing to take on administrative responsibility because they accepted and internalized traditional cultural norms and prioritized the roles of housewife and mother (Acar 1986, pp. 307–324; Köker 1988, p. 339; White and Özkanlı 2011, p. 9). According to Ersöz (1988, p. 258), women avoid responsibilities that involve business trips and extra workloads due to fear of not fulfilling their traditional roles. Yılmaz and Özdemir (2012) described the reluctance of academic women to take on multiple roles and role conflict as important reasons for the under-representation of women in senior management. This role conflict can be defined as 'a set of behaviours expected of a member who holds a particular position within a group. Role conflict is a conflict caused by contradictory or incompatible expectations associated with a particular role' (Bovee et al. 1993, pp. 507–508). A study of Turkish professors found that while male academics usually experience institutional obstacles during their career development process, female academics experience obstacles based on role conflict and family life (Healy et al. 2005).

3 Methodology

Qualitative data analysis from interviews and document analysis using the Success Case Method were undertaken in this case study. The researcher completed the ethics approval checklist and submitted it to the Ethics Advisory Committee at her university.

Two in-depth interviews with senior managers were conducted in March 2016, each taking up to two and a half hours. The confidentiality of the interviewees has been maintained in all references to the interviews. The participants are identified only by interview number. These interviews in Turkish were recorded with a digital voice recorder. After the interviews, the notes were transcribed for analysis and translated into English. This analysis focused on success factors contributing to the university's gender strategy.

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4 The Case Study University

The case study university (CSU) has 17 faculties, 13 graduate schools, 10 technical training and vocational schools, 1 vocational school, 37 research centres, 4 institutes, 1 public conservatory and 1 preparatory school with a total of 68,476 students (47.8% female, 52.2% male students) and 4301 academics (43% female in faculties, 54% in technical training and vocational schools). There are 108 undergraduate, 110 graduate and 43 vocational programmes in the university. It has been a leader in gender equality in Turkey. The rector and the senior management encourage academic women to apply for promotion to full professors and apply for senior academic management positions. Currently, there is a female vice-rector who is responsible for gender equity policy, and seven of the 17 faculties have women deans (41.2 %), four of the 13 vocational schools have women directors (30.7%) and two of the 13 graduate schools have women directors (15.4%).

Since the university was established in the mid-twentieth century, it has had one female rector, four female vice-rectors and 30 female deans. Currently, 41.9% of academics are women and 40.8% of all associate and full professors are women. The proportion of women in the professoriate has increased over the last 11 years; 33.9% of all professors were women in 2005.

In some academic fields and faculties, the representation of women as teaching staff is high: in the faculty of health sciences women comprise 85.3% of teaching staff, in the faculty of pharmacy 76.4%, in the faculty of communication 67.2% and in the faculty of educational sciences 65.5%. Teaching, health and care services are perceived as appropriate female jobs in Turkey. The university strategic plan 2014–2018 includes gender equality as a fundamental principle. The university activity report 2015 includes gender equality activities. The university has a Women's Platform (WP) Coordinatorship, an Equity Policy (EP) Coordinatorship, a Women's Studies Centre, a University Sexual Harassment and Assault Support Unit, a Family (Indoor) Justice Unit and a Unit against Mobbing. These units all have women directors. The EP Coordinatorship and WP Coordinatorship were

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established in 2013 and two female professors have been appointed by the rector as coordinators. A Family Justice Unit was recently established to strengthen the social aspect of gender equality. The Unit against Mobbing was established in 2014 to enlighten the staff about mobbing, provide legal and psychological support and seek solution to conflicts.

The Women's Studies Centre established in 1993 is dedicated to research in the field of women's and gender studies in faculties. It established the first gender and women's studies programme and offered the first MA/PhD programmes in Turkey since 1995. The Department of Women's Studies, supervised by the Institute of Social Sciences, offers graduate and PhD degrees with an interdisciplinary curriculum. The aim is to examine the issues of knowledge, society and gender within a feminist perspective in order to contribute towards an understanding of the social position of women and the inequality between women and men with a primary focus on Turkey. The Interdisciplinary Academic Board of the department consists of female academic staff from different faculties. The PhD programme is the only programme on gender in Turkey. It currently has 135 male and female students and contributes to the development of women's studies as an academic field through training graduate students, supervising MA and PhD theses and undertaking research. It also contributes to prevention of violation of women's human rights and promotion of gender equality through research, training, policy development and implementation. It prepares special training programmes for experts, policy makers and practitioners. It supports research projects dedicated to investigating the sources of gender inequality and providing solutions to women's problems, and aims to increase the number of women's studies projects in the university.

