

Mapping Policies on Sexual and Gender Based Harassment and Assault:

Toolkit for Universities in Turkey

Report



KEY FINDINGS

- 18/176 universities have established specific mechanisms to ensure the protection of university community members against SGHA or have stated their commitment against SGHA.
- 14/176 universities have policies against SGHA.
- There are 7 directives, 4 policy documents, 3 guides, 2 ethical principles document, 1 regulation, and 1 support principles document.
- A further 4 universities include SGHA in their ethical principles document.
- 46% of university students in Turkey attend schools with no institutional mechanism against sexual and gender-based harassment and assault other than those offered in the regulations of the Council of Higher Education and the Turkish Criminal Code.
- While all the universities with SGHA policies recognize gender-based discrimination, none of the universities addresses forms of harassments that target LGBTI+ people in their policies on sexual harassment and assault.
- 1/18 universities with a SGHA policy explicitly addresses online harassment.
- 9/18 universities consider retaliation, a form of revenge directed against someone who have filed or have intended to file a case of SGHA, as a form of SGHA.

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INTRODUCTION AND APPROACH

This report has been prepared to foreground the challenges and difficulties that surround the institutional mechanisms on SGHA at universities in Turkey. It also aims to encourage knowledge and experience sharing between universities on this issue. It includes the hope that the findings and suggestions of this report will benefit not only universities that have already started their processes in creating policies and mechanisms, but also universities that would like to embark on developing policies and mechanisms to combat SGHA.

Working with the database provided by the Student Selection and Placement Center (Öğrenci Seçme ve Yerleştirme Merkezi-ÖSYM), a list of Turkish universities was compiled. As of January 2017, there are 176 universities in Turkey. Working with this list, each university's website was checked to determine whether they had a policy, directive, or any other related documents that address SGHA. To further ensure the accuracy of the number of universities that have SGHA policies, we contacted members of the sexual harassment network. This network consists of other university gender and women's centers, academics and activists who specialize in this issue. This search found 18 universities that have an official policy of some kind related to SGHA.

Each of the policy documents was then assessed based on a questionnaire prepared by the Center. The questionnaire was developed after a broad review of the academic literature on SGHA.¹ To evaluate SGHA policies, six major categories were identified. The report examines university policies based on *the definition and subject, jurisdiction, reporting, retaliation, organization and prevention* of SGHA.

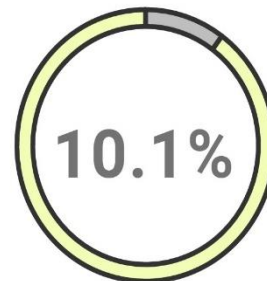
¹ Laura Bennett, "Review Best Practices for Sexual Assault Prevention, Response," DAP Dean and Provost 16, no. 9 (2015): 7; Laura Buchholz, "The Role of University Health Centers in Intervention and Prevention of Campus Sexual Assault," JAMA 314, no. 5 (2015): 438–40; S. M. Burn, "A Situational Model of Sexual Assault Prevention through Bystander Intervention," SEX ROLES 60, no. 11–12 (2009): 779–92; Janet Napolitano, "'Only Yes Means Yes': An Essay on University Policies Regarding Sexual Violence and Sexual Assault," Yale Law & Policy Review 33, no. 2 (2015): 387–402.; Lisa A. Paul and Matt J. Gray, "Sexual Assault Programming on College Campuses: Using Social Psychological Belief and Behaviour Change Principles to Improve Outcomes," Trauma, Violence and Abuse 12, no. 2 (2011): 99–109; Tara K. Streng and Akiko Kamimura, "Sexual Assault Prevention and Reporting on College Campuses in the US: A Review of Policies and Recommendations," Journal of Education and Practice 6, no. 3 (2015): 65–71.

GENERAL OVERVIEW

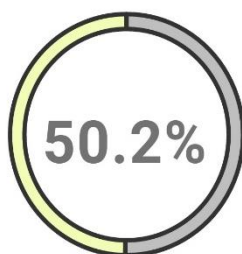
In Turkey, there are currently 6,689,185 students attending 176 universities of which 112 public and 64 private.² Of the 176 universities, 18 (10.11%) have explicit regulations, policies and/or directives on SGHA. That is to say that 50.2 % of all university students are protected by SGHA documents in addition to the directives of the Council of Higher Education and Turkish law. However, this number drops dramatically to 6.8 % when Anadolu University, which has 2,896,762 students, is excluded from the research. Of the

18 universities, thirteen are public and five are private. Most institutions with SGHA policies are in Istanbul and Ankara. Universities located in other provinces such as Muğla, Izmir, and Hatay also have policies against SGHA. It is important that all members of university communities, no matter where they are located, have the fullest protection against SGHA. Therefore, all efforts in other parts of Turkey to address this issue need to be supported.

