

THE MONITORING REPORT
ON EQUALITY OF LGBTI+ IN UNIVERSITIES 2020
EGE UNIVERSITY - IZMIR UNIVERSITY OF ECONOMICS



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WHO ARE WE?

Young Lesbian Gay Bisexual Trans Intersex Youth Studies and Solidarity Association (Young LGBTI+ Association) was founded in Izmir in 2016 with the aim of researching the problems of LGBTI+ youth, bringing these problems to the agenda of the public authorities, offering solutions and opening spaces for LGBTI+ young people to express themselves.

Studies for the right to access basic needs such as housing, education and health, youth right, sexual rights, social activities, advocacy of rights, fighting against hate crimes and peer support define the main fields of activity of the Association.

The founding members of the Association include LGBTI+ university students in Izmir. The restrictions on LGBTI + organizations in the universities which they attend and their desire to make their voices heard to a wider audience paved the way for the establishment of the Association.

This publication, with the support of the Etkiniz European Union Programme, was produced through the combined efforts of Young LGBTI+ Association employees, students at Ege University and Izmir University of Economics, and volunteers.

SUMMARY

Defining itself directly as the self-organization of LGBTI + youth, The Young LGBTI + Association attaches special importance to the access of LGBTI + students to fundamental rights, as its founding members are those students who continue their university education in Izmir. It also acknowledges that students are not the only subject in academic life and stresses the importance of academic and administrative staff's access to fundamental rights for livable campuses.

Completed and publicized with this perspective in mind, the report entails the monitoring and evaluation processes of two universities in Izmir, namely, Ege University and Izmir University of Economics, in terms of LGBTI + rights.

Considering the human resources and research capacity, the Association carried out researches for these two universities, one foundation university, and one state university. However, the systematic study presented in the report offers a methodology regarding the monitoring of all universities in Turkey, both within and outside of Izmir in the coming period.

The current research sought to evaluate LGBTI + people's access to rights examining the services and facilities provided by these two universities within the scope of the United Nations International Covenant on Civil and Political Rights to which Turkey is a party, fundamental human rights standards recognized by International Covenant on Economic, Social and Cultural Rights and human rights and fundamental freedoms recognized by European Convention on Human Rights and Constitution of the Republic of Turkey .

Starting with the definition of the Association facilities, a monitoring strategy was developed and an action plan was produced accordingly.

Within the scope of the research, the Higher Education Law, which is the basic text regarding the status of universities, and the internal regulatory procedures of both universities such as Directives and Regulations were researched and examined, respectively. Thus, an examination was made whether the assurances provided by international standards were recognized at the university level and whether universities take positive action for LGBTI + people's access to fundamental rights.

An examination was also made to reveal the extent to which universities' basic non-regulatory documents, including the priorities and long-term goals of the university, such as vision, mission, core values, budget, human resources policy are LGBTI + inclusive.

Further, the issue of whether the two universities' curricula are inclusive, in other words, whether there is a corporate policy to increase university students' awareness about the fundamental rights and existence through the curriculum followed and whether such issue is scientifically researched through academic publications were examined.

LGBTI + people who continue their university education were interviewed to find out whether their personal or general needs were met by universities.

As a result of the research, the following key findings have been obtained:

- Directives and Regulations have been made with a cis-heteronormative approach and they have been prepared based on the assumption that the society is only comprised of non-trans women and men attracted to each other,
- When applied to concrete and personal procedures, directives and regulatory procedures cause violations of rights,
- The physical spaces of the university are structured according to the above-mentioned cis-heteronormative approach,
- Scientific researches at the university center are guided with a motivation that puts heterosexuals and natrans at the center and excludes LGBTI + people,
- In a similar vein, the curriculum in general disciplines, and more specifically, disciplines such as education, law, medicine and psychology, which do not consist of knowledge transferred at the university, has not been designed considering the existence of LGBTI + people in the society,
- It has been found that LGBTI + people cannot enjoy their fundamental rights during and after their university education.

When evaluated as a whole, LGBTI + individuals in both universities cannot access to fundamental rights, including the right to respect for private life, the right to recognition everywhere as a person, the right to freedom of expression, the right to assembly and association, the right to equality before the law, the right to work, the right to education and to participate in cultural life.

In view of these findings, a series of recommendations were developed to immediately resolve the policy and legislation shortcomings identified:

- Universities need to be reorganized with an approach that will guarantee the access of LGBTI + to fundamental rights reviewing the basic regulatory documents such as Regulations and Directives,
- Arrangements need to be made and implemented to make the venues, facilities and registrations inclusive for trans people who are pursuing or have completed graduate level degrees,
- In the production of academic knowledge, the cis-heteronormative approach that mediates the reproduction of inequalities within society should be abandoned, and the issue of inclusion should be guaranteed by norms,
- Regulations restricting LGBTI + people's rights to freedom of association within the university should be abolished,
- The university administration should develop programs that increase its academic and administrative staff's awareness and provide information on fundamental rights and awareness,
- University administrations should abandon the assumption that students, academics and administrative staff are heterosexual and natrans, and they should take action against discrimination and hate speech.

Upon completion of the research, a wider set of recommendations were made.

1. INTRODUCTION and BACKGROUND

Since its establishment, the Young LGBTI + Association has been in close contact with LGBTI + university students and has made efforts to make their demands visible. The Young LGBTI + Association, which is a LGBTI+-advocating organization, decided to monitor LGBTI + equality in universities to make universities inclusive institutions, based on the university experiences of LGBTI + people organized in the Association.

As reflected in the human rights reports of national and international rights organizations, Turkey is going through a rather difficult period in the area of human rights in the general sense, and particularly, in the area of LGBTI+ rights, in terms of rights owners. This process, in which violations of the right to life have increased, the rule of law guaranteed was severely eroded, freedom of expression was absolutely suppressed, and a key guarantor of the right to a fair trial was undermined, corresponded to a period in which LGBTI+ people could not enjoy the acquired human rights. The State of Emergency regime was declared on 16.07.2016 and the political dispositions formed the main axis of the restrictions in terms of academic freedoms and the relationship between academia and human rights in the general sense.

The Presidential Decrees issued with the accompanying exclusion lists induced a purge of hundreds of academics who work in the field of human rights or adopt a human rights-based approach in their field of study.

In the meantime, general ban decisions for LGBTI+'s and rights organizations in Ankara and activity-based prohibition decisions in other provinces turned into an obstacle to the exercise of collective rights, the Constitutional Court did not effectively use or did not want to use the control mechanism in individual applications, and in this context, hate speech have increased steadily, and correspondingly, there has been a period in which hate crimes have increased exponentially. Further, there has been a period in which apart from lower-level public officials, high-level bureaucrats , state administrators and public executive authorities are on the front line in the production and spread of hate speech, yet, the demands to mobilize legal guarantees against these discourses were not accepted, and even it has triggered a process in which institutions are targeted and even the laws on the establishment of professional organizations with a public entity, as in the Advocacy Law, have been changed.

The transformation in the academy has been realized under the influence of the current transformation. Accordingly, the Council of Higher Education disavowed the "Gender Equality Policy Certificate". During the periods in which hate speech is prevalent, it is observed that mainstream media academics embrace hate speech highlighting ungrounded discourses surrounding "family", "tradition" and "morality".

In such a process, it becomes even more important to examine universities from the perspective of LGBTI + rights. The universal, indivisible and nonhierarchical nature of human rights is emphasized in the fundamental rights documents, and it guarantees that there can be no place for discrimination in the exercise of the recognized rights. However, states may discriminate between individuals, although they have explicitly given guarantees in the Constitution and the Conventions they are party to, and while recognizing fundamental rights of individuals who are deemed to be the majority of the society, those who are not deemed to be the majority are not entitled to the same rights. The function of LGBTI + rights discourse manifests itself. LGBTI + people underline that the subject described in the fundamental rights texts is "everyone" and advocates that LGBTI + people are also equally entitled to the rights granted to everyone and states should ensure the full exercise of LGBTI+ rights. Additionally, not only public forces but also the cis-heteronormative structure in society tend to prevent the existence of the LGBTI + community and make them invisible. This situation may not always occur as a violation of rights. In this context, LGBTI + rights should also be considered as the rights that solely ensure the existence and visibility of LGBTI + persons.

In light of this information, this study focuses on the two effects of the change in the academic world.

- Are campuses livable for LGBTI + students, and if so, are there any sustainable policies and legal assurances in place?
- Do academic life and research adopt a line that recognizes and includes LGBTI +'s, or do they adopt an unstructured line that ignores and excludes LGBTI+'s in the production of scientific knowledge?

