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# **GENDER EQUALITY REPORT IN THE CONTEXT OF LGBTI+ RIGHTS AT STATE UNIVERSITIES IN ANKARA AND ISTANBUL**

**The Current Situation and  
Discrimination against  
LGBTI+ Community**

**2022**

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*The Current Situation and Discrimination against LGBTI+ Community*

**Prepared in cooperation with the UniKuir Association and SPoD.**

August 2022

ANKARA

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## Who we are?

### UniKuir Association

Queer Studies in Academy and LGBTI+ Solidarity Association (UniKuir) is the solely university-based LGBTI+ association in Turkey, founded by a group of LGBTI+ activists advocating for LGBTI+ rights in universities for long, in February 2020. The association aims creating a safe and inclusive space for LGBTI+ university students; preventing hate speech and hate crimes in campus; introducing anti-discrimination policies and measures; and defend LGBTI+ rights on the national and international levels.

The studies on securing right of access for the LGBTI+ Community enrolled in universities to their fundamental rights, such as right to accommodation, education and healthcare, and the right to organize, as well as the legal support services, social events, advocacy of the LGBTI+ rights, and the activities for combatting the hate crimes constitute the core activities of the association. The association aims to unite and further the struggle against the discrimination based on sexual orientation, gender identity and gender; the transphobia, homophobia, biphobia and LGBTI+ phobia; the discrimination against the sex workers, the hate speech and the gender binary practices wherever the LGBTI+ Community are present, and, in particular, in the universities. The association intends to build the society free of stigmatization and social isolation, wherein equality and human rights are pursued as core values and where the society stands against the psychological, economic, physical and sexual violence suffered by the LGBTI+.

### Social Policy, Gender Identity and Sexual Orientation Studies Association

The Social Policy, Gender Identity and Sexual Orientation Studies Association (SPoD) that was established in 2011 to pursue to the dream of a fair, equal and free world under the rainbow aims to contribute in development of social policies required for the lifestyle wherein the lesbian, gay, bisexual, trans, intersex and plus (LGBTI+) individuals in Turkey can live without feeling under pressure regarding their gender identity and sexual orientation.

In addition to advocacy efforts engaged for this purpose, the SPoD further aims to set the model for the public institutions by developing service models for the LGBTI+ communities, to eliminate all forms of discrimination in this respect, and to offer dedicated services to the LGBTI+ in the long term through collaborations with the public and private sector.

SPoD provides legal, social and psychological counselling to LGBTI+ people; monitors the campaigns and litigations; delivers training to the mental health professionals, solicitors, institutions and municipalities; conducts academic researches; organizes seminars, panels, politics and activism schools and election campaigns; and establishes support groups and holds advocacy meetings.

SPoD executes such endeavours through the professionals, volunteers and expert networks.



## Preface

In February 2019, the Council of Higher Education (YÖK) declared termination of the Gender Equality Project at the Higher Education Institutions in the document named Position Document forwarded to the universities, and then removed the document from its website, which then led to the initial phase of the wave of hatred and violence that surrounds the LGBTI+ Community in the country from the academic aspect.

The Higher Education Institutions Gender Equality Position Document drafted by the Commission of Women's Studies and Problems in Academia established within YÖK in 2015 was forwarded to all chancellors of the universities in Turkey by the Council of Higher Education, wherein various regulations were issued, such as incorporating the gender equality courses to the curricula with the aim of raising awareness on gender equality in universities, combating harassment and assault, preventing sexual harassment and assault on campuses, and establishing research and implementation centers on women's problems.

We have all witnessed the spreading of the hate speech, violence and rights violations against LGBTI+ students exponentially after the protests in Boğaziçi University, started in the first month of 2021. In the meanwhile, we also learned that Turkey has withdrawn from Istanbul Convention on March 20th, 2021 after issuance of the Presidential Decree.

We resisted at the campuses and on the streets against appointment of trustees, opposition to the convention, violations of rights, and various forms of assaults and violence. We organized our actions on the social media, too. We developed various campaigns and opportunities for solidarity and spread own words in the online chatrooms, restless of the pandemic, and forced to isolation at home and sometimes to return back to the family home, and experienced difficulties due to the inflation skyrocketing to astronomical rates, worsened economic or psychosocial conditions due to inability to socialize and come out of our shell.

During this period, when we were contemplating on the possibilities for finding solutions regarding the violations, violence and for improving the current situation that the LGBTI+ People experience in accessing the rights equally, in particular at the universities, we recognized that the solution would begin with removing the obstacles we encounter during our advocacy activities. The greatest challenge we experienced when conducting our activities was the lack of sufficient endeavours for monitoring with respect to the LGBTI+ Community in the universities and the difficulty of accessing the data. We launched forth on with the hope of producing data through research developed in the light of scientific methods based on structural monitoring through quantitative monitoring, and we intended to do so through our own queer-feminist methods, and to acquire the data by straining the data through from the filter we developed.

We aimed the following to act as the reference for the advocacy activities for the LGBTI+ rights due to the requirement in this respect:

- To reveal the current situation of the LGBTI+ People regarding gender equality in the state universities in Ankara and Istanbul;
- Advising and raising awareness at universities institutionally with respect to gender equality, specifically for the LGBTI+ People;
- Promoting and generalizing the gender equality by raising awareness on the LGBTI+ rights in universities.

This research based on universities ultimately welcomes its readers as the monitoring study based on rights. As a matter of fact, Article 16 of Yogyakarta Principles on Application of the International Human Rights Law in Relation to Sexual Orientation, Gender Identity, Gender Expression and Sex Characteristics, the most significant international document in terms of human rights for the LGBTI+ Community and updated in 2017 involves the right to education<sup>1</sup>. Said article contains 10 obligations that should be taken into consideration by the states on numerous issues, such as the curricula, educators, school environment, engagement, discipline, and accessibility. Furthermore, in the fact sheet issued in 2021 by the European Commission Against Racism and Intolerance recommends incorporation of the topics of intolerance and discrimination against LGBTI+ Community to the curricula at the universities<sup>2</sup>.

Access to the rights of all constituents at the universities is possible only if the practices on the gender equality in campuses further involve and focus on the LGBTI+ Community, and by LGBTI+'s access to the equal rights at the university as the constituent thereof.

The LGBTI+ rights are human rights, at all times and everywhere!

Have a good reading...

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1 Kaos GL Association (2020). *Yogyakarta Principles on Application of the International Human Rights Law in Relation to Sexual Orientation, Gender Identity, Gender Expression and Sex Characteristics*. 1<sup>st</sup> Edition.

2 *European Commission Against Racism and Intolerance, Fact Sheet on LGBTI Issues*, 2021, parag.16 <https://rm.coe.int/ecri-factsheet-lgbti-issues/1680a1960a> (Date of Access: 27/07/2021)

## 1. Abbreviations

EFA: Exploratory Factor Analysis

ECTS: European Credit Transfer System

UN: United Nations

CTS: the abbreviation used for the entire Sexual Harassment and Assault Prevention Units, Coordination Centers, Commissions, etc.

CFA: Confirmatory Factor Analysis

GALADER: Ankara Rainbow Families Association

KAM: Center for Women's Studies

KASAUM: Women's Studies Research and Implementation Center

KHK: Statutory Decree

LGBTI+: Lesbian Gay Bisexual Trans Intersex Plus

OHAL: State of Emergency

SGDD-ASAM: Association for Solidarity with Refugees and Migrants

SGYD: Youthfull Approaches in Health Association

SKH: Sustainable Development Goals

TCE: Gender Equality

YÖK: Council of Higher Education

YÖK THESIS: Higher Education Council Thesis Center

## 2. The Aim and Background of the Study

This research aims to present monitoring and mapping studies on Gender Equality in the Context of LGBTI+ Rights at state universities located in Ankara and Istanbul, by bringing LGBTI+ students in universities to the core. In this context, it is planned to develop and implement two applicable and reliable measurement tools (scales) with adequate psychometric properties, so-called the “Focus Group Meetings”, “Legislation Review / Curricula Review / Policy Analysis / Stakeholder Analysis” and “Access to LGBTI+ Rights Scale” and “Discrimination Against the LGBTI+ Community” in order to monitor the current situation of the LGBTI+ Community, access to the human rights and the discrimination they suffer in 19 state universities.

This study aims to lay the foundations for systematic monitoring of the LGBTI+ rights and the discriminations against LGBTI+ communities in Turkey on the basis of the universities, and to consolidate the access of the LGBTI+ communities to the rights, in particular the right to education and right to nonviolent life, in an equal and free university environment, and to enhance the gender equality at universities. Creating the campus environment free of any discrimination, hate speech, violations of rights and violence against LGBTI+ communities by rendering the campuses safe and secure in terms of gender equality for the LGBTI+ communities enrolled in universities is considered to be one of the objectives achievable by this research indirectly.

The relevant literature was reviewed during the initial 7-week period of the project as the first step for determining the current situation of the LGBTI+ communities in 19 state universities, and for monitoring their access to the rights and the discrimination they suffer.

858 references, 229 of which are the news, were scanned both due to the fact that no comprehensive study on monitoring and mapping the gender equality in the universities focused on the LGBTI+ rights has carried out before in Turkey, and in order to be able to create the framework for the focus group meetings and the questions to be directed during such meetings, and then to identify the indicators for the gender equality in the context of the LGBTI+ communities at the universities following aforementioned activities.

Reviewing the reports from the NGOs working on LGBTI+ rights revealed that the students are exposed to LGBTI+ phobia both in their campus life and by the administrative units. Based on the scans on the reports published between 2010-2021, the problems, discriminations and violations of rights in universities in the context of LGBTI+ rights experienced most frequently can be listed as follows: restrictions and bans on the LGBTI+ themed events at the campuses<sup>3</sup>, discriminative and LGBTI+ phobic speeches frequently used in the courses<sup>4</sup>, the problem of altering the name of the trans+ students on their diplomas<sup>5</sup>, accommodation problem experienced by the LGBTI+ students<sup>6</sup>, abstaining from granting official status to the LGBTI+ student societies or closing the student societies<sup>7</sup>, the functionality and reliability problem for the sexual harassment and assault prevention units (CTS) and criminalization of LGBTI+ students on campuses<sup>8</sup>.

The LGBTI+ rights at Izmir University of Economics and Ege University were evaluated in the light of the indicators created by translating the *Campus Pride Index*, available in the report *Monitoring LGBTI+ Equality at Universities 2020: Izmir University of Economics and*

3 ÜniKuir Association. (2022). Annual Report by the LGBTI+ Student Societies in Universities, 2021.

4 ÜniKuir Association. (2021). Report on Discrimination Against Trans+ Students in Universities.

5 KAOS GL & May 17 Association. (2021). Evaluation Report on the Approach of Universities to the Requests of Transgender Graduates from Turkish Universities to Amend their Official University Documents.

6 Young LGBTI+ Association. (2021). Monitoring LGBTI+ Equality in Universities 2020: Izmir University of Economics and Ege University.

7 Public Sphere Studies Association. (2021). University in News-V Crime and Criminalization.

8 KAOS GL (2021) Human Rights Report on LGBTI+ Communities.

*Ege University* published by the Young LGBTI+ Association, into Turkish, and of the questions directed at the interview. A comprehensive structural analysis was conducted by reviewing the curricula of certain undergraduate and graduate programs as well as the facilities and regulations of the universities, and the problems were identified and suggestions were submitted accordingly.

Although there is no postgraduate thesis published in Turkey on the thematic area related directly to this matter, the studies closest to the thematic area of this project are especially on measuring the “attitudes towards homosexuality” of the students or the academics in the universities. In this context, attitudes towards LGBTI+ people in universities were examined in 6 theses on Nursing, Medicine, Psychology, Psychological Counselling and Guidance<sup>9</sup>, Sociology<sup>10</sup>, by means of 3 scales—Lesbian and Gay Attitude Scale, Homosexuality Attitude Scale and Sexual Orientation Attitude Scale. The other 2 theses that indirectly examine attitudes towards LGBTI+ community by using the scale focus on questioning the effect of students’ perception of discrimination on student achievement level<sup>11</sup> and unearthing the relationship between gender roles and homophobia in students<sup>12</sup>. The other 5 postgraduate theses nominated for this study were selected because they involve violations of rights and discriminations against LGBTI+ communities. Only 2 of such theses covered the universities: said 3 theses written on breach of the psychological contract<sup>13</sup> and the Attitudes of the Students Applying to Çukurova University Family Practice Polyclinics on Sexual Health<sup>14</sup> included discriminations against the sexual orientation and gender identity, albeit briefly. Finally, the 3 theses relate to the discrimination suffered by the LGBTI+ communities in their career<sup>15</sup>, social representation of young people in Turkey regarding sexual orientation and homophobia<sup>16</sup>, and the cross-sectional data analysis in the triangle of discrimination, violence and satisfaction introduced by being “LGBT in Turkey”<sup>17</sup>.

On the other hand, the references on Turkey written in English as selected after the literature review relate to the perception of discrimination of the undergraduates, the social gender roles of the male students, the discriminations against LGBTI+ communities in education, the impact of gender differences on the sexuality knowledge, sexual attitudes and behaviours, and the impact of gender differences in state universities on the academic performance.

The findings from the news reviews conducted cover topics such as the problem of safe areas in the campuses, heteronormative and sexist attitudes of faculty members and/or students during

- 9 Ummak, Esra. Study on the Attitudes of the Students from Mersin University towards Homosexuals. Unpublished Master’s Thesis. Mersin: Institute of Educational Sciences, Department of Educational Sciences, Department of Guidance and Psychological Counselling, 2012.
- 10 Kara, Azize. Hegemonic Masculinity and Attitudes Towards Homosexuality (A Study on Undergraduates). Unpublished Master’s Thesis. Isparta: Süleyman Demirel University, Institute of Social Sciences, Department of Sociology, 2016.
- 11 Atasoy, Zeynep. Management of Diversities: A Study on the Impact of Undergrads’ Perception of Discrimination on Student Achievement. Unpublished Master’s Thesis. Karaman: Karamanoğlu Mehmetbey University, Institute of Social Sciences, Department of Business Administration, 2012.
- 12 Kara, Zeynep. Examining the Relationship Between Gender Roles and Homophobia in Undergraduates. Unpublished Master’s Thesis. Istanbul: Marmara University, Institute of Health Sciences, Department of Nursing, 2019.
- 13 Kılınçaslan, Semiha. Impact of the Psychological Contract Violation on Organizational Citizenship Behaviours: An Application on Academicians. Doctoral Thesis. Izmir: Institute of Social Sciences, Department of Business Administration, Business Administration Program, 2016.
- 14 Taşkın, Sedef Elvan (Dr.). Attitudes Related to Sexual Health of Students Applying to Çukurova University Family Health Polyclinics. Dissertation. Adana: Çukurova University Faculty of Medicine Department of Family Health, 2020.
- 15 Özgünlü, Faruk. Discrimination at Work Life: A Study on LGBTs. Istanbul: Beykent University, Institute of Social Sciences, Department of Business Administration, Faculty of Business Management, 2019.
- 16 Şah, Umut. Social Representation of Young People in Turkey Regarding Sexual Orientations, and Homophobia. Ankara: Institute of Social Sciences, Department of Psychology (Social Psychology), 2009.
- 17 Aslan, Kader. Being LGBT in Turkey: Cross-Sectional Data Analysis in the Triangle of Discrimination, Violence, and Satisfaction. Unpublished Master’s Thesis. Antalya: Akdeniz University Institute of Social Sciences, Department of Econometrics, 2020.

the classes<sup>18</sup>, problems on the functionality of the sexual harassment units<sup>19</sup>, discriminations against the LGBTI+ students and faculty members in the universities<sup>20</sup>, and escalating harassment and oppression<sup>21</sup> against the LGBTI+ communities<sup>22</sup>. The news reviewed created the reference for the study to fill the gaps experienced in the literature review, and provide an insight into the current situation at the universities in terms of violations of rights and gender equality. 229 pieces of news so reviewed also endorse the academic studies, NGO reports and data as mentioned and summarized above.

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- 18 Public Sphere Studies, (2021). "No Violence and Harassment in the Academy!" <https://sivilalanarastirmalari.org.tr/2021/09/21/akademide-siddete-ve-tacize-yer-yok/>
- 19 ÜniKuir Association, (2021). We are unable to organize any events, the CTSS are not functional, perpetrators are protected <https://www.unikuir.org/haberler/etkinlik-yapamiyoruz-cts-ler-isletilmiyor-failler-korunuyor-20-09-2021> Date of Access: October 6, 2021.
- 20 Tar, Y. (2021). "Targeting, investigation and hate campaign against LGBTI+ communities in Boğaziçi" <https://kaosgl.org/haber/bogazici-nde-hedef-gosterme-sorusturma-ve-lgbti-lara-karsi-nefret-kampanyasi> Date of Access: October 6, 2021.
- 21 Public Sphere Studies, (2021). "ITU Solidarity: "We Call for Solidarity Against the Attack on Our Club Culture!" <https://sivilalanarastirmalari.org.tr/2021/03/30/itu-dayanismasi-kulup-kulturumuze-yapilan-saldiriya-karsi-dayanismaya-cagiriyoruz/> Date of Access: October 7, 2021.
- 22 ÜniKuir Association, (2021). METU Pride Parade trial is concluded: All defendants were acquitted! <https://www.unikuir.org/haberler/odtu-onur-yuruyusu-davasi-son-buldu-tum-saniklar-beraat-etti-08-10-2021> Date of Access: October 6, 2021.

### 3. Gender Equality Monitoring Methodology in the Context of LGBTI+ Rights in Universities

The monitoring study, launched in August 2021, consists of two phases. The first phase; i.e., the preparatory works, conducted to establish the system for “Monitoring Gender Equality in the Context of LGBTI+ Rights in Universities” was completed until November. Then, between November 2021 and June 2022, execution of the monitoring studies was initiated according to the system so established. The method and findings from the monitoring study were compiled and reported in July.

#### 3.1. Preparing a Monitoring System

##### 3.1.1. Literature Review

First of all, in order to observe the needs and deficiencies in this respect more comprehensively, the literature review was conducted by reviewing the monitoring studies previously carried out in the universities in the context of LGBTI+ rights and the academic studies on this field. The questions, problems, and deficiencies that are distinguishable in this respect were identified using the keywords “*university, gender equality, LGBTI+, LGBT, gay, youth, gender, student communities, violations of rights, equality, discrimination, inclusion, education, monitoring*”.

In addition to the literature review, a news review was further included in the study in order to be able to acquire consistent, comprehensive and relevant data in this respect, and to build reference in determination of the framework for the questions to be asked in the focus meetings planned to be held immediately after the literature review. A total of 229 news was reviewed using the keywords set forth above in the course of reviewing the news sources such as *Bianet, BirGün, KAOS GL LGBTI+ News Portal, ÜniKuir LGBTI+ News Portal* and *Public Sphere Studies News Portal*, etc. by limiting the review for the period of 2019-2021.

In the light of the initial data so acquired, the questions were drafted for the focus group meetings based on the initial findings obtained from the literature review and the experiences of ÜniKuir Association and SPoD on the field (See ANNEX-1).

Compilation of the results from the literature review revealed that the issues such as safe space in campuses in the context of LGBTI+ rights, the course contents and inclusion problem, discrimination/hate speech on campuses, and the functionality of sexual harassment and assault prevention units (CTS) are of high concern in the gender equality monitoring and mapping studies in the context of LGBTI+ rights in universities. The framework for the focus group meetings held with the academicians from the state universities in Ankara and Istanbul during the last week of October and the first two weeks of November, and the questions asked during the interviews were identified on the basis of said criteria.

##### 3.1.2. Focus Group Meetings

A total of 4 focus group meetings was held with one student/graduate and an academician participant from 18 of the 20 universities wherein monitoring studies were planned. Thanks to the focus group meetings, information was gathered on the current experiences of the LGBTI+ communities at the university as well as the current status of the gender equality on the campus, the discriminations that the LGBTI+ communities suffer at the universities, the safe areas in the university, the scope and content of the courses and the availability, operability and reliability of the structures available in the university structure to prevent violence against sexual orientation and

gender identity or to protect the members of the university from bullying, mobbing and violence. In this context, it has been observed that the experiences on this matter are substantially parallel between the cities by determining the violations of rights and discriminations that the LGBTI+ communities in the university suffer. Thanks to the feedback from the members of the university, further information was acquired on the needs required for ensuring the LGBTI+ communities to access to rights to education in an equal and free manner at the university could be. Furthermore, thanks to the focus groups, the feedbacks required for developing the indicators and the scale were acquired directly from the subjects and from the field, and said information provided robust basis for further processes of the study together with the information obtained from the literature review.

### **3.1.3. Identifying Gender Equality Monitoring Indicators in Universities in the Context of LGBTI+ Rights**

At this phase, the indicators in the thematic field of Gender Equality in the Context of LGBTI+ Rights at Universities were identified for monitoring and mapping in the light of the literature review and the analyses on the focus group meetings (see ANNEX-2). Accordingly, 3 main indicators and 14 sub-indicators for “Indicators on Discrimination Against the LGBTI+ Communities at the Universities” and 3 main indicators and 13 sub-indicators for “Indicators on Access to the LGBTI+ Rights at the Universities” for were identified for the chapter “Legislation Review / Curricula Review / Policy Analysis / Stakeholder Analysis” that make up the main body of the structural monitoring process. Identification of the indicators predicated on the awareness for the LGBTI+ rights in the administrative structures and campus environment of the universities; the events, trainings and practices on LGBTI+ visibility; the LGBTI+ inclusive policies and course contents.

The indicators entitled “Organization and Advocacy”, “Safe Area”, “Perception and Attitude of the University Members” and “Peer Behaviours” were identified for the “Access to LGBTI+ Rights Scale”, one of the scales that shall allow building the quantitative monitoring part of the study. Furthermore, the indicators entitled “Violence”, “Academic Activity” and “Accommodation” were identified for “Discrimination Against the LGBTI+ Scale”.

### **3.1.4. Developing the “Access to LGBTI+ Rights Scale” and “Discrimination against LGBTI+ Scale”**

A pool of questions was established for 2 scales in line with the outcomes from the three steps mentioned above in the course of developing the Discrimination Against LGBTI+ Scale and Access to the LGBTI+ Rights Scale (see ANNEX-3). Prior to the pilot study, the pool of questions was reviewed and assessed by a group of 6 experts with respect to the scope and content thereof. The experts consulted for the validity of the scope and content were nominated from those working on the fields of sociology, social work, gender studies, political science, psychology and educational sciences. The experts reviewed the scope and contents of the articles and stated their opinion on adequacy thereof. In addition to such review, the experts were also asked to evaluate and state their opinion on the comprehensibility of the articles. A total of 104 participants were approached during the pilot study. However, the participants who inputted incomplete data and provided identical scores to all articles were disqualified, and the responses from 101 participants in total were taken into consideration. There are different opinions on determining the sample size for the pilot study in similar scale development studies available in the literature. While Evci and



Aylar<sup>23</sup> (2017) states that it would be sufficient for approaching 5% of the target group, Şeker and Gençdoğan<sup>24</sup> (2014) indicated that it would be sufficient to select participants in the range of 30 to 50 that represent the target group. In this context, a pilot study conducted with 101 participants meets the minimum requirements in terms of sample size for the study, wherein the final number of participants is planned to be 1600. The pilot study was carried out mainly to obtain information on the compatibility of the articles with the scale on and the internal validity of the scale (Seçer, 2015). The responses to the scales varied in the range of (1) I totally disagree to (5) I totally agree. There are no reverse scored articles in the scales. The articles in the pool of questions were presented to a group of academicians (5 from public administration, 2 from educational administration and 1 from measurement and evaluation) in order to obtain their opinion to test the content validity thereof, and the scale was reedited in line with the suggestions from the experts. Detailed information on the analyses performed during development of the measurement tools, and the entire process is available in the Technical Fact Sheet (ANNEX-6).

## 3.2. Conducting Monitoring Process in the Framework of the System:

### 3.2.1. Legislation & Curricula Review in Universities and, Policy & Stakeholder Analysis

During this process, the websites of the universities, Regulations, Guidelines, Principles, Commissions, Boards, Procedures and Principles, Implementation and Research Centres, Performance programs, Strategic Plans, Annual Reports as well as the mission, vision, and core values of the university, the Academic Data Management System (AVESİS), ECTS Information Package, curricula and course contents were reviewed in detail in efforts to access the data in order to monitor the gender equality in the context of LGBTI+ rights in the universities.

Endeavours were made to establish a scoring system after conducting research in all universities according to the indicators in order to balance the variations arising from the fact that the universities are characterized as “technical university” or “fine arts university” or from the fact that the universities provide education predominantly on “medicine”, “engineering” or “social sciences”. During the monitoring process, each indicator was scored in the range of 0-2 by conducting research on the keywords: “*body, sexual/sexuality, sexual orientation, sex, masculinity, equality, inequality, feminist/feminism, human rights, women, LGBTI+/LGBT, queer, gender, gender equality, and civil society*”. The indicator was scored as 0 if no data is available on the monitored indicator or if the data is less than the number specified; as 1 if data is acquired but is insufficient or less than the upper limit specified; and as 2 if the monitored indicator is available and functional, or if satisfies the upper limit specified.

The curricula review (Discrimination 1.1, 1.2) was conducted on the ECTS Information Package web page of the universities, and, if no information package is available on the university’s web page, on the web pages of the departments and programs by reviewing the elective and compulsory course titles using the keywords set forth above. As the websites of the universities are substantially not accessible and user-friendly, the curriculum or even the classification of the courses according to all years is not readily accessible, albeit the syllabuses. There are

23 Aylar Faruk and Evcı Nagihan. (2017). “Compilation: Use of Confirmatory Factor Analysis in Scale Development Studies”. *Journal of Social Sciences*. 2017-10. 389-412.

24 Şeker, H and Gençdoğan, B. (2014). *Development of Measurement Tool in Psychology and Education*. Nobel publishing house. 2<sup>nd</sup> Edition. Ankara.

many departments and programs that lack any ECTS Information Package and not uploaded the curriculum for the last decade on their web site. Due to this limitation, the Curricula Analysis covers the review on the courses for the last 5 years. The curricula review was conducted for the undergraduate and associate degree departments of Faculty of Education, the Faculty of Arts and Sciences, the Faculty of Law, the Vocational School of Justice, the Faculty of Social Sciences and Humanities, the Faculty and Vocational High School of Health Sciences, the Faculty of Medicine, the Faculty of Economics and Administrative Sciences, and the Faculty of Political Sciences, and the non-thesis and thesis postgraduate and doctoral programs of the Institutes of Social Sciences, Health Sciences and Educational Sciences. In this context, 0 point is given if there are no compulsory courses at the university, 1 point is given if compulsory courses are available in the university but are in the same focus, and 2 points is given if the courses are diverse, and if taught in different departments and feature topics diversity. With respect to the elective courses, 2 points is given if there are more than 25 elective courses in any university and 1 point is given if in the range of 1 to 24. However, there are universities that scored 2 points despite featuring less than 24 elective courses, fewer departments when compared to other universities, and have LGBTI+ oriented curricula and inclusive gender perspective.

The academic events (Discrimination 1.3) cover the academic publications as well as the events such as academic conferences, symposiums, panels, etc. organized at the university. With respect to the academic events, 0 point is given if the number of events is in the range of 0-49; 1 point is given if in the range of 50-99; and 2 points is given if 100 and more.

At the study conducted under the Stakeholder Analysis (Rights 2.1, 2.2), the data was acquired from the announcements-news tab of the university website, from the annual reports, strategic plans and administrative reports regarding the campaigns, joint studies, events and collaborations with the LGBTI+ oriented and inclusive NGOs, as well as by inputting and searching the name of the university and the names of the LGBTI+ associations together at the internet search engines.

As a matter of fact, there is no content available at the university web sites concerning the events and collaborations performed with the LGBTI+ associations. Under said analysis, the scoring was made on the basis of the quantity and the diversity (diversity of institutions, diversity of partnerships) in the context of TCE herein. 2 points was given if there are any collaboration and diversity with the NGOs directly conducting LGBTI+ oriented studies and if the number of events is more than 3, 1 point is given if there are less than 3 events and collaborations despite the diversity of the stakeholders, and 0 point is given if there is no event and collaboration. The NGOs conducting women-oriented studies by employing cis heteronormative policies were not included in the review conducted under of the stakeholder analysis. Likewise, 2 points is given if the number of models developed and implemented with the NGOs is more than 3; 1 point is given is such models exist and are less than 3; and 0 points is given if no such model is available.

The review on the events specific to the LGBTI+, the Pride Week and March 8th activities at the campus environment (Discrimination 2.3, 2.4, 2.5) was conducted by searching the announcements-news tab of the university website, the annual reports, strategic plans and the social media accounts of the university LGBTI+ communities, Women's Studies Communities and Medical Student's Union conducting LGBTI+ inclusive activities. As March 8th events are organized in all universities, 2 points is given if the number of such events is more than 10 and 1 point is given if in the range of 1 to 10. 2 points is given also in case the number of events is more than 10 due to multiple events and sessions involved in the events organized. 0 point is given if no events are

organized during the Pride Week and as specific to the LGBTI+ communities; 1 point is given if such events are held for 1 to 3 times; and 2 points are given if held for more than 3 times.

The documents reviewed for the Legislation and Policy Analyses (Discrimination 3.3., Discrimination 3.4., Rights 1 and Rights 3) are selected from the operating procedures for dormitories, functioning of the student clubs, diploma and functioning of the sexual harassment units in order to monitor LGBTI+ inclusion particularly in the anti-discrimination policies, reports, statements and documents supporting gender equality. The scoring was made depending on presence of the keywords in said documents (see ANNEX-4 for the detailed list) as well as the number of documents in which the LGBTI+ rights and visibility are respected. The scoring of the indicators that differentiate in terms of the competencies apart from the foregoing is as follows:

- For the indicator on the Diploma Directive (Rights 1.6.), 1 point is given if adequate information on the name change is not provided; if no diploma is issued; or if any fee is charged or any additional verdict is required regarding the amendment of the diploma.

- For the indicator on adequacy of the internet sites of the CTS Units (Rights 3.3.), 0 point is given if no site is available; 1 point is given if the site is included in another page, and 2 points are given if an independent site is available.

### 3.2.2. Data Analysis

The study group of the report consists of the university members in Turkey over age 18, who voluntarily participated in the study. The study group of the report was determined using the purposive sampling method. The study group of the report was identified purposefully so as to ensure representation of the universities in Ankara and Istanbul. The data acquisition work was conducted between January 2022 and June 2022. The pilot study was utilized to test the construct validity of the Exploratory and Confirmatory Factor Analyses scales. The data were collected from distinct sample groups (four sample groups) for the pilot study, for the Exploratory Factor Analysis and Confirmatory Factor Analysis and the final report.

The analyses were performed for the pilot study using the data acquired from the first sample group; for the Exploratory Factor Analysis using the data acquired from the second sample group; for the Confirmatory Factor Analysis using the data acquired from the third sample group, and for the final report using the data acquired from the fourth sample group. The study aimed to approach at least five times as many participants as the number of articles individually for both factor analyses. Accordingly, eligible data were collected from 233 university members for Exploratory Factor Analysis and 222 university members for Confirmatory Factor Analysis.

On the other hand, eligible data were collected from 1709 university members for the final report. A total of 104 participants were approached during the pilot study; however, the participants who inputted incomplete data and provided identical scores to all articles were disqualified, and the responses from 101 participants in total were taken into consideration. 61.4% (n=143) of the participants in the second sample group (for the Exploratory Factor Analysis) were born on and before 1999, and 38.6% were born on and after 2000. 68.7% (n=160) of the participants were students, and 18.9% (n=44) were fresh graduates, 11.2% (n=26) were academic personnel and 1.3% (n=3) were administrative personnel. 67.9% (n=158) of the participants identified themselves as LGBTI+, while 32.2% (n=75) did not identify themselves as LGBTI+. 72.97% (n= 162) of the participants in the third sample group were students, 16.22% (n= 36) were academic personnel and 10.81% (n= 24) were fresh graduates. 59% (n= 131) of the participants were born before 2000, and

41% (n= 91) were born on or after 2000. 65.32% (n= 145) of the participants identified themselves as LGBTI+, while 34.69% (n= 77) indicated that they are not identifying themselves as such. 77.3% (n=1321) of the participants in the fourth sample group were students, 6.5% (n=111) were academic personnel, and 0.6% (n=11) were administrative personnel. Furthermore, 10.5% (n=180) of the participants were fresh graduates, while 3.8% (n=65) were persons who graduated before 2016. 1.2% (n=21) of the participants were members of the universities not categorized as those listed above. 46.51% (n=795) of the participants were born before 2000, and 53.49% (n=914) were born on or after 2000. 70.1% (n=1198) of the participants identified themselves as LGBTI+, while 29.9% (n=511) indicated that they are not identifying themselves as such. The participants of the study were subdivided into sub-layers depending on the universities they attended using the logic of the clustering method. According to the clustering method, representation of 20 people from each sub-group is sufficient for representing the groups in the sub-layers (Gökçe, 1988). 9.9% (n=169) of the 1709 participants of the study indicated that they have trans experience, while the remaining 90.1% (n=1540) indicated that they have no such experience.

Additional questions were directed to 1198 participants who identify themselves as LGBTI+ regarding their experiences on discrimination against the LGBTI+ in the universities. 57% (n=683) of the LGBTI+ participants indicated that they have not disclosed their orientation/gender identity in order to avoid any discrimination, while 56.8% (n=680) indicated that they felt unsafe due to his/her orientation/ gender identity.

The coefficients of skewness and kurtosis were reviewed for the normality of the distribution of the data acquired with the Discrimination Against LGBTI+ Scale, and the coefficients of skewness were observed to be in the range of -.035 to .461; and the coefficients of kurtosis were observed to be in the range of -.928 to -.508. Taking into consideration the sample size (n = 1709) and the characteristics of the variable under study, coefficients of skewness and kurtosis in the range of  $\pm 2$  is considered to be sufficient. Therefore, parametric statistics were employed for analysing the data. The coefficients of skewness and kurtosis were reviewed for the normality of the distribution of the data acquired with the Access to the LGBTI+ Rights Scale, and the coefficients of skewness were observed to be in the range of -.291 to 1.091; and the coefficients of kurtosis were observed to be in the range of -.938 to -.712. Taking into consideration the sample size (n = 1709) and the characteristics of the variable under study, coefficients of skewness and kurtosis in the range of  $\pm 2$  is considered to be sufficient. Therefore, parametric statistics were employed for analysing the data.

Descriptive statistics and the t-test, one of the difference tests, were used in analysis of the data acquired from the scales. The correlation analysis was performed to examine the relationship between the scales and the subscales thereof.