The Women's Studies Centre offered the first gender certificate programme in Turkey in 2013. The following year it organized the first gender student conference. Its action plan 2014–2024 is the first of its kind in Turkey. The Centre's annual activity report is also important in implementing the Institution's GEAP. As well, the Centre publishes a scientific journal on gender studies, which is the first international refereed Turkish feminist journal.

For the first time in Turkey, a women and gender studies chair has been established at the faculty of political sciences under the political

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science and public administration department. Currently, elective undergraduate gender equity courses and various presentations are given in various faculties by female academic staff of the Centre to increase gender awareness. Gender equity has been a mandatory/elective undergraduate course in every faculty since September 2016.

Moreover, the University Senate has decided that a Gender Equity Unit will be established in every faculty. The university regards ensuring gender equality in scientific research and development processes and in institutional culture as strategic initiatives. It is the responsibility of the university to create equal opportunities for scientists from the beginning of their academic careers and to offer diversity. As a leading university, the main administrative focus is based on developing and practising a policy that provides balance, diversity and equal rights among male and female academics. There is a gender action commission to put the GEAP into practice and assess its effectiveness.

The university is a member of the EU FP7 Project GENOVATE (transforming organizational culture for gender equality in research and innovation) which operates across seven European partner institutions; each of which has a different institutional and national context for gender equality. The GENOVATE Europe-wide consortium includes universities that have active national and institutional gender equality agendas. As the first gender equality plan executed in Turkey's universities, the vision is to produce a strategic framework that can be replicated in other universities (http://www.genovate.eu/).

5 Strategies for Gendered Success

Both interviewees described their backgrounds, their role models and career paths. Then they explained the commitment of senior management at the CSU to gender equality, including the transformational leadership of the rector, the female vice-rector and the female equity coordinator who support strategies for changing the university gendered culture. Interviewee 1 described the importance of the Women's Studies Centre:

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the Centre has become a leader in Turkish society and the case study university in creating awareness for women's rights. The Centre is an active feminist group and change agent for the development and implementation of the university's GEAP. The Centre has a great influence on structural and a cultural change in the university. The Centre accomplished the first gender equality improvements in Turkey. The Centre had an active role in the society and supported the Family and Social Policies Ministry, Turkish Higher Council (YÖK), unions, political parties, civil society organizations, and the private and public sector. The Centre is a leader for all the other Women's Studies Centres, because I believe it is the most successful centre in Turkey. The Centre increased communication between women's studies centres and graduate programs at Turkish universities... The Centre members have worked on a gender equity attitude document to be adopted as a national gender policy for Turkish Higher Education. Finally, on 16 December 2015 YÖK accepted this document and sent it to all Turkish universities. In this document the Centre suggested our university's successful gender equity implementation and they are all accepted as a national gender policy. The Centre encourages gender research projects and publications.

This interviewee emphasized that the rector and senior management supported the national GEAP and all the gender equity activities in the university. The rector said to her, 'Let's do all the gender equity policy implementations first in our university because we are the leading university in Turkey.' She explained, 'No one can make gender discrimination at this university; it is not allowed by senior management. I did not see any kind of segregation towards women in our university. Both academic and administrative women accomplish all kinds of work as women and men can express themselves freely and equally. We are in a modern university where women can easily succeed at management positions. There is a gender-neutral language'. She emphasized that one of the reasons for the high representation of women in the professoriate is the transparency and fairness of YÖK and university academic promotion rules and legal structure which are the same for both women and men academics. She added that there is no gender discrimination regarding employment policies in public universities. The incomes of

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female and male academics are defined by government law based on seniority and position.

In Turkish foundation universities there is bargaining on salaries. University staff can earn more income in foundation universities compared to public universities. However, there is no data available on the gender pay gap in Turkish foundation universities.