Thus, monitoring of violations perpetrated by universities, which are state-owned institutions, at the level of policies and practices, or of violations caused by inaction will be conducted, and an in-depth analysis will be carried out to reveal the extent to which the state fulfills its fundamental rights obligations emanating from international laws and its own Constitution and laws.

2. METHODOLOGY

The monitoring study was mainly carried out in four (4) stages of preparation and eight (8) stages of implementation. All steps followed during the preparation and implementation phases of the monitoring study were conducted using online and/or telephone interviews due to the COVID-19 pandemic conditions.

Before the implementation phase, the following steps were followed:

1. "The Monitoring Strategy of Young LGBTI+ Association on LGBTI+ Rights at Ege University and Izmir University of Economics Based in Izmir" was developed and a series of analyses towards Association and its areas of advocacy were realized in Turkey and Izmir during the phase of the strategy preparation process.
2. Strengths, weaknesses, threats, and opportunities were analyzed as part of the strategy preparation processes. In addition to that, stakeholder analysis was performed to determine what difficulties might be emerge regarding an action plan based on this strategy and which methods could be used to overcome these difficulties.
3. As of April 2020, after completing a human rights monitoring strategy and an action plan, Ege University, the first state-run university of Izmir, and Izmir University of Economics, the first foundation university in Izmir, were brought into the monitoring focus.
4. The indicator list used by Campus Pride¹, a US-based non-governmental organization, to periodically evaluate universities in different states of the USA in terms of LGBTI + rights was chosen for its suitability for the study and the institution was contacted.

During the implementation phase, the following steps were followed respectively:

¹ <https://www.campusprideindex.org/>

1. The Campus Pride Index was first translated into Turkish and localized and a list of indicators for the University LGBTI + Equality Index was developed. It includes thematic areas such as LGBTI + policy inclusion, LGBTI + support and institutional commitment, LGBTI + academic life, LGBTI + campus life, LGBTI + housing & residence life, LGBTI + campus safety, LGBTI + counseling & health, LGBTI + recruitment.
2. Ege University and Izmir University of Economics, the monitoring focuses, were informed about the monitoring activity; the monitoring strategy was shared with the universities; it was stated that this was a preliminary effort to create a set of suggestions for LGBTI + rather than an assessment and evaluation activity, and the expectation of cooperation was requested. The equality index, on the other hand, was shared with both universities in September 2020, and they were asked to make a self-evaluation regarding how they found themselves based on the indicator list.
Izmir University of Economics submitted its responses under the signature of the vice-rector within a short time. The answers are consistent with the findings and imply that the university can lend itself to objective evaluation. This is of vital importance in terms of the accuracy of results.
Ege University, on the other hand, responded within the legal period stating that all of the services within the University are already available to all students. Rather than sharing information, the University only fulfilled the obligation to inform, ignoring the subjective problems of LGBTI + students.
3. Universities' strategic plans, human resources, budget, vision, mission, core values, international collaborations, general regulatory procedures such as Directives and Regulations were examined and evaluated from the perspective of LGBTI + rights.
4. The curricula of all associate, undergraduate, master's, and Ph. D. programs in both universities were investigated in terms of the LGBTI + content.
5. Whether theses published within the university and non-thesis scientific studies of academics who pursue their academic career as permanent members of the university are LGBTI + inclusive were analyzed. Theses published within the university were searched by the keyword list in the annex via the thesis database of the Turkish Council of Higher Education, regardless of any department or year limitation. However, academics' non-thesis scientific works were searched by the relevant departments and programs where LGBTI+ rights violations are more prevalent, instead of searching all departments and programs across the University. For example, the issue of transition process results in human rights violations in Turkey, and this inevitably led us to research on transition-related care in Faculties of Medicine. Likewise, the issue of peer bullying inevitably urged us to take a close at Faculties of Education and Literature, while the issue of hate speech led us to Faculties of Communication. Further, the lack of LGBTI+ inclusive policies led us to an in-depth review of Faculties of Law.

To this end, the following departments and programs were reviewed in terms of university-based publications:

Ege University:

- Faculty of Letters: Psychology, Sociology, Philosophy, History, Linguistics, Language / Culture , and Literature
- Faculty of Education: Department of Basic Education, Guidance and Psychological Counseling
- Faculty of Communication: Radio, Television and Cinema, Journalism
- Faculty of Medicine: Department of Child Health and Diseases, Child and Adolescent Psychiatry, Division of Child Endocrinology and Social Pediatrics, Department of Mental Health and Diseases, Department of Obstetrics and Gynecology, Department of Plastic Reconstructive and Aesthetic Surgery
- Women's Studies (Master's Program)

Izmir University of Economics

- Faculty of Letters: Psychology, Sociology, Linguistics, Physics, Mathematics
- Faculty of Law
- Faculty of Communication: New Media and Communication, Cinema and Digital Media
- Faculty of Medicine

6. Printed publications in the field of LGBTI + studies held by universities in their libraries and publications open to online access were evaluated in terms of their quantity and content.

7. Interviews were conducted with the right holders who are currently students or who have recently graduated from the monitored universities and with whom the Young LGBTI + Association is in contact or not. In an attempt to provide a certain standard in these interviews, a list of questions was formulated in line with the questions in the indicator list (See Annex 4). The interviews thus sought to determine the perceptions of subjects (i.e. right holders) towards livable campus.
8. The data obtained in the previous steps were evaluated and they served as a response to the previously formulated questions in the indicator list. Upon the completion of the list of indicators containing the basic data and evaluations regarding the monitoring study coupled with analyzes and recommendations on the human rights of LGBTI + related to thematic areas were prepared and submitted to the universities in the focus of monitoring.

3. THE EVALUATION OF HIGHER EDUCATION LAWS AND REGULATIONS ON ESTABLISHMENT OF UNIVERSITIES FROM THE PERSPECTIVE OF LGBTI+ RIGHTS

As can be seen in the later stages of the study, an overview of the current situation does not imply a structure that protects the rights of LGBTI + people guaranteed by basic texts. The structure, which is based on the presumption that there are two sexes (male and female) in the society and sexual orientation is only comprised of heterosexual people, does not guarantee the basic demands of LGBTI + people. From LGBTI + inclusiveness in the production of scientific knowledge to the policies of university administrations to make LGBTI + people visible; from the regulations that pave the way for the organized struggle of LGBTI + people within the university to promoting LGBTI+ employment; from a sense of LGBTI + inclusive housing to an administrative structure fighting against discrimination and equipping the staff accordingly, and considering the common employment issues and family bullying, it has been observed that university administrations do not fulfill a series of obligations, including from taking affirmative action to award scholarships, which is even more vital today, to removing barriers to the visibility of LGBTI + identity.

This section will discuss whether the legislation is inclusive and shapes universities with a monistic point of view. Further, its relationship with the state's national and international obligations will be examined.

3.1. The Higher Education (YÖK) Law Numbered 2547

Since the law serves as a unifying force for existing higher education institutions, the internal regulations of the universities often refer to the Law.² Article 2 (Scope) of the law declares that *“This law covers the activities and principles of governing bodies of higher education, all institutions of higher education, and their sub-divisions.”*

This general law, which was published on November 6, 1981, in which the National Council was still in power, in the interim regime after the military coup of September 12, 1980, was and has been criticized for eroding partial autonomy of universities and putting them under the guardianship of the central administration in the academic system, which was defined as scientific and administrative institutions by Article 120 of the 1961 Constitution and as autonomous institutions in general after the amendments made in 1971 and which guarantees the freedom of research and publishing of academics on the constitutional level. This law, made during the interim regime period, is still in effect. The purpose of this law, which has been amended 120 times since its adoption, is defined in Article 1 as follows: “to define the goals and principles pertaining to higher education and to establish principles, related to the functioning, duties, authority, and responsibilities in connection with education, research, publication, teaching staff, students and other employees of institutions of higher education and their governing bodies.”

² <https://www.mevzuat.gov.tr/MevzuatMetin/1.5.2547.pdf>

Considering the universal norms in human rights, it is legally mandatory to define human rights policies. In this context, even if basic guarantees regarding the rights are not included in the internal regulations of EU and IUE, the YÖK law must prevail in the event of any conflict. In brief, an in-depth analysis of the Law is required.

As can be seen, the concentration of administrative and political power in a single center reduces universities' room to maneuver. Given the tutelage relationship that exists, the Council of Higher Education (YÖK) established by law is responsible for the supervision of higher education.