## 4. Current Situation of Legislation, Curricula, Policy and Stakeholder Analysis

<i>INDICATORS FOR DISCRIMINATION AGAINST LGBTI+ PEOPLE IN UNIVERSITIES</i>		
<b>1.</b>	<b>LGBTI+ Rights and Gender Equality in Academic Activities in Universities</b>	<b>5/10</b>
1.1.	The number of compulsory courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	
1.2.	The number of elective courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	
1.3.	Academic activities on gender equality in the context of LGBTI+ rights in universities	
1.4.	Number of gender and women’s studies departments in universities	
1.5.	Number of gender and women’s studies centers in universities	
<b>2.</b>	<b>Campus Climate for LGBTI+ People</b>	<b>5/10</b>
2.1.	Number of LGBTI+ solidarity/research clubs in universities	
2.2.	The status of the LGBTI+ Community in universities (official/unofficial/in the process of officialisation)	
2.3.	The number of activities specific to LGBTI+ people in universities	
2.4.	Number of Pride Week/Month events on campuses	
2.5.	Number of March 8th (International Women’s Day) events on campuses	
<b>3.</b>	<b>LGBTI+ phobic and gendered stereotypes in universities</b>	<b>2/8</b>
3.1.	Number of campaigns and informative materials to promote gender awareness in the context of LGBTI+ rights	
3.2.	Number of trainings and seminars on gender equality in the context of LGBTI+ rights tailored for and delivered to university members, especially the academic staff and the administrative board	
3.3.	Number of declarations in accordance with gender equality in the context of LGBTI+ rights in the statements available on university websites	
3.4.	Number of reports on gender equality to be examined in the context of LGBTI+ rights published by universities	
	<b>Total Score</b>	<b>12/28</b>
<i>INDICATORS OF ACCESS TO LGBTI+ RIGHTS</i>		
<b>1.</b>	<b>Gender Equality in the Context of LGBTI+ Rights in University Legislation, Directives and Policy Papers</b>	<b>5/12</b>
1.1.	Number of regulations and directives referring to / cite from CEDAW and Istanbul Convention	
1.2.	Number of references/citings to concepts such as “gender” and “sexual orientation”, “gender identity” in Legislation, Directives and Policy papers	
1.3.	Number of regulations, directives and policies referring to the Sustainable Development Goals, 5th objective	
1.4.	Number of regulations supporting gender equality	

1.5.	Number of anti-discrimination policies of universities on gender, gender identity and sexual orientation	
1.6.	A clear and direct indication of means to Change one's Name Change on Diploma/ Graduation Certificates	
<b>2.</b>	<b>Universities' activities and collaboration with NGOs to draw attention to TCE</b>	<b>1/4</b>
2.1.	Number of campaigns, joint work, activities, collaborations with NGOs as well as the number of diversity (diversity of institutions, diversity of partnerships) in the context of the TCE here	
2.2.	Number of models designed and implemented with NGOs	
<b>3.</b>	<b>Institutionalization of the Fight against Violence and Harassment in Universities: CTS Units</b>	<b>4/10</b>
3.1.	Number of active CTS units in universities	
3.2.	Clear and direct indication of the ways of applying to CTS units at universities	
3.3.	A university-website with information on CTS units available	
3.4.	Available content in CTS units on referral, assisting access to justice, providing psychological support, etc.	
3.5.	Number of trainings and/or seminars delivered on harassment and mobbing issues, etc.	
	<b>Total Score</b>	<b>10/26</b>

## 5. Current Situation of LGBTI+ Rights and Discrimination in Universities

### 5.1. Access to LGBTI+ Rights in Universities Scale

19 questions listed in the LGBTI+ Rights Access Scale were posed to a total of 1709 people in the universities under study, and findings derived from analysing participants' responses to 5 point (1-5) likert-type questions are provided below. The findings shown below are derived through translating participant response averages into 100 value system.

*Access to LGBTI+ Rights Scale Scores of All Participants*

1	LGBTI+ rights are freely advocated in the university.	36.81	Organisation and Advocacy	35.94
2	LGBTI+ rights related activities are freely carried out in the university.	28.50		
3	LGBTI+ themed activities are freely conducted in the university.	27.63		
4	LGBTI+ students at the university can gather to advocate LGBTI+ rights.	45.35		
5	LGBTI+ people can get organized in the context of student clubs at the university.	44.16		
6	Pride Marches are organized freely at the university.	21.72		
7	LGBTI+ people express themselves freely in student clubs.	47.40		
8	Classrooms are safe for LGBTI+ people.	47.09	Safe Space	45.11
9	Communal/shared spaces (i.e. cafeterias, canteens, libraries, study halls, laboratories, restaurants, sports facilities and other spheres of socialization) are safe for LGBTI+ people.	48.33		
10	Administrative buildings are safe for LGBTI+ people.	39.91		
11	The university administration has knowledge on LGBTI+ rights.	20.66	Perception and Attitude of University Members	23.42
12	The administrative staff has knowledge on LGBTI+ rights.	22.41		
13	University security staff has knowledge on LGBTI+ rights.	15.51		
14	The university administration pursues gender equality when communicating with students.	29.04		
15	Administrative staff pursues gender equality when communicating with students.	29.93		
16	University security staff pursues gender equality when communicating with students.	23.01		
17	Students has knowledge on LGBTI+ rights.	54.58	Peer Behaviour	56.10
18	Students pursue gender equality in inter-student communications.	55.15		
19	In friend circles, LGBTI+ issues are discussed in a positive atmosphere.	58.57		
TOTAL				40.14

As seen in the above table, the calculated scores of responses provided by university members to the questions in the Access to LGBTI+ Rights Scale are as such: 35,94 to the 7 questions under Organization and Advocacy sub-scale; 45,11 to the 3 questions under Safe Space sub-scale about the university being safe for LGBTI+ people; 23,42 to the 6 questions under the Perception and Attitude of University Members sub-scale about the opinions and behaviour of university members towards LGBTI+ people; and 56,10 to the 3 questions under the Peer Behavior sub-scale that measure the attitude of peers towards LGBTI+ students. The total score for all universities' responses to the scale is calculated to be 40,14.

Regarding the overall scores, the lowest score belongs to the perception and attitude of university members sub-scale. Respectively security guards, university administration and administrative staff are scored to have the least knowledge on LGBTI+ rights, within this sub-scale. Following these statements, the lowest scores observed are, "University security staff pursues gender equality when communicating with students"; and three statements in organization and advocacy sub-scale, i.e., "Pride Marches are organized freely at the university.", "LGBTI+ rights related activities are freely carried out in the university." and "LGBTI+ themed activities are freely conducted in the university". Results point that the highest-scoring sub-scale is peer behavior, and the highest-scoring statements belong to the questions of the peer behavior sub-scale.

## **5.2. Discrimination against LGBTI+ People in Universities Scale**

16 questions listed in the Discrimination against LGBTI+ People Scale were posed to participants, and findings derived from analysing participants' responses to 5 point (1-5) likert-type questions are provided below. The findings shown below are derived through translating participant response averages into 100 value system.

*Scores for Discrimination against LGBTI+ People Scale*



1	LGBTI+ people are not subjected to verbal violence in the university.	41.50	Violence	48.50	TOTAL	46.00
2	LGBTI+ people are not subjected to physical violence in the university.	58.50				
3	LGBTI+ people are not subjected to psychological violence in the university.	37.00				
4	LGBTI+ people are not subjected to sexual harassment in the university.	56.75				
5	LGBTI+ people that are exposed to discrimination in the university can easily express it.	45.75	Academic Activities	51.50		
6	The lecturer (academician) pursues gender equality during classes.	51.00				
7	During classes, students pursue gender equality.	55.50				
8	The course contents are in line with gender equality.	48.00				
9	LGBTI+ people are not exposed to discrimination in the class.	51.00				
10	LGBTI+ people are not exposed to discrimination in extracurricular academic activities (seminars, workshops, studios, etc.).	51.00				
11	LGBTI+ people are treated equally when communicating with academic staff in the university.	52.50				
12	LGBTI+ people are treated equally when communicating with students in the university.	56.75				
13	LGBTI+ people are not subjected to discrimination in dormitories.	31.00	Accommodation	32.75		
14	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory administration.	31.00				
15	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory staff.	31.00				
16	LGBTI+ people are treated equally in the dormitories when communicating with fellow students living in dorms.	37.75				

As seen in the above table, the calculated scores of responses provided by the participants to the 4 questions under the Discrimination Against LGBTI+ People Scale, Discrimination: Violence sub-scale is 48.50; to the 8 questions under Discrimination: Academic activities sub-scale which shows being subjected to discrimination during academic activities is 51.50; and to the 4 questions under Discrimination: Accommodation sub-scale which shows students being subjected to discrimination in dormitories is 32.75 The total score of the responses to the scale is calculated to be 46.00.

When evaluated together, the data collected from the universities and the above tables reveal that dormitories are where LGBTI+ people are exposed to discrimination to the most in 18 state universities. This situation may denote that accommodation has the highest priority among problems of LGBTI+ people. Thus, as shown on the table, LGBTI+ people are exposed to psychological, verbal, physical violence and sexual harassment in universities, respectively. Finally, in terms of discrimination, in all universities discrimination between peers appears to be less than discrimination by other members.

## 6. Ankara Hacı Bayram Veli University

### 6.1. Legislation, Curricula, Policy, Stakeholder Analysis

Data collection is done by monitoring gender equality in the context of LGBTI+ rights in universities; thus, the Regulations, Directives, Coordination Offices, Commissions, Boards, Research and Implementation Centers, Principles and Procedures, university mission and vision, Strategic Plans, Activity Reports, ECTS information package and academic data management system (AVESIS) available at the Ankara Hacı Bayram Veli university web site were examined thoroughly.

	INDICATOR	SCORES			Findings
		0	1	2	
<i>Indicators for Discrimination Against LGBTI+ People in Universities</i>	<b>1. LGBTI+ Rights and Gender Equality in Academic Activities in Universities</b>				<b>5/10</b>
	1.1.	The number of compulsory courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	1		Two (2) compulsory courses having a keyword in the course title
	1.2.	The number of elective courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	2		192 elective courses having a keyword in the course title
	1.3.	Academic activities on gender equality in the context of LGBTI+ rights in universities	0		1 academic publication
	1.4.	Number of gender and women's studies departments in universities	1		
	1.5.	Number of gender and women's studies centers in universities	1		Women's Studies Research and Implementation Center
	<b>2. Campus Climate for LGBTI+ People</b>				<b>1/10</b>
	2.1.	Number of LGBTI+ solidarity/research clubs in universities	0		
	2.2.	The status of the LGBTI+ Community in universities (official/unofficial/in the process of officialisation)	0		
	2.3.	The number of activities specific to LGBTI+ people in universities	0		
	2.4.	Number of Pride Week/Month events on campuses	0		
	2.5.	Number of March 8th (International Women's Day) events on campuses	1		3 events
	<b>3. LGBTI+ phobic and gendered stereotypes in universities</b>				<b>0/8</b>
	3.1.	Number of campaigns and informative materials to promote gender awareness in the context of LGBTI+ rights	0		

3.2.	Number of trainings and seminars on gender equality in the context of LGBTI+ rights tailored for and delivered to university members, especially the academic staff and the administrative board	0	
3.3	Number of declarations in accordance with gender equality in the context of LGBTI+ rights in the statements available on university websites	0	
3.4	Number of reports on gender equality to be examined in the context of LGBTI+ rights published by universities	0	
<b>SCORE</b>		<b>6/28</b>	

Ankara Hacı Bayram Veli University Women’s and Family Studies graduate program and Women’s Studies Research and Implementation Center Directive are available. In the Women’s Studies Research and Implementation Center Directive,<sup>25</sup> the objectives of the center are merely linked with the place of women in society, yet, the word ‘gender’ is not used.

The curriculum review revealed that the courses to have the keywords in their title mostly involve the courses titled ‘women and gender’. Thus, having 78 women, 48 gender and 34 human rights related elective courses; the vast majority of the courses that fall in the scope of this research are delivered by the Women’s and Family Studies Graduate Program in the university.

	<i>INDICATOR</i>	<i>SCORES</i>			<i>Findings</i>
		0	1	2	
<i>Access to LGBTI+ Rights in Universities Indicators</i>	<b>1.</b>	<b>Gender Equality in the Context of LGBTI+ Rights in University Legislation, Directives and Policy Papers</b>			<b>1/12</b>
	1.1.	Number of regulations and directives referring to / cite from CEDAW and Istanbul Convention	0		
	1.2.	Number of references/citings to concepts such as “gender” and “sexual orientation”, “gender identity” in Legislation, Directives and Policy papers	0		
	1.3.	Number of regulations, directives and policies referring to the Sustainable Development Goals, 5th objective	0		
	1.4.	Number of regulations supporting gender equality	0		
	1.5.	Number of anti-discrimination policies of universities on gender, gender identity and sexual orientation	1		Student Clubs Establishment and Operations Directive
	1.6.	A clear and direct indication of means to Change one’s Name Change on Diploma/ Graduation Certificates	0		

25 Ankara Hacı Bayram Veli University Women's Studies Research and Implementation Center Directive. Official Gazette Dated: 12.04.2020; Official Gazette Numbered: 31097.

<b>2.</b>	<b>Universities' activities and collaboration with NGOs to draw attention to TCE</b>	<b>0/4</b>	
<b>2.1.</b>	Number of campaigns, joint work, activities, collaborations with NGOs as well as the number of diversity (diversity of institutions, diversity of partnerships) in the context of the TCE here	0	
<b>2.2.</b>	Number of models designed and implemented with NGOs	0	
<b>3.</b>	<b>Institutionalization of the Fight against Violence and Harassment in Universities: CTS Units</b>	<b>1/10</b>	
<b>3.1.</b>	Number of active CTS units in universities	0	
<b>3.2.</b>	Clear and direct indication of the ways of applying to CTS units at universities	0	
<b>3.3.</b>	A university-website with information on CTS units available	0	
<b>3.4.</b>	Available content in CTS units on referral, assisting access to justice, providing psychological support, etc.	0	
<b>3.5.</b>	Number of trainings and/or seminars delivered on harassment and mobbing issues, etc.	1	2 events
<b>SCORE</b>		<b>2/26</b>	

In the Regulation of the Human Rights Research and Implementation Center<sup>26</sup>, “*raising awareness of disadvantaged groups on human rights and implementing supportive scientific and academic activities aimed at ensuring access to human rights*” are also stated among the goals of the Center. Still, none of the reviewed documents contain any regulation or directive that refer to concepts such as “LGBTI+” and “gender”, and referring to the No. 5th, No. 10th and/or No. 16th of the United Nations Sustainable Development Goals.

Considering the anti-discrimination policies of Ankara Hacı Bayram Veli University regarding gender, gender identity and sexual orientation, although “respecting fundamental rights and freedoms” and “sensitivity to all kinds of discrimination” can be listed among the main values of the university, no respective action is recorded in policies and legislation. The Directive on the Establishment and Operations of Student Clubs<sup>27</sup> is linked with the expression “compliance with general morality”, although the necessity for activities and posters of student clubs not support any language, religion, race, sect, political, philosophical thought and discrimination is indicated in the document.

Merely 2 violence-oriented events were conducted in the university, where no direct training or seminar on harassment and mobbing related issues are rendered. Detailed information on the types of violence is provided in two activities; i.e. Anatomy of Violence (2020) and “Multidimensional Effects of Violence and the Fighting with Violence against Women” Women’s Studies Centers Cooperation Symposium (2021).

26 Ankara Hacı Bayram Veli University Human Rights Research and Implementation Center Directive. *Official Gazette Dated: 12.04.2020; Official Gazette Numbered: 31097.*

27 Ankara Hacı Bayram Veli University Student Clubs Establishment and Operations Directive, Senate decision dated 05/08/2021 and numbered 2021/73.

### 6.2. LGBTI+ Rights Scale

A total of 71 members of Ankara Hacı Bayram Veli University participated in the study, including 57 students, 10 academic staff as well as 4 graduates after 2016. 19 questions listed in the LGBTI+ Rights Access Scale were posed to a total of 71 participants, and findings derived from analysing participants' responses to 5 point (1-5) likert-type questions are provided below. The findings shown below are derived through translating participant response averages into 100 value system.

Ankara Hacı Bayram Veli University Access to LGBTI+ Rights Scale Scores

1	LGBTI+ rights are freely advocated in the university.	38.16	Organization and Advocacy	36.94	TOTAL	40.80
2	LGBTI+ rights related activities are freely carried out in the university.	31.09				
3	LGBTI+ themed activities are freely conducted in the university.	29.33				
4	LGBTI+ students at the university can gather to advocate LGBTI+ rights.	43.92				
5	LGBTI+ people can get organized in the context of student clubs at the university.	41.12				
6	Pride Marches are organized freely at the university.	28.35				
7	LGBTI+ people express themselves freely in student clubs.	46.60				
8	Classrooms are safe for LGBTI+ people.	46.27	Safe Space	45.52		
9	Communal/shared spaces (i.e. cafeterias, canteens, libraries, study halls, laboratories, restaurants, sports facilities and other spheres of socialization) are safe for LGBTI+ people.	45.72				
10	Administrative buildings are safe for LGBTI+ people.	44.57				
11	The university administration has knowledge on LGBTI+ rights.	26.54	Perception and Attitude of The members of the University	28.67		
12	The administrative staff has knowledge on LGBTI+ rights.	27.69				
13	University security staff has knowledge on LGBTI+ rights.	20.56				
14	The university administration pursues gender equality when communicating with students.	33.88				
15	Administrative staff pursues gender equality when communicating with students.	34.81				
16	University security staff pursues gender equality when communicating with students.	28.56				
17	Students has knowledge on LGBTI+ rights.	50.88				
18	Students pursue gender equality in inter-student communications.	50.28	Peer Behaviour	52.08		
19	In friend circles, LGBTI+ issues are discussed in a positive atmosphere.	55.10				

As seen in the above table, the calculated scores of responses provided by Ankara Hacı Bayram Veli University members to the questions in the Access to LGBTI+ Rights Scale are as such: 36,94, to the 7 questions under Organization and Advocacy sub-scale; 45,52 to the 3 questions under Safe Area sub-scale about the university being safe for LGBTI+ people; 28,67 to the 6 questions under the Perception and Attitude of University Members sub-scale about the opinions and behaviour of university members towards LGBTI+ people; and 52,08 to the 3 questions under the Peer Behavior sub-scale that measure the attitude of peers towards LGBTI+ students. The total score for Ankara Hacı Bayram Veli University responses to the scale is calculated to be 40.80.

### 6.3. Discrimination against LGBTI+ People Scale

Ankara Hacı Bayram Veli University Discrimination against LGBTI+ People Scale Scores

1	LGBTI+ people are not subjected to verbal violence in the university.	37.50	Violence	47.75	TOTAL	43.75
2	LGBTI+ people are not subjected to physical violence in the university.	55.50				
3	LGBTI+ people are not subjected to psychological violence in the university.	36.50				
4	LGBTI+ people are not subjected to sexual harassment in the university.	61.75				
5	LGBTI+ people that are exposed to discrimination in the university can easily express it.	29.75	Academic Activities	46.50		
6	The lecturer (academician) pursues gender equality during classes.	51.75				
7	During classes, students pursue gender equality.	54.00				
8	The course contents are in line with gender equality.	42.50				
9	LGBTI+ people are not exposed to discrimination in the class.	43.25				
10	LGBTI+ people are not exposed to discrimination in extra-curricular academic activities (seminars, workshops, studios, etc.).	48.00				
11	LGBTI+ people are treated equally when communicating with academic staff in the university.	48.75	Accommodation	34.00		
12	LGBTI+ people are treated equally when communicating with students in the university.	52.00				
13	LGBTI+ people are not subjected to discrimination in dormitories.	33.75				
14	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory administration.	30.25				
15	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory staff.	30.75				
16	LGBTI+ people are treated equally in the dormitories when communicating with fellow students living in dorms.	41.50				

As seen in the above table, the calculated scores of responses provided by Ankara Hacı Bayram Veli University members to the 4 questions under the Discrimination Against LGBTI+ People

Scale, Discrimination: Violence sub-scale is 47,75; to the 8 questions under Discrimination: Academic activities sub-scale which shows being subjected to discrimination during academic activities is 46,50; and to the 4 questions under Discrimination: Accommodation sub-scale which shows students being subjected to discrimination in dormitories is 34,00 The total score for Ankara Hacı Bayram Veli University responses to the scale is calculated to be 43.50.

## 7. Ankara Social Sciences University

### 7.1. Legislation, Curricula, Policy, Stakeholder Analysis

Data collection is done by monitoring gender equality in the context of LGBTI+ rights in universities; thus, the Regulations, Directives, Coordination Offices, Commissions, Boards, Research and Implementation Centers, Circulars, Guidelines, Principles and Procedures, Strategic Plans, Activity Reports, ECTS information package, academic data management system (AVESIS), University mission and vision available at the Ankara Social Sciences University web site were examined thoroughly.

<i>INDICATOR</i>	<i>SCORES</i>			<i>Findings</i>
	0	1	2	
<b>1. LGBTI+ Rights and Gender Equality in Academic Activities in Universities</b>				<b>3/10</b>
<b>1.1.</b> The number of compulsory courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	1			Four (4) compulsory courses having a keyword in the course title
<b>1.2.</b> The number of elective courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	1			1 elective courses having a keyword in the course title
<b>1.3.</b> Academic activities on gender equality in the context of LGBTI+ rights in universities	0			
<b>1.4.</b> Number of gender and women's studies departments in universities	1			Department of Women and Family Studies, Department of Gender Studies
<b>1.5.</b> Number of gender and women's studies centers in universities	0			
<b>2. Campus Climate for LGBTI+ People</b>				<b>1/10</b>
<b>2.1.</b> Number of LGBTI+ solidarity/research clubs in universities	0			
<b>2.2.</b> The status of the LGBTI+ Community in universities (official/unofficial/in the process of officialisation)	0			
<b>2.3.</b> The number of activities specific to LGBTI+ people in universities	0			
<b>2.4.</b> Number of Pride Week/Month events on campuses	0			
<b>2.5.</b> Number of March 8th (International Women's Day) events on campuses	1			2 events
<b>3. LGBTI+ phobic and gendered stereotypes in universities</b>				<b>0/8</b>
<b>3.1.</b> Number of campaigns and informative materials to promote gender awareness in the context of LGBTI+ rights	0			

Indicators for Discrimination Against LGBTI+ People in Universities



3.2.	Number of trainings and seminars on gender equality in the context of LGBTI+ rights tailored for and delivered to university members, especially the academic staff and the administrative board	0	
3.3	Number of declarations in accordance with gender equality in the context of LGBTI+ rights in the statements available on university websites	0	
3.4	Number of reports on gender equality to be examined in the context of LGBTI+ rights published by universities	0	
<b>SCORE</b>		<b>4//28</b>	

Master’s programs with thesis or without thesis and doctoral programs are available in the Department of Women’s and Family Studies at Social Sciences University of Ankara. The information provided on the department’s website<sup>28</sup> is reviewed, and points out that the studies covered in the scope of the program are centered on women and the family; and the expressions ‘gender’ or ‘gender equality’ are not used. Hence, there is no Women’s Issues Research and Implementation Center available at Social Sciences University of Ankara. Although the university provides Master’s and Doctoral Programs on Women’s and Family Studies, merely a total of 5 courses that contain the keyword in their title are provided in the university. No LGBTI+ oriented studies are discerned among academic publications and activities.

<i>INDICATOR</i>	<i>SCORES</i>			<i>Findings</i>
	0	1	2	
<b>1. Gender Equality in the Context of LGBTI+ Rights in University Legislation, Directives and Policy Papers</b>				<b>3/12</b>
1.1. Number of regulations and directives referring to / cite from CEDAW and Istanbul Convention	0			
1.2. Number of references/citings to concepts such as “gender” and “sexual orientation”, “gender identity” in Legislation, Directives and Policy papers	1			Social Sciences University of Ankara, Higher Education Studies Research and Implementation Center Regulation
1.3. Number of regulations, directives and policies referring to the Sustainable Development Goals, 5th objective	0			
1.4. Number of regulations supporting gender equality	0			
1.5. Number of anti-discrimination policies of universities on gender, gender identity and sexual orientation	1			Student Clubs Establishment and Operations Directive

28 About SSUA, Women's and Family Studies Graduate Program [https://sbe.asbu.edu.tr/tr/tezli-programlar/Kadin%20ve%20Aile%20Çalışmaları%20Tezli%20Yüksek%20Lisans%20Programı%20\(Türkçe\)](https://sbe.asbu.edu.tr/tr/tezli-programlar/Kadin%20ve%20Aile%20Çalışmaları%20Tezli%20Yüksek%20Lisans%20Programı%20(Türkçe)) Last Accessed on 11.04.2022.

1.6.	A clear and direct indication of means to Change one's Name Change on Diploma/ Graduation Certificates	1	Directive on the Issuance of Diplomas, Diploma Supplement and Other Documents
2.	<b>Universities' activities and collaboration with NGOs to draw attention to TCE</b>		<b>0/4</b>
2.1.	Number of campaigns, joint work, activities, collaborations with NGOs as well as the number of diversity (diversity of institutions, diversity of partnerships) in the context of the TCE here	0	
2.2.	Number of models designed and implemented with NGOs	0	
3.	<b>Institutionalization of the Fight against Violence and Harassment in Universities: CTS Units</b>		<b>0/10</b>
3.1.	Number of active CTS units in universities	0	
3.2.	Clear and direct indication of the ways of applying to CTS units at universities	0	
3.3.	A university-website with information on CTS units available	0	
3.4.	Available content in CTS units on referral, assisting access to justice, providing psychological support, etc.	0	
3.5.	Number of trainings and/or seminars delivered on harassment and mobbing issues, etc.	0	
<b>SCORE</b>		<b>3/26</b>	

“Gender” exists in the activity areas presented in the Social Sciences University of Ankara, Higher Education Studies Research and Implementation Center Regulation<sup>29</sup>. Still, none of the reviewed documents contain any regulation, directive, circular, guideline, principles and procedures that refer to concepts such as “LGBTI+” and “gender”, and referring to the No. 5th, No. 10th and/or No. 16th of the United Nations Sustainable Development Goals.

University’s anti-discrimination policies regarding gender, gender identity and sexual orientation are reviewed, and the article<sup>30</sup> “cannot render any type of discrimination, including religion, language, gender, race, ethnicity, region” is found in the procedures and principles related to the name, statutes and activities of student clubs of the Social Sciences University of Ankara Student Societies Directive, whereas, no anti-discrimination content on gender, gender identity and sexual orientation is discerned.

The Directive on the Issuance of Diplomas, Diploma Supplement and Other Documents foresees no re-issuance of documents in case of a change in credentials after the issuance of diplomas, certificates and other documents; and indicates the possibility to receive copies for a fee.

<sup>29</sup> Social Sciences University of Ankara, Higher Education Studies Research and Implementation Center Regulation, Official Gazette Dated: 26.05.2014 Official Gazette Numbered: 29011.

<sup>30</sup> Student Clubs Directive, Social Sciences University of Ankara Senate decision dated 25/09/2019 and numbered 2019/110.

### 7.2. LGBTI+ Rights Scale

A total of 38 members of Social Sciences University of Ankara, including 29 students, 6 academic staff and 3 administrative staff. 19 questions listed in the Access to LGBTI+ Rights Scale were posed to 38 participants, and findings derived from analysing participants' responses to 5 point (1-5) likert-type questions are provided below. The findings shown below are derived through translating participant response averages into 100 value system.

Social Sciences University of Ankara Access to LGBTI+ Rights Scale Scores

1	LGBTI+ rights are freely advocated in the university.	25,66	Organization and Advocacy	27,44
2	LGBTI+ rights related activities are freely carried out in the university.	18,42		
3	LGBTI+ themed activities are freely conducted in the university.	17,11		
4	LGBTI+ students at the university can gather to advocate LGBTI+ rights.	37,50		
5	LGBTI+ people can get organized in the context of student clubs at the university.	39,47		
6	Pride Marches are organized freely at the university.	4,61		
7	LGBTI+ people express themselves freely in student clubs.	49,34		
8	Classrooms are safe for LGBTI+ people.	46,05	Safe Space	41,67
9	Communal/shared spaces (i.e. cafeterias, canteens, libraries, study halls, laboratories, restaurants, sports facilities and other spheres of socialization) are safe for LGBTI+ people.	46,05		
10	Administrative buildings are safe for LGBTI+ people.	32,90		
11	The university administration has knowledge on LGBTI+ rights.	16,45	Perception and Attitude of The members of the University	19,08
12	The administrative staff has knowledge on LGBTI+ rights.	17,11		
13	University security staff has knowledge on LGBTI+ rights.	6,58		
14	The university administration pursues gender equality when communicating with students.	30,92		
15	Administrative staff pursues gender equality when communicating with students.	27,63		
16	University security staff pursues gender equality when communicating with students.	15,79		
17	Students has knowledge on LGBTI+ rights.	52,63	Peer Behaviour	49,34
18	Students pursue gender equality in inter-student communications.	55,26		
19	In friend circles, LGBTI+ issues are discussed in a positive atmosphere.	40,13		
<b>TOTAL</b>				<b>34,38</b>

As seen in the above table, the calculated scores of responses provided by members of Social Sciences University of Ankara to the questions in the Access to LGBTI+ Rights Scale are as such: 27.44 to the 7 questions under Organization and Advocacy sub-scale; 41.67 to the 3 questions under Safe Area sub-scale about the university being safe for LGBTI+ people; 19.08 to the 6 questions under the Perception and Attitude of University Members sub-scale about the opinions and behaviour of university members towards LGBTI+ people; and 49.34 to the 3 questions under the Peer Behavior sub-scale that measure the attitude of peers towards LGBTI+ students.

### 7.3. Discrimination against LGBTI+ People Scale

Ankara Sosyal Bilimler Üniversitesi LGBTİ+'lara Yönelik Ayrımcılık Ölçeği Skorları

1	LGBTI+ people are not subjected to verbal violence in the university.	36.00	Violence	51.75	TOTAL	46.50
2	LGBTI+ people are not subjected to physical violence in the university.	61,00				
3	LGBTI+ people are not subjected to psychological violence in the university.	39.25				
4	LGBTI+ people are not subjected to sexual harassment in the university.	73,00				
5	LGBTI+ people that are exposed to discrimination in the university can easily express it.	38,00	Academic Activities	48.00		
6	The lecturer (academician) pursues gender equality during classes.	43.25				
7	During classes, students pursue gender equality.	58.50				
8	The course contents are in line with gender equality.	38,75				
9	LGBTI+ people are not exposed to discrimination in the class.	47,25	Accommodation	38,75		
10	LGBTI+ people are not exposed to discrimination in extracurricular academic activities (seminars, workshops, studios, etc.).	51,25				
11	LGBTI+ people are treated equally when communicating with academic staff in the university.	50,50				
12	LGBTI+ people are treated equally when communicating with students in the university.	59,00				
13	LGBTI+ people are not subjected to discrimination in dormitories.	35.50	Accommodation	38,75		
14	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory administration.	34,75				
15	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory staff.	36.00				
16	LGBTI+ people are treated equally in the dormitories when communicating with fellow students living in dorms.	48.50				

As seen in the above table, the calculated scores of responses provided by members of Social Sciences University of Ankara to the 4 questions under the Discrimination Against LGBTI+

People Scale, Discrimination: Violence sub-scale is 51.50; to the 8 questions under Discrimination: Academic activities sub-scale, which shows being subjected to discrimination during academic activities is 48.50; and to the 4 questions under Discrimination: Accommodation sub-scale which shows students being subjected to discrimination in dormitories is 38.50. The total score for Social Sciences University of Ankara's responses to the scale is calculated to be 46,50.

A total of 38 members of Social Sciences University of Ankara, including 29 students, 6 academic staff and 3 administrative staff, who are, participated in the study. 19 questions listed in the Access to LGBTI+ Rights Scale were posed to 38 participants, and findings derived from analysing participants' responses to 5 point (1-5) likert-type questions are provided below. The findings shown below are derived through translating participant response averages into 100 value system.

## 8. Ankara University

### 8.1. Legislation, Curricula, Policy, Stakeholder Analysis

Data collection is done by monitoring gender equality in the context of LGBTI+ rights in universities; thus, the Regulations, Directives, Principles, Commissions, Boards, Principles and Procedures, Research and Implementation Centers, Performance Programs, Strategic Plans, Activity Reports, university mission and vision, core values, academic data management system (AVESIS) available at the Ankara university web site were examined thoroughly.

<i>INDICATOR</i>	<i>SCORES</i>			<i>Findings</i>
	0	1	2	
<b>1. LGBTI+ Rights and Gender Equality in Academic Activities in Universities</b>				<b>10/10</b>
<b>1.1.</b> The number of compulsory courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	2			20 compulsory courses having a keyword in the course title
<b>1.2.</b> The number of elective courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	2			155 elective courses having a keyword in the course title
<b>1.3.</b> Academic activities on gender equality in the context of LGBTI+ rights in universities	2			Gender Equality Panel (2018), 4 <sup>th</sup> and 5 <sup>th</sup> Feminist Forum, Fe Magazine, over 150 academic publications
<b>1.4.</b> Number of gender and women's studies departments in universities	2			Women's Studies graduate program
<b>1.5.</b> Number of gender and women's studies centers in universities	2			Women's Studies Research and Implementation Center (KASAUM)
<b>2. Campus Climate for LGBTI+ People</b>				<b>6/10</b>
<b>2.1.</b> Number of LGBTI+ solidarity/research clubs in universities	2			Ankara University Queer Studies Society (QueerAnka)
<b>2.2.</b> The status of the LGBTI+ Community in universities (official/unofficial/in the process of officialisation)	0			
<b>2.3.</b> The number of activities specific to LGBTI+ people in universities	2			8 events
<b>2.4.</b> Number of Pride Week/Month events on campuses	0			
<b>2.5.</b> Number of March 8th (International Women's Day) events on campuses	2			27 events
<b>3. LGBTI+ phobic and gendered stereotypes in universities</b>				<b>5/8</b>

3.1.	Number of campaigns and informative materials to promote gender awareness in the context of LGBTI+ rights	1	Gender Action Plan
3.2.	Number of trainings and seminars on gender equality in the context of LGBTI+ rights tailored for and delivered to university members, especially the academic staff and the administrative board	2	Gender Equality Certification Program (KASAUM-ANKÜSEM)
3.3	Number of declarations in accordance with gender equality in the context of LGBTI+ rights in the statements available on university websites	0	
3.4	Number of reports on gender equality to be examined in the context of LGBTI+ rights published by universities	2	Gender Action Plan
<b>SCORE</b>		<b>21/28</b>	

Ankara University provides a Women’s Studies Graduate Program and a Women’s Problems Research and Application Center. Among numerous student clubs, there exists an official student club titled “Ankara University Queer Studies Society”.

Ankara University has produced the Gender Equality Action Plan, to analyze the current situation on gender equality and make improvements, respectively.

Out of 173 courses in the university curriculum that have the respective keywords, 48 of which are on ‘gender’, 35 of which are on ‘women’, and 12 of which are have the keyword “sex” in their title. The university also offers 4 courses focused on sexuality.