In the CSU the percentage of women in administrative functions is low. Although the rector has a commitment to valuing gender equality, women choose not to take on senior management roles. According to Interviewee 1, there can be a quota for women managers to increase the number of women managers, but there were no barriers to promotion for women in the case study university. However, women may create their own barriers because of role conflict and they prefer not to be a manager. This observation is consistent with other findings (Machado-Taylor and Özkanlı 2013). She claimed that male managers were lucky because their wives did all the housework, childcare responsibilities and prepared their luggage for business trips. Female managers could hire a paid helper or babysitter if they could not receive support from their mother or mother-in-law. Otherwise, they had to take their children to the office during school holidays. She observed that academic women lack motivation to be in managerial positions, particularly in the early phase of their career when they have young children. She asserted that academic married women have difficulties balancing their multiple roles of mother, daughter, sister and a wife with their work as academics and managers. Academic women prefer to spend time with their family when role conflict occurs and take their work home; they think that women have to fulfil domestic responsibilities and devote enough time for the family, children, spouse and parents. The interviewee added that being single or married without children or one child may be an advantage for women in accepting managerial positions, because the requirement for mobility, long business trips and national/international networking is then possible. However, she observed that younger men and women as academics are successful in redefining these gender stereotypes.

Interviewee 1 emphasized that the Women's Studies Centre has been coordinating gender awareness activities since 1993 and thus creating gendered success in the university; for that reason it is a

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change agent for gender equality. In addition to the achievements mentioned above, the Centre adapted the national GEAP as the Gender Equity Attitude Document and provided direction to the national gender policy for Turkish higher education institutions in cooperation with YÖK. The interviewee concluded that: 'The Centre in our university is the most experienced Centre in Turkey. It aims to produce a more coordinated effort of gender equity awareness with all other Women's Studies Centres in Turkey. They consider the Centre as a successful leader'.

Interviewee 2 graduated from the CSU. The rector offered her a senior management position in 2012. When she told him she did not have any experience the rector said: 'Don't worry, we will handle it together; I believe that you will succeed.' The rector has strongly supported her in the role. She is responsible for human relations and communication between faculties and for women's studies in the university. She commented: 'The rector and four Vice-Rectors support gender equity in the university. We have accomplished a lot since 2012.'

She added: 'The rector makes a great effort to increase the number of female managers. He does his best.' He always tells her: 'There must be more women in the university. I want more woman managers and academics. I wish I can increase the number of female managers but most of the academic women whom I offered managerial positions choose not to be in senior management.' They say to rector: 'I have a little kid or I have to take care of my family/old parents.' Interviewee 2 thinks that they are afraid of managerial responsibilities, because being a senior manager is a tough job. She believes that encouragement of the spouse/family is very important; otherwise women prefer not to be administrators. In Turkey childcare and domestic responsibilities are considered to be primarily a woman's duty and women seek administrative positions less because of role conflict. This observation is consistent with Özkanlı's (2007) findings.

Interviewee 2 noted that senior management planned to increase support for women in management by offering mentoring for leadership roles, improved childcare/elder care facilities and quotas for women managers. She explained that in her own career her mother and mother-in-law supported her. They took care of her only child. Her

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husband is also an academic. After her PhD she went to Belgium for three months. Her son was three years old. Her husband, mother and mother-in-law took care of him. The time in Belgium helped her to build a wide academic network. She asserted that senior management had taken a critical role in improving gender equality, and that it 'cares about transparency, gender equity, and face-to-face effective communication'. The rector is her role model: 'He is very hard-working, experienced, wise, and a democratic leader. He is always happy to share his experiences and problem solving skills with me' (Interviewee 2).

6 Discussion and Conclusion

The CSU has demonstrated a commitment to improving gender equality. The university Strategic Plan 2014–2018 includes gender equality as a fundamental principle. GEAP is the first gender equality plan executed in any Turkish university. In addition, the CSU is the only university in Turkey which has a woman EP Coordinator. She is also the founder of the Centre which both interviewees assert is a change agent across the university and ensures increased gender equity awareness.