The second part of the Law titled "General Provisions" comprises Articles four and five. Some aims of higher education in general provisions are as follows;

The aims of higher education:

a) To educate students so that they:

(1) will be loyal to Atatürk nationalism and to Atatürk's reforms and principles,

(2) will be in accord with the national, ethical, human, spiritual, and cultural values of the Turkish Nation and conscious of the privilege of being a Turk,

(3) will put the common good above their own personal interests and have full devotion to family, country and nation,

(4) will be fully conscious of their duties and responsibilities towards their country and will act accordingly,

(6) will develop in a balanced way, physically, mentally, psychologically, morally, and emotionally,

(7) will prove to be good citizens contributing to the country's development and welfare and at the same time acquire the necessary knowledge and skills for their future vocations.

b) To enhance the welfare of the Turkish State as a whole, conducive to national and territorial indivisibility; to implement programs contributing to and accelerating the economic, social and cultural development of the country; and to ensure that students are constructive, creative and outstanding participants in contemporary civilization.

As can be seen, the aims of higher education explicitly refer to a perspective that incorporates the following features: leader-oriented mindset, ethnicity, being moralist, culturalist, idealist and against materialism, being devoted to the state, acceptance of the competent body as a norm, focusing on being a good citizen, centering on the unitary nature of the state, being developmental, putting the common good of society above personal interests. Since the word university etymologically traces its origin to the word "universe", the basic law regarding universities should also be expected to refer to universal values. However, the Higher Education System in Turkey is not designed with a universal perspective. It is also worth mentioning that the fact that students are encouraged to be "respectful to human rights" is an affirmative aspect.

In the next article, the core principles for Higher Education are partially determined as follows:

Higher education is organized, planned, and programmed in accordance with the following "Basic principles":

a) To ensure that students develop a sense of duty in line with Atatürk's reforms and principles, loyal to Atatürk nationalism.

b) National culture integrated with universal culture, will be developed and fostered in keeping with Turkish mores and traditions so that the students develop a strong sense of national unity and solidarity.

i) In the course of education in the institutions of higher education, Atatürk's Principles and the History of the Turkish Reforms, the Turkish language, a foreign language, and occupational health and safety course for faculties whose graduates are eligible to become an occupational safety specialist in accordance with Occupational Health and Safety Law No. 6331 and dated 20/6/2012 are all compulsory courses. In addition to that, one of the courses in physical education or fine arts are provided, which are not among compulsory courses. All of these courses are to be scheduled and implemented for a minimum of two semesters.

Act No. 6645 dated 4 April 2015 to amend the Occupational Health and Safety Act and certain Statutory Decrees.

As can be seen, the general provisions of the basic law do not address human rights policy and specifically address LGBTI + rights policy or universal values of human rights in general.

When examining the values set forth in the first five articles laying down the fundamental principles and objectives of the basic law, it is seen that the university establishment laws issued in accordance with the basic law or the regulations issued by universities based on the YÖK law and internal directives do not have to include any norm that prevents discrimination based on sexual orientation, gender identity, gender expression, and gender characteristics.

The issue of discrimination is discussed only in Article 53 of the YÖK law, which specifies the general principles of Disciplinary and Penal Procedures. According to clause 53/4-h, "*Discriminating individuals on the basis of language, race, gender, political thought, philosophical belief, religion or denomination, or displaying behavior aiming for individuals' advantage or disadvantage, in the exercise of duties*" requires disciplinary action on academic staff and the disciplinary penalty may apply to the academic staff is "*suspension of promotion or forfeiture of multiple payment*".

The lack of a non-discrimination policy involving different forms of discrimination such as discrimination on the basis of sexual orientation, gender identity, gender expression, and gender characteristics is an abstract and general violation. Further, the limited number of forms of discrimination is recognized and it is not possible to expand the acts requiring sanction through interpretation. As a result, the internal regulations of universities may not necessarily prohibit discrimination based on sexual orientation, gender identity, gender expression, and gender characteristics since the basic law does not require them to.

According to subparagraph 2-m of the same article, the act requiring reprimand is as follows: "*Printing, reproducing, distributing leaflets, posters or banners, etc. or displaying or hanging them any part of the building for violent or hateful purposes.*"

Hate crimes and speech are another points to be considered. The Republic of Turkey does not have a special policy or legislation towards tackling anti-LGBT hate speech and hate crime. The central administration's approach that legitimizes hate speech also affects the provincial organization of the state or public administrations such as universities. Considering the 2019 reports on Hate Speech and Discriminatory Discourse in Media,^{3 4} the regulations issued by universities concerning the subject have gained significant importance. In an environment where hate speech has been steadily on the rise and encouraged, the development of LGBTI + inclusive regulations cannot be expected.

However, no explanation has been given for the expression of "hateful purposes" mentioned in the Article and this is a lack of policy. To ensure the objectivity of the research, research was carried out using the keyword "hate" in the decisions made by the Council of State and regional administrative courts based on the YÖK Law no. 2547. Consequently, there is no dispute brought to first instance courts, regional administrative courts and the Council of State due to a penalty for hate- motivated violence. This indicates that the Article of the law, which does not contain any explanation as to under which circumstances hate incidents may occur, has not been implemented even in a limited form. On the other hand, Article 122 of the Turkish Penal Code, which describes the motivation of the act of "hatred and discrimination", excludes motivations other than "language, race, nationality, colour, gender, disability, political view, philosophical belief, religion or sect". Therefore, the mindset of the legislator decreases the ambiguity regarding the scope of hate speech provision in the YÖK Law.

In a broad sense, the Higher Education Law is not a text that prevents discrimination based on sexual orientation, gender identity, gender expression, gender characteristics or includes policies on LGBTI + rights. As a basic law, it obliges the publication of regulations that prohibit discrimination based on sexual orientation, gender identity, gender expression, gender characteristics or that contain policies on LGBTI + rights. In brief, deprivation of rights has been observed.

According to Article 11 of the Turkish Constitution, "The provisions of the Constitution are fundamental legal rules binding upon legislative, executive and judicial organs, and administrative authorities and other institutions and individuals." Article 90/5 of the Turkish Constitution states that "In the case of a conflict

³ <https://kaosgldernegi.org/images/library/2020nefret-suclari-raporu-2019-kucuk.pdf>

⁴ <https://kaosgldernegi.org/images/library/2020medya-izleme-raporu-2019web.pdf>

between international agreements, duly put into effect, concerning fundamental rights and freedoms and the laws due to differences in provisions on the same matter, the provisions of international agreements shall prevail.” Thus, Given that Turkey is a party to the International Covenant on Civil and Political Rights, the International Covenant on Economic and Cultural Rights adopted by the United Nations and conventions of the Council of Europe, there is no legal obstacle for the universities including Ege University and Izmir University of Economics, the monitoring focus, to make regulations that prohibit fundamental discrimination or include LGBTI + inclusive policies.

3.2. Laws on Establishment of Universities

Ege University began its educational life on November 5th, 1955 with the Law No. 6595 issued on May 20th, 1955⁵. The Universities Law, which was in effect at the time of its establishment, was abolished by the Council of Higher Education (YÖK) Law. The establishment processes of the University, therefore had a legal basis, but this legal base was also later changed. The Law on the Organization of Higher Education Institutions numbered 2809 and the YÖK Law are the supreme norm in terms of the operation of Ege University today. Article 90 of the Turkish Constitution stipulates that international agreements duly put into effect have the force of law, and are even above the laws in the hierarchy of norms and in the case of a conflict between international conventions concerning fundamental rights and freedoms and the laws, due to differences in provisions on the same matter, the provisions of international agreements shall prevail. In this respect, the norm to be taken into account in practice will not be limited to the two laws mentioned above.

Izmir University of Economics was established with the additional Article 54, which was added to this law on 29.03.2001.

As a result, laws that are binding for both universities do not prevent discrimination based on sexual orientation, gender identity and gender characteristics or contain policies on LGBTI + rights. Therefore, the absence of protective policies should be documented as a general lack of assurance. Moreover, justifying the lack of law enforcement, regulations that may lead to violations of rights can be created in universities, and such regulations already exist.

⁵ <http://60yil.ege.edu.tr/tarihce.html>

4. LGBTI+ RIGHTS IN EGE UNIVERSITY (EU)

4.1. General Structure of the University

4.1.1. The University's Mission

The University declares its mission as follows: "to meet regional, national and universal requirements in education and research; to raise individuals who are professionally and culturally equipped, open to change and who adopt scientific thinking as a way of life, to be a university that stood on its core values and offer knowledge for the benefit of" society.⁶ Even if the mission statement is not required to be exhaustive, it is expected to refer to the basic universal values of the age.