In the scope of the Women’s Studies Master’s Program offered by the University, Queer Theory and Criticism of Heterosexism and Alternative Policies courses were delivered in cooperation with Kaos GL between 2013 and 2017. the lessons were conducted. In addition, international Feminist Forum conferences were held in cooperation with Kaos GL. However, with the expulsion of academics from the university due to the 2017 State of Emergency decrees, there has been a major setback in terms of LGBTI+ inclusivity of academic activities and curricula at the university, including these courses and activities. The events that took place with the cooperation of the civil society field with an LGBTI+ focus, especially Kaos GL, have not been conducted again within the university, and jointly delivered courses were not opened.

Most events organized by the Queer Studies Society of Ankara University were held online and off campus..

INDICATOR	SCORES			Findings	
	0	1	2		
Access to LGBTI+ Rights in Universities Indicators	<b>1.</b>	<b>Gender Equality in the Context of LGBTI+ Rights in University Legislation, Directives and Policy Papers</b>			<b>10/12</b>
	1.1.	Number of regulations and directives referring to / cite from CEDAW and Istanbul Convention	2		Sexual Harassment and Sexual Assault Support Unit Directive
	1.2.	Number of references/citings to concepts such as “gender” and “sexual orientation”, “gender identity” in Legislation, Directives and Policy papers	2		Women’s Problems Research and Application Center (KASAUM) Regulation, Gender Action Plan, Policy Document Against Sexual Harassment and Sexual Assault
	1.3.	Number of regulations, directives and policies referring to the Sustainable Development Goals, 5th objective	0		
	1.4.	Number of regulations supporting gender equality	2		Commission for Gender Equality, Gender Action Plan, Policy Document Against Sexual Harassment and Sexual Assault
	1.5.	Number of anti-discrimination policies of universities on gender, gender identity and sexual orientation	2		Gender Action Plan, Policy Document Against Sexual Harassment and Sexual Assault
	1.6.	A clear and direct indication of means to Change one’s Name Change on Diploma/ Graduation Certificates	2		Directive on the Issuance of Diplomas, and Other Documents
	<b>2.</b>	<b>Universities’ activities and collaboration with NGOs to draw attention to TCE</b>			<b>4/4</b>
	2.1.	Number of campaigns, joint work, activities, collaborations with NGOs as well as the number of diversity (diversity of institutions, diversity of partnerships) in the context of the TCE here	2		Kaos GL, Young LGBTI+, Pink Life, Flying Broom
	2.2.	Number of models designed and implemented with NGOs	2		Kaos GL Anti-Discrimination Lessons, Critique of Heterosexism and Alternative Policies Course, Queer Theory Lesson, 4th and 5th Feminist Forum, Ankara University HeForShe Working Group
<b>3.</b>	<b>Institutionalization of the Fight against Violence and Harassment in Universities: CTS Units</b>			<b>9/10</b>	



3.1.	Number of active CTS units in universities	2	Sexual Harassment and Sexual Assault Support Unit, Psychological Harassment Support Unit
3.2.	Clear and direct indication of the ways of applying to CTS units at universities	2	Sexual Harassment and Sexual Assault Support Unit Directive, Psychological Harassment Support Unit Directive
3.3	A university-website with information on CTS units available	2	<a href="http://cts.ankara.edu.tr">http://cts.ankara.edu.tr</a>
3.4	Available content in CTS units on referral, assisting access to justice, providing psychological support, etc.	1	Policy Document Against Sexual Harassment and Sexual Assault
3.5	Number of trainings and/or seminars delivered on harassment and mobbing issues, etc.	2	2 programs, 2 events
<b>SCORE</b>		<b>23/26</b>	

As mentioned in the regulation of Ankara University Women’s Problems Research and Application Center (KASAUM) the activity areas of the center have been determined from the perspective of gender equality. In line with the relevant thematic area, Ankara University *core values* include, “giving priority to academic freedom, commitment to ethical values, student centeredness, being sensitive to gender equality, to the country’s problems/sensitive to priorities”. Raising individuals who respect differences is one of the university’s missions

Ankara University performance programs aimed to *reduce the gender-based imbalance* in the development of the education system between 2011 and 2013. Since 2014, the program document involves “*sensitive to gender equality*” principle, regarding corporate goals and objectives. But nowhere in the performance, program published as of 2019, involves either the principle “reducing gender-based imbalance” or the goal “being sensitive to gender equality.

Ankara Üniversitesi’nde aktif bir şekilde işleyen Cinsel Taciz ve Cinsel Saldırıya Destek Birimi bulunmaktadır. Bu birimde akademisyenlerin yanı sıra idari birimler ve öğrenci temsili meclisleri bulunmaktadır. CTS birimi için hazırlanmış websitesinde yönerge, politika belgesi, temsilciler meclisi üyeleri, 2012 yılından itibaren yapılan CTS Çalıştay Raporlarına ulaşılabilir. There is an active Sexual Harassment and Sexual Assault Support Unit available at Ankara University. In addition to academics, there are administrative units and student representative assemblies in this unit. Directives, policy documents, members of the House of Representatives, CTS Workshop Reports produced since 2012 can be accessed on the website of the CTS unit.

In case of a change in gender of the graduates, the Directive on the Issuance of Diplomas and Other Documents In The Directive<sup>31</sup> it is stated that states that the information provided on the diploma shall be reissued/edited; that the changes shall be delivered with inscribed date and number of the verdict on the back of the diploma.

Ankara University women’s Studies Research Center (KASAUM) Columbia Global Centers, civil society organizations outside of Istanbul, the embassy of Costa Rica, the EU Delegation, in collaboration with the Swedish Embassy and the field of gender equality, UN Women has developed and has conducted joint studies.

31 Directive on the Regulation of Ankara University Diplomas and Other Documents, Senate Resolution numbered 4531 dated 15.02.2019.

## 8.2. LGBTI+ Rights Scale

A total of 108 university members, participated in the research, including 74 students, 10 academic staff, 11 graduates before 2016, 11 graduates after 2016 graduates and 2 other university members. 19 questions listed in the Access to LGBTI+ Rights Scale were posed to 108 participants, and findings derived from analysing participants' responses to 5 point (1-5) likert-type questions are provided below. The findings shown below are derived through translating participant response averages into 100 value system.

### Ankara University Access to LGBTI+ Rights Scale Scores

1	LGBTI+ rights are freely advocated in the university.	35,19	Organization and Advocacy	37,47	TOTAL	39,97
2	LGBTI+ rights related activities are freely carried out in the university.	33,33				
3	LGBTI+ themed activities are freely conducted in the university.	29,86				
4	LGBTI+ students at the university can gather to advocate LGBTI+ rights.	49,08				
5	LGBTI+ people can get organized in the context of student clubs at the university.	48,15				
6	Pride Marches are organized freely at the university.	18,98				
7	LGBTI+ people express themselves freely in student clubs.	47,69				
8	Classrooms are safe for LGBTI+ people.	46,76	Safe Space	44,06		
9	Communal/shared spaces (i.e. cafeterias, canteens, libraries, study halls, laboratories, restaurants, sports facilities and other spheres of socialization) are safe for LGBTI+ people.	47,22				
10	Administrative buildings are safe for LGBTI+ people.	38,20				
11	The university administration has knowledge on LGBTI+ rights.	20,14	Perception and Attitude of The members of the University	21,72		
12	The administrative staff has knowledge on LGBTI+ rights.	20,60				
13	University security staff has knowledge on LGBTI+ rights.	13,66				
14	The university administration pursues gender equality when communicating with students.	26,16				
15	Administrative staff pursues gender equality when communicating with students.	29,40				
16	University security staff pursues gender equality when communicating with students.	20,37				
17	Students has knowledge on LGBTI+ rights.	56,71	Peer Behaviour	56,64		
18	Students pursue gender equality in inter-student communications.	54,86				
19	In friend circles, LGBTI+ issues are discussed in a positive atmosphere.	58,33				

As seen in the above table, the calculated scores of responses provided by Ankara University members to the questions in the Access to LGBTI+ Rights Scale are as such: 37,47 to the 7 questions under Organization and Advocacy sub-scale; 44,06 to the 3 questions under Safe Area sub-scale about the university being safe for LGBTI+ people; 21,72 to the 6 questions under the Perception and Attitude of University Members sub-scale about the opinions and behaviour of university members towards LGBTI+ people; and 56,64 to the 3 questions under the Peer Behavior sub-scale that measure the attitude of peers towards LGBTI+ students. The total score for Ankara University’s responses to the scale is calculated to be 39,97.

### 8.3. Discrimination against LGBTI+ People Scale

Ankara University Discrimination against LGBTI+ People Scale Scores

1	LGBTI+ people are not subjected to verbal violence in the university.	42.50	Violence	47,00	Accommodation
2	LGBTI+ people are not subjected to physical violence in the university.	55,25			
3	LGBTI+ people are not subjected to psychological violence in the university.	37,25			
4	LGBTI+ people are not subjected to sexual harassment in the university.	53,25			
5	LGBTI+ people that are exposed to discrimination in the university can easily express it.	41,00	Academic Activities	50,75	
6	The lecturer (academician) pursues gender equality during classes.	51.75			
7	During classes, students pursue gender equality.	56,00			
8	The course contents are in line with gender equality.	47,25			
9	LGBTI+ people are not exposed to discrimination in the class.	50,50			
10	LGBTI+ people are not exposed to discrimination in extracurricular academic activities (seminars, workshops, studios, etc.).	51.75			
11	LGBTI+ people are treated equally when communicating with academic staff in the university.	50,25	TOTAL	44,50	
12	LGBTI+ people are treated equally when communicating with students in the university.	56,25			
13	LGBTI+ people are not subjected to discrimination in dormitories.	28.50			
14	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory administration.	27,00			
15	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory staff.	28.75			
16	LGBTI+ people are treated equally in the dormitories when communicating with fellow students living in dorms.	36.00			

As seen in the above table, the calculated scores of responses provided by Ankara University members to the 4 questions under the Discrimination Against LGBTI+ People Scale, Discrimination: Violence sub-scale is 47,00; to the 8 questions under Discrimination: Academic activities sub-scale, which shows being subjected to discrimination during academic activities is 50,75; and to the 4 questions under Discrimination: Accommodation sub-scale which shows students being subjected to discrimination in dormitories is 30,00. The total score for Ankara University's responses to the scale is calculated to be 44,50.

## 9. Ankara Yıldırım Beyazıt University

### 9.1. Legislation, Curricula, Policy, Stakeholder Analysis

Yıldırım Beyazıt university Statutes, Institutional regulations, Directives, Principles and procedures, Research centers, Coordination offices, Commissions, Boards, Strategic plans, Activity reports, ECTS information package for academic data management system, university’s mission, vision, were reviewed in detail to collect data to monitor gender equality in the context of LGBTI+ rights in the universities.

	INDICATOR	SCORES			Findings
		0	1	2	
Indicators for Discrimination Against LGBTI+ People in Universities	<b>1.</b>	<b>LGBTI+ Rights and Gender Equality in Academic Activities in Universities</b>			<b>3/10</b>
	1.1.	The number of compulsory courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	1		3 compulsory courses having a keyword in the course title
	1.2.	The number of elective courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	2		25 elective courses having a keyword in the course title
	1.3.	Academic activities on gender equality in the context of LGBTI+ rights in universities	0		The Usual Diversity of Human Sexual Identity (panel, 2019), 1 academic publication
	1.4.	Number of gender and women’s studies departments in universities	0		
	1.5.	Number of gender and women’s studies centers in universities	0		
	<b>2.</b>	<b>Campus Climate for LGBTI+ People</b>			<b>6/10</b>
	2.1.	Number of LGBTI+ solidarity/research clubs in universities	2		Ankara Yıldırım Beyazıt University LGBTIQA+ Community (Kuir AYBÜ)
	2.2.	The status of the LGBTI+ Community in universities (official/ in the process of formalization/unofficial)	0		
	2.3.	The number of activities specific to LGBTI+ people in universities	2		4 events
	2.4.	Number of Pride Week/Month events on campuses	0		
	2.5.	Number of March 8th (International Women’s Day) events on campuses	2		10 events
	<b>3.</b>	<b>LGBTI+ phobic and gendered stereotypes in universities</b>			<b>0/8</b>
	3.1.	Number of campaigns and informative materials to promote gender awareness in the context of LGBTI+ rights	0		

<b>3.2.</b>	Number of trainings and seminars on gender equality in the context of LGBTI+ rights tailored for and delivered to university members, especially the academic staff and the administrative board	0	
<b>3.3</b>	Number of declarations in accordance with gender equality in the context of LGBTI+ rights in the statements available on university websites	0	
<b>3.4</b>	Number of reports on gender equality to be examined in the context of LGBTI+ rights published by universities	0	
<b>SCORE</b>			<b>9/28</b>

The objectives of the Family and Community Studies Application and Research Center is determined on the axis of women and the family; the expressions of gender or gender equality are not included<sup>32</sup>. Ankara Yıldırım Beyazıt University LGBTIQA+ Community (Queer AYBÜ), located within the university, is an unofficial LGBTI+ community<sup>33</sup>.

The courses that include keywords among the university course curricula are largely taught at the Institute of Health Sciences. The university curriculum, which includes courses on sexual health and sexuality therapy, focuses on women's health. 6 courses in the curriculum that have the wording 'gender' in their title.

The Psychology Club organized an academic event titled The Usual Diversity of Human Sexual Identity in this context, where LGBTI+ oriented current issues in the field of psychology were discussed.

<i>Access to LGBTI+ Rights in Universities Indicators</i>	<i>INDICATOR</i>	<i>SCORES</i>			<i>Findings</i>
		<b>0</b>	<b>1</b>	<b>2</b>	
<b>1.</b>	<b>Gender Equality in the Context of LGBTI+ Rights in University Legislation, Directives and Policy Papers</b>				<b>2/12</b>
<b>1.1.</b>	Number of regulations and directives referring to / cite from CEDAW and Istanbul Convention	0			
<b>1.2.</b>	Number of references/citings to concepts such as "gender" and "sexual orientation", "gender identity" in Legislation, Directives and Policy papers	0			
<b>1.3.</b>	Number of regulations, directives and policies referring to the Sustainable Development Goals, 5th objective	0			
<b>1.4.</b>	Number of regulations supporting gender equality	0			
<b>1.5.</b>	Number of anti-discrimination policies of universities on gender, gender identity and sexual orientation	0			

32 Regulation of the Family and Community Studies Application and Research Center. Official Gazette Date 7.02.2016 Official Newspaper Number: 31388.

33 For the community's views on the formalization process, see. UniKuir Association, University LGBTI+ Student Clubs Annual Report 2021.

1.6.	A clear and direct indication of means to Change one's Name Change on Diploma/ Graduation Certificates	2	Graduation and Diploma Directive
2.	<b>Universities' activities and collaboration with NGOs to draw attention to TCE</b>		1/4
2.1.	Number of campaigns, joint work, activities, collaborations with NGOs as well as the number of diversity (diversity of institutions, diversity of partnerships) in the context of the TCE here	1	1 event / Mobbing Education Aid Research Association (MEYAD)
2.2.	Number of models designed and implemented with NGOs	0	
3.	<b>Institutionalization of the Fight against Violence and Harassment in Universities: CTS Units</b>		1/10
3.1.	Number of active CTS units in universities	0	
3.2.	Clear and direct indication of the ways of applying to CTS units at universities	0	
3.3.	A university-website with information on CTS units available	0	
3.4.	Available content in CTS units on referral, assisting access to justice, providing psychological support, etc.	0	
3.5.	Number of trainings and/or seminars delivered on harassment and mobbing issues, etc.	1	2 events
<b>SCORE</b>		<b>4/26</b>	

In case of a change in name, the Directive on Graduation and Diploma of Ankara Yıldırım Beyazıt University<sup>34</sup> states that the documents shall be prepared upon the student's request; should the diploma been prepared or delivered before, the changes shall be delivered with inscribed date and description on the back of the diploma.

### 9.2. LGBTI+ Rights Scale

A total of 57 Yıldırım Beyazıt University members participated in the study, including 51 students, 3 academic staff and 3 graduates after 2016. 19 questions listed in the Access to LGBTI+ Rights Scale were posed to 57 participants, and findings derived from analysing participants' responses to 5 point (1-5) likert-type questions are provided below. The findings shown below are derived through translating participant response averages into 100 value system.

#### Yıldırım Beyazıt University Access to LGBTI+ Rights Scale Scores

34 Ankara Yıldırım Beyazıt University Graduation and Diploma Directive. Senate Resolution No. 14/03 dated 02.05.2016.

1	LGBTI+ rights are freely advocated in the university.	16,67	Organization and Advocacy	20,87	TOTAL	28,28
2	LGBTI+ rights related activities are freely carried out in the university.	12,72				
3	LGBTI+ themed activities are freely conducted in the university.	14,04				
4	LGBTI+ students at the university can gather to advocate LGBTI+ rights.	34,65				
5	LGBTI+ people can get organized in the context of student clubs at the university.	29,83				
6	Pride Marches are organized freely at the university.	8,33				
7	LGBTI+ people express themselves freely in student clubs.	29,83				
8	Classrooms are safe for LGBTI+ people.	30,70	Safe Space	30,85		
9	Communal/shared spaces (i.e. cafeterias, canteens, libraries, study halls, laboratories, restaurants, sports facilities and other spheres of socialization) are safe for LGBTI+ people.	35,09				
10	Administrative buildings are safe for LGBTI+ people.	26,76				
11	The university administration has knowledge on LGBTI+ rights.	11,40	Perception and Attitude of The members of the University	16,08		
12	The administrative staff has knowledge on LGBTI+ rights.	12,72				
13	University security staff has knowledge on LGBTI+ rights.	11,40				
14	The university administration pursues gender equality when communicating with students.	21,93				
15	Administrative staff pursues gender equality when communicating with students.	18,42				
16	University security staff pursues gender equality when communicating with students.	20,62				
17	Students has knowledge on LGBTI+ rights.	42,55	Peer Behaviour	45,32		
18	Students pursue gender equality in inter-student communications.	48,25				
19	In friend circles, LGBTI+ issues are discussed in a positive atmosphere.	45,18				

As seen in the above table, the calculated scores of responses provided by Yıldırım Beyazıt University members to the questions in the Access to LGBTI+ Rights Scale are as such: 20,87 to the 7 questions under Organization and Advocacy sub-scale; 30,85 to the 3 questions under Safe Area sub-scale about the university being safe for LGBTI+ people; 16,08 to the 6 questions under the Perception and Attitude of University Members sub-scale about the opinions and behaviour of university members towards LGBTI+ people; and 45,32 to the 3 questions under the Peer Behavior sub-scale that measure the attitude of peers towards LGBTI+ students. The total score for Yıldız Technical University's responses to the scale is calculated to be 28,28.



### 9.3. Discrimination against LGBTI+ People Scale

Yıldırım Beyazıt University Discrimination against LGBTI+ People Scale Scores

1	LGBTI+ people are not subjected to verbal violence in the university.	33.75	Violence	42,75	Accommodation	26,25	TOTAL	37,50
2	LGBTI+ people are not subjected to physical violence in the university.	54,75						
3	LGBTI+ people are not subjected to psychological violence in the university.	34.00						
4	LGBTI+ people are not subjected to sexual harassment in the university.	51,25						
5	LGBTI+ people that are exposed to discrimination in the university can easily express it.	45.50	Academic Activities	40,75				
6	The lecturer (academician) pursues gender equality during classes.	40,25						
7	During classes, students pursue gender equality.	45.50						
8	The course contents are in line with gender equality.	39.25						
9	LGBTI+ people are not exposed to discrimination in the class.	39.25	Accommodation	26,25				
10	LGBTI+ people are not exposed to discrimination in extracurricular academic activities (seminars, workshops, studios, etc.).	36,75						
11	LGBTI+ people are treated equally when communicating with academic staff in the university.	37,25						
12	LGBTI+ people are treated equally when communicating with students in the university.	41.50						
13	LGBTI+ people are not subjected to discrimination in dormitories.	21,25	Accommodation	26,25				
14	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory administration.	25,00						
15	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory staff.	26,75						
16	LGBTI+ people are treated equally in the dormitories when communicating with fellow students living in dorms.	32,25						

As seen in the above table, the calculated scores of responses provided by Yıldırım Beyazıt University members to the 4 questions under the Discrimination Against LGBTI+ People Scale, Discrimination: Violence sub-scale is 42,75; to the 8 questions under Discrimination: Academic activities sub-scale, which shows being subjected to discrimination during academic activities is 40,75; and to the 4 questions under Discrimination: Accommodation sub-scale which shows students being subjected to discrimination in dormitories is 26,25. The total score for Yıldırım Beyazıt University's responses to the scale is calculated to be 37,50.

## 10. Gazi Üniversitesi

### 10.1. Legislation, Curricula, Policy, Stakeholder Analysis

Data collection is done by monitoring gender equality in the context of LGBTI+ rights in universities; thus, the university policies, Commissions, Boards, Coordination Offices, Senate Decisions, Regulations, Directives, Principles and Procedures, Research and Implementation Centers, Strategic Plans, Activity Reports, ECTS information package, academic data management system (AVESIS), reports, university mission and vision, core values and policies available at the Gazi university web site were examined thoroughly.

INDICATOR	SCORES			Findings
	0	1	2	
<b>1. LGBTI+ Rights and Gender Equality in Academic Activities in Universities</b>				<b>5/10</b>
1.1. The number of compulsory courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	2			12 Compulsory courses with keywords in the course title
1.2. The number of elective courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	1			13 Elective courses with keywords in the course title
1.3. Academic activities on gender equality in the context of LGBTI+ rights in universities	0			8 publications
1.4. Number of gender and women's studies departments in universities	0			
1.5. Number of gender and women's studies centers in universities	2			Women's Studies Research and Implementation Center Regulation
<b>2. Campus Climate for LGBTI+ People</b>				<b>2/10</b>
2.1. Number of LGBTI+ solidarity/research clubs in universities	0			
2.2. The status of the LGBTI+ Community in universities (official/unofficial/in the process of officialisation)	0			
2.3. The number of activities specific to LGBTI+ people in universities	0			
2.4. Number of Pride Week/Month events on campuses	0			
2.5. Number of March 8th (International Women's Day) events on campuses	2			14 events
<b>3. LGBTI+ phobic and gendered stereotypes in universities</b>				<b>0/8</b>
3.1. Number of campaigns and informative materials to promote gender awareness in the context of LGBTI+ rights	0			

3.2.	Number of trainings and seminars on gender equality in the context of LGBTI+ rights tailored for and delivered to university members, especially the academic staff and the administrative board	0	
3.3	Number of declarations in accordance with gender equality in the context of LGBTI+ rights in the statements available on university websites	0	
3.4	Number of reports on gender equality to be examined in the context of LGBTI+ rights published by universities	0	
<b>SCORE</b>			<b>7/28</b>

In the Gazi University Women’s Studies Application and Research Center Regulation<sup>35</sup>, although the objectives of the center are linked with the place of women in society; still, “conducting academic studies on gender equality issues on the national and international levels, providing counseling services are also listed among the objectives of the center.

18 out of 25 courses in the university curricula that contain the keywords are on women’s health; thus, these courses are delivered at the Institute of Health Sciences and the Faculty of Medicine. Additionally, an elective course on sexual health and a compulsory course on sexual development are available in the curricula. Gazi University Academic Data Management System and Presidency of Higher Education Council–National Thesis Center (YÖK THESIS Center) were scanned, and a total of 8 publications with LGBTI+ and queer focus were found.

<i>INDICATOR</i>	<i>SCORES</i>			<i>Findings</i>
	0	1	2	
<b>1. Gender Equality in the Context of LGBTI+ Rights in University Legislation, Directives and Policy Papers</b>				<b>4/12</b>
1.1. Number of regulations and directives referring to / cite from CEDAW and Istanbul Convention	0			
1.2. Number of references/citings to concepts such as “gender” and “sexual orientation”, “gender identity” in Legislation, Directives and Policy papers	0			
1.3. Number of regulations, directives and policies referring to the Sustainable Development Goals, 5th objective	0			
1.4. Number of regulations supporting gender equality	1			Women’s Studies Research and Implementation Center Regulation
1.5. Number of anti-discrimination policies of universities on gender, gender identity and sexual orientation	1			Core values

35 Gazi University Women's Studies Research and Implementation Center Regulation. Official Gazette Dated: 8.07.2016 Official Gazette Numbered: 29764.

1.6.	A clear and direct indication of means to Change one's Name Change on Diploma/ Graduation Certificates	2	Directive on the Issuance of Diplomas, Diploma Supplement and Other Documents
2.	<b>Universities' activities and collaboration with NGOs to draw attention to TCE</b>		<b>0/4</b>
2.1.	Number of campaigns, joint work, activities, collaborations with NGOs as well as the number of diversity (diversity of institutions, diversity of partnerships) in the context of the TCE here	0	
2.2.	Number of models designed and implemented with NGOs	0	
3.	<b>Institutionalization of the Fight against Violence and Harassment in Universities: CTS Units</b>		<b>1/10</b>
3.1.	Number of active CTS units in universities	0	
3.2.	Clear and direct indication of the ways of applying to CTS units at universities	0	
3.3.	A university-website with information on CTS units available	0	
3.4.	Available content in CTS units on referral, assisting access to justice, providing psychological support, etc.	0	
3.5.	Number of trainings and/or seminars delivered on harassment and mobbing issues, etc.	1	2 Activities in the scope of the Fight against Domestic Violence Project (2016)
<b>SCORE</b>		<b>5/26</b>	

Respect for persons principle remains at the core values of the university, with emphasis on the universal anti-discrimination approach,<sup>36</sup> where all opinions and thoughts are expressed in peace and tolerance; where religion, language, race, nationality, gender and disagreements are considered as richness, thus, the principle focuses on “*adhering to national values*” at the core.

Directive on the Issuance of Diplomas, Diploma Supplement and Other Documents<sup>37</sup> indicate that the documents may only be reissued once and the annotation shall be available on the front page. Eğitime devam eden öğrencilerin durumu ya da mezuniyet sonrasında mahkeme kararıyla nüfus bilgilerinde gibi diğer üniversitelerin yönergelerinde açıkça belirtilen ifadelere rastlanmamıştır.

No cooperation with non-governmental organizations in the field of gender equality in an LGBTI+ inclusive manner were identified during the studies and activities conducted at Gazi University. However, 3 projects in the field of gender equality, entitled, Institutional Change of Gender Equality Policy, the Promotion of the Voice of Young Researchers for Gender Equality and Symbolic Violence in Terms of Gender 21-22 are currently under implementation in the university. The project abstracts were found to lack any LGBTI+ inclusive statement.

<sup>36</sup> <https://gazi.edu.tr/view/page/190995/gu-misyon-vizyon-temel-degerler> (Last Accessed on 11.04.2022).

<sup>37</sup> Gazi University Directive on the Issuance of Diplomas, Diploma Supplement and Other Documents, Senate decision dated 12.09.2019 and numbered 104.

### 10.2. LGBTI+ Rights Scale

A total of 63 members participated in the research from Gazi University, including 42 students, 11 academic staff, 3 graduates before 2016 and 7 graduates after 2016. 19 questions listed in the Access to LGBTI+ Rights Scale were posed to 63 participants, and findings derived from analysing participants' responses to 5 point (1-5) likert-type questions are provided below. The findings shown below are derived through translating participant response averages into 100 value system.

Access to LGBTI+ Rights Scale Scores

1	LGBTI+ rights are freely advocated in the university.	15,48	Organization and Advocacy	18,59	TOTAL	28,08
2	LGBTI+ rights related activities are freely carried out in the university.	9,53				
3	LGBTI+ themed activities are freely conducted in the university.	9,13				
4	LGBTI+ students at the university can gather to advocate LGBTI+ rights.	26,19				
5	LGBTI+ people can get organized in the context of student clubs at the university.	26,19				
6	Pride Marches are organized freely at the university.	8,73				
7	LGBTI+ people express themselves freely in student clubs.	34,92				
8	Classrooms are safe for LGBTI+ people.	36,51	Safe Space	31,75		
9	Communal/shared spaces (i.e. cafeterias, canteens, libraries, study halls, laboratories, restaurants, sports facilities and other spheres of socialization) are safe for LGBTI+ people.	31,35				
10	Administrative buildings are safe for LGBTI+ people.	27,38				
11	The university administration has knowledge on LGBTI+ rights.	9,13	Perception and Attitude of The members of the University	13,16		
12	The administrative staff has knowledge on LGBTI+ rights.	9,53				
13	University security staff has knowledge on LGBTI+ rights.	7,94				
14	The university administration pursues gender equality when communicating with students.	22,62				
15	Administrative staff pursues gender equality when communicating with students.	16,67				
16	University security staff pursues gender equality when communicating with students.	13,10				
17	Students has knowledge on LGBTI+ rights.	46,83	Peer Behaviour	48,81		
18	Students pursue gender equality in inter-student communications.	53,57				
19	In friend circles, LGBTI+ issues are discussed in a positive atmosphere.	46,03				

As seen in the above table, the calculated scores of responses provided by Gazi University members to the questions in the Access to LGBTI+ Rights Scale are as such: 18.59 to the 7 questions under Organization and Advocacy sub-scale; 31.75 to the 3 questions under Safe Area sub-scale about the university being safe for LGBTI+ people; 13.16 to the 6 questions under the Perception and Attitude of University Members sub-scale about the opinions and behaviour of university members towards LGBTI+ people; and 48.81 to the 3 questions under the Peer Behavior sub-scale that measure the attitude of peers towards LGBTI+ students. The total score for Gazi University's responses to the scale is calculated to be 28.08.

### 10.3. Discrimination against LGBTI+ People Scale

#### Gazi University Discrimination against LGBTI+ People Scale Scores

1	LGBTI+ people are not subjected to verbal violence in the university.	28.50	Violence	37.75	TOTAL	36.00
2	LGBTI+ people are not subjected to physical violence in the university.	44.25				
3	LGBTI+ people are not subjected to psychological violence in the university.	28.00				
4	LGBTI+ people are not subjected to sexual harassment in the university.	50.00				
5	LGBTI+ people that are exposed to discrimination in the university can easily express it.	28.75	Academic Activities	39.00		
6	The lecturer (academician) pursues gender equality during classes.	35.50				
7	During classes, students pursue gender equality.	45.50				
8	The course contents are in line with gender equality.	36.50				
9	LGBTI+ people are not exposed to discrimination in the class.	41.25				
10	LGBTI+ people are not exposed to discrimination in extra-curricular academic activities (seminars, workshops, studios, etc.).	41.50				
11	LGBTI+ people are treated equally when communicating with academic staff in the university.	39.25	Accommodation	28.50		
12	LGBTI+ people are treated equally when communicating with students in the university.	44.25				
13	LGBTI+ people are not subjected to discrimination in dormitories.	25.75				
14	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory administration.	26.00				
15	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory staff.	26,75				
16	LGBTI+ people are treated equally in the dormitories when communicating with fellow students living in dorms.	35,25				

As seen in the above table, the calculated scores of responses provided by Gazi University members to the 4 questions under the Discrimination Against LGBTI+ People Scale,

Discrimination: Violence sub-scale is 37.75; to the 8 questions under Discrimination: Academic activities sub-scale, which shows being subjected to discrimination during academic activities is 39.00; and to the 4 questions under Discrimination: Accommodation sub-scale which shows students being subjected to discrimination in dormitories is 28.50. The total score for Gazi University's responses to the scale is calculated to be 36.00.

## 11. Hacettepe University

### 11.1. Legislation, Curricula, Policy, Stakeholder Analysis

Data collection is done by monitoring gender equality in the context of LGBTI+ rights in universities; thus, the Regulations, Directives, Coordination Offices, Commissions and Boards, Research and Implementation Centers, Strategic Plans, Activity Reports, ECTS information package and academic data management system (AVESIS), university mission and vision, core and ethical values available at the Hacettepe university web site were examined thoroughly.

<i>INDICATOR</i>	<i>SCORES</i>			<i>Findings</i>
	0	1	2	
<b>1.</b>	<b>LGBTI+ Rights and Gender Equality in Academic Activities in Universities</b>			<b>10/10</b>
<b>1.1.</b>	The number of compulsory courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	2		14 compulsory courses having a keyword in the course title
<b>1.2.</b>	The number of elective courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	2		66 elective courses having a keyword in the course title
<b>1.3.</b>	Academic activities on gender equality in the context of LGBTI+ rights in universities	2		3 events, 192 publications
<b>1.4.</b>	Number of gender and women's studies departments in universities	2		Women's and Gender Studies Master's Program
<b>1.5.</b>	Number of gender and women's studies centers in universities	2		Women's Issues Research and Implementation Center (HUKSAM)
<b>2.</b>	<b>Campus Climate for LGBTI+ People</b>			<b>10/10</b>
<b>2.1.</b>	Number of LGBTI+ solidarity/research clubs in universities	2		Hacettepe University Queer Studies Society (QueerDeer)
<b>2.2.</b>	The status of the LGBTI+ Community in universities (official/unofficial/in the process of officialisation)	2		Official club
<b>2.3.</b>	The number of activities specific to LGBTI+ people in universities	2		53 events
<b>2.4.</b>	Number of Pride Week/Month events on campuses	2		6 events
<b>2.5.</b>	Number of March 8th (International Women's Day) events on campuses	2		22 events
<b>3.</b>	<b>LGBTI+ phobic and gendered stereotypes in universities</b>			<b>4/8</b>

Indicators for Discrimination Against LGBTI+ People in Universities



3.1.	Number of campaigns and informative materials to promote gender awareness in the context of LGBTI+ rights	2	“Gender Equality Action Plan (2016-2020)”, “Gender Equality Action Plan (2022-2026)”,
3.2.	Number of trainings and seminars on gender equality in the context of LGBTI+ rights tailored for and delivered to university members, especially the academic staff and the administrative board	0	
3.3	Number of declarations in accordance with gender equality in the context of LGBTI+ rights in the statements available on university websites	0	
3.4	Number of reports on gender equality to be examined in the context of LGBTI+ rights published by universities	2	“Gender Equality Action Plan (2016-2020)”, “Gender Equality Action Plan (2022-2026)”
<b>SCORE</b>			<b>24/28</b>

A Women’s and Gender Studies Master’s Program and a Women’s Issues Research and Implementation Center (HUKSAM) are available at the Hacettepe University. Among numerous student clubs, there exists an official student clubs names “Hacettepe University Queer Studies Society”.

Keyword scanning in the University Academic Data Management System and the YÖK THESIS center led to 192 publications. In the curricula, among 80 courses having the keywords in their title, there are 26 human rights, 14 gender, 1 queer, 6 sexual health/education courses available. The courses possessing the keywords are mainly delivered under the Women’s and Gender Studies Master’s Program, the Faculty of Law and the Faculty of Medicine. Thus, LGBTI+ inclusive curricula, various departments and programs include courses focusing on gender equality, women, masculinity, feminism and body.

Hacettepe University has produced two Gender Equality Action Plans for 2016-2020 and 2022-2026<sup>38</sup> to ensure improvements in this area and analyze the current situation on gender equality.