To aid in furthering gender equality in higher education, the Commission of Women Studies and Problems, established under the auspices of Council of Higher Education (COHE), released several recommendations including those related to SGHA. The recommendations include training and education on SGHA but not the enactment of specific policies that seek to prohibit SGHA. This is an issue that gender and women's studies centers and groups on university campuses have taken upon themselves in recognition of the severity of the problem.



■ The percentage of universities that have SGHA policies
■ The percentage of universities that do not have SGHA policies



■ The percentage of students protected by an SGHA policy
■ The percentage of students unprotected by an SGHA policy

A part of the problem is that the current disciplinary regulations for students and university personnel are not sufficient in this area. All students at Turkish higher education institutions are bound by the Student Discipline Regulation proffered by COHE. The regulation states that those who commit sexual harassment are to be suspended for two academic semesters. ([Article 8, Clause E](#))

² The data is retrieved from the Higher Education Information Management System (Yükseköğretim Bilgi Yönetim Sistemi) - "Yükseköğretim Bilgi Yönetim Sistemi," accessed April 13, 2017, <https://istatistik.yok.gov.tr/>.



In cases of sexual assault, the same regulation stipulates that those who commit sexual assault are expelled from the institutions. Faculty and staff in higher education institutions are bound by the Higher Education Discipline Regulation for Managers, Instructors, and Officers of COHE. According to this regulation, those who are charged with a rape crime are dismissed from their positions. ([Article 11, Clause B](#)) However, no disciplinary regulation specifies what actions and behaviors can constitute such offenses and crimes. Beyond this, the regulation for faculty and staff does not actually mention sexual harassment but only focuses on sexual assault.

The lack of individual institutional mechanisms against SGHA leaves many students, faculty members and administration staff without the kind of protection against SGHA that they might need.

The prohibitions on harassment that have been enacted by various institutions take a variety of forms from directives to policies, guides and principles. There are seven directives, four policy documents, three guides, two ethic principles document, one regulation, and one support principles document.

The importance is in the binding nature of the document. Although all attempts to fight SGHA must be supported, only regulations and directives are legally binding. Policies and principles are important statements of the values of an academic community and their willingness to begin to address harassment; however, regulations and directives offer more substantive protection in that they offer a complaint mechanism and the institution is bound to enforce its own regulation.

Geographic Distribution of Universities That Have SGHA Policies



The cities in which universities with SGHA policies are located are shown with green color

DEFINITIONS OF SEXUAL AND GENDER BASED HARASSMENT & ASSAULT

Generally, harassment is defined as repeated or persistent treatment that pressures, provokes, frightens, intimidates, humiliates, or demeans a person. A critical component of harassment is power. Power in this context is relative control over outcomes through the capacity to withdraw rewards or introduce punishments. Harassment requires a difference in actual or perceived power between the harasser and the target of harassment that leaves the target little recourse for self-defense or retaliation.³

Defining sexual harassment is a difficult task and definitions have varied widely over the years to include behaviors ranging from flirting and staring to touching, grabbing, brushing up against someone.⁴ Others have described sexual harassment as “any unwanted sexual action”, which might take the form of verbal, physical, and gazing.⁵ One of the most common denominators of all sexual harassment definitions is the absence of *consent* to the interaction.

UN Women defines sexual harassment as follows:

“Sexual harassment is any unwelcome sexual advance, request for sexual favor, verbal or physical conduct or gesture of a sexual nature, or any other behavior of a sexual nature that might reasonably be expected or be perceived to cause offence or humiliation to another.”

The International Labor Organization (ILO) in its working paper on sexual harassment at workplace broadens the definition of sexual harassment by adding non-sexual actions and behaviors. The ILO considers repeated social invitations, paternalistic remarks, and discrimination based on age as sexual harassment.⁶

The definition of sexual harassment used in Turkish universities is based on articles 102, 103, and 105 in Turkish Criminal Code (Law No 5237). According to the definition, sexual harassment is divided into three stages based on its severity: ordinary harassment, continuous harassment, and severe harassment. While ordinary harassment refers to

³ Jennifer L. Berdahl, “Harassment Based On Sex: Protecting Social Status In the Context Of Gender Hierarchy,” *Academy of Management Review* 32, no. 2 (2007): 641–658.