It might be appropriate for the University, by its very nature, to refer to its historical role in being the production center of universal knowledge. The emphasis on "the benefit of society" and "to be a university that stood on its core values" is incompatible with universal values, thereby limiting the University. This also implies that Ege University is moving away from the leading universities' approach to LGBTI+ rights in the world. However, it is worth mentioning that the emphasis on "openness to change" is considered to be a positive part of the mission statement in terms of abandoning deeply entrenched stereotypes.

4.1.2. The University's Vision

The University defines its vision as follows: "to be an educational and research institution which has advanced organizational bonds with reputable national and international science and technology institutions, having a green, sustainable, accessible and livable campus, contributing to the economic, social and cultural life of the region and having a robust financial structure." Given that campus landscape is an important living/socialization area for LGBTI+ students, the vision of "an accessible and livable campus" is considered to be vital. Particular emphasis should be placed to figure out whether other internal regulations of the University support the vision.

4.1.3. The University's Core Values

The university has announced its declaration of core values within the framework of its strategic plans. It was seen that the university identified different core values in the 2014-2018 Strategic Plan and in the 2018-2023 Strategic Plan, and the difference in question is stated below. Taking a closer look at the core values statements of the reputable universities in the world will give the reader a useful insight into where their vision, mission and core values statements stand in respect of LGBTI + rights.

Being a top-ranked university according to Shanghai Ranking⁷, which has been the official publisher of the Academic Ranking of World Universities since 2009, Harvard University highlights "respect for the rights, differences and dignity of others" among its core values.⁸ The rights, differences and dignity of others are important concepts for human rights.

The University of Cambridge in the UK, which is included in the Shanghai Ranking, articulates two main statements regarding its core values:⁹ "freedom from discrimination and freedom of thought and expression." In this respect, it is evident that the University explicitly protects the human rights of LGBTI+'s. Further, as a core value, The University of Toronto is committed to inclusion.¹⁰

⁶ <https://ege.edu.tr/tr-371/misyon-vizyon.html>

⁷ <http://www.shanghairanking.com/ARWU2020.html>

⁸ <https://www.harvard.edu/president/speech/2002/harvard-university-statement-values>

⁹ <https://www.cam.ac.uk/about-the-university/how-the-university-and-colleges-work/the-universitys-mission-and-core-values>

¹⁰ <https://www.cpd.utoronto.ca/about-us/mission-vision-values/>

The Ege University's 2014-2018 strategic plan highlights the following 17 core values:

- Scientific
- Universality
- Social Benefit
- Contemporary
- Innovation and Creativity
- Participation
- Reliability
- Leadership
- Quality and Efficiency
- Research
- Perfectionism
- Accountability
- Transparency
- Responsibility
- Fairness
- Equality
- Environmental Awareness

The emphasis on "equality" has a special importance in terms of subject matter. In a similar vein, the emphasis on fairness, social benefit and contemporary are of the utmost importance. However, it should be noted that there is no expression of human rights, inclusion or non-discrimination in a limited list of values.

The University's 2018-2023 strategic plan outlines the following core values:

- Scientific
- Inquisitive
- Innovative
- Shared Values
- Participatory
- Reliable
- Open to Communication
- Environmentalist
- Respecting for Values
- Leadership

As can be seen, the core values of "equality", "fairness" and "contemporary" have been abandoned in the 2014-2018 strategic. On the other hand, the title of "social benefit" has been replaced by "Respecting for values". It should be emphasized that the expression "value" in the emphasis on "respect for values" is different from the emphasis in "core values". This new reference to moral norms and traditions, taken together with the values abandoned by the university at the strategic plan level, shows the trend in Ege University. In a broad sense, the core values do not aim at promoting diversity and inclusiveness, thereby indicating the impact of the law-level cis-heteronormative structure on core values. In other words, the core values are not LGBTI + inclusive. In addition to that, the concepts of "social benefit" and "value", which are often proposed as a justification for restricting LGBTI + rights in society, are not rights-based and are potential obstacles to inclusion.

4.1.4. The University's Strategic Plan

The University's current strategic plan will be taken into consideration¹¹ Further, reference will be made to the 2014-2018 strategic plan to reveal the trend.¹²

Expressions such as "discrimination", "equality", "sex", and "gender" were not included in the plan as a conceptual framework. The word "woman" is mentioned two times in the plan and refers to the unit names. The expression of woman is not associated with gender and equality at all.

However, as stated, equality, which is one of the main components of the previous strategic plan, manifested itself in the statistical data presented in the plan, and emphasis was placed on equality by providing employment graphs by gender.

The following five key objectives are defined in the strategic plan:

- To contribute to the region, country and world economy by improving the research environment of Ege University.
- To maintain educational activities at national and international standards.
- To make Ege University a center of attraction in the field of international higher education.
- To ensure the sustainability and development of the corporate structure.
- To transforming education and research outputs into social contributions.

The plan has set sub-goals to achieve these main goals. It is seen that goals or objectives are not student-centered. Since they are not student-friendly, it does not seem possible to be LGBTI + inclusive. One of the 45 components of the strategy preparation process is the student. 26 of them are male. Pursuant to Regulation, the level of student participation in the plan preparation process is so low that it does not allow students to actually represent themselves and build influence, and more than half of the participants are men. We can therefore contend that gender inequality influences the institution's structure and decision-making processes along with strategic goals and outputs. On the other hand, it was observed that neither the preparation process nor the finalized text aimed at ensuring diversity and inclusiveness in the university.

Indicators, on the other hand, are more concrete than goals and objectives and include sub-topics that can be associated with rights. A student survey was conducted by the university in the internal stakeholder analysis. In the external stakeholder analysis, the subjects of the stakeholders are unclear. The lowest score in the student questionnaire was given to the "Guidance and psychological counseling services" within the University. Accommodation services are also among the sources of dissatisfaction in general.

¹¹ <http://sgdb.ege.edu.tr/files/sgdb/icerik/20192023ege.pdf>

¹² <https://sgdb.ege.edu.tr/files/sgdb/icerik/stratejikplan-2014-2018.pdf>

The strategic plan emphasizes the communication with non-governmental organizations in terms of "transforming education and research outputs into social contributions" of the university. Strength analysis includes "realization of social projects based on cooperation with Non-Governmental Organizations and local governments" and "Having academic staff working in non-governmental organizations". However, the names of NGOs are not publicized. It is known that LGBTI + rights organizations are not among these NGOs. Suggested actions to strengthen the weaknesses identified under the title of social contribution are "Promoting the activities for the announcement of social activities", "Cooperating with NGOs regarding the activities", "Cooperating with relevant public institutions and NGOs for the solution of social problems, thereby establishing an award system". These goals seem positive at first glance. Yet, what is aimed will be revealed in practice.

Six main "Success Zone Preferences" were determined in the detailed and comprehensive strategic plan, and one of them was stated to be "Social Sciences". Seven different research areas are targeted under the title of "Social Sciences" as a top discipline that the university invests in its academic domain. One of them is "Studies for Disadvantaged Individuals" and the other is "Cultural and Social Conflicts".

In a broad sense, this strategic orientation should be welcomed in terms of LGBTI + students and staff. However, there should be no exceptions under these umbrella definitions. Otherwise, there will be a risk that the strategy will produce an exclusive implementation from the outset. On the other hand, it is clearly seen in documents containing long-term objectives such as strategy plan that the university does not aim for LGBTI + inclusive and transformation in this regard.

4.1.5. Staff

The academic staff consists of 2081 females and 1693 males¹³, the administrative staff consists of 1998 females and 1275 males¹⁴, and the other employees are 1938 females and 1774 males¹⁵.

In its 62-year history, only one female academician was appointed to the office of the rector. The current rector is a male. 9 out of the 17 deans of faculties are male.

Although there seems to have been no difference in terms of gender inequality considering the number of academic, administrative and other personnel structures, the position of the personnel and the fact that the majority of the personnel in managerial positions are male demonstrate that the structural forms of gender inequality and traditional gender roles still exist. In addition to that, since the institution does not have any organizational policy for LGBTI + employees, no statistics were kept on LGBTI + employees.

One of the objectives related to the budget is "to improve the quality and quantity of activities in regards to the relations with stakeholders in the field of social contribution "under the title of "Transforming education and research outputs into social contributions ". Although this objective does not reveal the content of the social contribution framework, it is considered to be positive.