38 [https://www.hacettepe.edu.tr/hakkinda/toplumsal\\_cinsiyet\\_esitligi](https://www.hacettepe.edu.tr/hakkinda/toplumsal_cinsiyet_esitligi) (Last Accessed on 10.06.2022)

INDICATOR	SCORES			Findings
	0	1	2	
<b>1. Gender Equality in the Context of LGBTI+ Rights in University Legislation, Directives and Policy Papers</b>				<b>12/12</b>
<b>1.1.</b> Number of regulations and directives referring to / cite from CEDAW and Istanbul Convention	2			Against Sexual Harassment and Sexual Assault Protection and Support Commission Directive
<b>1.2.</b> Number of references/citings to concepts such as “gender” and “sexual orientation”, “gender identity” in Legislation, Directives and Policy papers	2			Against Sexual Harassment and Sexual Assault Protection and Support Commission Directive
<b>1.3.</b> Number of regulations, directives and policies referring to the Sustainable Development Goals, 5th objective	2			Hacettepe University Commitment to Sustainable Development
<b>1.4.</b> Number of regulations supporting gender equality	2			“Gender Equality Action Plan (2016-2020)”, “Gender Equality Action Plan (2022-2026)”; Mission, Vision and Ethical Values
<b>1.5.</b> Number of anti-discrimination policies of universities on gender, gender identity and sexual orientation	2			“Gender Equality Action Plan (2016-2020)”, “Gender Equality Action Plan (2022-2026)”; Mission, Vision and Ethical Values, Protection and Support Commission Against Sexual Harassment and Sexual Assault Directive, Hacettepe University Commitment to Sustainable Development
<b>1.6.</b> A clear and direct indication of means to Change one’s Name Change on Diploma/ Graduation Certificates	2			Directive on the Issuance of Diplomas, Certificates, Temporary Graduation Document and Other Documents
<b>2. Universities’ activities and collaboration with NGOs to draw attention to TCE</b>				<b>3/4</b>
<b>2.1.</b> Number of campaigns, joint work, activities, collaborations with NGOs as well as the number of diversity (diversity of institutions, diversity of partnerships) in the context of the TCE here	2			8 events / GALADER, Kaos GL, Positive Life, SGYD, SGDD-ASAM
<b>2.2.</b> Number of models designed and implemented with NGOs	1			Kaos GL Anti-Discrimination Courses

3.	Institutionalization of the Fight against Violence and Harassment in Universities: CTS Units	9/10	
3.1.	Number of active CTS units in universities	2	Commission for Protection and Support against Sexual Harassment and Sexual Assault
3.2.	Clear and direct indication of the ways of applying to CTS units at universities	2	The Directive on the Commission for Protection and Support against Sexual Harassment and Sexual Assault, and the Ethics Committee website
3.3	A university-website with information on CTS units available	2	Ethics Committee website
3.4	Available content in CTS units on referral, assisting access to justice, providing psychological support, etc.	1	Directive on the Commission for Protection and Support against Sexual Harassment and Sexual Assault
3.5	Number of trainings and/or seminars delivered on harassment and mobbing issues, etc.	2	8 events
<b>SCORE</b>		<b>24/26</b>	

In the Hacettepe University Women's Problems Application and Research Center (HÜKSAM) the objectives of the center are merely linked with the place of women in society, yet, the word 'gender' is not used. On the other hand,<sup>39</sup> protecting fundamental rights and freedoms of individuals; making efforts for the expansion of rights and freedoms; and, not being discriminative over language, origin, color, bodily characteristics, gender, *sexual orientation*, political thought, faith, religion, sect and similar characteristics of people are listed in the ethical values and principles of the university.

An active Sexual Harassment and Sexual Assault Protection and Support Commission is available at Hacettepe University. The definition of harassment based on sexual orientation is explicitly included in the Directive for the Protection and Support Against Sexual Harassment and Sexual Assault Commission. Birim yönergesinde dikkat çeken olumlu noktalardan bir diğeri de de kurulda "erkek kurul üyesinin kadın kurul üye sayısını geçemeyeceği" ve sosyal bilimler ile tıp fakülteleri dışından kurula gelecek akademisyenlerin toplumsal cinsiyet alanında çalışan akademisyenlerden oluşacağı maddesidir.

Means of application to the unit are available on the legislation and commission members Ethics Committee website<sup>40</sup>, however, no content discerned on access to justice and psychological support other than the Directive for the Protection and Support Against Sexual Harassment and Sexual Assault Commission.

In case of a change in name, the Directive on the Issuance of Diplomas, Certificates, Temporary Graduation Document and Other Documents states that the documents shall be prepared upon

39 [https://www.hacettepe.edu.tr/hakkinda/etik\\_degerler](https://www.hacettepe.edu.tr/hakkinda/etik_degerler) (Last Accessed on 16.12.2021).

40 <http://www.etikkurul.hacettepe.edu.tr/cinseltacizsaldirikoromadestek/basvuru.php> (Last Accessed on 16.12.2021).

the student's request; should the diploma been prepared or delivered before, the changes shall be delivered with inscribed date and description on the back of the diploma.

Apart from non-governmental organizations that focus on LGBTI+ oriented studies, Hacettepe University conducted academic activities on gender in cooperation with United Nations Population Fund (UNFPA), United Nations High Commissioner for Refugees (UNHCR), German Institution for International Cooperation (GIZ), The London School of Hygiene & Tropical Medicine (LSHTM), Research for Health Systems Strengthening in North West of Syria (R4HSSS), Research for Health and Conflict Middle East (R4HC-MENA).

### **11.2. LGBTI+ Rights Scale**

A total of 114 members of Hacettepe University participated in the research, including 92 students, 4 academic staff, 1 administrative staff, 2 graduates before 2016 and 15 graduates after 2016. 19 questions listed in the Access to LGBTI+ Rights Scale were posed to 114 participants, and findings derived from analysing participants' responses to 5 point (1-5) likert-type questions are provided below. The findings shown below are derived through translating participant response averages into 100 value system.

Hacettepe University Access to LGBTI+ Rights Scale Scores

1	LGBTI+ rights are freely advocated in the university.	40,57	Organization and Advocacy	43,08
2	LGBTI+ rights related activities are freely carried out in the university.	33,99		
3	LGBTI+ themed activities are freely conducted in the university.	34,65		
4	LGBTI+ students at the university can gather to advocate LGBTI+ rights.	54,39		
5	LGBTI+ people can get organized in the context of student clubs at the university.	64,47		
6	Pride Marches are organized freely at the university.	21,27		
7	LGBTI+ people express themselves freely in student clubs.	52,19		
8	Classrooms are safe for LGBTI+ people.	50,44	Safe Space	46,13
9	Communal/shared spaces (i.e. cafeterias, canteens, libraries, study halls, laboratories, restaurants, sports facilities and other spheres of socialization) are safe for LGBTI+ people.	47,59		
10	Administrative buildings are safe for LGBTI+ people.	40,35		
11	The university administration has knowledge on LGBTI+ rights.	18,42	Perception and Attitude of The members of the University	21,67
12	The administrative staff has knowledge on LGBTI+ rights.	21,71		
13	University security staff has knowledge on LGBTI+ rights.	13,82		
14	The university administration pursues gender equality when communicating with students.	26,97		
15	Administrative staff pursues gender equality when communicating with students.	28,73		
16	University security staff pursues gender equality when communicating with students.	20,40		
17	Students has knowledge on LGBTI+ rights.	57,24	Peer Behaviour	59,21
18	Students pursue gender equality in inter-student communications.	56,36		
19	In friend circles, LGBTI+ issues are discussed in a positive atmosphere.	64,04		
			TOTAL	42,52

As seen in the above table, the calculated scores of responses provided by Hacettepe University members to the questions in the Access to LGBTI+ Rights Scale are as such: 43.08 to the 7 questions under Organization and Advocacy sub-scale; 46.13 to the 3 questions under Safe Area sub-scale about the university being safe for LGBTI+ people; 21.67 to the 6 questions under the Perception and Attitude of University Members sub-scale about the opinions and behaviour of university members towards LGBTI+ people; and 59.21 to the 3 questions under the Peer Behavior sub-scale that measure the attitude of peers towards LGBTI+ students. The total score for Hacettepe University's responses to the scale is calculated to be 42.52.

### 11.3. Discrimination against LGBTI+ People Scale

#### Hacettepe University Discrimination against LGBTI+ People Scale Scores

1	LGBTI+ people are not subjected to verbal violence in the university.	39.00	Violence	45,25		
2	LGBTI+ people are not subjected to physical violence in the university.	56,00				
3	LGBTI+ people are not subjected to psychological violence in the university.	32.75				
4	LGBTI+ people are not subjected to sexual harassment in the university.	53,50				
5	LGBTI+ people that are exposed to discrimination in the university can easily express it.	48.00	Academic Activities	53,75		
6	The lecturer (academician) pursues gender equality during classes.	53,75				
7	During classes, students pursue gender equality.	54,75				
8	The course contents are in line with gender equality.	50,50				
9	LGBTI+ people are not exposed to discrimination in the class.	54,50				
10	LGBTI+ people are not exposed to discrimination in extracurricular academic activities (seminars, workshops, studios, etc.).	54,75				
11	LGBTI+ people are treated equally when communicating with academic staff in the university.	54,75				
12	LGBTI+ people are treated equally when communicating with students in the university.	58,00				
13	LGBTI+ people are not subjected to discrimination in dormitories.	31.00	Accommodation	32.75	TOTAL	46,25
14	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory administration.	31,25				
15	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory staff.	31,50				
16	LGBTI+ people are treated equally in the dormitories when communicating with fellow students living in dorms.	37.00				

As seen in the above table, the calculated scores of responses provided by Hacettepe University members to the 4 questions under the Discrimination Against LGBTI+ People Scale, Discrimination: Violence sub-scale is 45.25; to the 8 questions under Discrimination: Academic activities sub-scale, which shows being subjected to discrimination during academic activities is 53.75; and to the 4 questions under Discrimination: Accommodation sub-scale which shows students being subjected to discrimination in dormitories is 32.75. The total score for Hacettepe University's responses to the scale is calculated to be 46.25.

## 12. Ankara University of Music and Fine Arts

### 12.1. Legislation, Curricula, Policy, Stakeholder Analysis

Data collection is done by monitoring gender equality in the context of LGBTI+ rights in universities; thus, the Regulations, Directives, Principles and Procedures, Boards, Commissions, Coordination Offices, Research and Implementation Centers, Strategic Plans, Bologna Information Package, university mission, vision and core values, available at the Ankara University of Music and Fine Arts web site were examined thoroughly.

	INDICATOR	SCORES			Findings
		0	1	2	
Indicators for Discrimination Against LGBTI+ People in Universities	<b>1.</b>	<b>LGBTI+ Rights and Gender Equality in Academic Activities in Universities</b>			<b>1/10</b>
	1.1.	The number of compulsory courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	0		
	1.2.	The number of elective courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	1		1 elective courses having a keyword in the course title (human rights)
	1.3.	Academic activities on gender equality in the context of LGBTI+ rights in universities	0		
	1.4.	Number of gender and women's studies departments in universities	0		
	1.5.	Number of gender and women's studies centers in universities	0		
	<b>2.</b>	<b>Campus Climate for LGBTI+ People</b>			<b>1/10</b>
	2.1.	Number of LGBTI+ solidarity/research clubs in universities	0		
	2.2.	The status of the LGBTI+ Community in universities (official/unofficial/in the process of officialisation)	0		
	2.3.	The number of activities specific to LGBTI+ people in universities	0		
	2.4.	Number of Pride Week/Month events on campuses	0		
	2.5.	Number of March 8th (International Women's Day) events on campuses	1		4 events
	<b>3.</b>	<b>LGBTI+ phobic and gendered stereotypes in universities</b>			<b>0/8</b>
	3.1.	Number of campaigns and informative materials to promote gender awareness in the context of LGBTI+ rights	0		

3.2.	Number of trainings and seminars on gender equality in the context of LGBTI+ rights tailored for and delivered to university members, especially the academic staff and the administrative board	0	
3.3	Number of declarations in accordance with gender equality in the context of LGBTI+ rights in the statements available on university websites	0	
3.4	Number of reports on gender equality to be examined in the context of LGBTI+ rights published by universities	0	
<b>SCORE:</b>			<b>2/28</b>

Merely March 8th events as well as 1 elective course having a keyword in the title were identified via the Ankara University of Music and Fine Arts website; however, no content on gender equality in the context of LGBTI+ rights was found. There is no Academic Data Management System in the University. No studies discerned in the YÖK THESIS center database in the scope of this research.

<i>INDICATOR</i>	<i>SCORES</i>			<i>Findings</i>
	0	1	2	
<b>1. Gender Equality in the Context of LGBTI+ Rights in University Legislation, Directives and Policy Papers</b>				<b>3/12</b>
1.1. Number of regulations and directives referring to / cite from CEDAW and Istanbul Convention	0			
1.2. Number of references/citings to concepts such as “gender” and “sexual orientation”, “gender identity” in Legislation, Directives and Policy papers	0			
1.3. Number of regulations, directives and policies referring to the Sustainable Development Goals, 5th objective	0			
1.4. Number of regulations supporting gender equality	0			
1.5. Number of anti-discrimination policies of universities on gender, gender identity and sexual orientation	1			Ethical Guidelines, Directives for Student Clubs
1.6. A clear and direct indication of means to Change one’s Name Change on Diploma/ Graduation Certificates	2			Graduation and Diploma Directive
<b>2. Universities’ activities and collaboration with NGOs to draw attention to TCE</b>				<b>0/4</b>



2.1.	Number of campaigns, joint work, activities, collaborations with NGOs as well as the number of diversity (diversity of institutions, diversity of partnerships) in the context of the TCE here	0	
2.2.	Number of models designed and implemented with NGOs	0	
3.	<b>Institutionalization of the Fight against Violence and Harassment in Universities: CTS Units</b>		<b>0/10</b>
3.1.	Number of active CTS units in universities	0	
3.2.	Clear and direct indication of the ways of applying to CTS units at universities	0	
3.3.	A university-website with information on CTS units available	0	
3.4.	Available content in CTS units on referral, assisting access to justice, providing psychological support, etc.	0	
3.5.	Number of trainings and/or seminars delivered on harassment and mobbing issues, etc.	0	
<b>SCORE:</b>		<b>3/26</b>	

<sup>41</sup>The Ethical Codes listed in the Ethical Guidelines of the University states “*adhering to human dignity and respecting human rights; and, being against any language, nationality, ethnicity, race, colour, gender, political opinion, philosophical belief, religion, sect, etc. based discrimination*”. In addition to the ethical codes, the clause of discrimination is extended to the scientific or artistic activities of the university, the scientific work of students (thesis/project/seminar, October, etc.), evaluation of scientific researches (editorial, publication refereeing, jury membership), as well. The Student Clubs Directive states that no “*religion, language, race, ethnicity, nationality, gender, sexual identity, sexual orientation, etc. based discrimination*” is tolerated in the activities carried out by the student clubs.

In case of a change in name, the Directive on Graduation and Diploma of Ankara University of Music and Fine Arts states that <sup>42</sup> the documents shall be prepared upon the student’s request; should the diploma been prepared or delivered before, the changes shall be delivered with inscribed date and description on the back of the diploma.

<sup>41</sup> Ankara University of Music and Fine Arts (2021). Ethical Guidelines.

<sup>42</sup> Ankara University of Music and Fine Arts Graduation and Diploma Directive.

## 13. Middle East Technical University

### 13.1. Legislation, Curricula, Policy, Stakeholder Analysis

Data collection is done by monitoring gender equality in the context of LGBTI+ rights in universities; thus, the Coordination Offices, Head Offices, Regulations, Directives, Principles and Procedures, Guidelines, Strategic Plans, Activity Reports, academic data management system (AVESIS), Curricula, university mission, vision and core values available at the Middle East Technical University web site were examined thoroughly.

<i>INDICATOR</i>	<i>SCORES</i>			<i>Findings</i>
	0	1	2	
<b>1. LGBTI+ Rights and Gender Equality in Academic Activities in Universities</b>				<b>8/10</b>
<b>1.1.</b> The number of compulsory courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	2			A total of 32 elective and compulsory courses having a keyword in the title
<b>1.2.</b> The number of elective courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	2			A total of 32 elective and compulsory courses having a keyword in the title
<b>1.3.</b> Academic activities on gender equality in the context of LGBTI+ rights in universities	2			over 100 academic publications
<b>1.4.</b> Number of gender and women's studies departments in universities	2			Department of Gender and Women's Studies
<b>1.5.</b> Number of gender and women's studies centers in universities	0			
<b>2. Campus Climate for LGBTI+ People</b>				<b>9/10</b>
<b>2.1.</b> Number of LGBTI+ solidarity/research clubs in universities	2			METU LGBTIQAA+ Solidarity
<b>2.2.</b> The status of the LGBTI+ Community in universities (official/unofficial/in the process of officialisation)	1			An official student club application has been submitted.
<b>2.3.</b> The number of activities specific to LGBTI+ people in universities	2			57 events
<b>2.4.</b> Number of Pride Week/Month events on campuses	2			18 events
<b>2.5.</b> Number of March 8th (International Women's Day) events on campuses	2			28 events
<b>3. LGBTI+ phobic and gendered stereotypes in universities</b>				<b>4/8</b>
<b>3.1.</b> Number of campaigns and informative materials to promote gender awareness in the context of LGBTI+ rights	2			1 event (UN Unite to End Violence against Women Campaign 2016), Gender Equality Action Plan

3.2.	Number of trainings and seminars on gender equality in the context of LGBTI+ rights tailored for and delivered to university members, especially the academic staff and the administrative board	0	
3.3	Number of declarations in accordance with gender equality in the context of LGBTI+ rights in the statements available on university websites	0	
3.4	Number of reports on gender equality to be examined in the context of LGBTI+ rights published by universities	2	Gender Equality Action Plan (2021)
<b>SCORE:</b>		<b>21/28</b>	

There is a Gender and Women’s Studies Master’s Program and a student club called METU LGBTIQAA+ Solidarity available at Middle East Technical University.

A total of 32 elective and compulsory courses with a keyword in the title are available in the university curriculum. 17 of which have the keyword gender, 1 has queer, 9 have women in their title. All 32 courses selected in the curriculum review being LGBTI+ inclusive, 13 of them are delivered by Sociology, 6 by Gender and Women’s Studies.

The vast majority of LGBTI+ oriented and inclusive events at the university have been organized by METU LGBTIQAA+ Solidarity, METU March 8th Initiative, and the Department of Gender and Women’s Studies.

Middle East Technical University has produced the Gender Equality Action Plan in 2021, to analyze the current situation on gender equality and make improvements, respectively.

<i>INDICATOR</i>	<i>SCORES</i>			<i>Findings</i>
	0	1	2	
<b>1.</b>	<b>Gender Equality in the Context of LGBTI+ Rights in University Legislation, Directives and Policy Papers</b>			<b>8/12</b>
1.1.	Number of regulations and directives referring to / cite from CEDAW and Istanbul Convention	2		“Gender Equality Principles and Strategy Document”, “Directive for the Unit for Supporting Gender Equality and Preventing Sexual Harassment”
1.2.	Number of references/citings to concepts such as “gender” and “sexual orientation”, “gender identity” in Legislation, Directives and Policy papers	2		5 documents
1.3.	Number of regulations, directives and policies referring to the Sustainable Development Goals, 5th objective	0		
1.4.	Number of regulations supporting gender equality	2		5 documents

1.5.	Number of anti-discrimination policies of universities on gender, gender identity and sexual orientation	2	5 documents
1.6.	A clear and direct indication of means to Change one's Name Change on Diploma/ Graduation Certificates	0	
<b>2.</b>	<b>Universities' activities and collaboration with NGOs to draw attention to TCE</b>		<b>2/4</b>
2.1.	Number of campaigns, joint work, activities, collaborations with NGOs as well as the number of diversity (diversity of institutions, diversity of partnerships) in the context of the TCE here	1	16-days of activism program implemented in the framework of UN, Unite to End Violence against Women Campaign
2.2.	Number of models designed and implemented with NGOs	1	Kaos GL Anti-Discrimination Courses
<b>3.</b>	<b>Institutionalization of the Fight against Violence and Harassment in Universities: CTS Units</b>		<b>9/10</b>
3.1.	Number of active CTS units in universities	2	Promotion of Gender Equality and Sexual Harassment Prevention Unit
3.2.	Clear and direct indication of the ways of applying to CTS units at universities	2	Directive and website of the unit
3.3.	A university-website with information on CTS units available	2	<a href="https://citob.metu.edu.tr">https://citob.metu.edu.tr</a>
3.4.	Available content in CTS units on referral, assisting access to justice, providing psychological support, etc.	2	"Promotion of Gender Equality and Sexual Harassment Prevention Unit Directive" and website
3.5.	Number of trainings and/or seminars delivered on harassment and mobbing issues, etc.	1	2 events / UN Unite to End Violence against Women Campaign Events (2016), Fighting Digital Violence: Thinking through the CITÖB (Unit for Prevention of Sexual Harassment) Experience (2021)
<b>SCORE:</b>		<b>19/26</b>	

"Gender Equality Principles and Strategy Document"<sup>43</sup>, "Directive for the Unit for Promoting Gender Equality and Preventing Sexual Harassment"<sup>44</sup>, "EGERA Gender Responsive

43 METU Gender Equality Principles and Strategies Document, Senate decision dated 24.05.2016 and numbered 2016/4-5.

44 METU Gender Equality Support and Sexual Harassment Prevention Unit Directive Senate decision numbered 2016/4-6 dated 24.05.2016.

Governance”<sup>45</sup>, “EGERA Gender Sensitive Communication”<sup>46</sup> documents that adhere to gender equality are available at Middle East Technical University. In line with the thematic subject, the core values of the university<sup>47</sup> include adhering to rights and freedoms; differences considered to be richness; “*Respect for People*”–with emphasis on the universal anti-discrimination approach and egalitarian approach; and, “*Solidarity Individuality*”–with emphasis on a fighting attitude with a libertarian approach

The units in the university include Gender Equality and Sexual Harassment Prevention Unit. The directive of the unit, gender equality attitude policy documents, how to apply to the unit and comprehensive content about the process were shared on the comprehensive unit website.

A 16-day activism program was implemented in the framework of UN, Unite to End Violence against Women Campaign by METU Department of Gender and Women’s Studies. Various activities involving the students were carried out this program, in the context of violence against women, child abuse and gender norms.

### 13.2. LGBTI+ Rights Scale

A total of 71 METU University members participated in the research, including 54 students, 5 academic staff, 1 graduates before 2016, 11 graduates after 2016. 19 questions listed in the LGBTI+ Rights Access Scale were posed to a total of 71 participants, and findings derived from analysing participants’ responses to 5 point (1-5) likert-type questions are provided below. The findings shown below are derived through translating participant response averages into 100 value system.

Middle East Technical University Access to LGBTI+ Rights Scale Scores

45 EGERA Gender Sensitive Governance 29.12.2016, Ankara.

46 EGERA Gender Sensitive Communication 23.12.2015, Ankara.

47 <https://www.metu.edu.tr/tr/etik-ilkeler-temel-degerler> (Last Accessed on 16.12.2021).

1	LGBTI+ rights are freely advocated in the university.	59,86	Organization and Advocacy	49,60	TOTAL	45,44
2	LGBTI+ rights related activities are freely carried out in the university.	38,73				
3	LGBTI+ themed activities are freely conducted in the university.	40,49				
4	LGBTI+ students at the university can gather to advocate LGBTI+ rights.	66,90				
5	LGBTI+ people can get organized in the context of student clubs at the university.	55,64				
6	Pride Marches are organized freely at the university.	25,71				
7	LGBTI+ people express themselves freely in student clubs.	59,86				
8	Classrooms are safe for LGBTI+ people.	57,75	Safe Space	52,11		
9	Communal/shared spaces (i.e. cafeterias, canteens, libraries, study halls, laboratories, restaurants, sports facilities and other spheres of socialization) are safe for LGBTI+ people.	58,45				
10	Administrative buildings are safe for LGBTI+ people.	40,14				
11	The university administration has knowledge on LGBTI+ rights.	16,90	Perception and Attitude of The members of the University	19,37		
12	The administrative staff has knowledge on LGBTI+ rights.	20,07				
13	University security staff has knowledge on LGBTI+ rights.	10,21				
14	The university administration pursues gender equality when communicating with students.	26,06				
15	Administrative staff pursues gender equality when communicating with students.	26,76				
16	University security staff pursues gender equality when communicating with students.	16,20				
17	Students has knowledge on LGBTI+ rights.	60,56	Peer Behaviour	60,68		
18	Students pursue gender equality in inter-student communications.	57,04				
19	In friend circles, LGBTI+ issues are discussed in a positive atmosphere.	64,44				

As seen in the above table, the calculated scores of responses provided by Middle East Technical University members to the questions in the Access to LGBTI+ Rights Scale are as such: 49.60 to the 7 questions under Organization and Advocacy sub-scale; 52.11 to the 3 questions under Safe Area sub-scale about the university being safe for LGBTI+ people; 19.37 to the 6 questions under the Perception and Attitude of University Members sub-scale about the opinions and behaviour of university members towards LGBTI+ people; and 60.68 to the 3 questions under the Peer Behavior sub-scale that measure the attitude of peers towards LGBTI+ students. The total score for Middle East Technical University's responses to the scale is calculated to be 45,44.

### 13.3. Discrimination against LGBTI+ People Scale

Middle East Technical University Discrimination against LGBTI+ People Scale Scores

1	LGBTI+ people are not subjected to verbal violence in the university.	46,75	Violence	50,50
2	LGBTI+ people are not subjected to physical violence in the university.	66,00		
3	LGBTI+ people are not subjected to psychological violence in the university.	35,75		
4	LGBTI+ people are not subjected to sexual harassment in the university.	53,00		
5	LGBTI+ people that are exposed to discrimination in the university can easily express it.	58,75	Academic Activities	56,75
6	The lecturer (academician) pursues gender equality during classes.	55,50		
7	During classes, students pursue gender equality.	60,50		
8	The course contents are in line with gender equality.	50,25		
9	LGBTI+ people are not exposed to discrimination in the class.	51,75		
10	LGBTI+ people are not exposed to discrimination in extracurricular academic activities (seminars, workshops, studios, etc.).	55,75		
11	LGBTI+ people are treated equally when communicating with academic staff in the university.	55,75		
12	LGBTI+ people are treated equally when communicating with students in the university.	66,00		
13	LGBTI+ people are not subjected to discrimination in dormitories.	30,50	Accommodation	35,00
14	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory administration.	30,75		
15	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory staff.	31,25		
16	LGBTI+ people are treated equally in the dormitories when communicating with fellow students living in dorms.	47,00		
			TOTAL	49,75

As seen in the above table, the calculated scores of responses provided by Middle East Technical University members to the 4 questions under the Discrimination Against LGBTI+ People Scale, Discrimination: Violence sub-scale is 50.50; to the 8 questions under Discrimination: Academic activities sub-scale, which shows being subjected to discrimination during academic activities is 56.75; and to the 4 questions under Discrimination: Accommodation sub-scale which shows students being subjected to discrimination in dormitories is 35.00. The total score for Middle East Technical University's responses to the scale is calculated to be 49,75.

## 14. Boğaziçi University

### 14.1. Legislation, Curricula, Policy, Stakeholder Analysis

Data collection is done by monitoring gender equality in the context of LGBTI+ rights in universities; thus, the Boards, Commissions, Coordination offices, Units, Regulations, Directives, Management, Principles and procedures, Strategic Plans, Activity Reports, Research Centers, university mission, vision and core values as well as course registration system available at the Boğaziçi University web site were examined thoroughly.

	<i>INDICATOR</i>	<i>SCORES</i>			<i>Findings</i>
		0	1	2	
<b>Indicators for Discrimination Against LGBTI+ People in Universities</b>	<b>1. LGBTI+ Rights and Gender Equality in Academic Activities in Universities</b>				<b>7/10</b>
	1.1. The number of compulsory courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	2			A total of 55 elective and compulsory courses having a keyword in the title
	1.2. The number of elective courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	2			A total of 55 elective and compulsory courses having a keyword in the title
	1.3. Academic activities on gender equality in the context of LGBTI+ rights in universities	2			over 100 academic publications
	1.4. Number of gender and women's studies departments in universities	0			
	1.5. Number of gender and women's studies centers in universities	1			
	<b>2. Campus Climate for LGBTI+ People</b>				<b>8/10</b>
	2.1. Number of LGBTI+ solidarity/research clubs in universities	2			Boğaziçi University LGBTI+ Studies Club (BÜLGBTI+)
	2.2. The status of the LGBTI+ Community in universities (official/unofficial/in the process of officialisation)	0			
	2.3. The number of activities specific to LGBTI+ people in universities	2			105 events
	2.4. Number of Pride Week/Month events on campuses	2			5 Pride week
	2.5. Number of March 8th (International Women's Day) events on campuses	2			9 events
	<b>3. LGBTI+ phobic and gendered stereotypes in universities</b>				<b>3/8</b>
	3.1. Number of campaigns and informative materials to promote gender awareness in the context of LGBTI+ rights	1			Core Principles and Strategies in Gender Equality



3.2.	Number of trainings and seminars on gender equality in the context of LGBTI+ rights tailored for and delivered to university members, especially the academic staff and the administrative board	0	
3.3	Number of declarations in accordance with gender equality in the context of LGBTI+ rights in the statements available on university websites	0	
3.4	Number of reports on gender equality to be examined in the context of LGBTI+ rights published by universities	2	Sexual Harassment Prevention Coordination Office Report (2016-2020), Fundamental Principles and Strategies in Gender Equality
<b>SCORE:</b>		<b>18/28</b>	

Although no KAM is available under Boğaziçi University research centers, still, studies oriented at SKH 5: Gender, SKH 11: Mitigation of Inequalities and SKH 16: Peace and Justice<sup>48</sup> are being implemented by the centers under Sustainable Development and Clean Production Implementation and Research Center. Similarly anti-discrimination and gender studies are carried out in Social Policy Forum Implementation and Research Center. Boğaziçi University LGBTI+ Studies Club (BÜLGBTI+) is an unofficial LGBTI+ social club in the University<sup>49</sup>.

The course registration system of the university was reviewed, however, information on whether the courses are elective or compulsory could not be reached. Thus, 55 courses having any of the keywords in the course title were identified to be LGBTI+ inclusive in terms of gender equality. 28 of the courses have ‘gender’, 6 have ‘inequality’, 11 have ‘human rights’, 1 has ‘sexuality’, 3 have ‘feminism’ and 6 have ‘civil society’ in the course title. Besides, among those courses with syllabus made available by the departments and programs, 13 courses are identified, to not have the keyword in their title, but have topics and resources on these keywords in the curricula. These course deliveries focus on queer issues for 12 weeks, on gender for 12 weeks, on body for 6 weeks, on feminism for 2 weeks, on inequality for 8 weeks, and on LGBTI+ for 1 week.

In the YÖK THESIS center database, 83 graduate thesis studies with an LGBTI+ and queer focus were accessed. There is no Academic Data Management System in the University.

48 <https://arastirma.boun.edu.tr/uygulama-ve-arastirma-merkezleri-uygar> (Last Accessed on 27.01.2022).

49 UniKuir Association, University LGBTI+ Student Clubs Annual Report 2021.

Access to LGBTI+ Rights in Universities Indicators	INDICATOR	SCORES			Findings
		0	1	2	
<b>1.</b>	<b>Gender Equality in the Context of LGBTI+ Rights in University Legislation, Directives and Policy Papers</b>				<b>8/12</b>
<b>1.1.</b>	Number of regulations and directives referring to / cite from CEDAW and Istanbul Convention	0			
<b>1.2.</b>	Number of references/citings to concepts such as “gender” and “sexual orientation”, “gender identity” in Legislation, Directives and Policy papers	2			Boğaziçi University Dormitory Regulations, Ethical Principles, Boğaziçi University Guide to Protect and Protection from Harassment, Fundamental Principles and Strategies in Gender Equality
<b>1.3.</b>	Number of regulations, directives and policies referring to the Sustainable Development Goals, 5th objective	2			Sustainable Development and Clean Production Implementation and Research Center
<b>1.4.</b>	Number of regulations supporting gender equality	2			Social Policy Forum Implementation and Research Center Regulation
<b>1.5.</b>	Number of anti-discrimination policies of universities on gender, gender identity and sexual orientation	2			Core Values, Social Solidarity Unit, University Life Ethics Committee, Student Rights and Responsibilities, Ethical Principles, Fundamental Principles and Strategies in Gender Equality
<b>1.6.</b>	A clear and direct indication of means to Change one’s Name Change on Diploma/ Graduation Certificates	0			
<b>2.</b>	<b>Universities’ activities and collaboration with NGOs to draw attention to TCE</b>				<b>1/4</b>
<b>2.1.</b>	Number of campaigns, joint work, activities, collaborations with NGOs as well as the number of diversity (diversity of institutions, diversity of partnerships) in the context of the TCE here	1			Interuniversity Communication Network Against Sexual Harassment and Assault
<b>2.2.</b>	Number of models designed and implemented with NGOs	0			
<b>3.</b>	<b>Institutionalization of the Fight against Violence and Harassment in Universities: CTS Units</b>				<b>10/10</b>
<b>3.1.</b>	Number of active CTS units in universities	2			Sexual Harassment Prevention Coordination Office

3.2.	Clear and direct indication of the ways of applying to CTS units at universities	2	Information is provided on the website.
3.3	A university-website with information on CTS units available	2	<a href="https://citok.boun.edu.tr">https://citok.boun.edu.tr</a>
3.4	Available content in CTS units on referral, assisting access to justice, providing psychological support, etc.	2	“Guide to Protect and Protection from Harassment”, CİTÖK website
3.5	Number of trainings and/or seminars delivered on harassment and mobbing issues, etc.	2	1 training, 10 activities
<b>SCORE:</b>		<b>19/26</b>	

Respect for fundamental rights and freedoms of individuals;<sup>50</sup> no discrimination based on; language, origin, color, physical characteristics, gender, sexual orientation, political thought, faith, religion, sect and similar characteristics of people are stated among the university ethical principles. Additionally, one of the objectives of Boğaziçi University Social Solidarity<sup>51</sup> unit is identified as fighting against discrimination and harassment.

“The spiritual and the physical integrity of people, verbal, physical, or communication tools through various visuals to their sexuality, gender, gender identity, sexual orientation, acting in a manner that contains or does not contain the target use of the power of expression” is indicated in Boğaziçi University Dormitory Regulations<sup>52</sup> “under the subject “Dismissal from the Dorm”

There is a Sexual Harassment Prevention Coordination office available at Boğaziçi University. A rich content including legislative documents, how to apply to the unit, the process and fighting against harassment are presented on the comprehensive website of the unit. Thus, principles against discrimination and harassment are also available among the ethical principles determined in the scope of the University Life Ethics Committee and the Student Ethics Committee, which are among the ethical committees of the university. Additionally<sup>53</sup> one of the objectives of Boğaziçi University Social Solidarity unit is identified to be fighting against discrimination and harassment.