⁴ Gary N. Powell, “Definition of Sexual Harassment and Sexual Attention Experienced,” *Journal of Psychology* 113, no. 1 (1983): 113–17.

⁵ Patricia M. Hanrahan, “‘How Do I Know If I’m Being Harassed or If This Is Part of My Job?’ Nurses and Definitions of Sexual Harassment,” *NWSA Journal* 9, no. 2 (1997): 43–63.

⁶ Deirdre McCann, *Sexual Harassment at Work: National and International Responses*. (Geneva: International Labour Office, 2005): 10.



discontinuous unwanted verbal and non-verbal behaviors with sexual or emotional intentions, continuous harassment is the repetition of such behaviors. Severe harassment, the most serious form, includes the intent of the perpetrator to control the behavior of the survivor.

Emphasizing the dignity of the survivor, Istanbul Convention offers the **most comprehensive definition of sexual harassment**:

***“Sexual harassment** is any form of unwanted verbal, non-verbal or physical conduct of a sexual nature with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment.”*

Another aspect of this issue is gender based harassment which usually aims to create a hostile environment. Gender-based harassment is “any behavior that polices and reinforces traditional heterosexual gender norms” Gender based harassment often targets members of the LGBTI+ community to ridicule and intimidate individuals.

Harvard University’s sexual and gender-based harassment policy defines gender-based harassment as follows:

***“Gender-based harassment** is verbal, nonverbal, graphic, or physical aggression, intimidation, or hostile conduct based on sex, sex-stereotyping, sexual orientation or gender identity, but not involving conduct of a sexual nature, when such conduct is sufficiently severe, persistent, or pervasive that it interferes with or limits a person’s ability to participate in or benefit from the University’s education or work programs or activities.”*

Since the modern communication tools such as phones and computers have entered our lives, cyber/online harassment have become quite prevalent as well. Harassment in cyberspace tends to take two forms: sending unsolicited sexual materials to a person or posting sexual materials of a person online. 17% of married Turkish women report that men have used social media to follow them, locate their home or place of work and in some cases to stalk them.

Similarly, the definition of sexual assault and actions that constitute such offenses vary. For example, other than the violation of bodily integrity with sexual intentions, the World Health Organization's (WHO) definition of sexual violence includes acts such as the denial of the right to use contraception or to adopt other measures to protect against sexually transmitted diseases, forced abortion, female genital mutilation, and inspections for virginity. Including not only acts with sexual intends but also acts that violate the sexuality of a person, WHO defines sexual violence as follows:

***“Sexual violence** is defined as any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work.”*

For offenses related to sexual assault, the Turkish Criminal Code forms the basis for the definitions employed in SGHA policies. The Turkish Criminal Code divides sexual assault into two parts: violation of the bodily integrity of a person without penetration (either by an organ or instrument) and violation of bodily integrity of a person with penetration (either by an organ or instrument).⁷

FINDINGS

The policies of 13 universities clearly state the type of sexual harassment actions and behaviors such as unwanted touching and sexually suggestive comments. The policies of five universities do not specify what actions and behaviors might constitute sexual harassment. One recurring issue with the documents is that they often do not address harassment that is directed at an individual’s significant other (spouses, partners, girl or boy friend). Similarly, stalking is also not commonly listed as a form of sexual harassment by the policies.

At this time, only one university includes a prohibition of online harassment in its policy, which it defines as repeated, unsolicited, and threatening behavior by a person or group using cell phone or internet technology with the intent to bully, harass, and intimidate an individual.

Although all the policies against SGHA that have thus far been enacted forbid discrimination based on gender, none of them specifically mentions forms of harassment that attempt to create a hostile environment for LGBT+ individuals. The harassment of this type might take the form of deliberate usage of the wrong name or pronoun,

⁷ Turkish Penal Code, Chapter XI, Article 102 and 102, No. 5237.



excluding, ostracizing or withholding information from a person because of their actual or perceived gender, gender identity or expression, and sexual orientation.