The university has set goals for the number of social contribution activities as 700 for 2020, 720 for 2021, 720 for 2022, and 750 for 2023. The budget allocated for the 2018-2023 period covered by the strategic plan is 32,891,904.92 TL, which corresponds to 0.31% of the general budget. However, there is no data on how many of those activities are LGBTI + inclusive. Ultimately, given that no publicized LGBTI+ inclusive activity has been organized before, we might imply that LGBTI + equality is not among the social contribution goals of the university.

¹³ <https://avesis.ege.edu.tr/raporlar/personel/cinsiyet-istatistikleri>

¹⁴ <https://sgdb.ege.edu.tr/files/sgdb/icerik/2019faliyetraporu.pdf>

¹⁵ <https://sgdb.ege.edu.tr/files/sgdb/icerik/2019faliyetraporu.pdf>

4.2. Analysis of Regulatory Procedures such as University Directives and Regulations from the Perspective of LGBTI + Right¹⁶

4.2.1. Gender Equality Promotion and Sexual Harassment Prevention Unit of Ege University

It is stated that the Gender Equality Promotion and Sexual Harassment Prevention Unit was established in accordance with the Policy Paper on Gender Equality approved by the Ege University Senate. The establishment of the Unit is also based on the Gender Equality Attitude Document of the General Assembly Resolution dated 28.05.2015 published by the Council of Higher Education. The Directive regulates the structure, duties and responsibilities, working procedures and principles of the Unit.

The goal of the Directive is defined in Article 5 as follows: "to raise awareness of gender equality for an academic environment that respects gender equality, to promote gender- balanced representation, to increase sensitivity towards gender-based violence, particularly those incidents involving sexual harassment and assault , and evaluate the cases and provide support to the complainant."

As per Article 6 of the Directive, nine members of the Executive Board of the Unit, each three of whom are from social, health and science and engineering areas, will be elected by the Rector, In addition to that , it has been stipulated that if one of the parties of sexual harassment and assault is a student, two students will be temporarily appointed as Executive Board members and if one of the parties of sexual harassment and assault is a staff, two administrative staff will be temporarily appointed as Executive Board members. It is also stated that gender -balanced representation, knowledge about gender equality and gender sensitivity will be taken into consideration when electing permanent or temporary executive board members.

Although gender -balanced representation and knowledge about gender equality is considered to be important in the election process of members, it is a serious deficiency that the members to be elected are not required to have qualifications such as recognizing LGBTI +, knowing their problems and demands, and attaching importance to their rights. It is understood from the text that the Unit will and is intended to encounter LGBTI + issues while conducting activities in line with its objectives and field of activity. However, even if we accept that LGBTI + rights are at the center of gender equality, it is evident that special awareness and attention are required.

Many concepts that fall within the scope of gender-based violence and discrimination are defined in the Directive. According to the definitions of these concepts, the victims of cases such as sexual harassment, violence, discrimination and stalking are not only comprised of women. On the other hand, the expressions of "gender identity and sexual orientation" are included in the definition of the concept of discrimination. While explaining the concept of sexual harassment, it was stated that a person with any sexual orientation could be harassed. To conclude, there is no regulation regarding support services and empowerment mechanisms for LGBTI + who are subjected to sexual harassment or forms of gender-based violence and the competence of people who will take part in the processes.

4.2.2. Directives on the Preparation of Diploma, Diploma Supplement, and Issuing Other Documents

The said Directive specifies the principles and procedures for issuing diploma, diploma supplement and other relevant documents of Ege University graduate students.

Looking at Article 9 of the Directive, it is seen that no information regarding the "gender" or a similar expression is included on the front page of the diploma.

Article 16 stipulates that the student's information about education and ID information are included in the temporary graduation certificate. The same article also specifies that the graduation date is based on the diploma and the temporary graduation certificate information, and no change will be possible.

Today, in the national courts, as outlined below or in the European Court of Human Rights [e.g. B. V. France (Application No. 13343/87) and Hämäläinen v. Finland (Application No.37359/09) judgments],

¹⁶Dijital ortama aktarılan yönerge, yönetmelik vb. bütün düzenleyici işlemler için:
[https://kms.kaysis.gov.tr/\(X\(1\)S\(c14vlsudt1n1kzoxu2nmbfrd\)\)/Home/Kurum/12301657?AspxAutoDetec tCookieSupport=1](https://kms.kaysis.gov.tr/(X(1)S(c14vlsudt1n1kzoxu2nmbfrd))/Home/Kurum/12301657?AspxAutoDetec tCookieSupport=1)

identification information such as name, surname, and gender identification are evaluated within the framework of the right to respect for private life and person's right to develop his own material and spiritual right. This provision has the potential to violate rights, especially for trans students. Today, university diplomas are used in job applications, and professions such as lawyers and doctors display their university diplomas in the visible places of their offices. Many trans people apply to the court to change their name and/or gender in population registers during the gender confirmation process. Thus, the name used by the person in social life and the gender he/she feels belonging to and identifies himself / herself can be legally available in official records. In addition to changing the gender given in the population register, all official documents and records requested by the person should also be made available without any annotation. Otherwise, while submitting these documents and records to any person or institution, the person has the share, in other words, to disclose personal information protected within the scope of private life. Such a situation may lead to negative psychological consequences, cause difficulties in social life, and discrimination due to gender identity.

Moreover, this provision was annulled by the decision of Izmir 5th Administrative Court numbered 2018/2060 E., which upheld the decision of the Izmir 2nd Administrative Court numbered 2017/1918 E. However, this change has not been reflected in the Directive on the official website of Ege University.¹⁷

Ege University may have eliminated this problem in practice by the court decision. However, the students of the institution learn the procedures and principles regarding the transactions they want to carry out by following the directives on the official website. In case of a lack of such information in the Directive, the student may not submit his / her request for a change to the university assuming that the judicial process is the final solution. Therefore, keeping these directives up-to-date is crucial in terms of preventing potential loss of rights.

It is also important to disseminate this information apart from the existence of the university's legislation to amend educational records in terms of trans rights.

It is seen that the changes were adapted to the Directive as of 31.08.2020, while the report was still being written. This step should be seen as a positive outcome of informing Ege University that the university will be followed in terms of LGBTI + rights. However, it also shows that there is no effort to disseminate knowledge.

4.2.3. The Regulation on Ege University HIV/AIDS Application and Research Center

A limited number of universities in Turkey have a center/unit specifically designed to monitor research in the field of HIV/AIDS. This Regulation specifies the purpose, field of activity, bodies, duties, and working principles of the Center.¹⁸

Article 5 outlines the purpose and field of activity of the center as follows:

- a) *To collect, analyze and interpret regional HIV / AIDS data,*
- b) *To conduct or coordinating research about the subject,*
- c) *To inform and educate the patients, especially patients in risk groups, as well as their relatives and the society about these diseases,*
- d) *To organize seminars, courses, conferences, and congresses on infections such as HIV / AIDS, to issue certificates when necessary,*
- e) *To provide consultancy services regarding HIV / AIDS infection,*
- f) *To conduct epidemiological and clinical researches and providing all kinds of services required within the framework of national legislation and ethical rules concerning the subject.*
- g) *To provide consultancy services and informing about the Center where they can get tested,*
- h) *To provide psychological support services,*
- i) *To provide nutritional consultancy services,*

¹⁷ https://oidb.ege.edu.tr/tr-6689/_diploma_ve_diploma_eki_yonergesi_.html, Erişim Tarihi: 10/08/2020.

¹⁸ <https://www.mevzuat.gov.tr/MevzuatMetin/yonetmelik/8.5.13307.doc>

i) To provide training for patients and families,

j), To clinical and epidemiological researches and to ensure their publication or announcement, organizing scientific meetings regarding the subject,

k) To cooperate with national and international HIV / AIDS Centers, to cooperate with relevant public and private research organizations or non-governmental organizations in the country and abroad, to exchange information and to get research funding for projects, to organize joint meetings,

l) To prepare HIV diagnosis and treatment guidelines in the light of current information and to periodically update them,

m) Collecting, analyzing, interpreting epidemiological data, and preparing data to be used in clinical and epidemiological research for presentation,

n) To carry out educational activities for medical professionals and other segments of the society,

o) To provide specific HIV/AIDS training, to send employees abroad to gain insight into HIV/AIDS issues or to make recommendations to the relevant units so that they accept those sent from abroad for this purpose,

p) To carry out other activities in line with the aims of the center.