Boğaziçi University also developed cooperation and carried out joint studies in the field of gender equality with UN SDSN Turkey and UN Women Unit, apart from non-governmental organizations. Additionally, although information about cooperation with non-governmental organizations with LGBTI+ focus has not been discerned, it is identified that Gender Equality, which is one of the 17 articles included among the Sustainable Development Goals of the United Nations, is supported in the scope of the Gender Equality project implemented by Boğaziçi University Lifelong Learning Center (BÜYEM); thus, all stakeholders to called on take respective action. Training deliveries are provided in the scope of this BÜYEM project. Education topics are: basic information about Gender and Gender Equality; understanding Gender Inequality; Normative Frameworks for gender equality; gender equality, women’s labour and employment; Sectoral gender equality and women’s empowerment; creating gender equality friendly workplaces; women’s Entrepreneurship Programs. However, the information accessible from the website does

50 [http://www.boun.edu.tr/tr-TR/Content/Genel/Etik\\_Ilkeler](http://www.boun.edu.tr/tr-TR/Content/Genel/Etik_Ilkeler) (Last Accessed on 27.01.2022).

51 <https://toplumsaldayanisma.boun.edu.tr/content/hedefler> (Last Accessed on 27.01.2022).

52 Boğaziçi University Dormitory Regulations Official Gazette dated 20.09.2007 and numbered 26649.

53 <https://toplumsaldayanisma.boun.edu.tr/content/hedefler> (Last Accessed on 27.01.2022).

not involve whether or not these trainings cover university components (internal stakeholders); nor can information on the LGBTI+ inclusiveness of these trainings be accessed<sup>54</sup>.

### 14.2. LGBTI+ Rights Scale

A total of 86 Boğaziçi University members participated in the research, including 58 students, 6 academic staff, 5 graduates before 2016, 15 graduates after 2016 and 1 other university member. 19 questions listed in the Access to LGBTI+ Rights Scale were posed to 86 participants, and findings derived from analysing participants' responses to 5 point (1-5) likert-type questions are provided below. The findings shown below are derived through translating participant response averages into 100 value system.

Boğaziçi University Access to LGBTI+ Rights Scale Scores

<sup>54</sup> <http://www.kss.boun.edu.tr/?project=toplumsal-cinsiyet-esitligi> (Last Accessed on 03.04.2022).

1	LGBTI+ rights are freely advocated in the university.	64,83	Organization and Advocacy	56,48
2	LGBTI+ rights related activities are freely carried out in the university.	38,66		
3	LGBTI+ themed activities are freely conducted in the university.	42,73		
4	LGBTI+ students at the university can gather to advocate LGBTI+ rights.	73,84		
5	LGBTI+ people can get organized in the context of student clubs at the university.	60,76		
6	Pride Marches are organized freely at the university.	42,73		
7	LGBTI+ people express themselves freely in student clubs.	71,80		
8	Classrooms are safe for LGBTI+ people.	65,70	Safe Space	60,85
9	Communal/shared spaces (i.e. cafeterias, canteens, libraries, study halls, laboratories, restaurants, sports facilities and other spheres of socialization) are safe for LGBTI+ people.	69,19		
10	Administrative buildings are safe for LGBTI+ people.	47,68		
11	The university administration has knowledge on LGBTI+ rights.	24,71	Perception and Attitude of The members of the University	26,60
12	The administrative staff has knowledge on LGBTI+ rights.	35,76		
13	University security staff has knowledge on LGBTI+ rights.	15,12		
14	The university administration pursues gender equality when communicating with students.	29,36		
15	Administrative staff pursues gender equality when communicating with students.	38,08		
16	University security staff pursues gender equality when communicating with students.	16,57		
17	Students has knowledge on LGBTI+ rights.	80,52	Peer Behaviour	78,97
18	Students pursue gender equality in inter-student communications.	77,04		
19	In friend circles, LGBTI+ issues are discussed in a positive atmosphere.	79,36		
<b>TOTAL</b>				<b>55,73</b>

As seen in the above table, the calculated scores of responses provided by Boğaziçi University members to the questions in the Access to LGBTI+ Rights Scale are as such: 56.48 to the 7 questions under Organization and Advocacy sub-scale; 60.85 to the 3 questions under Safe Area sub-scale about the university being safe for LGBTI+ people; 26.60 to the 6 questions under the Perception and Attitude of University Members sub-scale about the opinions and behaviour of university members towards LGBTI+ people; and 78.97 to the 3 questions under the Peer Behavior sub-scale that measure the attitude of peers towards LGBTI+ students. The total score for Boğaziçi University's responses to the scale is calculated to be 55,73.

### 14.3. Discrimination against LGBTI+ People Scale

#### Boğaziçi University Discrimination against LGBTI+ People Scale Scores

1	LGBTI+ people are not subjected to verbal violence in the university.	47,50	Violence	50,75	TOTAL	60,25
2	LGBTI+ people are not subjected to physical violence in the university.	59,25				
3	LGBTI+ people are not subjected to psychological violence in the university.	42,50				
4	LGBTI+ people are not subjected to sexual harassment in the university.	53,25				
5	LGBTI+ people that are exposed to discrimination in the university can easily express it.	47,25	Academic Activities	73,50		
6	The lecturer (academician) pursues gender equality during classes.	75,25				
7	During classes, students pursue gender equality.	77,50				
8	The course contents are in line with gender equality.	74,25				
9	LGBTI+ people are not exposed to discrimination in the class.	70,00				
10	LGBTI+ people are not exposed to discrimination in extracurricular academic activities (seminars, workshops, studios, etc.).	67,00				
11	LGBTI+ people are treated equally when communicating with academic staff in the university.	74,25				
12	LGBTI+ people are treated equally when communicating with students in the university.	78,25				
13	LGBTI+ people are not subjected to discrimination in dormitories.	37,75	Accommodation	43,00		
14	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory administration.	40,25				
15	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory staff.	40,25				
16	LGBTI+ people are treated equally in the dormitories when communicating with fellow students living in dorms.	54,00				

As seen in the above table, the calculated scores of responses provided by Boğaziçi University members to the 4 questions under the Discrimination Against LGBTI+ People Scale, Discrimination: Violence sub-scale is 50.75; to the 8 questions under Discrimination: Academic activities sub-scale, which shows being subjected to discrimination during academic activities is 73.50; and to the 4 questions under Discrimination: Accommodation sub-scale which shows students being subjected to discrimination in dormitories is 43.50. The total score for Boğaziçi University's responses to the scale is calculated to be 60,25.

## 15. Galatasaray University

### 15.1. Legislation, Curricula, Policy, Stakeholder Analysis

Data collection is done by monitoring gender equality in the context of LGBTI+ rights in universities; thus, the Units, Coordination Offices, Boards, Commissions, Research and Implementation Centers, Strategic Plans, Activity Reports, academic data management system (AVESIS), Curricula as well as university mission, vision and core values available at the Galatasaray University web site were examined thoroughly.

	INDICATOR	SCORES			Findings
		0	1	2	
Indicators for Discrimination Against LGBTI+ People in Universities	<b>1.</b>	<b>LGBTI+ Rights and Gender Equality in Academic Activities in Universities</b>			<b>7/10</b>
	1.1.	The number of compulsory courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	1		Two (2) compulsory courses having a keyword in the course title
	1.2.	The number of elective courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	2		17 elective courses having a keyword in the course title
	1.3.	Academic activities on gender equality in the context of LGBTI+ rights in universities	2		over 100 academic publications, Social Research Center activities
	1.4.	Number of gender and women’s studies departments in universities	0		
	1.5.	Number of gender and women’s studies centers in universities	2		Center for Social Research
	<b>2.</b>	<b>Campus Climate for LGBTI+ People</b>			<b>8/10</b>
	2.1.	Number of LGBTI+ solidarity/research clubs in universities	2		Galatasaray University LGBTI+ and Queer Studies Club (Lion Queer)
	2.2.	The status of the LGBTI+ Community in universities (official/unofficial/in the process of officialisation)	2		Official club
	2.3.	The number of activities specific to LGBTI+ people in universities	2		9 events
	2.4.	Number of Pride Week/Month events on campuses	0		
	2.5.	Number of March 8th (International Women’s Day) events on campuses	2		10 events
	<b>3.</b>	<b>LGBTI+ phobic and gendered stereotypes in universities</b>			<b>1 / 8</b>
	3.1.	Number of campaigns and informative materials to promote gender awareness in the context of LGBTI+ rights	1		Gender Equality Certificate Program

3.2.	Number of trainings and seminars on gender equality in the context of LGBTI+ rights tailored for and delivered to university members, especially the academic staff and the administrative board	0	
3.3	Number of declarations in accordance with gender equality in the context of LGBTI+ rights in the statements available on university websites	0	
3.4	Number of reports on gender equality to be examined in the context of LGBTI+ rights published by universities	0	
<b>SCORE</b>		<b>16/28</b>	

In Galatasaray University, a center called Social Research Center that conducts practices on the respective thematic area is available. Galatasaray University LGBTI+ and Queer Studies Club (Lion Queer) is an official university club.

Although the 17 elective and 2 compulsory courses provided in Galatasaray University may—in total—seem less compared to other universities, still, the gender equality perspective adopted in these courses covers LGBTI+ people and the distribution of courses between departments is diverse. In that respect, 2 compulsory courses have ‘human rights’; out of 17 elective courses 2 of them have ‘sexual/sexuality’, 8 of them have ‘gender’, 1 of them has ‘Woman’, 1 of them has ‘Body’, 2 of them have ‘feminist’, 2 of them have ‘human rights’, and 1 of them has ‘civil society’ keyword in the course title.

40 out of 64 academic publications focused on LGBTI+ are accessible via the Academic Data Management System (AVESIS), and 24 are accessible via YÖK THESIS center database through keyword scanning.

<i>Access to LGBTI+ Rights in Universities Indicators</i>	<i>INDICATOR</i>	<i>SCORES</i>			<i>Findings</i>
		0	1	2	
<b>1.</b>	<b>Gender Equality in the Context of LGBTI+ Rights in University Legislation, Directives and Policy Papers</b>				<b>5/12</b>
1.1.	Number of regulations and directives referring to / cite from CEDAW and Istanbul Convention	0			
1.2.	Number of references/citings to concepts such as “gender” and “sexual orientation”, “gender identity” in Legislation, Directives and Policy papers	2			Student Clubs Directive, Sexual Harassment and Assault Support Unit document, Center for Social Research
1.3.	Number of regulations, directives and policies referring to the Sustainable Development Goals, 5th objective	0			
1.4.	Number of regulations supporting gender equality	0			
1.5.	Number of anti-discrimination policies of universities on gender, gender identity and sexual orientation	2			Student Clubs Directive, Sexual Harassment and Assault Support Unit document



1.6.	A clear and direct indication of means to Change one's Name Change on Diploma/ Graduation Certificates	1	Directive on the Issuance of Temporary Graduation Certificate, Diploma and Other Documents
2.	<b>Universities' activities and collaboration with NGOs to draw attention to TCE</b>		<b>2/4</b>
2.1.	Number of campaigns, joint work, activities, collaborations with NGOs as well as the number of diversity (diversity of institutions, diversity of partnerships) in the context of the TCE here	2	TURKMSIC, Kaos GL
2.2.	Number of models designed and implemented with NGOs	0	
3.	<b>Institutionalization of the Fight against Violence and Harassment in Universities: CTS Units</b>		<b>6/10</b>
3.1.	Number of active CTS units in universities	2	Sexual Harassment and Assault Support Unit and Psychological Harassment (Mobbing) and Harassment Support Unit
3.2.	Clear and direct indication of the ways of applying to CTS units at universities	1	Sexual Harassment and Assault Support Unit document
3.3.	A university-website with information on CTS units available	1	
3.4.	Available content in CTS units on referral, assisting access to justice, providing psychological support, etc.	1	Sexual Harassment and Assault Support Unit document
3.5.	Number of trainings and/or seminars delivered on harassment and mobbing issues, etc.	1	3 events
<b>SCORE</b>		<b>13/26</b>	

In Galatasaray University, the regulations, directives and guidelines related to the respective thematic area are reviewed and no regulations supporting gender equality are rendered. Nonetheless, the reviewed documents contain the article "discrimination against gender, gender identity and sexual orientation".

Galatasaray University Sexual Harassment and Assault Support Unit does not have a website. This document is accessible via the CTD Tab on the Social Research Center's website, and contains brief information on how to make an application, definitions, and how the unit operates. One of the positive points to be highlighted regarding the unit directive is that the board members consist of academicians and students working on gender.

Directive on the Issuance of Temporary Graduation Certificates, Diplomas and Other Documents of Galatasaray University suggests that should the diploma of students to have their names changed by a court decision has not yet been issued, the diploma shall be issued with the

new information in accordance with the request of the person concerned; still, no further description regarding graduates' requests has been discerned.

3 events were held in the university, titled; #SusmaBitsin Discussions on Harassment, Violence, Mobbing and Fighting—on harrassment, mobbing and violence (2020); Discussions on Safe Relationships with CŞMD (2020); Conference on Fighting with Violence and Discrimination Against Women (2022).

### **15.2. LGBTI+ Rights Scale**

A total of 31 members of Galatasaray University participated in the research, including 19 students, 4 academic staff, 1 administrative staff, 3 graduates before 2016 and 4 graduates after 2016. 19 questions listed in the Access to LGBTI+ Rights Scale were posed to 31 participants, and findings derived from analysing participants' responses to 5 point (1-5) likert-type questions are provided below. The findings shown below are derived through translating participant response averages into 100 value system.

Galatasaray University Access to LGBTI+ Rights Scale Scores

1	LGBTI+ rights are freely advocated in the university.	66,94	Organization and Advocacy	59,68
2	LGBTI+ rights related activities are freely carried out in the university.	54,84		
3	LGBTI+ themed activities are freely conducted in the university.	55,65		
4	LGBTI+ students at the university can gather to advocate LGBTI+ rights.	70,97		
5	LGBTI+ people can get organized in the context of student clubs at the university.	71,78		
6	Pride Marches are organized freely at the university.	29,03		
7	LGBTI+ people express themselves freely in student clubs.	68,55		
8	Classrooms are safe for LGBTI+ people.	62,10	Safe Space	62,10
9	Communal/shared spaces (i.e. cafeterias, canteens, libraries, study halls, laboratories, restaurants, sports facilities and other spheres of socialization) are safe for LGBTI+ people.	64,52		
10	Administrative buildings are safe for LGBTI+ people.	59,68		
11	The university administration has knowledge on LGBTI+ rights.	29,84	Perception and Attitude of The members of the University	30,65
12	The administrative staff has knowledge on LGBTI+ rights.	25,81		
13	University security staff has knowledge on LGBTI+ rights.	20,16		
14	The university administration pursues gender equality when communicating with students.	36,29		
15	Administrative staff pursues gender equality when communicating with students.	37,90		
16	University security staff pursues gender equality when communicating with students.	33,87		
17	Students has knowledge on LGBTI+ rights.	67,74	Peer Behaviour	71,51
18	Students pursue gender equality in inter-student communications.	70,16		
19	In friend circles, LGBTI+ issues are discussed in a positive atmosphere.	76,61		
			TOTAL	55,98

As seen in the above table, the calculated scores of responses provided by Galatasaray University members to the questions in the Access to LGBTI+ Rights Scale are as such: 59.68 to the 7 questions under Organization and Advocacy sub-scale; 62.10 to the 3 questions under Safe Area sub-scale about the university being safe for LGBTI+ people; 30.75 to the 6 questions under the Perception and Attitude of University Members sub-scale about the opinions and behaviour of university members towards LGBTI+ people; and 71.51 to the 3 questions under the Peer Behavior sub-scale that measure the attitude of peers towards LGBTI+ students. The total score for Galatasaray University's responses to the scale is calculated to be 55,98.

### 15.3. Discrimination against LGBTI+ People Scale

#### Galatasaray University Discrimination against LGBTI+ People Scale Scores

1	LGBTI+ people are not subjected to verbal violence in the university.	56,25	Violence	61,00		
2	LGBTI+ people are not subjected to physical violence in the university.	76,50				
3	LGBTI+ people are not subjected to psychological violence in the university.	47,50				
4	LGBTI+ people are not subjected to sexual harassment in the university.	63,50				
5	LGBTI+ people that are exposed to discrimination in the university can easily express it.	72,50	Academic Activities	66,75		
6	The lecturer (academician) pursues gender equality during classes.	67,50				
7	During classes, students pursue gender equality.	66,75				
8	The course contents are in line with gender equality.	60,25				
9	LGBTI+ people are not exposed to discrimination in the class.	59,50				
10	LGBTI+ people are not exposed to discrimination in extracurricular academic activities (seminars, workshops, studios, etc.).	62,75				
11	LGBTI+ people are treated equally when communicating with academic staff in the university.	66,75				
12	LGBTI+ people are treated equally when communicating with students in the university.	77,25				
13	LGBTI+ people are not subjected to discrimination in dormitories.	39,50	Accommodation	39,50	TOTAL	58,50
14	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory administration.	37,75				
15	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory staff.	39,50				
16	LGBTI+ people are treated equally in the dormitories when communicating with fellow students living in dorms.	41,75				

As seen in the above table, the calculated scores of responses provided by Galatasaray University members to the 4 questions under the Discrimination Against LGBTI+ People Scale, Discrimination: Violence sub-scale is 61.00; to the 8 questions under Discrimination: Academic activities sub-scale, which shows being subjected to discrimination during academic activities is 66.75; and to the 4 questions under Discrimination: Accommodation sub-scale which shows students being subjected to discrimination in dormitories is 39.50. The total score for Galatasaray University's responses to the scale is calculated to be 58,50.

## 16. Istanbul Medeniyet University

### 16.1. Legislation, Curricula, Policy, Stakeholder Analysis

Data collection is done by monitoring gender equality in the context of LGBTI+ rights in universities; thus, the Units, Boards, Commissions, Coordination Offices, Research and Implementation Centers, academic data management system (AVESIS), Regulations, Directives, university mission and vision as well as curricula available at the Istanbul Medeniyet University website were examined thoroughly.

	INDICATOR	SCORES			Findings
		0	1	2	
Indicators for Discrimination Against LGBTI+ People in Universities	<b>1.</b>	<b>LGBTI+ Rights and Gender Equality in Academic Activities in Universities</b>			<b>2/10</b>
	1.1.	The number of compulsory courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	1		6 compulsory courses having a keyword in the course title
	1.2.	The number of elective courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	1		15 elective courses having a keyword in the course title
	1.3.	Academic activities on gender equality in the context of LGBTI+ rights in universities	0		2 academic publications
	1.4.	Number of gender and women's studies departments in universities	0		
	1.5.	Number of gender and women's studies centers in universities	0		
	<b>2.</b>	<b>Campus Climate for LGBTI+ People</b>			<b>1/10</b>
	2.1.	Number of LGBTI+ solidarity/research clubs in universities	0		
	2.2.	The status of the LGBTI+ Community in universities (official/unofficial/in the process of officialisation)	0		
	2.3.	The number of activities specific to LGBTI+ people in universities	0		
	2.4.	Number of Pride Week/Month events on campuses	0		
	2.5.	Number of March 8th (International Women's Day) events on campuses	1		2 events
	<b>3.</b>	<b>LGBTI+ phobic and gendered stereotypes in universities</b>			<b>0/8</b>
	3.1.	Number of campaigns and informative materials to promote gender awareness in the context of LGBTI+ rights	0		

<b>3.2.</b>	Number of trainings and seminars on gender equality in the context of LGBTI+ rights tailored for and delivered to university members, especially the academic staff and the administrative board	0	
<b>3.3</b>	Number of declarations in accordance with gender equality in the context of LGBTI+ rights in the statements available on university websites	0	
<b>3.4</b>	Number of reports on gender equality to be examined in the context of LGBTI+ rights published by universities	0	
<b>SCORE:</b>		<b>3/28</b>	

6 compulsory and 15 elective courses having keywords in the title were identified in Medeniyet University's course schedule and curricula. 1 of these courses is focuses on sexuality, and 3 of them are gender-oriented. Besides, no information indicating LGBTI+ inclusiveness of the syllabuses was discerned, and 2 academic publications with LGBTI+ focus were accessed via Academic Data Management System (AVESIS). No dissertations in the relevant scope were discerned in the YÖK THESIS center database.

Apart from the curricula available on the Medeniyet University website, no statement, events, policies and news reflecting the situation of LGBTI+ people and their rights, the inclusive gender approach and policies of the the university were rendered.

<i>INDICATOR</i>	<i>SCORES</i>			<i>Findings</i>
	<b>0</b>	<b>1</b>	<b>2</b>	
<b>1. Gender Equality in the Context of LGBTI+ Rights in University Legislation, Directives and Policy Papers</b>	<b>2/12</b>			
<b>1.1.</b> Number of regulations and directives referring to / cite from CEDAW and Istanbul Convention	0			
<b>1.2.</b> Number of references/citings to concepts such as "gender" and "sexual orientation", "gender identity" in Legislation, Directives and Policy papers	0			
<b>1.3.</b> Number of regulations, directives and policies referring to the Sustainable Development Goals, 5th objective	0			
<b>1.4.</b> Number of regulations supporting gender equality	0			
<b>1.5.</b> Number of anti-discrimination policies of universities on gender, gender identity and sexual orientation	0			
<b>1.6.</b> A clear and direct indication of means to Change one's Name Change on Diploma/ Graduation Certificates	2			The Directive on Diplomas and Other Documents showing Education Status of

<b>2.</b>	<b>Universities' activities and collaboration with NGOs to draw attention to TCE</b>	<b>0/4</b>
<b>2.1.</b>	Number of campaigns, joint work, activities, collaborations with NGOs as well as the number of diversity (diversity of institutions, diversity of partnerships) in the context of the TCE here	0
<b>2.2.</b>	Number of models designed and implemented with NGOs	0
<b>3.</b>	<b>Institutionalization of the Fight against Violence and Harassment in Universities: CTS Units</b>	<b>0/10</b>
<b>3.1.</b>	Number of active CTS units in universities	0
<b>3.2.</b>	Clear and direct indication of the ways of applying to CTS units at universities	0
<b>3.3.</b>	A university-website with information on CTS units available	0
<b>3.4.</b>	Available content in CTS units on referral, assisting access to justice, providing psychological support, etc.	0
<b>3.5.</b>	Number of trainings and/or seminars delivered on harassment and mobbing issues, etc.	0
<b>SCORE:</b>		<b>2/26</b>

In case of a change in name, the Directive on Diplomas and Other Documents showing Education Status of Medeniyet University states that the documents shall be prepared upon the student's request; should the diploma been prepared or delivered before, the changes shall be delivered with inscribed date and description on the back of the diploma.

### 16.2. LGBTI+ Rights Scale

A total of 34 İstanbul Medeniyet University members participated in the study, including 30 students 1 academic staff and 3 graduates after 2016. 19 questions listed in the Access to LGBTI+ Rights Scale were posed to 34 participants, and findings derived from analysing participants' responses to 5 point (1-5) likert-type questions are provided below. The findings shown below are derived through translating participant response averages into 100 value system.

İstanbul Medeniyet University Access to LGBTI+ Rights Scale Scores

1	LGBTI+ rights are freely advocated in the university.	20,59	Organization and Advocacy	17,75	TOTAL	31,80
2	LGBTI+ rights related activities are freely carried out in the university.	12,50				
3	LGBTI+ themed activities are freely conducted in the university.	8,82				
4	LGBTI+ students at the university can gather to advocate LGBTI+ rights.	23,53				
5	LGBTI+ people can get organized in the context of student clubs at the university.	19,85				
6	Pride Marches are organized freely at the university.	9,56				
7	LGBTI+ people express themselves freely in student clubs.	29,41				
8	Classrooms are safe for LGBTI+ people.	42,65	Safe Space	42,16		
9	Communal/shared spaces (i.e. cafeterias, canteens, libraries, study halls, laboratories, restaurants, sports facilities and other spheres of socialization) are safe for LGBTI+ people.	46,32				
10	Administrative buildings are safe for LGBTI+ people.	37,50				
11	The university administration has knowledge on LGBTI+ rights.	11,77	Perception and Attitude of The members of the University	19,49		
12	The administrative staff has knowledge on LGBTI+ rights.	13,97				
13	University security staff has knowledge on LGBTI+ rights.	16,18				
14	The university administration pursues gender equality when communicating with students.	24,27				
15	Administrative staff pursues gender equality when communicating with students.	25,74				
16	University security staff pursues gender equality when communicating with students.	25,00				
17	Students has knowledge on LGBTI+ rights.	41,91	Peer Behaviour	47,80		
18	Students pursue gender equality in inter-student communications.	47,80				
19	In friend circles, LGBTI+ issues are discussed in a positive atmosphere.	53,68				

As seen in the above table, the calculated scores of responses provided by İstanbul Medeniyet University members to the questions in the Access to LGBTI+ Rights Scale are as such: 17.75 to the 7 questions under Organization and Advocacy sub-scale; 42.16 to the 3 questions under Safe Area sub-scale about the university being safe for LGBTI+ people; 19.49 to the 6 questions under the Perception and Attitude of University Members sub-scale about the opinions and behaviour of university members towards LGBTI+ people; and 47.80 to the 3 questions under the Peer Behavior sub-scale that measure the attitude of peers towards LGBTI+ students. The total score for İstanbul Civilization University's responses to the scale is calculated to be 31.80.



### 16.3. Discrimination against LGBTI+ People Scale

#### Istanbul Civilization University Discrimination against LGBTI+ People Scale Scores

1	LGBTI+ people are not subjected to verbal violence in the university.	42.50	Violence	53,25
2	LGBTI+ people are not subjected to physical violence in the university.	68,25		
3	LGBTI+ people are not subjected to psychological violence in the university.	41,75		
4	LGBTI+ people are not subjected to sexual harassment in the university.	61,00		
5	LGBTI+ people that are exposed to discrimination in the university can easily express it.	32,25	Academic Activities	46.00
6	The lecturer (academician) pursues gender equality during classes.	43.25		
7	During classes, students pursue gender equality.	50.00		
8	The course contents are in line with gender equality.	45.50		
9	LGBTI+ people are not exposed to discrimination in the class.	50,50		
10	LGBTI+ people are not exposed to discrimination in extracurricular academic activities (seminars, workshops, studios, etc.).	41,00		
11	LGBTI+ people are treated equally when communicating with academic staff in the university.	50,50		
12	LGBTI+ people are treated equally when communicating with students in the university.	55,75		
13	LGBTI+ people are not subjected to discrimination in dormitories.	33,00	Accommodation	34,75
14	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory administration.	34,50		
15	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory staff.	33,00		
16	LGBTI+ people are treated equally in the dormitories when communicating with fellow students living in dorms.	38,75		
			TOTAL	45,00

As seen in the above table, the calculated scores of responses provided by İstanbul Medeniyet University members to the 4 questions under the Discrimination Against LGBTI+ People Scale, Discrimination: Violence sub-scale is 53.25; to the 8 questions under Discrimination: Academic activities sub-scale, which shows being subjected to discrimination during academic activities is 46.00; and to the 4 questions under Discrimination: Accommodation sub-scale which shows students being subjected to discrimination in dormitories is 34.75. The total score for İstanbul Civilization University's responses to the scale is calculated to be 45.00.

## 17. Istanbul Technical University

### 17.1. Legislation, Curricula, Policy, Stakeholder Analysis

Data collection is done by monitoring gender equality in the context of LGBTI+ rights in universities; thus, the Units, Commissions, Coordination Offices, Research and Implementation Centers, academic data management system (AVESIS), Regulations, Directives, and university mission and vision available at the Istanbul Technical University web site were examined thoroughly.

<i>INDICATOR</i>	<i>SCORES</i>			<i>Findings</i>
	0	1	2	
<b>1. LGBTI+ Rights and Gender Equality in Academic Activities in Universities</b>				<b>5/10</b>
1.1. The number of compulsory courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	0			
1.2. The number of elective courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	1			2 elective courses having a keyword in the course title
1.3. Academic activities on gender equality in the context of LGBTI+ rights in universities	2			205 academic publications
1.4. Number of gender and women's studies departments in universities	0			
1.5. Number of gender and women's studies centers in universities	2			Center for Women Studies in Science, Engineering and Technology
<b>2. Campus Climate for LGBTI+ People</b>				<b>10/10</b>
2.1. Number of LGBTI+ solidarity/research clubs in universities	2			Gender Identity and Sexual Orientation Studies Club (CinsArt)
2.2. The status of the LGBTI+ Community in universities (official/unofficial/in the process of officialisation)	2			Official club
2.3. The number of activities specific to LGBTI+ people in universities	2			65 events
2.4. Number of Pride Week/Month events on campuses	2			4 events
2.5. Number of March 8th (International Women's Day) events on campuses	2			14 events
<b>3. LGBTI+ phobic and gendered stereotypes in universities</b>				<b>3/6</b>
3.1. Number of campaigns and informative materials to promote gender awareness in the context of LGBTI+ rights	1			İTU Gender Equality Plan 2022

3.2.	Number of trainings and seminars on gender equality in the context of LGBTI+ rights tailored for and delivered to university members, especially the academic staff and the administrative board	0	
3.3	Number of declarations in accordance with gender equality in the context of LGBTI+ rights in the statements available on university websites	0	
3.4	Number of reports on gender equality to be examined in the context of LGBTI+ rights published by universities	2	İTÜ Gender Equality Plan 2022
<b>SCORE:</b>		<b>18/28</b>	

There is an available Women Studies Center in Science, Engineering and Technology (BMT-KAUM) in Istanbul Technical University. The Gender Identity and Sexual Orientation Studies Club (CinsArı) is one of the official student clubs at İTÜ.

The Gender Identity and Sexual Orientation Studies Club (CinsArı) and the İTÜ Women+ Solidarity Club organized a total of 83 events at the university.

There are 2 courses available on gender in the İstanbul Technical University curricula. Hence, 2 courses titled Gender Studies are identified to be LGBTI+ inclusive, in line with the curricula. Thus, 181 publications themed LGBTI+ inclusive gender equality are accessible via the Academic Data Management System (AVESIS), and 16 dissertations are accessible via YÖK THESIS center database through keyword scanning.

Istanbul Technical University has produced the İTÜ Gender Equality Action Plan <sup>55</sup>to analyze the current situation on gender equality and make improvements, respectively.

<i>INDICATOR</i>	<i>SCORES</i>			<i>Findings</i>
	0	1	2	
<b>1. Gender Equality in the Context of LGBTI+ Rights in University Legislation, Directives and Policy Papers</b>				<b>8/12</b>
1.1. Number of regulations and directives referring to / cite from CEDAW and Istanbul Convention	0			
1.2. Number of references/citings to concepts such as “gender” and “sexual orientation”, “gender identity” in Legislation, Directives and Policy papers	2			Regulation for Women Studies Center in Science, Engineering and Technology, Directive on the Prevention of Sexual Harassment and Discrimination, ITU Gender Equality Plan 2022
1.3. Number of regulations, directives and policies referring to the Sustainable Development Goals, 5th objective	0			

55 <https://sustainability.itu.edu.tr/surdurulebilirlik-ofisi/cinsiyet-esitligi-plani> (Last Accessed on 04.07.2022)

1.4.	Number of regulations supporting gender equality	2	Regulation for Women Studies Center in Science, Engineering and Technology
1.5.	Number of anti-discrimination policies of universities on gender, gender identity and sexual orientation	2	Student Clubs and Student Activities Coordination Office Directive, Prevention of Sexual Harassment and Discrimination Directive, İTÜ Gender Equality Plan 2022
1.6.	A clear and direct indication of means to Change one's Name Change on Diploma/ Graduation Certificates	2	Directive on the Issuance of Diplomas, Diploma Book, Certificates and Other Documents
<b>2.</b>	<b>Universities' activities and collaboration with NGOs to draw attention to TCE</b>		<b>1/4</b>
2.1.	Number of campaigns, joint work, activities, collaborations with NGOs as well as the number of diversity (diversity of institutions, diversity of partnerships) in the context of the TCE here	1	2 events / Interuniversity Communication Network Against Sexual Harassment and Assault, and New Solutions for Women's Human Rights Association, Purple Roof Women's Shelter Foundation
2.2.	Number of models designed and implemented with NGOs	0	
<b>3.</b>	<b>Institutionalization of the Fight against Violence and Harassment in Universities: CTS Units</b>		<b>5/10</b>
3.1.	Number of active CTS units in universities	2	Prevention of Sexual Harassment and Discrimination Unit
3.2.	Clear and direct indication of the ways of applying to CTS units at universities	1	Prevention of Sexual Harassment and Discrimination Directive
3.3.	A university-website with information on CTS units available	1	
3.4.	Available content in CTS units on referral, assisting access to justice, providing psychological support, etc.	0	
3.5.	Number of trainings and/or seminars delivered on harassment and mobbing issues, etc.	1	IX. Cooperation and Communication Network Workshop Against Sexual Harassment and Assault (2016)
<b>SCORE:</b>		<b>14/26</b>	

Istanbul Technical University Prevention of Sexual Harassment and Discrimination Unit does not have a website. <sup>56</sup> The document is available on BMT-KAUM's website, "CTS Archive" tab,

56 [www.kaum.itu.edu.tr/](http://www.kaum.itu.edu.tr/)

and contains the unit directive, including information on how to apply to the unit, definitions, and how the unit operates. The definition of "harassment based on sexual orientation" is evidently presented in the unit directive.

Istanbul Technical University Directive on the Issuance of Diplomas, Diploma Book, Certificates and Other Documents states that the changes shall be delivered with inscribed date and description on the back of the diploma, in case the diploma is issued or submitted.

Although the university does not have any model under implementation with NGOs, the WeRIIn – Woman Entrepreneurs in Regional Inclusive Ecosystems Project (2022), where İTÜ GİNOVA is a partner, aims to improve inclusiveness in the training and support programs to ensure the proportion of female graduates in the entrepreneurship ecosystem and involvement in regional ecosystems across Europe are raised.

### 17.2. LGBTI+ Rights Scale

A total of 58 Istanbul Technical University members participated in the study, including 52 students 3 academic staff and 3 graduates before 2016. 19 questions listed in the Access to LGBTI+ Rights Scale were posed to 58 participants, and findings derived from analysing participants' responses to 5 point (1-5) likert-type questions are provided below. The findings shown below are derived through translating participant response averages into 100 value system.