University senior management are committed to increasing the representation of women as full professors and as senior academic managers because they believe that women make an important contribution to university management by reflecting the female point of view on issues. The interviewees asserted that women academic managers experience no gender discrimination in appointment for academic/administrative positions and undertaking research projects. They both considered that women experienced time conflict especially as senior managers and also in their years as doctoral and postdoctoral researchers as they juggle work with childcare and other responsibilities.

The rector and senior women are leaders in implementing structural and cultural change for gender equality. Several major initiatives have impacted on the gendered culture of the university. Firstly, there is an elective undergraduate gender equity course and presentations at various faculties by academic staff of the Centre to increase gender awareness.

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Gender equity has been a mandatory undergraduate course in every faculty since September 2016. Training of trainers on gender equality and material development was completed in April 2016. Secondly, the Centre, the WP Coordinatorship, the EP Coordinatorship, the University Sexual Harassment and Assault Support Unit, Family (Indoor) Justice Unit and Unit against Mobbing have been established. Activities to raise gender equity awareness both in the university and in schools, community centres, NGOs and public seminars have been implemented. Gender awareness seminars, gender sensitivity training and skills building have been conducted for staff and senior managers. Thirdly, the Centre has organized the first gender and women's studies programme. Fourthly, the Centre's action plan is the first in Turkey and its annual activity report is important in implementing the institution's GEAP. Fifthly, the Centre publishes a gender studies journal, which is the first international refereed Turkish feminist journal. Moreover, the CSU has established a women and gender studies chair in the faculty of political sciences; its orientation programme includes gender equity training in each faculty; its Senate adopted the policy statement against sexual harassment and assault in Turkish universities; and the university Ethics Board has implemented ethics behaviour rules that include gender equality.

There are a range of additional initiatives for gender equality at the CSU. It has established a legal gender mainstream infrastructure, for example, for parental and breastfeeding leave, a day-care centre and flexible working hours which support an improved gender culture and working climate. The gender equity perspective has been integrated into the goals and aims of faculties and departments. Gender statistics are prepared and shared with the university staff, YÖK and stakeholders. The university is acknowledged as a successful gender equity model for Turkey by YÖK and the Turkish gender equity attitude document was developed as a collaborative study. The university established the first gender equity commission in Turkey that revised the GEAP. The commission monitors and evaluates the university gender equity policy/practices and prepares regular reports for senior management. Every faculty will have an equity office and key performance indicators will be determined and measured by equity staff.

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University mentoring and management development programmes will begin to support academic women to take on management and leadership responsibilities. Scholarships, research support, grants, research funds and other incentives have been developed to increase gender research. The number of academic foreign exchange programmes for women will be increased. The rector wants to get more women into leadership positions and therefore has offered administrative posts to academic women. However, most academic women prefer not to take on senior management roles because of their child/elder care responsibilities.

Nevertheless, other initiatives to increase gender equality in the CSU should be considered. As one of the interviewees suggested, a quota for women managers could be adopted to increase the representation of women in management and decision-making positions. The relevance of gender could be considered in research funding and increased gender budgeting could be accomplished. Funding could be provided to allow increased cooperation between universities, with pilot gender projects made accessible to a larger audience.

In order to encourage more women into senior roles, several initiatives could be considered. Firstly, GEAP should be implemented to improve the working lives of women academics and to balance career/family commitments. Secondly, while currently there is a nursery, a day care centre for children under three and a playhouse to leave children for a few hours should also be available. Thirdly, university staff receive a 30% discount in fees for their children in the foundation school; this rate could be increased. Fourthly, support for academic mobility (e.g. international/national conferences, exchange programmes, scholarships) should be increased. Other woman-friendly policies to improve work/family balance require the development of democratic family life and equal sharing of responsibilities. In addition, increasing support for mentoring and networking could also increase the percentage of woman in senior management. More women would be interested in taking on management positions if the university made the working environment more compatible with their needs.

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Özlem Atay is Professor of Management at the Faculty of Political Sciences, Ankara University, Ankara, Turkey. She is the Head of Management and Organization Chair in the Department of Management. She worked at the National Productivity Center as a specialist between 1988 and 1996 and has led a number of training/consulting/research missions in public and private sector enterprises. She specializes in management, organizational behavior, productivity improvement techniques, HRM, strategic management and women studies. She is the author of seven books and many academic articles.

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