Considering the scope of Article 5 mentioned above, it is seen that the center is not entrusted with the task of combatting stigmatization, harassment, discrimination, and violence faced by people living with HIV, and the Center does not undertake a mission to develop policies and investigate similar policies in the event of realization of these actions within the university. In addition to that, it is obvious that no study has been planned to handle the problems and needs of those academics, administrative staff, or students living with HIV.

Although it is stated that cooperation will be built with relevant public and private research organizations or non-governmental organizations, it is a serious deficiency that the statement does not mention cooperation with academics or student clubs working in the area of sexual and reproductive health and rights within the university. Additionally, it is observed that there are some terminological errors in the Regulation. According to the current terminology used by non-governmental organizations working on sexual and reproductive health and rights, HIV is characterized as infection and AIDS is related to the table of diseases. Further, people who are called "patients" are described as "people living with HIV" or "HIV-positive". The use of the aforementioned language raises questions about the effectiveness of the cooperation with non-governmental organizations mentioned in the Regulation.

On the other hand, the fact that the Center is committed to provide consultancy and psychological support services, to carry out educational activities for other segments of the society as well as medical professionals and to collect and interpret regional HIV / AIDS data can be considered as the positive aspects of the Center. Looking at the services and activities of the Center, it is seen that the Center has not an inclusive policy regarding the identities of the clients and those living with HIV as well as their conditions and the variety of events they experience. To illustrate, stigma and discrimination against LGBTI + people living with HIV and the experiences of a non-LGBTI+ person living with HIV may differ from each other. It is thus important to underline the lack of a policy including various identities and experiences, as well as living with HIV. It is essentially important for LGBTI + community that sexual and reproductive health services and counseling should be LGBTI + inclusive and pay attention to build relationships with LGBTI+ identities. Yet, there is no existing provision.

Finally, many people are afraid to get tested for sexually transmitted infections. For this reason, free and anonymous test centers are established to encourage people to get tested and to make them feel more comfortable. In our country, people get services from the consultancy and test centers of some local authorities in Izmir, Ankara, Istanbul, Bursa, and Mersin. In this context, it is seen that the Center's Regulation does not cover the anonymization of testing and consultancy services.

4.2.4. Ege University School Problems Application and Research Center Regulation

The purpose of this Regulation is to regulate the objectives, fields of activity, management bodies, and duties of the Ege University Women's Research Center (EKAM) and the procedures and principles regarding the way these bodies work.¹⁹

Article 5 of the Regulation specifies the purpose of the EKAM as follows *“To carry out research and studies on women's and women's issues in the national and international arena from past to present by developing projects in cooperation with private or public institutions and various disciplines, to raise awareness about women's issues, to publish pieces on women and to ensure communication between the university and the society on the subject.”*

As per Article 6 of the Regulation, the activities of the Center are:

a) *To do or get done basic and practical research about various areas on women (Judicial, sociological, economic, cultural, sanitary, etc. to prepare projects and put into place on the purpose of enhancing the status of Turkish Women.*

b) *To promote and support scientific studies of Ege University's various units about women topics, to encourage and incentivize postgraduate and doctorate students to research on “women's issues”.*

c) *To provide preservation, popularization, and improvement of women's rights acquired with Atatürk's Principle and Reforms.*

ç) *To cooperate and to exchange information with multifarious domestic institutions and foundations on doing studies dealing with women issues.*

d) *To cooperate with similar centers abroad and organize international meetings.*

e) *To send personnel abroad or to provide staff from abroad for education r to increase information and means related to women issues.*

f) *To prepare educational programs, organize seminars and conferences, and open skill courses for the purpose of educating society about women subjects and announcing women's issues.*

g) *To create an archive and library consisting of published pieces on women including researches related with women and family, and educative films, posters, and print pieces related to women's issues.*

h) *To inform civil servants and private sector employees about women's health, family planning, and women's place on applicable laws about women's rights by holding conferences.*

i) *To conduct studies on women and families for the purpose of enhancing the status of women in the community.*

j) *To develop social responsibility projects on women's studies with undergraduate and graduate students.*

j) *To make other studies related to the foundation purposes of the Center and Higher Education Law aim and principles.*

k) *To cooperate with academic institutions, Ministry of National Education, Ministry of Culture and Tourism, Ministry of Health, Ministry of Labour and Social Security, Ministry of Family and Social Policies, voluntary agencies, and international organizations on women issues especially on education of women.*

l) *To try to correct ingrained wrong information and topics to society on women by benefitting from every kind of tool.*

m) *To create volunteer groups with required councils and units to apply and support all these studies.*

Considering the areas of activity outlined, the most important shortcoming is that there is no statement about conducting activities involving lesbian, bisexual, transgender, and other sexual orientations and gender

¹⁹ <https://www.resmigazete.gov.tr/eskiler/2019/04/20190405-3.html>

identities. On the other hand, the phrase "gender equality" specified in the other legislation and documents of Ege University is not even included. The fact that its fields of activity are prepared with the perspective that all women are non-trans and heterosexual means that women with lesbian, bisexual, transgender, and other sexual orientations and gender identities are excluded. However, EKAM is expected to conduct researches into the experiences, needs, and problems of women with lesbian, bisexual, transgender, and other sexual orientations and gender identities; to carry out studies to solve problems, and to produce policies. Additionally, it is necessary to establish mechanisms within the university that strengthen LGBTI + people who are subject to gender-based violence or discrimination, to conduct and support academic studies in this field, and to increase the capacity of the institution in this field through various training programs.

As specified in the Regulation, the governing bodies of EKAM consist of manager, board of directors, and advisory board. Members of the governing bodies shall be appointed by the Rector. However, it is not envisaged in the Regulation that these people, who will work in the field of women's issues, shall be women and/or be selected among those working on women's issues.

4.2.5. Ege University Hospital Ethics Committee Directive

The Directive was accepted by the decision of the University Senate dated 20.07. 1999.²⁰ Ege University Hospital Ethics Committee (HEK) was established to produce solutions to ethical dilemmas facing in the conduct of all kinds of routine health services; develop ethics guidelines for the execution of the highest level of service; set principles in accordance with international standards; examine and monitor whether the principles set out are followed, strives to ensure adoption of code of ethics by its employees and service users, present recommendations for education/training programs, and where it is required for, implement and approve these programs. Taking medical ethics into consideration, HEK makes the necessary examination based on the application or ex officio.

The Directive stipulates that Hospital Ethics Committee can make evaluation in terms of medical ethics during the execution of all kinds of health services, set out principles and endeavors to ensure the establishment of these principles. Pursuant to this provision, the Committee has a wide-ranging working area. The right to a standard of living adequate for the health and well-being of himself and of his family, including medical care is enshrined in Article 25 of the Universal Declaration of Human Rights, Article 12 of the United Nations' International Covenant on Economic, Social and Cultural Rights, and Article 56 of the Constitution.

General Comment No. 14 of the UN Committee on Economic, Social and Cultural Rights which is responsible for monitoring the implementation of the International Covenant on Economic, Social and Cultural Rights proclaims that the right to health is closely related to and dependent upon the realization of other human rights, including non-discrimination, privacy, and access to information. This Directive should also ensure that the rights of patients who are undoubtedly a part of the medical ethics - including those belonging to disadvantaged groups - such as privacy, equal treatment, respect, and notification will be protected. Thus, it should be intended to prevent direct violation of rights by the hospital staff and secondary traumatic events. This is because all disadvantaged groups, particularly LGBTI +, have experienced violations of the right to equal access to health services and the right to privacy. To illustrate a few concrete examples, the following incidents received a wide media coverage: a physician working in a public hospital said that he would not treat LGBTI + s²¹, and in 2018, a physician made homophobic statements to his patient and disclosed his personal data on social media²², the statement of "HIV Patients carrying the virus are not treated in our hospital" was published on the website of a private hospital in Istanbul²³. There are many examples in the human rights report²⁴ or thematic reports²⁵ of

²⁰ <https://kms.kaysis.gov.tr/Home/Goster/70072>

²¹ <https://kaosgl.org/haber/hastanede-homofobik-ayrimcilik-doktor-tedavi-etmedi-ve-kovdu>

²² <https://kaosgl.org/haber/homofobik-hekim-hakkinda-suc-duyurusu-ve-tabip-odasina-sikayet>

²³ <https://kaosgl.org/haber/aktivistler-hiv-viruslu-hastalar-tedavi-edilmez-yazan-hastaneyi-ziyaret-ettiler>

²⁴ LGBTI+'ların İnsan Hakları 2019 Yılı Raporu, Kaos GL Derneği, 2020

<https://kaosgl.org/images/library/2020lgbtilarin-insan-haklari-raporu-2019-web.pdf>

²⁵ HIV İle Yaşayan LGBTI+'ların İnsan Hakları Raporu, Kaos GL ve 17 Mayıs Derneği, 2020

https://www.17mayis.org/images/hiv_lgbti+.pdf ; 2018-2019 Hak İhlallerinin Raporlanması ve Hukuki

many non-governmental organizations, and this issue is examined from different dimensions. Preventing these violations and taking the necessary measures are within the scope of the state's obligations to respect, protect and fulfill the right, as is the case with all other human rights.