Istanbul Technical University Access to LGBTI+ Rights Scale Scores

1	LGBTI+ rights are freely advocated in the university.	48,28	Organization and Advocacy	49,75	
2	LGBTI+ rights related activities are freely carried out in the university.	44,40			
3	LGBTI+ themed activities are freely conducted in the university.	41,38			
4	LGBTI+ students at the university can gather to advocate LGBTI+ rights.	57,33			
5	LGBTI+ people can get organized in the context of student clubs at the university.	67,67			
6	Pride Marches are organized freely at the university.	32,76			
7	LGBTI+ people express themselves freely in student clubs.	56,47			
8	Classrooms are safe for LGBTI+ people.	57,33	Safe Space	57,33	
9	Communal/shared spaces (i.e. cafeterias, canteens, libraries, study halls, laboratories, restaurants, sports facilities and other spheres of socialization) are safe for LGBTI+ people.	62,50			
10	Administrative buildings are safe for LGBTI+ people.	52,16			
11	The university administration has knowledge on LGBTI+ rights.	26,73	Perception and Attitude of The members of the University	28,95	
12	The administrative staff has knowledge on LGBTI+ rights.	28,02			
13	University security staff has knowledge on LGBTI+ rights.	20,69			
14	The university administration pursues gender equality when communicating with students.	36,21			
15	Administrative staff pursues gender equality when communicating with students.	35,35			
16	University security staff pursues gender equality when communicating with students.	26,73			
17	Students has knowledge on LGBTI+ rights.	59,48	Peer Behaviour	61,49	
18	Students pursue gender equality in inter-student communications.	61,64			
19	In friend circles, LGBTI+ issues are discussed in a positive atmosphere.	63,36			
			TOTAL	49,38	

As seen in the above table, the calculated scores of responses provided by İstanbul Technical University members to the questions in the Access to LGBTI+ Rights Scale are as such: 49.75 to the 7 questions under Organization and Advocacy sub-scale; 57.33 to the 3 questions under Safe Area sub-scale about the university being safe for LGBTI+ people; 28.95 to the 6 questions under the Perception and Attitude of University Members sub-scale about the opinions and behaviour of university members towards LGBTI+ people; and 61.49 to the 3 questions under the Peer Behavior sub-scale that measure the attitude of peers towards LGBTI+ students. The total score for İstanbul Technical University's responses to the scale is calculated to be 49.38.

### 17.3. Discrimination against LGBTI+ People Scale

Istanbul Technical University Discrimination against LGBTI+ People Scale Scores

1	LGBTI+ people are not subjected to verbal violence in the university.	50,75	Violence	59,50	Accommodation
2	LGBTI+ people are not subjected to physical violence in the university.	70,50			
3	LGBTI+ people are not subjected to psychological violence in the university.	49,00			
4	LGBTI+ people are not subjected to sexual harassment in the university.	68,00			
5	LGBTI+ people that are exposed to discrimination in the university can easily express it.	54,50	Academic Activities	60,50	
6	The lecturer (academician) pursues gender equality during classes.	56,00			
7	During classes, students pursue gender equality.	62,75			
8	The course contents are in line with gender equality.	56,25			
9	LGBTI+ people are not exposed to discrimination in the class.	63,25			
10	LGBTI+ people are not exposed to discrimination in extracurricular academic activities (seminars, workshops, studios, etc.).	62,75			
11	LGBTI+ people are treated equally when communicating with academic staff in the university.	60,75			
12	LGBTI+ people are treated equally when communicating with students in the university.	66,75			
13	LGBTI+ people are not subjected to discrimination in dormitories.	39,50	Accommodation	40,00	
14	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory administration.	40,00			
15	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory staff.	37,50			
16	LGBTI+ people are treated equally in the dormitories when communicating with fellow students living in dorms.	45,50			
			TOTAL	55,00	

As seen in the above table, the calculated scores of responses provided by İstanbul Technical University members to the 4 questions under the Discrimination Against LGBTI+ People Scale, Discrimination: Violence sub-scale is 59.50; to the 8 questions under Discrimination: Academic activities sub-scale, which shows being subjected to discrimination during academic activities is 60.50; and to the 4 questions under Discrimination: Accommodation sub-scale which shows students being subjected to discrimination in dormitories is 40.00. The total score for İstanbul Technical University's responses to the scale is calculated to be 55.00.

## 18. Istanbul University

### 18.1. Legislation, Curricula, Policy, Stakeholder Analysis

Data collection is done by monitoring gender equality in the context of LGBTI+ rights in universities; thus, the Units, Boards, Commissions, Coordination Offices, Research and Implementation Centers, Education Information System, Strategic Plans, Activity Reports, academic data management system (AVESIS), Regulations, Directives, principles and procedures, university mission, vision and core values available at the Istanbul University web site were examined thoroughly.

<i>INDICATOR</i>	<i>SCORES</i>			<i>Findings</i>
	0	1	2	
<b>1. LGBTI+ Rights and Gender Equality in Academic Activities in Universities</b>				<b>8/10</b>
<b>1.1.</b> The number of compulsory courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	1			7 compulsory courses having a keyword in the course title
<b>1.2.</b> The number of elective courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	2			38 elective courses having a keyword in the course title
<b>1.3.</b> Academic activities on gender equality in the context of LGBTI+ rights in universities	2			Istanbul University Journal of Women's Studies, over 200 academic publications
<b>1.4.</b> Number of gender and women's studies departments in universities	2			Women's Studies graduate program
<b>1.5.</b> Number of gender and women's studies centers in universities	1			Women's Studies Research and Implementation Center
<b>2. Campus Climate for LGBTI+ People</b>				<b>7/10</b>
<b>2.1.</b> Number of LGBTI+ solidarity/research clubs in universities	2			Istanbul University Equality Society
<b>2.2.</b> The status of the LGBTI+ Community in universities (official/unofficial/in the process of officialisation)	0			
<b>2.3.</b> The number of activities specific to LGBTI+ people in universities	2			10 events
<b>2.4.</b> Number of Pride Week/Month events on campuses	1			1 events
<b>2.5.</b> Number of March 8th (International Women's Day) events on campuses	2			18 events
<b>3. LGBTI+ phobic and gendered stereotypes in universities</b>				<b>0 /8</b>
<b>3.1.</b> Number of campaigns and informative materials to promote gender awareness in the context of LGBTI+ rights	0			



3.2.	Number of trainings and seminars on gender equality in the context of LGBTI+ rights tailored for and delivered to university members, especially the academic staff and the administrative board	0	
3.3	Number of declarations in accordance with gender equality in the context of LGBTI+ rights in the statements available on university websites	0	
3.4	Number of reports on gender equality to be examined in the context of LGBTI+ rights published by universities	0	
<b>SCORE:</b>		<b>15/28</b>	

İstanbul University Educational Information System of is reviewed and 23 out of 45 courses delivered under the Women’s Studies Graduate Program are identified to have the keywords in their title. 1 compulsory feminist theory course and 13 elective courses titled gender are listed among these courses. In undergraduate programs, compulsory human rights courses are mainly delivered by the Faculty of Law.

Over 200 LGBTI+ oriented and inclusive publications are accessible through scanning the Academic Data Management System of the University and the HEC THESIS center database.

There is a Women’s Studies Implementation and Research Center and a Women’s Studies Graduate Program available in the university. Still, the Women’s Studies Application and Research Center<sup>57</sup> objectives are merely linked with the place of women and girls in the society, yet, the word ‘gender’ is not used. There is a student club titled İstanbul University Equality Society.

<i>INDICATOR</i>	<i>SCORES</i>			<i>Findings</i>
	0	1	2	
<b>1. Gender Equality in the Context of LGBTI+ Rights in University Legislation, Directives and Policy Papers</b>				<b>3/12</b>
1.1. Number of regulations and directives referring to / cite from CEDAW and Istanbul Convention	0			
1.2. Number of references/citings to concepts such as “gender” and “sexual orientation”, “gender identity” in Legislation, Directives and Policy papers	1			2019-2023 Strategic Plan
1.3. Number of regulations, directives and policies referring to the Sustainable Development Goals, 5th objective	0			
1.4. Number of regulations supporting gender equality	0			
1.5. Number of anti-discrimination policies of universities on gender, gender identity and sexual orientation	0			

57 İstanbul University Women's Studies Implementation and Research Center Regulation Official Gazette dated 20.05.2019 and numbered 30779.

1.6.	A clear and direct indication of means to Change one's Name Change on Diploma/ Graduation Certificates	2	Diploma Directive
2.	<b>Universities' activities and collaboration with NGOs to draw attention to TCE</b>		<b>3/4</b>
2.1.	Number of campaigns, joint work, activities, collaborations with NGOs as well as the number of diversity (diversity of institutions, diversity of partnerships) in the context of the TCE here	2	Disabled Women's Association, Yanındayız (We Support You ) Association, Anti-Mobbing Association, Confederation of Revolutionary Labour Unions DİSK, Purple Roof Women's Shelter Foundation
2.2.	Number of models designed and implemented with NGOs	1	Gender Equality Trainer Training (2018), District-based Gender Equality Index Project (2020)
3.	<b>Institutionalization of the Fight against Violence and Harassment in Universities: CTS Units</b>		<b>3/10</b>
3.1.	Number of active CTS units in universities	1	Psychological Harassment (Mobbing) Investigation Board
3.2.	Clear and direct indication of the ways of applying to CTS units at universities	1	Psychological Harassment (Mobbing) Investigation Board Directive
3.3.	A university-website with information on CTS units available	0	
3.4.	Available content in CTS units on referral, assisting access to justice, providing psychological support, etc.	0	
3.5.	Number of trainings and/or seminars delivered on harassment and mobbing issues, etc.	1	Symposium on the Fight against Mobbing (2021), Discussing Types of Violence (2021)
<b>SCORE</b>		<b>9/26</b>	

Although the discrimination clause is available in the Istanbul University Ethical Conduct Principles and the Ethics Committee Directive, the article anti-discrimination content regarding gender, gender identity and sexual orientation was not found. Academic ethical principles presented in this directive clearly indicates “adopting an approach to inform and educate the society on fundamental issues related to human life and sustainable development, especially human rights and gender equality.”; however, similar content was not to be found on legislation and regulation documents Only in the 2019-2023 Strategic Plan, gender has also been included in the elements that may have positive or negative influence on İstanbul University. However, how the concept of gender is conceptualized it is not clear

The expression “sexual orientation of the patient” found in the Medical Oath has been censored during the graduation ceremony of İstanbul University Çapa Faculty of Medicine, in 2022<sup>58</sup>.

İstanbul University, does not have a unit specific for preventing sexual harassment, but, has a Psychological Harassment (Mobbing) Review Board available. Merely anti psychological harassment information is provided in the Psychological Harassment (Mobbing) Review Board Directive.

In case of a change in name, the Directive on Diploma of İstanbul University<sup>59</sup> states that the documents shall be prepared upon the student’s request, provided that the documents are not yet issued. Unlike other universities, “in case of gender change by a court decision, should there be an application to the relevant unit with a petition and respective documents, a diploma with new information shall be issued and the previous diploma shall be taken and cancelled, accordingly”. Therefore, violation of privacy through the information provided at the back of the diploma is avoided.

İstanbul University Women’s Studies Implementation and Research Center has developed cooperation with UN WOMEN (United Nations Women’s Unit) and the Ministry of Family and Social Policies, as well as non-governmental organizations.

## 18.2. LGBTI+ Rights Scale

A total of 142 İstanbul University members participated in the research, including 108 students, 7 academic staff, 1 administrative staff, 7 graduates before 2016, 18 graduates after 2016 and 1 other university member. 19 questions listed in the Access to LGBTI+ Rights Scale were posed to 142 participants, and findings derived from analysing participants’ responses to 5 point (1-5) likert-type questions are provided below. The findings shown below are derived through translating participant response averages into 100 value system.

İstanbul University Access to LGBTI+ Rights Scale Scores

58 BirGün (22.06.2022) “Hippocratic Oath Censored at Çapa Medical Faculty Graduation Ceremony” <https://www.birgun.net/haber/capa-tip-fakultesi-mezuniyet-torende-hipokrat-yemini-sansurlendi-392767>.

59 İstanbul University Diploma Directive Senate Decision numbered 28 dated 1.03.2018.

1	LGBTI+ rights are freely advocated in the university.	30,11	Organization and Advocacy	30,83	TOTAL	37,67
2	LGBTI+ rights related activities are freely carried out in the university.	25,18				
3	LGBTI+ themed activities are freely conducted in the university.	23,42				
4	LGBTI+ students at the university can gather to advocate LGBTI+ rights.	39,26				
5	LGBTI+ people can get organized in the context of student clubs at the university.	38,38				
6	Pride Marches are organized freely at the university.	17,08				
7	LGBTI+ people express themselves freely in student clubs.	42,43				
8	Classrooms are safe for LGBTI+ people.	42,25	Safe Space	40,08		
9	Communal/shared spaces (i.e. cafeterias, canteens, libraries, study halls, laboratories, restaurants, sports facilities and other spheres of socialization) are safe for LGBTI+ people.	42,61				
10	Administrative buildings are safe for LGBTI+ people.	35,39				
11	The university administration has knowledge on LGBTI+ rights.	20,42	Perception and Attitude of The members of the University	22,39		
12	The administrative staff has knowledge on LGBTI+ rights.	23,42				
13	University security staff has knowledge on LGBTI+ rights.	15,32				
14	The university administration pursues gender equality when communicating with students.	27,29				
15	Administrative staff pursues gender equality when communicating with students.	27,11				
16	University security staff pursues gender equality when communicating with students.	20,78				
17	Students has knowledge on LGBTI+ rights.	56,87	Peer Behaviour	57,39		
18	Students pursue gender equality in inter-student communications.	54,75				
19	In friend circles, LGBTI+ issues are discussed in a positive atmosphere.	60,56				

As seen in the above table, the calculated scores of responses provided by İstanbul University members to the questions in the Access to LGBTI+ Rights Scale are as such: 30.83 to the 7 questions under Organization and Advocacy sub-scale; 40.08 to the 3 questions under Safe Area sub-scale about the university being safe for LGBTI+ people; 22.39 to the 6 questions under the Perception and Attitude of University Members sub-scale about the opinions and behaviour of university members towards LGBTI+ people; and 57.39 to the 3 questions under the Peer Behavior sub-scale that measure the attitude of peers towards LGBTI+ students. The total score for İstanbul University's responses to the scale is calculated to be 37.67.

### 18.3. Discrimination against LGBTI+ People Scale

Istanbul University Discrimination against LGBTI+ People Scale Scores

1	LGBTI+ people are not subjected to verbal violence in the university.	33,75	Violence	41,50	Accommodation
2	LGBTI+ people are not subjected to physical violence in the university.	50,25			
3	LGBTI+ people are not subjected to psychological violence in the university.	29,25			
4	LGBTI+ people are not subjected to sexual harassment in the university.	53,00			
5	LGBTI+ people that are exposed to discrimination in the university can easily express it.	40,50	Academic Activities	47,50	
6	The lecturer (academician) pursues gender equality during classes.	46,25			
7	During classes, students pursue gender equality.	54,75			
8	The course contents are in line with gender equality.	41,00			
9	LGBTI+ people are not exposed to discrimination in the class.	45,75	Accommodation	27,50	
10	LGBTI+ people are not exposed to discrimination in extracurricular academic activities (seminars, workshops, studios, etc.).	46,25			
11	LGBTI+ people are treated equally when communicating with academic staff in the university.	51,00			
12	LGBTI+ people are treated equally when communicating with students in the university.	54,00			
13	LGBTI+ people are not subjected to discrimination in dormitories.	26,75	TOTAL	41,00	
14	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory administration.	25,75			
15	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory staff.	25,00			
16	LGBTI+ people are treated equally in the dormitories when communicating with fellow students living in dorms.	33,25			

As seen in the above table, the calculated scores of responses provided by İstanbul University members to the 4 questions under the Discrimination Against LGBTI+ People Scale, Discrimination: Violence sub-scale is 41.50; to the 8 questions under Discrimination: Academic activities sub-scale, which shows being subjected to discrimination during academic activities is 47.50; and to the 4 questions under Discrimination: Accommodation sub-scale which shows students being subjected to discrimination in dormitories is 27.50. The total score for İstanbul University’s responses to the scale is calculated to be 41.00.

## 19. Istanbul University-Cerrahpaşa

### 19.1. Legislation, Curricula, Policy, Stakeholder Analysis

Data collection is done by monitoring gender equality in the context of LGBTI+ rights in universities; thus, the Units, Boards, Commissions, Coordination Offices, Research and Implementation Centers, Strategic Plans, Activity Reports, academic data management system (AVESIS), decisions, guidelines, Regulations, Directives, principles and procedures, criteria, decrees, university mission, vision and core values, and Education Information System available at the Istanbul University-Cerrahpaşa web site were examined thoroughly.

<i>INDICATOR</i>	<i>SCORES</i>			<i>Findings</i>
	0	1	2	
<b>1. LGBTI+ Rights and Gender Equality in Academic Activities in Universities</b>				<b>4/10</b>
<b>1.1.</b> The number of compulsory courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	1			3 compulsory courses having a keyword in the course title
<b>1.2.</b> The number of elective courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	1			7 elective courses having a keyword in the course title
<b>1.3.</b> Academic activities on gender equality in the context of LGBTI+ rights in universities	2			2 events: HIV and AIDS (2018), Workshop on Gender Inequality and Women's Rights (2019) / 277 academic publications
<b>1.4.</b> Number of gender and women's studies departments in universities	0			
<b>1.5.</b> Number of gender and women's studies centers in universities	0			
<b>2. Campus Climate for LGBTI+ People</b>				<b>3/10</b>
<b>2.1.</b> Number of LGBTI+ solidarity/research clubs in universities	0			
<b>2.2.</b> The status of the LGBTI+ Community in universities (official/unofficial/in the process of officialisation)	0			
<b>2.3.</b> The number of activities specific to LGBTI+ people in universities	2			12 events
<b>2.4.</b> Number of Pride Week/Month events on campuses	0			
<b>2.5.</b> Number of March 8th (International Women's Day) events on campuses	1			3 events
<b>3. LGBTI+ phobic and gendered stereotypes in universities</b>				<b>0/8</b>
<b>3.1.</b> Number of campaigns and informative materials to promote gender awareness in the context of LGBTI+ rights	0			

3.2.	Number of trainings and seminars on gender equality in the context of LGBTI+ rights tailored for and delivered to university members, especially the academic staff and the administrative board	0	
3.3	Number of declarations in accordance with gender equality in the context of LGBTI+ rights in the statements available on university websites	0	
3.4	Number of reports on gender equality to be examined in the context of LGBTI+ rights published by universities	0	
<b>SCORE:</b>		<b>7</b>	<b>28</b>

By conducting a keyword scanning across the Istanbul University-Cerrahpaşa Educational Information System, 10 respective courses in the scope of the project were identified. 3 of which to be in the scope of undergraduate and 7 of which to be that of graduate programs. The other courses cover gender, hate crime, social inequality and human rights violations; including 4 courses on women’s health and 2 courses on sexual assault and crime.

277 LGBTI+ oriented or inclusive publications were reached in the Academic Data Management System of the University and the YÖK THESIS center database, 19 of which are graduate theses and 258 of which are academic studies of faculty members.

Cerrahpaşa TÖB (Medical Students’ Union) society has 12 activities designated for LGBTI+ people. In addition, an event titled HIV and AIDS was organized at the university in cooperation with the Positive Life Association.

<i>INDICATOR</i>	<i>SCORES</i>			<i>Findings</i>
	0	1	2	
<b>1.</b>	<b>Gender Equality in the Context of LGBTI+ Rights in University Legislation, Directives and Policy Papers</b>			<b>2/12</b>
1.1.	Number of regulations and directives referring to / cite from CEDAW and Istanbul Convention	0		
1.2.	Number of references/citings to concepts such as “gender” and “sexual orientation”, “gender identity” in Legislation, Directives and Policy papers	0		
1.3.	Number of regulations, directives and policies referring to the Sustainable Development Goals, 5th objective	0		
1.4.	Number of regulations supporting gender equality	0		
1.5.	Number of anti-discrimination policies of universities on gender, gender identity and sexual orientation	0		

1.6.	A clear and direct indication of means to Change one's Name Change on Diploma/ Graduation Certificates	2	Diploma Directive
<b>2.</b>	<b>Universities' activities and collaboration with NGOs to draw attention to TCE</b>		<b>1/4</b>
2.1.	Number of campaigns, joint work, activities, collaborations with NGOs as well as the number of diversity (diversity of institutions, diversity of partnerships) in the context of the TCE here	1	1 etkinlik / Pozitif Yaşam (2018)
2.2.	Number of models designed and implemented with NGOs	0	
<b>3.</b>	<b>Institutionalization of the Fight against Violence and Harassment in Universities: CTS Units</b>		<b>1/10</b>
3.1.	Number of active CTS units in universities	0	
3.2.	Clear and direct indication of the ways of applying to CTS units at universities	0	
3.3.	A university-website with information on CTS units available	0	
3.4.	Available content in CTS units on referral, assisting access to justice, providing psychological support, etc.	0	
3.5.	Number of trainings and/or seminars delivered on harassment and mobbing issues, etc.	1	Are we aware? Gender Inequality and Gender-Based Violence (2017), Dating Violence Peer Education (2021)
<b>SCORE</b>		<b>4/26</b>	

The “ethical values” listed among the core values of the university<sup>60</sup> elucidates as along with the legislation, human rights, dignity and ethical values are also adhered to in activities and decisions. A keyword scan by using “equality”, “discrimination”, “gender”, “sexual orientation”, “gender identity”, etc. was conducted across the University website, in line with legislation and policy documents review; however, any content to support gender equality and LGBTI+ rights could not be reached.

Istanbul University Cerrahpaşa Diploma Directive <sup>61</sup>states that undergraduates or those who haven't received their diplomas shall receive updated documents involving the necessary changes; and, after graduation, a new diploma shall be prepared in accordance with the changed credentials by a court decision.

LGBTI+ inclusive peer education and a panel were organized by Cerrahpaşa TÖB (Medical Students' Union) society, with a focus on such harassment, mobbing and violence, i.e. issues

60 Istanbul University–Cerrahpaşa Mission, Vision and Core Values <https://istanbulc.edu.tr/tr/content/misyon-vizyon-ve-temel-degerler/temel-degerler#5600720031002D006C003800430045003800670038003100> (Last Accessed on 15.03.2022).

61 Istanbul University Cerrahpaşa Diploma Directive Senate Decision numbered 12 dated 25.04.2019.



### 19.2. LGBTI+ Rights Scale

A total of 26 Istanbul University Cerrahpaşa members participated in the study, including 20 students 5 academic staff and 1 graduate before 2016. 19 questions listed in the Access to LGBTI+ Rights Scale were posed to 26 participants, and findings derived from analysing participants' responses to 5 point (1-5) likert-type questions are provided below. The findings shown below are derived through translating participant response averages into 100 value system.

Istanbul University Cerrahpaşa Access to LGBTI+ Rights Scale Scores

1	LGBTI+ rights are freely advocated in the university.	25,00	Organization and Advocacy	21,43
2	LGBTI+ rights related activities are freely carried out in the university.	14,42		
3	LGBTI+ themed activities are freely conducted in the university.	17,31		
4	LGBTI+ students at the university can gather to advocate LGBTI+ rights.	27,89		
5	LGBTI+ people can get organized in the context of student clubs at the university.	25,96		
6	Pride Marches are organized freely at the university.	11,54		
7	LGBTI+ people express themselves freely in student clubs.	27,89		
8	Classrooms are safe for LGBTI+ people.	42,31	Safe Space	41,67
9	Communal/shared spaces (i.e. cafeterias, canteens, libraries, study halls, laboratories, restaurants, sports facilities and other spheres of socialization) are safe for LGBTI+ people.	47,12		
10	Administrative buildings are safe for LGBTI+ people.	35,58		
11	The university administration has knowledge on LGBTI+ rights.	18,27	Perception and Attitude of The members of the University	24,52
12	The administrative staff has knowledge on LGBTI+ rights.	22,12		
13	University security staff has knowledge on LGBTI+ rights.	15,39		
14	The university administration pursues gender equality when communicating with students.	30,77		
15	Administrative staff pursues gender equality when communicating with students.	31,73		
16	University security staff pursues gender equality when communicating with students.	28,85		
17	Students has knowledge on LGBTI+ rights.	46,16	Peer Behaviour	50,64
18	Students pursue gender equality in inter-student communications.	50,00		
19	In friend circles, LGBTI+ issues are discussed in a positive atmosphere.	55,77		
			TOTAL	34,56

As seen in the above table, the calculated scores of responses provided by İstanbul University Cerrahpaşa members to the questions in the Access to LGBTI+ Rights Scale are as such: 21.43 to the 7 questions under Organization and Advocacy sub-scale; 41.67 to the 3 questions under Safe Area sub-scale about the university being safe for LGBTI+ people; 24.52 to the 6 questions under the Perception and Attitude of University Members sub-scale about the opinions and behaviour of university members towards LGBTI+ people; and 50.64 to the 3 questions under the Peer Behavior sub-scale that measure the attitude of peers towards LGBTI+ students. The total score for İstanbul University Cerrahpaşa's responses to the scale is calculated to be 34.56.

### 19.3. Discrimination against LGBTI+ People Scale

İstanbul University Cerrahpaşa Discrimination against LGBTI+ People Scale Scores

1	LGBTI+ people are not subjected to verbal violence in the university.	37.50	Violence	40,75	TOTAL	41.50
2	LGBTI+ people are not subjected to physical violence in the university.	50.00				
3	LGBTI+ people are not subjected to psychological violence in the university.	28.75				
4	LGBTI+ people are not subjected to sexual harassment in the university.	47,00				
5	LGBTI+ people that are exposed to discrimination in the university can easily express it.	39.25	Academic Activities	47.75		
6	The lecturer (academician) pursues gender equality during classes.	47,00				
7	During classes, students pursue gender equality.	51.75				
8	The course contents are in line with gender equality.	40,25				
9	LGBTI+ people are not exposed to discrimination in the class.	53,75	Accommodation	29.75		
10	LGBTI+ people are not exposed to discrimination in extra-curricular academic activities (seminars, workshops, studios, etc.).	49,00				
11	LGBTI+ people are treated equally when communicating with academic staff in the university.	50.00				
12	LGBTI+ people are treated equally when communicating with students in the university.	51.75				
13	LGBTI+ people are not subjected to discrimination in dormitories.	30.75	Accommodation	29.75		
14	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory administration.	28.75				
15	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory staff.	26,75				
16	LGBTI+ people are treated equally in the dormitories when communicating with fellow students living in dorms.	32,50				

As seen in the above table, the calculated scores of responses provided by İstanbul University Cerrahpaşa members to the 4 questions under the Discrimination Against LGBTI+ People Scale,

Discrimination: Violence sub-scale is 40.75; to the 8 questions under Discrimination: Academic activities sub-scale, which shows being subjected to discrimination during academic activities is 47.75; and to the 4 questions under Discrimination: Accommodation sub-scale which shows students being subjected to discrimination in dormitories is 29.75. The total score for İstanbul University Cerrahpaşa's responses to the scale is calculated to be 41.50.

## 20. Marmara University

### 20.1. Legislation, Curricula, Policy, Stakeholder Analysis

Data collection is done by monitoring gender equality in the context of LGBTI+ rights in universities; thus, the Units, Boards, Commissions, Coordination Offices, Research and Implementation Centers, Education Information System, Strategic Plans, Activity Reports, academic data management system (AVESIS), Regulations, Directives, university mission, vision and core values available at the Marmara University web site were examined thoroughly.

Indicators for Discrimination Against LGBTI+ People in Universities	INDICATOR	SCORES			Findings
		0	1	2	
	<b>1. LGBTI+ Rights and Gender Equality in Academic Activities in Universities</b>				<b>7/10</b>
	1.1. The number of compulsory courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	1			5 compulsory courses having a keyword in the course title
	1.2. The number of elective courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	2			58 elective courses having a keyword in the course title
	1.3. Academic activities on gender equality in the context of LGBTI+ rights in universities	2			Marmara University Journal of Women and Gender Studies, approximately 100 academic publications
	1.4. Number of gender and women's studies departments in universities	0			
	1.5. Number of gender and women's studies centers in universities	2			Women's Studies in the Economic and Social Field Implementation and Research Center (ESKAR)
	<b>2. Campus Climate for LGBTI+ People</b>				<b>7/10</b>
	2.1. Number of LGBTI+ solidarity/research clubs in universities	1			Marmara University LGBTIQAA+ Solidarity Network (KuirMar)
	2.2. The status of the LGBTI+ Community in universities (official/unofficial/in the process of officialisation)	0			
	2.3. The number of activities specific to LGBTI+ people in universities	2			30 events
	2.4. Number of Pride Week/Month events on campuses	2			8 events
	2.5. Number of March 8th (International Women's Day) events on campuses	2			19 events
	<b>3. LGBTI+ phobic and gendered stereotypes in universities</b>				<b>2/8</b>

3.1.	Number of campaigns and informative materials to promote gender awareness in the context of LGBTI+ rights	1	Gender Equality Certificate Program
3.2.	Number of trainings and seminars on gender equality in the context of LGBTI+ rights tailored for and delivered to university members, especially the academic staff and the administrative board	0	
3.3	Number of declarations in accordance with gender equality in the context of LGBTI+ rights in the statements available on university websites	1	
3.4	Number of reports on gender equality to be examined in the context of LGBTI+ rights published by universities	0	
<b>SCORE:</b>		<b>16/28</b>	

Having an Implementation and Research Center for Women’s Studies in the Economic and Social Field (ESKAR), there is no graduate program focusing only on gender and women’s studies in the university.

Marmara University curricula review revealed that, among the 63 courses having a keyword in their title, the weight is on Human Rights courses. There are 21 Human Rights elective courses available at the university. Thence, there are 14 courses on gender, 2 on sexual health and 1 on sexuality. Although there are no courses having “LGBT/LGBTI+” and “queer” in the course title, the respective courses delivered in the university have a vast LGBTI+ inclusive content.

Nearly 100 LGBTI+ oriented or inclusive academic publications are available in the Academic Data Management System of the University and in the YÖK THESIS center database.

In the symposium titled “Women from the Perspective of Gender Equality” organized by ESKAR in 2016, the rector of the university at the time, Prof. Dr. Mehmet Emin ARAT made a speech<sup>62</sup>, where he underlined the significance of a well-established gender equality perspective in the society, thus, the duty borne by universities in this subject; however, in the following years his speeches in this subject as well as reports do not include gender equality in the context of LGBTI+ rights.

30 events dedicated to LGBTI+ people in universities were organized by Marmara University LGBTIQAA+ Solidarity Network (KuirMar), Women’s Rights Club and Human Rights Club.

62 Marmara University (February 2017). Annual Administrative Activity Report for 2016, p.128.

Access to LGBTI+ Rights in Universities Indicators	INDICATOR	SCORES			Findings
		0	1	2	
<b>1.</b>	<b>Gender Equality in the Context of LGBTI+ Rights in University Legislation, Directives and Policy Papers</b>				<b>5/12</b>
<b>1.1.</b>	Number of regulations and directives referring to / cite from CEDAW and Istanbul Convention	0			
<b>1.2.</b>	Number of references/citings to concepts such as “gender” and “sexual orientation”, “gender identity” in Legislation, Directives and Policy papers	2			Women’s Studies in the Economic and Social Field Implementation and Research Center Regulation
<b>1.3.</b>	Number of regulations, directives and policies referring to the Sustainable Development Goals, 5th objective	0			
<b>1.4.</b>	Number of regulations supporting gender equality	1			Women’s Studies in the Economic and Social Field Implementation and Research Center Regulation
<b>1.5.</b>	Number of anti-discrimination policies of universities on gender, gender identity and sexual orientation	1			“Principles of Ethical Behavior and Ethics Committee Directive”, “Student Clubs Directive”
<b>1.6.</b>	A clear and direct indication of means to Change one’s Name Change on Diploma/ Graduation Certificates	1			Directive on Graduation Certificates
<b>2.</b>	<b>Universities’ activities and collaboration with NGOs to draw attention to TCE</b>				<b>1/4</b>
<b>2.1.</b>	Number of campaigns, joint work, activities, collaborations with NGOs as well as the number of diversity (diversity of institutions, diversity of partnerships) in the context of the TCE here	1			Filmmor
<b>2.2.</b>	Number of models designed and implemented with NGOs	0			
<b>3.</b>	<b>Institutionalization of the Fight against Violence and Harassment in Universities: CTS Units</b>				<b>2/10</b>
<b>3.1.</b>	Number of active CTS units in universities	0			
<b>3.2.</b>	Clear and direct indication of the ways of applying to CTS units at universities	0			
<b>3.3.</b>	A university-website with information on CTS units available	0			
<b>3.4.</b>	Available content in CTS units on referral, assisting access to justice, providing psychological support, etc.	1			Psychological Counseling and Guidance Application Research Center Self-Help Brochures

<b>3.5</b>	Number of trainings and/or seminars delivered on harassment and mobbing issues, etc.	1	2 student club events, 1 ESKAR event
<b>SCORE:</b>		<b>8/26</b>	

Considering the number of references to concepts such as “LGBTI+” and “gender” in Legislation, Directives and Policy texts, merely *Marmara University Women’s Studies in the Economic and Social Field Implementation and Research Center Regulation*<sup>63</sup> involves 11 references to the concept of “gender”.

Considering the anti-discrimination policies of Marmara University regarding gender, gender identity and sexual orientation, although the “Principles of Ethical Behavior and Ethics Committee Directive”, “Student Clubs Directive”<sup>64</sup> of the university states that clubs or universities shall not conduct any religion, language, race, ethnicity, nationality, gender and similar reasons based discrimination in their activities; still, anti-discriminative content was not discerned for gender, gender identity and sexual orientation.

In case of a change in name by court decree, the Directive on Graduation Certificates<sup>65</sup> of Marmara University states that new diploma shall not be issued after graduation; that a Court Decision shall be sought for the Issuance of a New Diploma.

Under the “Self-Help Brochures” on the website of Marmara University Psychological Counseling and Guidance Implementation Research Center (MARPAM)<sup>66</sup> pamphlets such as “Abuse” and “Bullying” are available. These brochures do not emphasize sexual orientation and gender identity in their content, yet, the e-mail addresses of Marmara University members have been shared to ensure support in abuse and bullying cases.

## 20.2. LGBTI+ Rights Scale

A total of 96 Marmara University members participated in the research, including 86 students, 2 graduates before 2016, 11 graduates after 2016 and 1 other university member. 19 questions listed in the Access to LGBTI+ Rights Scale were posed to 96 participants, and findings derived from analysing participants’ responses to 5 point (1-5) likert-type questions are provided below. The findings shown below are derived through translating participant response averages into 100 value system.

### Marmara University Access to LGBTI+ Rights Scale Scores

63 Marmara University Women's Studies in the Economic and Social Field Implementation and Research Center Regulation Official Gazette Dated 21.07.2016 Official Gazette Numbered 29777.

64 Marmara University Student Clubs Directive Senate Decision dated 02.10.2018 numbered 369-10.

65 Directive on Marmara University Graduation Certificates. October 12, 2016 / 351-11-A, October 02, 2018-369-10.

66 <https://marpam.marmara.edu.tr/ust-menu/hizmetler/kendine-yardim-brosurlerimiz> Last Accessed on 15.04.2022.