An important aspect of SGHA is the fact it often occurs between people who are in hierarchical structures. Sexual harassment at universities often takes this form. Five of 18 SGHA documents mention harassment that may be perpetrated by the abuse of one's institutional power to gain sexual or emotional advantage.

BEST PRACTICES AND RECOMMENDATIONS

Clear definitions of sexual harassment, gender-based harassment, and sexual assault are important for the protection of the university community. We recommend use of the definition provided by the Istanbul Convention.

Online harassment with sexual and emotional intent is a form of SGHA and it may frequently occur among a university population. Therefore, it is important to recognize online harassment explicitly in SGHA policies.

Binding documents such as directives or regulations, instead of policy and ethic principle documents and guides offer the best legal protection.

POLICY SCOPE AND JURISDICTION OF SGHA

Scope and jurisdiction are important components of SGHA policies as they delineate the authority of the institution in terms of subject, space, and time. Here, scope and jurisdiction refers to where, when, and to whom the rules and regulations of the various SGHA documents apply.

FINDINGS

The policies of 13 universities use a variety of classifications as to who might be subject to the policies. Jurisdiction in these documents covers students, academics, administrative staff, personnel and people who provide services at the premises belonging to the university. However, there is no consensus amongst the documents: some documents distinguish between academic and administrative staff; some others prefer using the word personnel for both academic and administrative staff. The policies of five universities do not state to whom the rules and regulations of SHGA policy are applicable.

Third parties providing or receiving services at campuses and other premises belonging to any given university are, under normal circumstances, also subject to the rules and regulations of the school, and this includes regulations against SGHA. In addition, invitees and guests who spend time on university campuses may also be subject to the rules and regulations alike. At present, there are two policies that specify that on-campus invitees and guests are also subject to the regulations of SGHA policies.

In terms of the location aspect of jurisdiction, there is growing agreement amongst the universities. Eight institutions stipulate that rules and regulations are applicable in all units that are within university's property, including dormitories. Likewise, the same documents consider incidents that have occurred outside of school property to be within the purview of relevant rules and regulations if the incident is related to a university activity or at one of the people involved in the incident is a member of university.

The policies of Istanbul Bilgi University and Koç University also include locations such as cars and buses that are assigned to institution's special utilization within the jurisdiction of their SGHA policies.

As a third aspect of jurisdiction, *time* also needs be taken into consideration. Most SGHA policies analyzed in this report do not set specific time limitations other than stating incidents will be handled in an expeditious manner. Only the policy of Koç University puts a specific time limit for the launch of an investigation report. The policy stipulates that upon receiving a notification for defense, if an accused does not make his/her defense either in verbal or written form within 7 days, then the investigation process will be launched.

BEST PRACTICES AND RECOMMENDATIONS

To eliminate the confusion of the jurisdiction of SGHA policies, where and to whom SGHA policies are applicable is vital.

SGHA incidents should be resolved in a timely manner.

REPORTING

In cases of an incident of SGHA, a transparent reporting process is vital. The method and process of reporting a SGHA complaints must be clear. Providing clarity about reporting procedures will help ensure that individuals are better able to access the appropriate process. It is important to ensure services relate to clear referral pathways in a model where "every door is the right door" regardless of which service the complainant chooses



to access. Some of those who have experienced harassment shared that they, or their friends, had traumatic experiences reporting their assaults because of confusing procedures and the feeling of being “shuffled” from service to service.⁸

All aspects of the process need to be clear and consider the needs and rights of both complainant and accused. The subject or witness of an SGHA incident may avoid reporting it if they are not sure whether their privacy will be protected by the university. Therefore, maintaining the confidentiality of all those involved, the reporting process and all documents to the extent permitted by law and by university policy and procedures is extremely important. All documents of a SGHA incident should only be accessible to those who oversee the investigation and they should not be distributed or reproduced in any way to ensure the confidentiality of all parties.

Many who experience sexual and/or assault are reluctant to pursue a formal complaint due to possible repercussions. University administrators should assure their university communities that any SGHA charge will be investigated diligently and fairly to encourage people to report such incidents.

To carry out investigation process and support services is a complex task as SGHA incidents have legal, psychological, gender aspects. Therefore, to increase the efficiency of the reporting and investigation process, the committee or body responsible from carrying out such procedures is recommended to be composed of women, men, and members who have legal and psychological expertise. The institution also should ensure that most the committee/body has a solid background in gender and/or women’s studies.