Further, according to the Patient Rights Regulation, which was published in the Official Gazette on 01.08.1998 and has been amended since then, non-discrimination, respect and protect patient's privacy are considered to be fundamental principles and rights. This regulation also describes the mechanisms of the complaint procedure in the event of a violation of rights and complaints are made through patient rights units established within the health institutions.

4.2.6. Ege University Student Council Directive

This Directive, which has been prepared in accordance with the Regulation on Higher Education Institutions Student Councils and Higher Education Institutions National Student Council published in the Official Newspaper dated 13.06.2020, regulates the establishment, duties, powers, and working principles of the Student Council, which was established to ensure effective communication and collaboration between the higher education students and the institutions and the administrative bodies providing the students with participation in decisions, to protect the rights of the students and meet their education, health, sports, and cultural needs.²⁶

The formation of the Student Council/ bodies are comprised of a student representative, a student representative of the faculty/school/vocational school, selected by the students of each department/program at the faculties, schools or vocational schools, and student council and student council chair.

The duties of the student representatives include forwarding the student problems in the department /program they represent to the governing bodies of the institution. On the other hand, the duties of the student council chair include participating in the senate and administrative board meetings during the discussion of issues related to students. The Administrative Board of Student Council is responsible for developing social awareness projects in cooperation with non-governmental organizations and encouraging student participation of students of Ege University in these projects and establishing work groups in areas of food, transportation, accommodation, cafeteria, clubs, scholarships, education, arts, culture, and sports and ensuring their functionality.

The current Directive is not intended to promote diversity and inclusion. The fact that no openly LGBTI + person has ever been elected to be a board member and has not yet been placed higher on the list lead us to conclude that the state has not taken any positive action in relation to LGBTI+ participation. Taking positive action in an efforts to ensure representation of LGBTI + people, who are considered a minority group by the state, is fundamentally viewed as the obligation of the right to be elected and of the right to respect for private life. In this respect, the absence of guarantees relating to LGBTI + representation in the Council Directive, which specifies a set of duties concerning fundamental rights, may imply that the basic demands of LGBTI + are not voiced in the Council, whose task is to ensure effective communication tool between students and administrators.

4.2.7. Student Clubs Regulation of Ege University

The purpose of this Directive dated 16.08.2017 is to determine the foundation and working principles of the "Student Clubs", which are established with the aim of enabling the students of the Ege University to participate in extra-curricular health, sports, social, art, scientific and cultural activities.²⁷

Article 5 of the Regulation states that in order to establish a student club, at least 25 students shall apply with a petition. Clubs approved by the Rector will be established.

In our country, an association can be established with a minimum of seven founding members, and a political party with thirty people. The requirement for at least twenty-five (25) people to come together for

Çözümleri, Pozitif-İz Derneği, 2020; Türkiye'nin LGBTİ Mülteciler İle İmtihani, Kaos GL Derneği, 2019 <https://kaosgldernegi.org/images/library/2019lgbti-multeciler-ile-imtihani-web.pdf>

²⁶ https://oidb.ege.edu.tr/tr-6688/ogrenci_konseji_yonergesi_.html

²⁷ <http://sksdb.ege.edu.tr/files/sksdb/icerik/ynrg.pdf>

student clubs, is a regulation that will prevent the possibility of freedom of association beyond measure. As understood from the interviews, this limited number implies that the University does not create an equal comfort zone for everyone in terms of the visibility of LGBTI + people in general. Considering that LGBTI + existence is so criminalized and hate speech is prevalent, it is believed that such numerical thresholds are an obstacle to LGBTI + organization. Therefore, it would be appropriate to decrease this number.

Freedom of association is enshrined in Articles 33,34,51,54 and 68 of the Turkish Constitution, Article 11 of the European Convention on Human Rights, Article 20 of the Universal Declaration of Human Rights and Article 22 of the Covenant on Civil and Political Rights. Student clubs also enjoy the right to freedom of association.

Giving broad discretion to the Rectorate in making decisions about the establishment of student community with 25 students coupled with student club's organizations will directly affect LGBTI + university students due to the LGBTI+ policies of the central structures such as YÖK. The "YÖK Gender Equality Attitude Certificate", which was cancelled despite being previously in effect, is regarded as a lack of policy for LGBTI + people. In addition to that, the absence of a provision in the Directive to prevent the organization of groups spreading discrimination and hatred reflects the absence of the positive obligation policy mentioned above.

The Article 16 as to working principles of the students clubs lays down "*Clubs shall not engage in any activity that would be deemed unfit and/or inappropriate for the academic environment at the University*". The Article 24 of the Directive stipulates that the clubs that do not comply with general moral rules will be closed. The expression of "general morality" is often mentioned in the national legislation. This statement is often interpreted in line with a discriminatory ideology, thereby reinforcing prejudices and stereotypes, and this has consequences that cause violations of rights for LGBTI + people. In a similar vein, these provisions, which constitute an interference with the freedom of association, are not predictable, objective and specific, on the contrary, it is evident that they are open to abuse and should be removed.

On the other hand, the Article 16 of the Directive states that "*when organizing any activity, to avoid discrimination on the basis of religion, language, race, ethnic origin, national origin, sex and so on.*"

The provision prohibiting discrimination in group activities is considered to be positive. As we mentioned above, the prohibition of discrimination is one of the principles that restrict the freedom of association. It can be thought that all kinds of groups are protected against discrimination with the phrase "and so on" in the article. However, the inclusion of expressions such as "sexual orientation, gender identity, gender expression or gender characteristic" and ensuring visibility in this regard and seeing that the institution will not remain unresponsive to discrimination in terms of these groups will fill a policy gap. On the other hand, it will make students belonging to these groups feel more secure.

4.3. The Curriculum

First, it should be noted that decline in academic environments and freedoms in Turkey in general imply the possibility that written sources regarding the curriculum may not show the real situation in each case. With this in mind, even if the curriculum does not include LGBTI+ content, it may be possible to address LGBTI+ related issues during the flow of the course or even if the curriculum includes LGBTI+ related issues, it may be the case that such topics are not actually covered. In this frame, it cannot be argued that curriculum-oriented research and analysis reveal the existing situation in absolute terms. Yet, this does not change the fact that the written curriculum is the most significant resource.

The curriculum was examined through keyword search. The table below details associate degree programs.

1. Associate Degree Programs	
Programme Title	Description
Aliğa Vocational Training School	When the course contents were examined, no gender / LGBTI+-related content was found in compulsory and elective courses.
Atatürk Healthcare Vocational School	In the Professional Ethics elective course of Medical Laboratory Techniques and Medical Imaging Techniques departments, "Communicable diseases- AIDS / HIV etc. and its ethical dimension "; the issue of "Ethical problems in HIV patients" in the Vocational Ethics elective course of the Department of Anesthesia; the issue of "Ethical Problems in HIV Patients" in the Gender Equality compulsory course and Professional Ethics compulsory course of the Department of Pharmacy Services; "AIDS / HIV communicable diseases and its ethical dimension" and "women's rights" are included in the Professional Ethics elective course of the Operating Room Services department. No LGBTI+ content was available.
Çeşme Vocational School of Tourism and Hotel Management	Upon the examination of the curricula of the Hospitality Management and Travel Management, no direct content was found in the context of LGBTI +. However, the course outcomes widely include the idea of gender equality and the content is shaped accordingly. Among these outputs, there are expressions "the student gains awareness about gender equality" and "the student explains the effects of gender on people's perception, attitude and behavior".
Fashion and Design	The course content of the Sociology of Fashion of the Fashion Design Department includes "individual and social functions of fashion (symbolic, functional, sexual, status indicator, differentiation, sameness etc.)" and "the role of fashion in the construction of individual and social identity". However, the curriculum does not involve any content related to gender or LGBTI + issues. The subject of "Self and Attitude: Gender, Consumption, Body" is included in the content of the Consumer Behavior compulsory course.
<ul style="list-style-type: none"> • Bayındır Vocational Training School • Bergama Vocational Training School • Ege Vocational Training School • Emel Akın Vocational Training School • Aviation Vocational Training School • Ödemiş Vocational Training School • Tire Kutsan Vocational Training School • Urla Maritime Vocational Training School 	When the course contents were examined, no gender / LGBTI+-related content was found in compulsory and elective courses.