1	LGBTI+ rights are freely advocated in the university.	20,83	Organization and Advocacy	21,84	TOTAL	30,37
2	LGBTI+ rights related activities are freely carried out in the university.	15,37				
3	LGBTI+ themed activities are freely conducted in the university.	13,54				
4	LGBTI+ students at the university can gather to advocate LGBTI+ rights.	28,65				
5	LGBTI+ people can get organized in the context of student clubs at the university.	27,87				
6	Pride Marches are organized freely at the university.	13,28				
7	LGBTI+ people express themselves freely in student clubs.	33,33				
8	Classrooms are safe for LGBTI+ people.	34,64	Safe Space	33,77		
9	Communal/shared spaces (i.e. cafeterias, canteens, libraries, study halls, laboratories, restaurants, sports facilities and other spheres of socialization) are safe for LGBTI+ people.	38,28				
10	Administrative buildings are safe for LGBTI+ people.	28,39				
11	The university administration has knowledge on LGBTI+ rights.	9,64	Perception and Attitude of The members of the University	13,98		
12	The administrative staff has knowledge on LGBTI+ rights.	13,28				
13	University security staff has knowledge on LGBTI+ rights.	8,86				
14	The university administration pursues gender equality when communicating with students.	16,67				
15	Administrative staff pursues gender equality when communicating with students.	19,53				
16	University security staff pursues gender equality when communicating with students.	15,89				
17	Students has knowledge on LGBTI+ rights.	49,74	Peer Behaviour	51,91		
18	Students pursue gender equality in inter-student communications.	48,96				
19	In friend circles, LGBTI+ issues are discussed in a positive atmosphere.	57,03				

As seen in the above table, the calculated scores of responses provided by Marmara University members to the questions in the Access to LGBTI+ Rights Scale are as such: 21.84 to the 7 questions under Organization and Advocacy sub-scale; 33.77 to the 3 questions under Safe Area sub-scale about the university being safe for LGBTI+ people; 13.98 to the 6 questions under the Perception and Attitude of University Members sub-scale about the opinions and behaviour of university members towards LGBTI+ people; and 51.91 to the 3 questions under the Peer Behavior sub-scale that measure the attitude of peers towards LGBTI+ students. The total score for Marmara University's responses to the scale is calculated to be 30.37.



### 20.3. Discrimination against LGBTI+ People Scale

#### Marmara University Discrimination against LGBTI+ People Scale Scores

1	LGBTI+ people are not subjected to verbal violence in the university.	34,75	Violence	41,50	Accommodation
2	LGBTI+ people are not subjected to physical violence in the university.	53,25			
3	LGBTI+ people are not subjected to psychological violence in the university.	27,75			
4	LGBTI+ people are not subjected to sexual harassment in the university.	50,25			
5	LGBTI+ people that are exposed to discrimination in the university can easily express it.	34,25	Academic Activities	41,25	
6	The lecturer (academician) pursues gender equality during classes.	40,50			
7	During classes, students pursue gender equality.	48,50			
8	The course contents are in line with gender equality.	36,00			
9	LGBTI+ people are not exposed to discrimination in the class.	41,50	Accommodation	22,50	
10	LGBTI+ people are not exposed to discrimination in extracurricular academic activities (seminars, workshops, studios, etc.).	40,75			
11	LGBTI+ people are treated equally when communicating with academic staff in the university.	41,00			
12	LGBTI+ people are treated equally when communicating with students in the university.	47,50			
13	LGBTI+ people are not subjected to discrimination in dormitories.	21,25	TOTAL	36,75	
14	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory administration.	20,25			
15	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory staff.	21,00			
16	LGBTI+ people are treated equally in the dormitories when communicating with fellow students living in dorms.	27,50			

As seen in the above table, the calculated scores of responses provided by Marmara University members to the 4 questions under the Discrimination Against LGBTI+ People Scale, Discrimination: Violence sub-scale is 41.50; to the 8 questions under Discrimination: Academic activities sub-scale, which shows being subjected to discrimination during academic activities is 41.25; and to the 4 questions under Discrimination: Accommodation sub-scale which shows students being subjected to discrimination in dormitories is 22.50. The total score for Marmara University's responses to the scale is calculated to be 36.75.

## 21. Mimar Sinan Fine Arts University

### 21.1. Legislation, Curricula, Policy, Stakeholder Analysis

Data collection is done by monitoring gender equality in the context of LGBTI+ rights in universities; thus, the Boards, Commissions, Coordination Offices, Research and Implementation Centers, university mission, vision and core values, Strategic Plans, Activity Reports, Department Information Packages available at the Mimar Sinan Fine Arts University website were examined thoroughly.

	<i>INDICATOR</i>	<i>SCORES</i>			<i>Findings</i>
		0	1	2	
<b>Indicators for Discrimination Against LGBTI+ People in Universities</b>	<b>1. LGBTI+ Rights and Gender Equality in Academic Activities in Universities</b>				<b>7/10</b>
	1.1.	The number of compulsory courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	1		1 compulsory course having a keyword in the course title
	1.2.	The number of elective courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	2		17 elective courses having a keyword in the course title
	1.3.	Academic activities on gender equality in the context of LGBTI+ rights in universities	2		3 events, 30 publications
	1.4.	Number of gender and women's studies departments in universities	0		
	1.5.	Number of gender and women's studies centers in universities	2		Women's Studies Research and Implementation Center
	<b>2. Campus Climate for LGBTI+ People</b>				<b>5/10</b>
	2.1.	Number of LGBTI+ solidarity/research clubs in universities	2		Queer Owl
	2.2.	The status of the LGBTI+ Community in universities (official/unofficial/in the process of officialisation)	0		
	2.3.	The number of activities specific to LGBTI+ people in universities	1		LGBTI+ Movements in Turkey (2017)
	2.4.	Number of Pride Week/Month events on campuses	0		
	2.5.	Number of March 8th (International Women's Day) events on campuses	2		11 events
	<b>3. LGBTI+ phobic and gendered stereotypes in universities</b>				<b>1/8</b>
	3.1.	Number of campaigns and informative materials to promote gender awareness in the context of LGBTI+ rights	0		

3.2.	Number of trainings and seminars on gender equality in the context of LGBTI+ rights tailored for and delivered to university members, especially the academic staff and the administrative board	1	Gender Awareness Training 2019
3.3	Number of declarations in accordance with gender equality in the context of LGBTI+ rights in the statements available on university websites	0	
3.4	Number of reports on gender equality to be examined in the context of LGBTI+ rights published by universities	0	
<b>SCORE:</b>		<b>13/28</b>	

Among the research and implementation centers of Mimar Sinan Fine Arts University, there is a Women’s Research Implementation and Research Center available.

18 courses among the courses accessible via the university website have keywords in their titles. The syllabuses for all courses available in the Department Information Package were reviewed with an emphasis on the up-to-dateness of the content and variety of the resources, which revealed that gender, gender equality, LGBTI+, queer, sexual orientation topics to be among the main focuses in the syllabus.

The word ‘gender’ is used in 14 courses having the keywords in the title; thus, apart from the course titles, the following keywords were found in the Institute of Social Sciences Course Information Forms and Philosophy Information Package, namely, 181 times ‘Women’, 145 times ‘Gender’, 77 times ‘feminist’, 76 times ‘body’, 38 times ‘feminism,’ 26 times ‘queer’, 27 times ‘inequality’, 20 times ‘sexual’, 28 times ‘sexuality’, 7 times ‘sexual orientation’.

While there is no Academic Data Management System in the university, 30 graduate theses in the respective field are available in the YÖK THESIS center database. Also LGBTI+ oriented and/or inclusive 3 academic activities were conducted in the University; namely, gender studies Postgraduate Conference (2017), gender-based discrimination and violence: experiences and challenges (2020) Pandemic and inequalities (2022).

Access to LGBTI+ Rights in Universities Indicators	INDICATOR	SCORES			Findings
		0	1	2	
<b>1.</b>	<b>Gender Equality in the Context of LGBTI+ Rights in University Legislation, Directives and Policy Papers</b>				<b>6/12</b>
<b>1.1.</b>	Number of regulations and directives referring to / cite from CEDAW and Istanbul Convention	0			
<b>1.2.</b>	Number of references/citings to concepts such as “gender” and “sexual orientation”, “gender identity” in Legislation, Directives and Policy papers	2			Regulation of the Women’s Research Implementation and Research Center, Ethics Committee Directive Against Sexual Harassment, Declaration of Ethical Principles Against Sexual Harassment
<b>1.3.</b>	Number of regulations and directives referring to the Sustainable Development Goals, 5th objective	0			
<b>1.4.</b>	Number of regulations supporting gender equality	2			Women’s Studies Research and Implementation Center Regulation
<b>1.5.</b>	Number of anti-discrimination policies of universities on gender, gender identity and sexual orientation	2			Ethics Committee Directive Against Sexual Harassment, Declaration of Ethical Principles Against Sexual Harassment
<b>1.6.</b>	A clear and direct indication of means to Change one’s Name Change on Diploma/ Graduation Certificates	0			
<b>2.</b>	<b>Universities’ activities and collaboration with NGOs to draw attention to TCE</b>				<b>2/4</b>
<b>2.1.</b>	Number of campaigns, joint work, activities, collaborations with NGOs as well as the number of diversity (diversity of institutions, diversity of partnerships) in the context of the TCE here	1			Women’s Works Library and Information Center Foundation, Women’s Writing Festival stakeholders and panelists
<b>2.2.</b>	Number of models designed and implemented with NGOs	1			Women’s Writing Festival
<b>3.</b>	<b>Institutionalization of the Fight against Violence and Harassment in Universities: CTS Units</b>				<b>6/10</b>
<b>3.1.</b>	Number of active CTS units in universities	2			Ethics Committee Against Sexual Harassment
<b>3.2.</b>	Clear and direct indication of the ways of applying to CTS units at universities	1			Ethics Committee Directive Against Sexual Harassment
<b>3.3.</b>	A university-website with information on CTS units available	0			

3.4	Available content in CTS units on referral, assisting access to justice, providing psychological support, etc.	1	Ethics Committee Directive Against Sexual Harassment
3.5	Number of trainings and/or seminars delivered on harassment and mobbing issues, etc.	2	4 events
<b>SCORE:</b>		<b>14/26</b>	

Mimar Sinan Fine Arts University Declaration of Ethical Principles Against Sexual Harassment indicates that sexual harassment is mostly committed as a form of discrimination against women, further emphasizing that individuals with various sexual orientations and gender identities are affected by harassment, as well.

There is an Ethics Committee Against Sexual Harassment available in Mimar Sinan Fine Arts University, which, however, does not have a website where the content and information for university members are available. How to apply, or information on notification and support processes can only be accessed via the Ethics Committee Directive Against Sexual Harassment.

No respective information on how to proceed in case of a change in name is available on the university’s website, where information on diploma and temporary graduation certificate applications is provided.

Beside NGOs, Mimar Sinan Fine Arts University Women’s Studies Research Implementation and Research Center cooperates and conducts joint studies with the embassy of Sweden, the Goethe Institute, Tarabya Academy, the British Council, Güldünya Publications, Anti-art studies, the Swedish Arts Council, the Swedish Institute and TMMOB in the field of gender equality. Additionally, within the scope of the Women’s Writing Festival, various collaborations were carried out with non-governmental organizations with LGBTI+ focus and which are inclusive.

Mimar Sinan Fine Arts University Women’s Studies Research Implementation and Research Center has conducted activities on sexual harassment and mobbing, titled Anti Sexual Harassment Workshop (2017), Sexual Harassment in Universities (2019), the Fight Against Sexual Violence and the Law (2021), and the Psychological Effects of Sexual Harassment and Assault (2021) events were organised.

### 21.2. LGBTI+ Rights Scale

A total of 89 members of Mimar Sinan Fine Arts University participated in the research, including 72 students, 9 academic staff, 7 graduates after 2016 and 1 graduate before 2016. 19 questions listed in the Access to LGBTI+ Rights Scale were posed to 38 participants, and findings derived from analysing participants’ responses to 5 point (1-5) likert-type questions are provided below. The findings shown below are derived through translating participant response averages into 100 value system.

Mimar Sinan Fine Arts University Access to LGBTI+ Rights Scale Scores

1	LGBTI+ rights are freely advocated in the university.	53,93	Organization and Advocacy	47,07	TOTAL	47,99
2	LGBTI+ rights related activities are freely carried out in the university.	41,01				
3	LGBTI+ themed activities are freely conducted in the university.	40,45				
4	LGBTI+ students at the university can gather to advocate LGBTI+ rights.	55,62				
5	LGBTI+ people can get organized in the context of student clubs at the university.	50,84				
6	Pride Marches are organized freely at the university.	24,44				
7	LGBTI+ people express themselves freely in student clubs.	63,20				
8	Classrooms are safe for LGBTI+ people.	55,62	Safe Space	51,12		
9	Communal/shared spaces (i.e. cafeterias, canteens, libraries, study halls, laboratories, restaurants, sports facilities and other spheres of socialization) are safe for LGBTI+ people.	60,68				
10	Administrative buildings are safe for LGBTI+ people.	37,08				
11	The university administration has knowledge on LGBTI+ rights.	25,00	Perception and Attitude of The members of the University	24,58		
12	The administrative staff has knowledge on LGBTI+ rights.	23,03				
13	University security staff has knowledge on LGBTI+ rights.	18,54				
14	The university administration pursues gender equality when communicating with students.	28,37				
15	Administrative staff pursues gender equality when communicating with students.	28,93				
16	University security staff pursues gender equality when communicating with students.	23,60				
17	Students has knowledge on LGBTI+ rights.	64,61	Peer Behaviour	69,20		
18	Students pursue gender equality in inter-student communications.	67,14				
19	In friend circles, LGBTI+ issues are discussed in a positive atmosphere.	75,84				

As seen in the above table, the calculated scores of responses provided by Mimar Sinan Fine Arts University members to the questions in the Access to LGBTI+ Rights Scale are as such: 47.07 to the 7 questions under Organization and Advocacy sub-scale; 51.12 to the 3 questions under Safe Area sub-scale about the university being safe for LGBTI+ people; 24.58 to the 6 questions under the Perception and Attitude of University Members sub-scale about the opinions and behaviour of university members towards LGBTI+ people; and 69.20 to the 3 questions under the Peer Behavior sub-scale that measure the attitude of peers towards LGBTI+ students. The total score for Mimar Sinan Fine Arts University's responses to the scale is calculated to be 47.99.

### 21.3. Discrimination against LGBTI+ People Scale

Mimar Sinan Fine Arts University Discrimination against LGBTI+ People Scale Scores

1	LGBTI+ people are not subjected to verbal violence in the university.	50,50	Violence	53,00	Accommodation
2	LGBTI+ people are not subjected to physical violence in the university.	63,00			
3	LGBTI+ people are not subjected to psychological violence in the university.	27,50			
4	LGBTI+ people are not subjected to sexual harassment in the university.	56,25			
5	LGBTI+ people that are exposed to discrimination in the university can easily express it.	53,50	Academic Activities	57,25	
6	The lecturer (academician) pursues gender equality during classes.	54,25			
7	During classes, students pursue gender equality.	62,00			
8	The course contents are in line with gender equality.	56,00			
9	LGBTI+ people are not exposed to discrimination in the class.	54,00			
10	LGBTI+ people are not exposed to discrimination in extracurricular academic activities (seminars, workshops, studios, etc.).	58,50			
11	LGBTI+ people are treated equally when communicating with academic staff in the university.	55,00			
12	LGBTI+ people are treated equally when communicating with students in the university.	64,25			
13	LGBTI+ people are not subjected to discrimination in dormitories.	34,25	Accommodation	34,50	
14	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory administration.	33,25			
15	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory staff.	32,25			
16	LGBTI+ people are treated equally in the dormitories when communicating with fellow students living in dorms.	38,25			
			TOTAL	50,50	

As seen in the above table, the calculated scores of responses provided by Mimar Sinan Fine Arts University members to the 4 questions under the Discrimination Against LGBTI+ People Scale, Discrimination: Violence sub-scale is 53.00; to the 8 questions under Discrimination: Academic activities sub-scale, which shows being subjected to discrimination during academic activities is 57.25; and to the 4 questions under Discrimination: Accommodation sub-scale which shows students being subjected to discrimination in dormitories is 34.50. The total score for Mimar Sinan Fine Arts University's responses to the scale is calculated to be 50.50.

## 22. University of Health Sciences

### 22.1. Legislation, Curricula, Policy, Stakeholder Analysis

Data collection is done by monitoring gender equality in the context of LGBTI+ rights in universities; thus, the Units, Boards, Commissions, Coordination Offices, Research and Implementation Centers, university mission, vision and core values, Strategic Plans, Activity Reports, Course Information Packages available at the Health Sciences University website were examined thoroughly.

<i>INDICATOR</i>	<i>SCORES</i>			<i>Findings</i>
	0	1	2	
<b>1. LGBTI+ Rights and Gender Equality in Academic Activities in Universities</b>				<b>3/10</b>
1.1. The number of compulsory courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	2			10 compulsory courses having a keyword in the course title
1.2. The number of elective courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	1			Adında anahtar sözcük bulunan 12 seçmeli ders
1.3. Academic activities on gender equality in the context of LGBTI+ rights in universities	0			8 graduate thesis (specialization in medicine)
1.4. Number of gender and women's studies departments in universities	0			
1.5. Number of gender and women's studies centers in universities	0			
<b>2. Campus Climate for LGBTI+ People</b>				<b>1/10</b>
2.1. Number of LGBTI+ solidarity/research clubs in universities	0			
2.2. The status of the LGBTI+ Community in universities (official/unofficial/in the process of officialisation)	0			
2.3. The number of activities specific to LGBTI+ people in universities	0			
2.4. Number of Pride Week/Month events on campuses	0			
2.5. Number of March 8th (International Women's Day) events on campuses	1			2 events
<b>3. LGBTI+ phobic and gendered stereotypes in universities</b>				<b>0/8</b>
3.1. Number of campaigns and informative materials to promote gender awareness in the context of LGBTI+ rights	0			



3.2.	Number of trainings and seminars on gender equality in the context of LGBTI+ rights tailored for and delivered to university members, especially the academic staff and the administrative board	0	
3.3	Number of declarations in accordance with gender equality in the context of LGBTI+ rights in the statements available on university websites	0	
3.4	Number of reports on gender equality to be examined in the context of LGBTI+ rights published by universities	0	
<b>SCORE:</b>		<b>4</b>	<b>28</b>

16 of the 22 courses in the university course curricula having the keywords in their title are in field of women’s health, and there is 1 course available in the field of sexual health in the respective curricula. It is not possible to know whether these courses are LGBTI+ inclusive in the context of gender equality. In 2021, an inspection and investigation was conducted regarding the content of the “Gender Equality“ course, which is one of the elective courses provided by the University of Health Sciences<sup>67</sup>. On the other hand, as a result of keywords scanned in the YÖK THESIS center database among graduate theses at the university, 8 medical specialty studies have been reached which directly focuses on LGBTI+. There is no Academic Data Management System in the University.

<i>INDICATOR</i>	<i>SCORES</i>			<i>Findings</i>
	0	1	2	
<b>1. Gender Equality in the Context of LGBTI+ Rights in University Legislation, Directives and Policy Papers</b>				<b>1/12</b>
1.1. Number of regulations and directives referring to / cite from CEDAW and Istanbul Convention	0			
1.2. Number of references/citings to concepts such as “gender” and “sexual orientation”, “gender identity” in Legislation, Directives and Policy papers	0			
1.3. Number of regulations, directives and policies referring to the Sustainable Development Goals, 5th objective	0			
1.4. Number of regulations supporting gender equality	0			
1.5. Number of anti-discrimination policies of universities on gender, gender identity and sexual orientation	0			

67 Related news coverage <https://www.aa.com.tr/tr/turkiye/saglik-bilimleri-universitesi-toplumsal-cinsiyet-esitligi-dersi-icerigiyle-ilgili-inceleme-ve-sorusturma-baslatti/2189308>.

1.6.	A clear and direct indication of means to Change one's Name Change on Diploma/ Graduation Certificates	1	Directive on the Principles to be Followed in the Issuing of Diplomas, Diploma Books and Other Documents
<b>2.</b>	<b>Universities' activities and collaboration with NGOs to draw attention to TCE</b>		<b>0/4</b>
2.1.	Number of campaigns, joint work, activities, collaborations with NGOs as well as the number of diversity (diversity of institutions, diversity of partnerships) in the context of the TCE here	0	
2.2.	Number of models designed and implemented with NGOs	0	
<b>3.</b>	<b>Institutionalization of the Fight against Violence and Harassment in Universities: CTS Units</b>		<b>0/10</b>
3.1.	Number of active CTS units in universities	0	
3.2.	Clear and direct indication of the ways of applying to CTS units at universities	0	
3.3.	A university-website with information on CTS units available	0	
3.4.	Available content in CTS units on referral, assisting access to justice, providing psychological support, etc.	0	
3.5.	Number of trainings and/or seminars delivered on harassment and mobbing issues, etc.	0	
<b>SCORE:</b>		<b>1/26</b>	

The Student Clubs Directive does not include the expressions 'sexual identity' or 'sexual orientation', although the necessity for activities and posters of student clubs not support any language, religion, race, sect, political, philosophical thought and discrimination is indicated in the document.

In case of a change in name by court decree, the Directive on Principles for Diplomas, Diploma Books and Other Documents of the University of Health Sciences<sup>68</sup> states that new diploma shall not be issued after graduation; that the unit shall annotate and sign the back of the diploma with date; that a Court Decision shall be sought for the Issuance of a New Diploma in case the graduate requests a new one. There is no other content available on the university's website on gender equality in terms of access to LGBTI+ rights.

## 22.2. LGBTI+ Rights Scale

A total of 42 members of the University of Health Sciences participated in the study, including 37 students, 3 academic staff and 2 graduates after 2016,. 19 questions listed in the Access to LGBTI+ Rights Scale were posed to 42 participants, and findings derived from analysing participants' responses to 5 point (1-5) likert-type questions are provided below. The findings shown below are derived through translating participant response averages into 100 value system.

<sup>68</sup> Directive on the Principles to be Followed in the Issuing of Diplomas, Diploma Books and Other Documents of the University of Health Sciences Senate Resolution numbered 25-04 dated 24.07.2018.

University of Health Sciences Access to LGBTI+ Rights Scale Scores

1	LGBTI+ rights are freely advocated in the university.	15,48	Organization and Advocacy	13,95
2	LGBTI+ rights related activities are freely carried out in the university.	8,33		
3	LGBTI+ themed activities are freely conducted in the university.	6,55		
4	LGBTI+ students at the university can gather to advocate LGBTI+ rights.	19,05		
5	LGBTI+ people can get organized in the context of student clubs at the university.	11,31		
6	Pride Marches are organized freely at the university.	10,72		
7	LGBTI+ people express themselves freely in student clubs.	26,19		
8	Classrooms are safe for LGBTI+ people.	37,50	Safe Space	32,74
9	Communal/shared spaces (i.e. cafeterias, canteens, libraries, study halls, laboratories, restaurants, sports facilities and other spheres of socialization) are safe for LGBTI+ people.	32,74		
10	Administrative buildings are safe for LGBTI+ people.	27,98		
11	The university administration has knowledge on LGBTI+ rights.	13,69	Perception and Attitude of The members of the University	17,06
12	The administrative staff has knowledge on LGBTI+ rights.	15,48		
13	University security staff has knowledge on LGBTI+ rights.	7,14		
14	The university administration pursues gender equality when communicating with students.	23,81		
15	Administrative staff pursues gender equality when communicating with students.	23,81		
16	University security staff pursues gender equality when communicating with students.	18,45		
17	Students has knowledge on LGBTI+ rights.	43,45	Peer Behaviour	43,06
18	Students pursue gender equality in inter-student communications.	45,24		
19	In friend circles, LGBTI+ issues are discussed in a positive atmosphere.	40,48		
			TOTAL	26,70

As seen in the above table, the calculated scores of responses provided by University of Health Sciences members to the questions in the Access to LGBTI+ Rights Scale are as such: 13.95 to the 7 questions under Organization and Advocacy sub-scale; 32.74 to the 3 questions under Safe Area sub-scale about the university being safe for LGBTI+ people; 17.06 to the 6 questions under the Perception and Attitude of University Members sub-scale about the opinions and behaviour of university members towards LGBTI+ people; and 43.06 to the 3 questions under the Peer Behavior sub-scale that measure the attitude of peers towards LGBTI+ students. The total score for University of Health Sciences' responses to the scale is calculated to be 26.70.

### 22.3. Discrimination against LGBTI+ People Scale

#### University of Health Sciences Discrimination against LGBTI+ People Scale Scores

1	LGBTI+ people are not subjected to verbal violence in the university.	38,00	Violence	49,75		
2	LGBTI+ people are not subjected to physical violence in the university.	63,00				
3	LGBTI+ people are not subjected to psychological violence in the university.	33,75				
4	LGBTI+ people are not subjected to sexual harassment in the university.	64,25				
5	LGBTI+ people that are exposed to discrimination in the university can easily express it.	31,50	Academic Activities	40,25		
6	The lecturer (academician) pursues gender equality during classes.	38,00				
7	During classes, students pursue gender equality.	45,00				
8	The course contents are in line with gender equality.	43,25				
9	LGBTI+ people are not exposed to discrimination in the class.	41,00				
10	LGBTI+ people are not exposed to discrimination in extracurricular academic activities (seminars, workshops, studios, etc.).	39,75				
11	LGBTI+ people are treated equally when communicating with academic staff in the university.	39,75				
12	LGBTI+ people are treated equally when communicating with students in the university.	43,25				
13	LGBTI+ people are not subjected to discrimination in dormitories.	27,25	Accommodation	30,00	TOTAL	40,00
14	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory administration.	30,75				
15	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory staff.	31,50				
16	LGBTI+ people are treated equally in the dormitories when communicating with fellow students living in dorms.	30,25				

As seen in the above table, the calculated scores of responses provided by University of Health Sciences members to the 4 questions under the Discrimination Against LGBTI+ People Scale, Discrimination: Violence sub-scale is 49.75; to the 8 questions under Discrimination: Academic activities sub-scale, which shows being subjected to discrimination during academic activities is 40.25; and to the 4 questions under Discrimination: Accommodation sub-scale which shows students being subjected to discrimination in dormitories is 30.00. The total score for University of Health Sciences' responses to the scale is calculated to be 40.00.

## 23. Turkish-German University

### 23.1. Legislation, Curricula, Policy, Stakeholder Analysis

Data collection is done by monitoring gender equality in the context of LGBTIQ+ rights in universities; thus, the Units, Commissions, Research and Implementation Centers, principles, regulations, directives, university mission, vision and core values, Academic staff Information System as well as education plans available at the Turkish-German University website were examined thoroughly.

	INDICATOR	SCORES			Findings
		0	1	2	
Indicators for Discrimination Against LGBTIQ+ People in Universities	<b>1.</b>	<b>LGBTIQ+ Rights and Gender Equality in Academic Activities in Universities</b>			<b>4/10</b>
	1.1.	The number of compulsory courses on gender and in the context of LGBTIQ+ rights at all levels of education (associate, bachelor, master, PhD)	2		5 compulsory courses having a keyword in the course title
	1.2.	The number of elective courses on gender and in the context of LGBTIQ+ rights at all levels of education (associate, bachelor, master, PhD)	1		1 elective courses having a keyword in the course title
	1.3.	Academic activities on gender equality in the context of LGBTIQ+ rights in universities	1		16 academic publications, Konrad-Adenauer-Stiftung (KAS) Migration Certificate Program with Turkey
	1.4.	Number of gender and women's studies departments in universities	0		
	1.5.	Number of gender and women's studies centers in universities	0		
	<b>2.</b>	<b>Campus Climate for LGBTIQ+ People</b>			<b>7/10</b>
	2.1.	Number of LGBTIQ+ solidarity/research clubs in universities	2		Turkish German University LGBTIQ+ Solidarity Community
	2.2.	The status of the LGBTIQ+ Community in universities (official/unofficial/in the process of officialisation)	0		
	2.3.	The number of activities specific to LGBTIQ+ people in universities	2		6 events
	2.4.	Number of Pride Week/Month events on campuses	1		1 events
	2.5.	Number of March 8th (International Women's Day) events on campuses	2		12 events
	<b>3.</b>	<b>LGBTIQ+ phobic and gendered stereotypes in universities</b>			<b>0/8</b>
	3.1.	Number of campaigns and informative materials to promote gender awareness in the context of LGBTIQ+ rights	0		

<b>3.2.</b>	Number of trainings and seminars on gender equality in the context of LGBTI+ rights tailored for and delivered to university members, especially the academic staff and the administrative board	0	
<b>3.3</b>	Number of declarations in accordance with gender equality in the context of LGBTI+ rights in the statements available on university websites	0	
<b>3.4</b>	Number of reports on gender equality to be examined in the context of LGBTI+ rights published by universities	0	
<b>SCORE:</b>		<b>11/28</b>	

3 out of 6 courses in the curricula of the Turkish-German University that contain the keywords are on human rights; 1 on gender and 1 on the body and 1 on the sociology of discrimination. Although the content of these courses is LGBTI+ inclusive, there are 16 academic publications available in the Academic Personnel Information System with the necessary focus. In addition, the title ‘gender’ is used in the scope of academic activity, Konrad-Adenauer-Stiftung (KAS) Migration Certificate Program with Turkey.

There is a Turkish German University LGBTIQ+ Solidarity Society available in the university. LGBTI+ inclusive events for LGBTI+ people and in terms of gender equality at the university were organized by the LGBTIQ + Solidarity Society of the Turkish German University and the Pro Bono Law Club of the Turkish German University. In addition, the Human and Career Meeting in Technology (2020) was held within the university in cooperation with the Women in Technology Association and the Family Women and Children’s Law Symposium (2021) event was organized by the Faculty of Law. However, no statement is discerned on the university website about the LGBTI+ inclusiveness of these 2 events.

<i>Access to LGBTI+ Rights in Universities Indicators</i>	<i>INDICATOR</i>	<i>SCORES</i>			<i>Findings</i>
		0	1	2	
<b>1.</b>	<b>Gender Equality in the Context of LGBTI+ Rights in University Legislation, Directives and Policy Papers</b>				<b>2/12</b>
<b>1.1.</b>	Number of regulations and directives referring to / cite from CEDAW and Istanbul Convention	0			
<b>1.2.</b>	Number of references/citings to concepts such as “gender” and “sexual orientation”, “gender identity” in Legislation, Directives and Policy papers	0			
<b>1.3.</b>	Number of regulations, directives and policies referring to the Sustainable Development Goals, 5th objective	0			
<b>1.4.</b>	Number of regulations supporting gender equality	0			
<b>1.5.</b>	Number of anti-discrimination policies of universities on gender, gender identity and sexual orientation	0			

1.6.	A clear and direct indication of means to Change one's Name Change on Diploma/ Graduation Certificates	2	Directive on the Issuance of Diploma, Diploma Supplement, Temporary Graduation Certificate and Minor Certificate
2.	<b>Universities' activities and collaboration with NGOs to draw attention to TCE</b>		1/4
2.1.	Number of campaigns, joint work, activities, collaborations with NGOs as well as the number of diversity (diversity of institutions, diversity of partnerships) in the context of the TCE here	1	Konrad-Adenauer-Stiftung (KAS) Turkey
2.2.	Number of models designed and implemented with NGOs	0	
3.	<b>Institutionalization of the Fight against Violence and Harassment in Universities: CTS Units</b>		1/10
3.1.	Number of active CTS units in universities	0	
3.2.	Clear and direct indication of the ways of applying to CTS units at universities	0	
3.3.	A university-website with information on CTS units available	0	
3.4.	Available content in CTS units on referral, assisting access to justice, providing psychological support, etc.	0	
3.5.	Number of trainings and/or seminars delivered on harassment and mobbing issues, etc.	1	2 events
<b>SCORE:</b>		<b>4/26</b>	

Although values such as “participation and respect for differences” and “social responsibility” have been identified among the core values of the Turkish-German University, legislation, regulations and policy documents are reviewed and no statements regarding the respective thematic area have been rendered.

In case of a change in name, the Directive on the Issuance of Diplomas, Diploma Supplements, Temporary Graduation Certificate and Other Documents<sup>69</sup> states that the documents shall be prepared upon the student’s request; should the diploma been prepared or delivered before, the changes shall be delivered with annotated date and description on the back of the diploma.

Types of Violence and Ways to Protect Against Violence (2020), Women’s Rights and Violence against Women Conference Series (2020) events were organized in the University in the scope of harassment and mobbing, etc.

### 23.2. LGBTI+ Rights Scale

A total of 64 members of the Turkish-German University participated in the research, including 61 students, 1 academic staff and 1 graduate after 2016. 19 questions listed in the Access to LGBTI+ Rights Scale were posed to 64 participants, and findings derived from analysing

<sup>69</sup> Turkish-German University Diploma, Diploma Supplement, Provisional Graduation Certificate and Minor Certificate Regulation Senate Decision dated 13.05.2020 numbered 47.

participants' responses to 5 point (1-5) likert-type questions are provided below. The findings shown below are derived through translating participant response averages into 100 value system.

#### Turkish-German University Access to LGBTI+ Rights Scale Scores

1	LGBTI+ rights are freely advocated in the university.	44,14	Organization and Advocacy	46,87	TOTAL	48,71
2	LGBTI+ rights related activities are freely carried out in the university.	35,94				
3	LGBTI+ themed activities are freely conducted in the university.	37,11				
4	LGBTI+ students at the university can gather to advocate LGBTI+ rights.	61,72				
5	LGBTI+ people can get organized in the context of student clubs at the university.	64,06				
6	Pride Marches are organized freely at the university.	26,95				
7	LGBTI+ people express themselves freely in student clubs.	58,20				
8	Classrooms are safe for LGBTI+ people.	57,42	Safe Space	57,42		
9	Communal/shared spaces (i.e. cafeterias, canteens, libraries, study halls, laboratories, restaurants, sports facilities and other spheres of socialization) are safe for LGBTI+ people.	66,41				
10	Administrative buildings are safe for LGBTI+ people.	48,44				
11	The university administration has knowledge on LGBTI+ rights.	18,75	Perception and Attitude of The members of the University	26,50		
12	The administrative staff has knowledge on LGBTI+ rights.	21,10				
13	University security staff has knowledge on LGBTI+ rights.	16,80				
14	The university administration pursues gender equality when communicating with students.	33,60				
15	Administrative staff pursues gender equality when communicating with students.	35,16				
16	University security staff pursues gender equality when communicating with students.	33,60				
17	Students has knowledge on LGBTI+ rights.	59,77	Peer Behaviour	64,06		
18	Students pursue gender equality in inter-student communications.	62,89				
19	In friend circles, LGBTI+ issues are discussed in a positive atmosphere.	69,53				

As seen in the above table, the calculated scores of responses provided by Turkish-German University members to the questions in the Access to LGBTI+ Rights Scale are as such: 46.87 to the 7 questions under Organization and Advocacy sub-scale; 57.42 to the 3 questions under Safe Area sub-scale about the university being safe for LGBTI+ people; 26.50 to the 6 questions under the Perception and Attitude of University Members sub-scale about the opinions and behaviour of university members towards LGBTI+ people; and 64.06 to the 3 questions under the Peer Behavior sub-scale that measure the attitude of peers towards LGBTI+ students. The total score for Turkish-German University's responses to the scale is calculated to be 48.71.