FINDINGS

The SGHA policies of some universities (Ankara University, Hacettepe University) give the right to report an SGHA incident only to the person who experiences harassment. Some other policy documents (Anadolu University and Bilgi University) also extend this right to a witness of an incident. Only Middle East Technical University’s (METU) policy allows for anonymous reporting.

The policies of three universities offer guidelines for those reporting a SGHA incident. Both Istanbul Bilgi University and Sabancı University address the procedural options and the rights of the complainant such as the confidentiality of identity. While recognizing the needs and right of the complainant, Koç University’s policy, in addition, specifically

⁸ Presidential and Provostial Committee on Prevention and Response to Sexual Violence, “Final Report on Prevention and Response to Sexual Violence” (University of Toronto, February 2016), <http://community.iaclea.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=87574d44-ba15-834a-1fd8-b0543e20e6a9>.

protects the rights of the accused, stating that an investigation report cannot be prepared before the formal defense of the accused. (The accused should make a defense within 7 days after the committee's notification.)

BEST PRACTICES AND RECOMMENDATIONS

Policies that provide clear procedures and guidelines such as the type of information needed for those who want to report an SGHA incident are recommended.

For complainants who are not proficient in Turkish, the services could be provided with their preferred language to the extent that is possible.

Availability of the updated contact information of the office or people who are in charge of receiving complaints is vital to ensure the direct contact with the university.

RETALIATION

Retaliation is a form of revenge directed against someone who has rejected a behavior or invitation with emotional/sexual purposes and is also a form of harassment. Retaliation is perpetrated against someone who wants to file or has filed a charge concerning SGHA. Actions directed against a witness who wants to report an SGHA incident are also considered retaliation. The inclusion of retaliation in policies and creating mechanisms against retaliation that will provide security for those who choose to file a formal complaint is important.

Retaliation may take various forms based on those involved. If an SGHA incident has occurred between a student and an academic, giving lower grades and more difficult assignments in comparison to peers, failing grades, ignoring study-related questions, and making difficult for the student to access reference letters, and fellowships might be considered as retaliation. If a SGHA incident has occurred between an academic or administrative staff members, retaliation might take the form including but not limited to demotion, prevention of promotion, a sudden increase in the workload, unjustified poor performance evaluations or physical threats.

FINDINGS

The policies of 9 universities include retaliation in their SGHA documents. These universities are Ankara University, Boğaziçi University, Eastern Mediterranean University, Dokuz Eylül University, Istanbul Bilgi University, Istanbul Technical University, Kadir Has University, Middle East Technical University, and Sabancı University. Specifically, Ankara University, Doğu Eastern Mediterranean, Dokuz Eylül, Kadir Has University, Middle East



Technical University, and Sabancı University consider acts of retaliation a form of harassment and a violation of their policy.

BEST PRACTICES AND RECOMMENDATIONS

SGHA incidents often happen between individuals who are in hierarchically unequal positions.

SGHA policies should ensure that a safe environment for the complainant is provided by the institution against any retaliatory action. Therefore, it is essential to consider retaliatory actions as part of the violation of SGHA policy.

ORGANIZATION

The existence of standing units and women's and gender studies research centers play a pivotal role in developing SGHA policies. However, the creation of units dedicated specifically to deal with SGHA cases is vital for an effective application of any policy. The responsibilities these standing units may undertake can include receiving, investigating complaints, providing coordination between different offices at the university, developing communication materials such as flyers and brochures, and developing awareness-raising activities, ensuring that the survivor receives whatever care and follow-up are needed, establishing procedures for classifying and counting incidents and providing comprehensive and accurate reporting. Given the complex and sensitive nature of SGHA, the composition of units that deal with SGHA is extremely important.

FINDINGS

11 of 18 universities have designated bodies responsible for addressing issues related to SGHA. Eight of those universities have a clear procedure for the selection and role of individuals serving in units or investigation committee.

Their responsibilities range from coordinating the process of receiving and responding to complaints about SGHA, efforts to prevent SGHA by organizing awareness raising campaigns, consulting with those who seek advice, and researching the best practices against SGHA. Eight policy documents give detailed information regarding the composition of the investigation committee.