### 23.3. Discrimination against LGBTI+ People Scale

Turkish-German University Discrimination against LGBTI+ People Scale Scores

1	LGBTI+ people are not subjected to verbal violence in the university.	57,00	Violence	66,50	Accommodation
2	LGBTI+ people are not subjected to physical violence in the university.	81,50			
3	LGBTI+ people are not subjected to psychological violence in the university.	52,50			
4	LGBTI+ people are not subjected to sexual harassment in the university.	75,25			
5	LGBTI+ people that are exposed to discrimination in the university can easily express it.	53,75	Academic Activities	64,25	
6	The lecturer (academician) pursues gender equality during classes.	57,25			
7	During classes, students pursue gender equality.	69,00			
8	The course contents are in line with gender equality.	61,25			
9	LGBTI+ people are not exposed to discrimination in the class.	69,00			
10	LGBTI+ people are not exposed to discrimination in extracurricular academic activities (seminars, workshops, studios, etc.).	67,75			
11	LGBTI+ people are treated equally when communicating with academic staff in the university.	62,00			
12	LGBTI+ people are treated equally when communicating with students in the university.	74,50			
13	LGBTI+ people are not subjected to discrimination in dormitories.	39,25	Accommodation	40,25	
14	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory administration.	37,50			
15	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory staff.	40,00			
16	LGBTI+ people are treated equally in the dormitories when communicating with fellow students living in dorms.	44,00			
			TOTAL	56,25	

As seen in the above table, the calculated scores of responses provided by Turkish-German University members to the 4 questions under the Discrimination Against LGBTI+ People Scale, Discrimination: Violence sub-scale is 66.50; to the 8 questions under Discrimination: Academic activities sub-scale, which shows being subjected to discrimination during academic activities is 64.25; and to the 4 questions under Discrimination: Accommodation sub-scale which shows students being subjected to discrimination in dormitories is 40.25. The total score for Turkish-German University's responses to the scale is calculated to be 56.25.

## 24. Yıldız Teknik University

### 24.1. Legislation, Curricula, Policy, Stakeholder Analysis

Data collection is done by monitoring gender equality in the context of LGBTI+ rights in universities; thus, the Units, Coordination Offices, Research and Implementation Centers, principles, procedures, Regulations, Directives, university mission, vision and core values, Strategic Plans, Activity Reports, academic data management system (AVESIS), and Bologna Information System available at the Yıldız Technical University web site were examined thoroughly.

<i>INDICATOR</i>	<i>SCORES</i>			<i>Findings</i>
	0	1	2	
<b>1. LGBTI+ Rights and Gender Equality in Academic Activities in Universities</b>				<b>1/10</b>
1.1. The number of compulsory courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	0			
1.2. The number of elective courses on gender and in the context of LGBTI+ rights at all levels of education (associate, bachelor, master, PhD)	1			5 elective courses having a keyword in the course title
1.3. Academic activities on gender equality in the context of LGBTI+ rights in universities	0			17 academic publications
1.4. Number of gender and women's studies departments in universities	0			
1.5. Number of gender and women's studies centers in universities	0			
<b>2. Campus Climate for LGBTI+ People</b>				<b>6/10</b>
2.1. Number of LGBTI+ solidarity/research clubs in universities	2			Yıldız Technical University LGBTIA+ Community (YTU ODA)
2.2. The status of the LGBTI+ Community in universities (official/unofficial/in the process of officialisation)	0			
2.3. The number of activities specific to LGBTI+ people in universities	2			14 events
2.4. Number of Pride Week/Month events on campuses	0			
2.5. Number of March 8th (International Women's Day) events on campuses	2			16 events
<b>3. LGBTI+ phobic and gendered stereotypes in universities</b>				<b>0/8</b>
3.1. Number of campaigns and informative materials to promote gender awareness in the context of LGBTI+ rights	0			
3.2. Number of trainings and seminars on gender equality in the context of LGBTI+ rights tailored for and delivered to university members, especially the academic staff and the administrative board	0			

3.3	Number of declarations in accordance with gender equality in the context of LGBTI+ rights in the statements available on university websites	0	
3.4	Number of reports on gender equality to be examined in the context of LGBTI+ rights published by universities	0	
<b>SCORE:</b>		<b>7</b>	<b>28</b>

2 of the 5 courses in the Yıldız Technical University curricula having the keywords in their title are on human rights, 2 on the body and 1 on gender. There are 6 LGBTI+-oriented and inclusive academic publications available in the Academic Data Management System of the University. 11 graduate theses from the university are accessible via YÖK THESIS center database.

Yıldız Technical University has an LGBTIA+ Community. There are 14 LGBTI+ events oriented at LGBTIA+ people organized by the Yıldız Technical University LGBTIA+ Community (YTU ODA) in the university.

<i>INDICATOR</i>	<i>SCORES</i>			<i>Findings</i>
	0	1	2	
<b>1. Gender Equality in the Context of LGBTI+ Rights in University Legislation, Directives and Policy Papers</b>				<b>7/12</b>
1.1. Number of regulations and directives referring to / cite from CEDAW and Istanbul Convention	0			
1.2. Number of references/citings to concepts such as “gender” and “sexual orientation”, “gender identity” in Legislation, Directives and Policy papers	1			Sustainable Development Policy, Codes of Ethics and Values, Peer Counseling Candidate Criteria
1.3. Number of regulations, directives and policies referring to the Sustainable Development Goals, 5th objective	2			Sustainable Development Policy
1.4. Number of regulations supporting gender equality	0			
1.5. Number of anti-discrimination policies of universities on gender, gender identity and sexual orientation	2			Ethical Codes and Values, Peer Counseling Candidate Criteria, Sustainable Development Policy
1.6. A clear and direct indication of means to Change one’s Name Change on Diploma/ Graduation Certificates	2			Principles for Diploma, Provisional Diploma, Certificate of Education and Graduate Letter
<b>2. Universities’ activities and collaboration with NGOs to draw attention to TCE</b>				<b>0/4</b>
2.1. Number of campaigns, joint work, activities, collaborations with NGOs as well as the number of diversity (diversity of institutions, diversity of partnerships) in the context of the TCE here	0			

2.2.	Number of models designed and implemented with NGOs	0	
<b>3.</b>	<b>Institutionalization of the Fight against Violence and Harassment in Universities: CTS Units</b>		<b>5/10</b>
3.1.	Number of active CTS units in universities	2	Sexual Harassment and Sexual Assault Prevention Board
3.2.	Clear and direct indication of the ways of applying to CTS units at universities	1	Sexual Harassment and Sexual Assault Prevention Board Directive
3.3.	A university-website with information on CTS units available	0	
3.4.	Available content in CTS units on referral, assisting access to justice, providing psychological support, etc.	1	Sexual Harassment and Sexual Assault Prevention Board Directive
3.5.	Number of trainings and/or seminars delivered on harassment and mobbing issues, etc.	1	3 events
<b>SCORE:</b>		<b>12/26</b>	

The Ethical values and Peer counseling criteria of Yıldız Technical University includes the expression, ‘respect and tolerance for race, colour, language, creed, gender, origin, marital status, political or religious beliefs, family, social or cultural background, and sexual orientation based differences’.

There is a Sexual Harassment and Sexual Assault Prevention Board at Yıldız Technical University. Yıldız Technical University Sexual Harassment and Assault Support Unit does not have a website. Information on how to apply, definitions, how the unit operates can only be reached through the Sexual Harassment and Sexual Assault Prevention Board<sup>70</sup> Directive.

Directive on Yıldız Technical University Diploma, Provisional Diploma Document<sup>71</sup> states that documents shall be issued with up-to-date information if/when the diploma has not been issued yet; thus, in case of graduation, the changes in the registry shall be delivered with annotated date and description on the back of the diploma.

A Historical Overview of Violence Against Women in the scope of types of violence and opportunities to combat violence by Yıldız Technical Women’s Studies Society (YTÜKAÇAT) (2020), Is it Possible to Fight with Violence Against Women? 3 events were conducted: Types of Violence (2021), Sexual Harassment Prevention Unit in Universities-Activity and Operations (2021)

#### 24.2. LGBTI+ Rights Scale

A total of 52 members of Yıldız Technical University participated in the research, including 44 students, 4 academic staff, 3 post-2016 graduates and 1 pre-2016 graduate. 19 questions listed in the LGBTI+ Rights Access Scale were posed to a total of 71 participants, and findings derived from analysing participants’ responses to 5 point (1-5) likert-type questions are provided below. The findings shown below are derived through translating participant response averages into 100 value system.

<sup>70</sup> Yıldız Technical University Sexual Harassment and Sexual Assault Prevention Board Directive Senate Resolution numbered 01-25 dated 12.01.2021.

<sup>71</sup> Directive on Yıldız Technical University Diploma, Provisional Document Instead Diploma, Certificate of Education and Graduate Letters Principles Senate resolution numbered. 01-13 dated 20.03.2019.

Yıldız Technical University Access to LGBTI+ Rights Scale Scores

1	LGBTI+ rights are freely advocated in the university.	31.73	Organization and Advocacy	32,28
2	LGBTI+ rights related activities are freely carried out in the university.	22.12		
3	LGBTI+ themed activities are freely conducted in the university.	22.12		
4	LGBTI+ students at the university can gather to advocate LGBTI+ rights.	42.79		
5	LGBTI+ people can get organized in the context of student clubs at the university.	45.19		
6	Pride Marches are organized freely at the university.	13.46		
7	LGBTI+ people express themselves freely in student clubs.	48.56		
8	Classrooms are safe for LGBTI+ people.	47.60	Safe Space	45,99
9	Communal/shared spaces (i.e. cafeterias, canteens, libraries, study halls, laboratories, restaurants, sports facilities and other spheres of socialization) are safe for LGBTI+ people.	50.48		
10	Administrative buildings are safe for LGBTI+ people.	39.91		
11	The university administration has knowledge on LGBTI+ rights.	17.79	Perception and Attitude of The members of the University	22,28
12	The administrative staff has knowledge on LGBTI+ rights.	18.75		
13	University security staff has knowledge on LGBTI+ rights.	14.42		
14	The university administration pursues gender equality when communicating with students.	30.29		
15	Administrative staff pursues gender equality when communicating with students.	30.29		
16	University security staff pursues gender equality when communicating with students.	22.12		
17	Students has knowledge on LGBTI+ rights.	50.48	Peer Behaviour	53,69
18	Students pursue gender equality in inter-student communications.	49.52		
19	In friend circles, LGBTI+ issues are discussed in a positive atmosphere.	64,44		
			TOTAL	38,56

As seen in the above table, the calculated scores of responses provided by Yıldız Technical University members to the questions in the Access to LGBTI+ Rights Scale are as such: 32.28 to the 7 questions under Organization and Advocacy sub-scale; 45.99 to the 3 questions under Safe Area sub-scale about the university being safe for LGBTI+ people; 22.28 to the 6 questions under the Perception and Attitude of University Members sub-scale about the opinions and behaviour of university members towards LGBTI+ people; and 53.69 to the 3 questions under the Peer Behavior sub-scale that measure the attitude of peers towards LGBTI+ students. The total score for Yıldız Technical University’s responses to the scale is calculated to be 38.56.

### 24.3. Discrimination against LGBTI+ People Scale

#### Yıldız Technical University Discrimination against LGBTI+ People Scale Scores

1	LGBTI+ people are not subjected to verbal violence in the university.	39,75	Violence	45,25	TOTAL	41.25
2	LGBTI+ people are not subjected to physical violence in the university.	53,75				
3	LGBTI+ people are not subjected to psychological violence in the university.	36.50				
4	LGBTI+ people are not subjected to sexual harassment in the university.	51,25				
5	LGBTI+ people that are exposed to discrimination in the university can easily express it.	46.00	Academic Activities	48.00		
6	The lecturer (academician) pursues gender equality during classes.	41,75				
7	During classes, students pursue gender equality.	50,25				
8	The course contents are in line with gender equality.	45.50				
9	LGBTI+ people are not exposed to discrimination in the class.	47,50				
10	LGBTI+ people are not exposed to discrimination in extra-curricular academic activities (seminars, workshops, studios, etc.).	46.50				
11	LGBTI+ people are treated equally when communicating with academic staff in the university.	47,50				
12	LGBTI+ people are treated equally when communicating with students in the university.	58,00				
13	LGBTI+ people are not subjected to discrimination in dormitories.	26,25	Accommodation	24,25		
14	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory administration.	22,50				
15	LGBTI+ people are treated equally in the dormitories when communicating with the dormitory staff.	23,00				
16	LGBTI+ people are treated equally in the dormitories when communicating with fellow students living in dorms.	25,25				

As seen in the above table, the calculated scores of responses provided by Yıldız Technical University members to the 4 questions under the Discrimination Against LGBTI+ People Scale, Discrimination: Violence sub-scale is 45.25; to the 8 questions under Discrimination: Academic activities sub-scale, which shows being subjected to discrimination during academic activities is 48.50; and to the 4 questions under Discrimination: Accommodation sub-scale which shows students being subjected to discrimination in dormitories is 24.25. The total score for Yıldız Technical University's responses to the scale is calculated to be 41.25.

## 25. Findings and Comments

The structural monitoring part of the research, which includes Legislation, Curriculum, Policy and Stakeholder Analyses, indicate the overall average of universities' discrimination indicators to be 12/26, while the average of rights' indicators to be 10/28. Among the discrimination indicators, the overall average of "LGBTI+phobic and sexist stereotypes in universities" is the indicator with the lowest score, with 2 points. Among the rights indicators, "Cooperation and activities of universities with NGOs to draw attention to the TCE" is 1/4.

The research was conducted in 2022 by collecting data via "Google Forms" and using the Discrimination Scale for LGBTI+ People & Access to LGBTI+ Rights Scale, where a total of 1741 university members participated and 1709 applicable data were collected. The demographic information of the participants to the study is provided in the table below. 77.3% of the participants are students (n=1321), 6.5% are academic staff (n=111), and 0.6% are administrative staff (n=11). In addition, 10.5% (n=180) of the participants are recent graduates, and 3.8% are people who graduated before 2016 (n=65). 1.2% of the participants are composed of the above-mentioned members of universities (n=21). 46.51% (n=795) of the participants were born before 2000, and 53.49% (n=914) were born in or after 2000. While 70.1% (n=1198) of the participants identified themselves under LGBTI+ umbrella, 29.9% (n=511) stated that they did not position themselves within this umbrella. Of the 1709 people who participated in the study, 9.9% (n=169) stated that they had a trans experience, while 90.1% (n=1540) stated that they did not.

Table 1. Correlation Analysis Between the Scales and their Sub-Scales

	1	2	3	4	5	6	7	8	9
1 Rights Scale Totals	—	.76**	.60**	.76**	.60**	.87**	.81**	.82**	.72**
2 Discrimination Scale Totals		—	.86**	.95**	.81**	.52**	.76**	.66**	.67**
3 Discrimination: Violence			—	.72**	.59**	.39**	.65**	.51**	.50**
4 Discrimination: Academic Activities				—	.65**	.52**	.73**	.64**	.70**
5 Discrimination: Accommodation					—	.42**	.59**	.56**	.45**
6 Rights: Organization						—	.56**	.52**	.50**
7 Rights: Safe Space							—	.63**	.59**
8 Rights: Attitude and Perception of Members								—	.49**
9 Rights: Peer Behavior									—

Not: \*\* $p < 01$

As seen in the table, the inter-correlations of the sub-scales of the Access to LGBTI+ Rights Scale are between 49 and 63; and those belonging to the Discrimination Scale for LGBTI+ people are between 42 and 73. All 7 sub-scales of the two scales combined show a positive and high inter-correlation with each other. The correlation between the two scales is also determined to be 0.78 ( $p < 0.01$ ). These results denote to both the close relationship between access to rights and anti-discrimination, as well as the consistency between the scales.

### The Relationship between Rights and Discrimination

The overall average of the 2 main indicators of Rights, which monitor LGBTI+ rights in legislation and policy documents and the visibility of LGBTI+ people in these documents, is identified as 5 out of 12. Merely 9 out of 19 universities studied render anti-discrimination clauses that include gender and sexual orientation diversity. In other universities, either anti-discrimination clauses did not contain the expression of sexual identity and sexual orientation; or the discrimination clause was linked to expressions such as “compliance with general morality”, “not in conflict with national and spiritual values”.

Both scales and structured monitoring carried out on the universities points to the relation between rights and discrimination. When the rights of LGBTI+ people are adhered in a place or if there are rights do not disclaim their visibility, the discrimination suffered by LGBTI+ people decreases accordingly

Table 2 below. shows to what extent the Access to the Rights of LGBTI+ people predicts that LGBTI+ people will not be discriminated.

**Table 2.**

*Access to the Rights of LGBTI+ people predicting LGBTI+ people not being discriminated*

Variables	B	Standard Error	$\beta$	t	p	Binary r	Partial r
Constant	,500	,045	-	11,234	0.00	-	-
1. Organisation and Advocacy	,005	,015	,006	,349	,727	,517	,008
2. Safe Space	,352	,016	,432	21,649	,000	,759	,464
3. Perception and Attitude of University M.	,256	,019	,247	13,363	,000	,662	,308
4. Peer Behavior	,261	,016	,283	16,074	,000	,661	,363
R =,826      R =,682	F <sub>(4-1704)</sub> = 912,689		p = 0.00				

According to Table 2, discrimination of LGBTI+ people is positively and moderately ( $r=0,51$ ) correlated with Advocacy and Organization; positively and highly ( $r=0,75$ ) correlated with Safe Space, and positively and moderately ( $r=0,66$ ) correlated with Perception and Attitude of Members of the university, and positively and moderately ( $r=0,66$ ) correlated with Peer Behavior among the LGBTI+ people’s access to rights scale. When other variables are controlled, there is a positive and moderate correlation between Safe Space ( $Dec=0.46$ ), Perception and Attitude of University Members ( $r=0.30$ ) and Peer Behavior ( $r=0.36$ ) and Non-Discrimination of LGBTI+ people. LGBTI+’s Access to their Rights, along with all its dimensions, provides a positive and high-level relationship with the Non-Discrimination of LGBTI+’s. ( $R=0.82$   $P<0.01$ ). The relative importance of the scales of Access to the Rights of LGBTI+ people on the Non-Discrimination of LGBTI+ People is in the form of Safe Space, Peer Behavior, Perception and Attitude of University Members, and Organization, Advocacy. The scales of LGBTI+’s Access to Their Rights explain 68% of the total variance of LGBTI+’s Non-Discrimination. According to the findings, the regression equation of respect-based cooperation is as follows: *Non-Discrimination of LGBTI+ People* =, 500+, 005 Organization and Advocacy +, 352 Safe Space +, 256 Perception and Attitude of University Members +, 261 Peer Behavior

Table 3. t Test Table for Comparing the Access of LGBTI+ People to Their Rights in Universities in the presence and absence of a Regulation in the Legislation as well as a Policy Document Related to Gender Equality.



Group	N	Mean	Standard Deviation	T	df	p
No Policy Document	427	2,1673	,75937	-8,885	923,536	,000
Policy Document(s) available	814	2,5815	,81832			

The t test conducted for comparing LGBTI+ people’s access to Rights in the Universities with the presence or absence of a Gender Equality Policy Paper and Alike revealed that LGBTI+ people’s access to Rights in the Universities with the presence or absence of a Gender Equality Policy Paper and Alike were found to be different from each other ( $t_{0,05: 923,536} = -8,885$ ). Accordingly, the level of access to the rights of LGBTI+ people in universities having Policy Documents and Alike ( $x=2,5815$ ) is higher than the level of access to the rights of LGBTI+ people in universities without CTS and Alike ( $x=2,1673$ ).

Table 4. T Test Table for Comparing the level of Discrimination Against LGBTI+ People in Universities in the presence and absence of a Regulation in the Legislation as well as a Policy Document Related to Gender Equality.

Group	N	Mean	Standard Deviation	T	df	p
No Policy Document	427	2,7455	,90480	-2,767	1239	,006
Policy Document(s) available	814	2,8996	,94611			

The t test conducted for comparing the level of Discrimination Against LGBTI+ people in the Universities with the presence or absence of a Gender Equality Policy Paper and Alike revealed that the level of Discrimination Against LGBTI+ people in the Universities with the presence or absence of a Gender Equality Policy Paper and Alike were found to be different ( $t_{0,05: 1239} = -2,767$ ). Accordingly, the level of Discrimination Against LGBTI+ people in universities having Policy Documents and Alike ( $\bar{x}=2,8996$ ) is higher than the level of Discrimination Against LGBTI+ people in universities without CTS and Alike ( $\bar{x}=2,74552,1673$ ).

As the results provided in the two above tables reveal, the existence of Policy Documents and Alike related to Gender Equality in universities is a positive variable for LGBTI+ students at that university to have access to their rights and not be discriminated. The presence of a Policy Document and Alike ensures LGBTI+ people have more access to their rights and less discriminated in universities.

**Violence**

According to the findings derived from the discrimination scale for LGBTI+ people, the violence score in universities is 48.50. When looking at the types of violence, the score of those who think that LGBTI+ people are not subjected to verbal violence at the university is 41.50%; physical violence is 58.50%; psychological violence is 37%, and sexual harassment is 56.75%. In 17 of the 19 universities monitored, psychological violence was the highest form of violence among the responses. Here, it is possible to suggest that psychological violence not being reckoned with; being underestimated compared to other forms of violence; the difficulty to prove; and not being punished may have acted as important factors. LGBTI+’ların üniversitede taciz ve şiddete maruz bırakılmasındaki oranın, üniversite CTS birimlerinin işlerliğinin ölçüldüğü maddelerle birlikte incelenmesi önerilir.

Table 5. Table of the t-Test for Comparing the Access of LGBTI+ People to Their Rights in Universities in the presence and absence of CTS and Alike

Group	N	Mean	Standard Deviation	T	df	p
No CTS	479	2,1911	,75707	-8,837	1078,766	,000
CTS available	762	2,5948	,82362			

As a result of the t-Test for Comparing the Access of LGBTI+ People to Their Rights in Universities in the presence and absence of CTS and Alike revealed that the Access of LGBTI+ People to Their Rights in Universities were found to be different for the presence or absence of a CTS and Alike ( $t_{0,05; 1078,766} = -8,837$ ). Accordingly, the level of access to the rights of LGBTI+ people in universities having CTS and Alike ( $\bar{x}=2,5948$ ) is higher than the level of access to the rights of LGBTI+ people in universities without CTS and Alike ( $\bar{x}=2,1911$ ).

Table 6. Table of the t-Test for Comparing the Level of Discrimination against LGBTI+ People in Universities in the presence and absence of CTS and Alike

Group	N	Mean	Standard Deviation	T	df	p
No CTS	479	2,7360	,89708	-3,316	1239	,001
CTS available	762	2,9160	,95148			

As a result of the t-Test for Comparing the Level of Discrimination against LGBTI+ People in Universities in the presence and absence of CTS and Alike revealed that the Level of Discrimination against LGBTI+ People in Universities were found to be different from one another for the presence or absence of a CTS and Alike ( $t_{0,05; 1239} = -3,316$ ). Accordingly, the level of Discrimination Against LGBTI+ people in universities having CTS and Alike ( $\bar{x}=2,7360$ ) is higher than the level of Discrimination Against LGBTI+ people in universities without CTS and Alike ( $\bar{x}=2,9160$ ).

As the results provided in the two above tables reveal, the existence of CTS and Alike in universities is a positive variable for LGBTI+ students at that university to have access to their rights and not be discriminated. The presence of a CTS and Alike units ensures LGBTI+ people have more access to their rights and less discriminated in universities.

Out of 1198 LGBTI+ respondents, 13.4% (n=160) stated that there is an working active and effective Women's Research Center (KAM) available in their universities, and 7.9% (n=95) stated that there is an active and effective Sexual Harassment and Assault Support Unit (CTS) available. In addition, 23.6% (n=283) stated that they studied at a university without a a KAM and 10.7% (n=128) stated that they studied at a university without a a CTS. 23.6% (n=283) stated that there is a Women's Studies Center in their university, but it does not work actively and effectively. 43.62% (n=434) also stated that there is a CTS that does not work actively and effectively at their university.

Last but not least, 45% of the participants (n=539) stated being unaware of the presence or absence of a KAM in their university, and 45.2% (n=541) are aware of the presence or absence of a CTS. Responses of 554 participants who are members of universities with a CTS present, indicate that 25.45% (n=141) of which stated absence of such unit in their universities, and 42.96% (n=238) of which stated that they are not aware if there is such a center. At this point, it may be useful to look at the indicators of Institutionalization of the Fight against Violence and Harassment in Universities, as well as the functioning of CTS units.

Reviewing the available content on CTS units' functions revealed in policy analysis to ensure access to justice, referral of clients, providing psychosocial support to clients; the presence of a university website where information about the units can be obtained; and the activities and training content which was carried out to raise the awareness of university members about violence and harassment indicated that both visibility materials and respective content, as well as the steps for reporting and applying for support mechanisms are not clearly, explicitly and directly expressed, or difficulties in accessing respective information. In light of this finding revealed by the rights scale, in sufficient information on the presence and practices of KAM and CTSs, lack of organisation of respective activities, inability to disseminate policy documents and guidelines among students and staff are found to be quite important factors acting upon this. Accordingly, it is believed to be crucial for the administrative staff at universities be in supportive of the activities conducted by such units as well as the academicians and students are working on this issue.

**Influencing the Campus Climate: Safe Spaces**

The relationship between rights and discrimination suggest that the campus climate also has a negative atmosphere for LGBTI+ people in universities where LGBTI+ inclusivity is not rendered in Legislation and Policy Documents or where inclusivity is insufficient. However, LGBTI+ communities come to the forefront in universities as a factor that positively affects the campus climate. For example, in two universities with a negative picture regarding LGBTI+ people's access to their rights as well as the current situation, the activities of student communities were identified to be a factor to have positive influence on the campus climate. Besides, student societies that conduct LGBTI+ inclusive work together with LGBTI+ communities (for example, women's studies, human rights, psychology societies, medical student societies, etc.), in general, transform the campus climate into a safer atmosphere for women as well as LGBTI+ people through various activities they organize in the field of gender equality in universities. For instance, the activities that LGBTI+ oriented and inclusive communities organise in the scope of March 8th and relating to issues such as harassment, mobbing, violence are quantitatively and qualitatively found to be higher in number and rich in variety than that of university administration.

Table 7. Table of the t-Test for Comparing the Access of LGBTI+ People to Their Rights in Universities in the presence and absence of LGBTI+ Student clubs

Group	N	Mean	Standard Deviation	T	df	p
No Student Club	362	2,2270	,74674	-6,193	748,059	,000
Student Club available	879	2,5263	,83616			

As a result of the t-Test for Comparing the Access of LGBTI+ People to Their Rights in Universities in the presence and absence of LGBTI+ Student clubs revealed that the Access of LGBTI+ People to Their Rights in Universities were found to be different from one another for the presence and absence of LGBTI+ Student clubs ( $t_{0,05; 748,059} = -6,193$ ). Accordingly, the level of access to the rights of LGBTI+ people in universities where student clubs are present ( $x=2,5263$ ) tend to be higher than the level of access to the rights of LGBTI+ people in those universities ( $x=2,2270$ ) lack thereof.

Table 8. Table of the t-Test for Comparing the Level of Discrimination against LGBTI+ People in Universities in the presence and absence of LGBTI+ Student clubs

Group	N	Mean	Standard Deviation	T	df	p
No Student Club	362	2,7642	,85598	-2,096	751,894	,036
Student Club available	879	2,8805	,96355			

As a result of the t-Test for Comparing the Level of Discrimination against LGBTI+ People in Universities in the presence and absence of LGBTI+ Student clubs revealed that the Level of Discrimination against LGBTI+ People in Universities were found to be different from one another for the presence and absence of LGBTI+ Student clubs ( $t_{0,05; 751,894} = -2,096$ ). Accordingly, the Level of Non-Discrimination Against LGBTI+ People in universities where student clubs represent ( $x=2.7642$ ) is higher than the Level of Non-Discrimination Against LGBTI+ People in those universities ( $x=2.8805$ ) that lack thereof.

As the results provided in the two above tables reveal, the existence of LGBTI+ student clubs in universities is a positive variable for LGBTI+ students at that university to have access to their rights and not be discriminated. The presence of LGBTI+ student clubs ensures LGBTI+ people have more access to their rights and less discriminated in universities.

#### Perception and Attitude of University Members, Peer Behavior

In terms of discrimination, in all universities discrimination between peers appears to be less than that of by other members of the university. Those who expose LGBTI+ people to discrimination to the most are, respectively: security guards, administrative staff, university administration and academic staff. In this context, this study suggest that to build, maintain and preserve a safe and peaceful environment in the campus for everyone, including LGBTI+ people, which are the subjects of this research, the policy papers and university legislation shall be produced, the capacity of the units CTS improved, including organizing events that will clearly and explicitly convey gender equality, rights, types of violence and referral mechanisms to all University components including members; thus, making participation to such activities and courses mandatory.

There are variables that affect the visibility of discrimination against LGBTI+ people in universities. Accordingly, even if the research is not specifically aimed at monitoring the effects of the pandemic, there is a finding on the impact of the pandemic on the discrimination of LGBTI+ people available.

Table 8. t-Test table for Comparing the Opinions of university students born in and after 2002, with university students born in 2001 and before regarding the Level of Discrimination against LGBTI+ people

Group	N	Mean	Standard Deviation	T	df	p
Those Born in and Before 2001	883	2,8190	,97600	-3,385	1319	,001
Those Born in and After 2002	438	3,0120	,97422			

As a result of the t-Test for Comparing the perspectives of university students born in and after 2002, and university students born in and before 2001 on the Level of Discrimination against LGBTI+ People in Universities in revealed that these two groups have differing opinions from one another ( $t_{0,05; 1319} = -3,385$ ). Accordingly, the levels of non-discrimination of LGBTI+ people compared to students born in and after 2002 ( $x=3,0120$ ) are higher than the levels of

non-discrimination of LGBTI+ people born in and before 2001 ( $x=2,8190$ ). This can be interpreted that students who spent less time on campus during the pandemic have a more positive perspective regarding being subjected to discrimination.

### Academic Activity in Universities

The indicator on the activities and collaborations with NGOs having the lowest test scores in Legislation, Curriculum, Policy and stakeholder analysis revealed that both the content as well as the invitees, stakeholders, partnering NGOs of academic activities conducted before the pandemic and State of Emergency were richer in variety and higher in quantity. After the State of Emergency decrees and the appointment of trustees (2017), there has been a decrease in the number of academic activities conducted with both NGOs with an LGBTI+ focus as well as the external stakeholders working in the scope of gender equality (civil society, consulates, embassies, stakeholders from international institutions, etc.).

The main finding of the curricula review reveals that LGBTI+ inclusive social equality perspective to be quite limited throughout all courses in the universities, especially the compulsory courses in the respective thematic area. Compulsory courses in the respective thematic area mainly focus on human rights and women's health/diseases, the most comprehensive gender equality perspective is rendered in elective courses starting from women's studies graduate programs and followed by sociology, law, and philosophy departments. It has been observed that the courses in the elective courses on women's and gender studies and those with a human rights focus have the highest numbers, are most inclusive, and have the most up-to-date content.

### Accommodation

Dormitories were identified to be places where LGBTI+ people are exposed to discrimination to the most in 18 state universities. The 4 questions under Discrimination: Accommodation sub-scale which shows students being subjected to discrimination in dormitories is 32.75. The total score of the responses to the scale is calculated to be 46.00. This situation may denote that accommodation has the highest priority among problems of LGBTI+ people. Thus, such a finding has made it necessary for us—those work in the field of LGBTI+ issues—to conducting more comprehensive research on LGBTI+ university students' access to accommodation, identifying the current situation in universities elaborately, making accommodation problems visible and bringing them to the agenda both in terms of access to rights and advocacy.

### Being LGBTI+ person in University

Additional questions are posed to 1198 participants who position themselves within the LGBTI+ umbrella, about their experiences of discrimination against LGBTI+ people at the university. 57% ( $n=683$ ) of LGBTI+ respondents stated that they remain in the closet regarding their orientation/gender identity to avoid being discriminated, and 56.8% ( $n=680$ ) expressed that they did not feel safe because of their orientation/gender identity. Among the LGBTI+ participants, 32.3% ( $n=387$ ) declared being subjected to discrimination, and 31.5% ( $n=377$ ) to violence at the university, due to their gender identity and/or orientation. 35.6% of LGBTI+ university members ( $n=426$ ) indicated being deprived of economic opportunities i.e. scholarships, part-time work, etc. or not being afraid to be so after coming out of the closet regarding their gender identity and/or orientation. 31.1% ( $n=373$ ) stated of having no such experience, whereas 33.3% ( $n=399$ ) expressed that this statement did not apply to them. 37.4% ( $n=448$ ) of the LGBTI+ university members pointed that there is a student body present their universities that can defend their rights, while

50.3% (n=603) stated lack thereof. The other participants (12.3%, n=147) stated that this statement did not apply to them. 177 (14.8%) of LGBTI+ respondents reported that the wrong pronoun was used for them at the university and/or that they were called by their assigned names instead of the ones they used. 597 participants (49.8%) stated that they had no such experience, while 424 participants (35.4%) stated that this statement did not apply to them.

Table 9. Correlation Analysis Between the Scales and their Subject Assessments

	1	2	3	4	5
1 Total Score of the Rights Scale	—	.76**	.34**	.51**	.23**
2 Total Score of the Discrimination Scale		—	.35**	.56**	.34**
3 Coming Out			—	.47**	.07*
4 Feeling safe				—	.31**
5 Not being subjected to violence					—

Note: \*\* $p < 0.01$

As indicated in the table, Access to LGBTI+ Rights and Discrimination Scales for LGBTI+ people not being afraid to disclose their identity (come out of the closet), feeling safe in the university, and not being subjected to violence (all  $p < 0.01$ ). The results reveal that increasing access to rights and decreasing experiences of discrimination are positively related to not being afraid to disclosing identity, not feeling unsafe and not being exposed to violence.

LGBTI+ university members evaluated the general atmosphere of their universities on a 5-point Likert Scale. Averages of 1198 participants are as such: 2,88 for friendliness scale (1=hostile, 5=friendly); 2,69 for conservative–open minded scale; 2,72 for inclusive–exclusionary scale; and, 2,71 for sexist-gender equality scale.

### Epilogue

In this research, the current situation of LGBTI+ people in universities, the Scale of Discrimination against LGBTI+ People and the Scale of Access to the Rights of LGBTI+ People were unearthed through the findings from Legislation, Curriculum, Policy and Stakeholder Analyses. The Rectorate of universities, Women's Research and Implementation Centers and CTS Units, Strategy Departments, and academic personnel in administrative positions bear great responsibility to regain the acquisitions of the academy with the YÖK Attitude Certificate. The state of gender equality is in universities should be identified immediately. Thus, it is recommended that respective units of the university shall prepare a Gender Equality Action Plan. In this respect, especially with the cooperation of internal and external stakeholders, creating a safe campus climate away from violence and discrimination for everyone is determined to be a strategic goal; thus, producing an emergency action plan on this issue is highly recommended. Last but not least, NGOs with a focus on gender equality and LGBTI+ people are recommended to increase their activities with universities; thus, perform activities or to increase the number of activities with trade unions, grasroot and umbrella organizations in line with university components; and, NGOs with a focus on universities are recommended to to implement LGBTI+ inclusive gender equality activities.





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