These units are listed below:

- Ankara University-**Unit for Supporting against Sexual Harassment and Sexual Assault**
- Eastern Mediterranean University-**Unit for Supporting against Sexual Harassment and Sexual Assault**
- Istanbul Bilgi University-**Sexual Harassment and Assault Prevention Unit**
- Istanbul Technical University-**Sexual Harassment and Discrimination Prevention Board**
- Muğla University-**The Committee on the Prevention of Sexual Harassment and Sexual Assault**
- Middle East Technical University-**Support for Gender Equality and Sexual Abuse Prevention Unit**
- Sabancı University-**Committee on Prevention and Support for Sexual Abuse Studies**

6 out of 18 universities have ethics committees that deal with SGHA incidents. These universities are listed below:

- Boğaziçi University-**Ethics Committee for University Life**
- Hacettepe University- **Academic Ethics Board**
- Izmir Economy University-**Ethics Committee**
- Mimar Sinan University-**Ethics Committee against Sexual Abuse**
- Üsküdar University-**Board of Discipline**
- Mustafa Kemal University-**Ethics Board**

BEST PRACTICES AND RECOMMENDATIONS

Ideally, there should be standing units/committees that coordinate the reporting, investigation, prevention strategies and training required for effective SGHA policies.

The unit or committee responsible for handling SGHA policy complaints should preferably be composed of most individuals with a background in gender and/or women's studies. This can include research, classes taught and/or education. Units/committees should also include those who have psychological and legal expertise.



PREVENTION

To combat and prevent SGHA, universities with policies in Turkey have developed various prevention strategies. Some of these strategies include organizing activities to increase awareness for SGHA, distributing flyers, a website specifically for the prevention of SGHA, providing information sessions for students and academic and administrative staff, and collaborating with the local authorities for safe transportation especially at late hours.

The **Council of Higher Education (COHE)** from its **2015 “Workshop for Gender Equality Sensitive Universities”** offered the following recommendations to the universities in Turkey to bolster their efforts against SGHA.

Council of Higher Education
“Workshop for Gender Equality Sensitive Universities”
Recommendations

1. In accordance with the decision taken in higher educational programs by the authorized committees of our universities, “Gender Equality” courses with the same or a different name in this conceptual field should be launched in the form of a compulsory/elective course or a scientific activity each semester.
 - a. If this course is included in the program, the views of the students as well as the instructors should be taken into consideration during the formation of the content of the course.
 - b. If there is no teaching staff in this field in the implementation of this course, the course can be taught as an e-course based on distance education within the scope of formal education.
2. In cooperation with Gender and Women Studies Centers, the structure of the Heads of Health, Culture and Sport Departments located within higher institutions should be empowered against sexual harassment and assault based on the principles of accessibility, confidentiality, and trust making them to be able to provide medical and psychological support.
3. Educational activities should be carried out to raise awareness in higher education institutions on sexual harassment and assault.
 - a. Trainings should be intended for faculty members, students, administrative staff, sub-employers, security officers and employees working in other institutions from which the university receives services.
 - b. Higher education institutions should benefit from the trainings provided by the leading universities working in these fields.

4. University campuses and classrooms should be designed specifically for the security of female students, should be illuminated properly, and enable communication.
5. To ensure safe access to university campuses, university rectorates in cooperation with local administrations should take the necessary precautions.
6. The working style and functionality of the Women's Issues Research and Application Centers in our universities should be strengthened and new centers should be opened in universities in this process.
7. Gender sensitive studies in graduate programs should be encouraged.
8. A study should be launched to make new arrangements for behaviors such as sexual harassment, sexual assault and mobbing in the Disciplinary Regulations of the Higher Education Institutions Administrators, Instructors and Officers and the Student Disciplinary Regulations of the Higher Education Institutions.
9. It is recommended that on the issue of dormitories that will be constructed for especially girl students to be either within the university campus or its vicinity, universities should cooperate with the Loan and Dormitory Institution the Ministry of Youth and Sports.
10. To improve gender equality perception, common activities (public spots, logos, etc.) towards universities and society with other public institutions and organizations should be carried out.
11. In the Council of Higher Education, in addition to on the evaluation of incidents such as violence, mobbing and harassment for woman scholars taking place in universities, strengthening the statues of these scholars and measures to be taken against the difficulties they encounter, to create a channel through which the mobbing offices, women academicians, girls students and women workers convey their problems directly, it has been decided to create a "Women's Studies and Problems Department in the Academia" under the chairmanship of a female faculty member who has been a senior manager at our universities.