Looking at the associate degree programs in general, it is seen that although some programs have course contents on gender equality, LGBTI + inclusive course contents are not available. The number of programs that do not incorporate course contents addressing gender issues is also quite high.

2. Undergraduate Program		
Faculty Name	Description	
<ul style="list-style-type: none"> • Çeşme Faculty of Tourism • Fine Arts, Design and Architecture • Faculty of Medicine • Conservatory of Turkish Music 	<ul style="list-style-type: none"> • Dentistry • Pharmacy • Education • Science • Fisheries • Agriculture 	When the course contents were examined, no gender / LGBTI+-related content was found in compulsory and elective courses.
Literature	Faculty Common Electives offer a course titled "Gender", and it includes Gender Theories and Queer Theory. The program outputs of the Department of English Language and Literature is highlighted as follows: "It is aimed to help students acquire a world view that is aware of and questioning factors such as language, religion, gender, cultural and sexual identities and differences". In addition to that, the Contemporary Critical Theory course of the same department covers course contents related to "queer theory, feminist theory and lesbian / gay criticism". Department electives include Gender and Literature. The learning outcomes of the course involves "To have a good command of gender-related terminology: sex, gender, gender roles, stereotype, patriarchal system, feminism, misogyny, gender discrimination, ideology, power, nature / culture distinction, etc." The concept of gender is included in the course curriculum.	
Nursing	The issue of gender is covered only in the Sexual and Reproductive Health elective of the Nursing Department. The expression of "defining the concepts of sexuality / gender, sexual identity, gender, gender equality, gender equity" is among the outcomes of the course.	
Economics and Administrative Sciences	No course content in the field of LGBTI + or gender equality was found among the compulsory courses of the Department of Economics. The subject of Gender is only included in the Gender and Development elective.	
Communication	<p>The content of the Media and Society elective course of the Department of Radio, Television and Cinema includes the subject of "gender and racial representations in the media". The content of the Film Genres elective course includes the subject of "analysis of international women's and LGBTI+ films".</p> <p>The content of the Social Movements and Media elective of the Journalism Department includes the subject of "women's movement" and "gender discrimination movement".</p> <p>The content of the News Workshop compulsory course includes the subject of "women-themed journalism workshop" and "gender-themed journalism workshop". The content of the Ethics in New Media elective includes the subject of "women-oriented journalism ethics in new media" and "discrimination problem in new media".</p> <p>The objective of the Discrimination and Media elective is stated as "to raise awareness against discrimination that can target all qualities of the individual, especially ethnic, religious and sexual identity, and to discuss the effective role of the media in this process."</p>	

	<p>The content of the Modernization and Communication Policies in Turkey elective includes the subject of "Kemalist Modernization and the Press: Construction of Gender Roles and Good Manners". The content of the Human Rights Journalism includes "women-oriented journalism" and "LGBTI-focused journalism".</p> <p>The subject of "Presentation of Gender Stereotypes in Media and Consumer Culture: The Truman Show" is included in the content of the Media literacy and Current Affairs compulsory course.</p> <p>The learning outcomes of the Gender Equality compulsory course are outlined as follows: "Students will be able to explain the basic concepts and theories of sex and gender, to explain masculinity studies and the concept of hegemonic masculinity in the context of gender, to explain gender stereotypes and characteristics, to explain gender inequality examples in traditional and social media". The content of the course includes "sex, gender and gender-related concepts, gender stereotypes, gender theories, feminist research and method, media and gender, women's labor and gender, politics and gender, gender and violence, queer theory, masculinity studies, gender and education".</p>
<p>Engineering</p>	<p>The learning outcomes of Woman in Economy elective of Chemical Engineering Department are mentioned as follows: "to understand and discuss the relationship between gender and development, understand issues such as development, equality, economic growth, gender perspective on employment, and recognize women and gender issues at regional and global levels". No gender / LGBTI + content was found in the remaining eight departments of the faculty.</p>
<p>Health Sciences</p>	<p>Gender / LGBTI +- related content is available.</p>
<p>Sports Sciences</p>	<p>Gender content is available.</p>

When the undergraduate programs are examined, neither LGBTI + nor gender-specific content has been found in eleven faculties. There are gender courses in other faculties, but the lack of the LGBTI + course content is striking. Literature and Communication Faculties stand out with their various course contents in the context of both LGBTI + and gender.

3. Master's Programs	
Program Title	Description
Educational Sciences	In the Pre-School Education master's program, the learning outcomes of the Gender and Education elective course include the statement "raising awareness on gender-based problems in education, raising awareness about studies aiming to eliminate gender-based discrimination in education", and the course content covers the concepts of "gender difference, gender inequality, gender, sexual harassment, feminist poststructuralist & queer perspectives, feminist pedagogy". Following the analysis of the contents of the remaining three programs, no gender / LGBTI+-related content was found in compulsory and elective courses.
Science	When the course contents were examined, no gender / LGBTI+-related content was found in compulsory and elective courses.
Health Sciences	There are courses questioning gender equality in the Sports Management Sciences and Midwifery program. In the remaining 54 programs, there are no courses dealing with gender equality. No program has content in the context of LGBTI +.
Social Sciences	<p>There are 71 programs. 50 programs do not cover any gender / LGBTI + content at all.</p> <p>Clinical Psychology, Family Counseling, Communication Studies, Women's Studies programs have created content in the context of LGBTI +.</p> <p>The remaining 17 programs include only gender equality, excluding the LGBTI + context.</p>

Looking at master's programs, it is seen that there is a course content on gender in all institutes except Science, but these contents are insufficient when compared to the number of programs. In addition to that, the number of LGBTI + course contents is also very low. Apart from Educational Sciences and Social Sciences, no LGBTI + content is available in the curricula of the institutes. Further, only five programs affiliated to Educational Sciences and Social Sciences cover LGBTI + content. This shows that the contents are insufficient when compared to the number of programs.

4. Ph.D Programs	
Name of Institute	Description
Educational Sciences	<p>Seven programs do not include any content related to gender / LGBTI + at all.</p> <p>The topic of "sexual orientations and taboos" is included in the detailed course content of the Multiculturalism in Education elective course of the Curriculum and Instruction Ph.D. program and students are expected to interview "an individual whose sexual orientation is different" for preliminary preparation of the relevant topic.</p> <p>"Feminist therapy and postmodern approaches" are among the topics of the Advanced Counseling Theory and Techniques compulsory course of the Guidance and Psychological Counseling Ph.D. program. "Sexual identity problems and paraphilias" are among the topics of the Advanced Psychopathology I (Child and Adolescent) elective course. Among the subjects of the Advanced Psychopathology II (Adult) elective course are "sexual dysfunctions, sexual identity problems and paraphilias". "Counseling LGBTI individuals" is among the topics of the Counseling Diverse Populations elective course.</p>
Science	When the course contents were examined, no gender / LGBTI+-related content was found in compulsory and elective courses.
Health Sciences	Women's Health and Diseases Ph.D. program partially covers gender contents such as "sexual identity, gender roles". When the contents of the other two programs were examined, no gender / LGBTI + content was found in compulsory and elective courses.
Social Sciences	<p>There are a total of 24 Ph.D. programs in the institute.</p> <p>Six Ph.D. programs include LGBTI + curricular content.</p> <p>Five programs cover only gender equality, excluding the LGBTI + -related content.</p>

From the Ph.D. programs it is understood that all institutes except the Institute of Science include gender and LGBTI + course content, however, the course contents are insufficient when compared to the number of programs. LGBTI + course content is partially covered in the Institute of Health Sciences. Further, although it is not sufficiently enough, Institute of Educational Sciences and Institute of Social Sciences also covered LGBTI + subjects in their curricula.

When taken as a whole, it has been observed that the process of producing scientific knowledge in the university does not include LGBTI + and the academic research is not LGBTI + inclusive. This exclusion is similar to the other basic documents of the university. Considering that academic knowledge is reproduced in the social field through graduate students, this exclusion yields indirect effects. For instance, the fact that the Faculty of Education and relevant scientific research are not LGBTI + inclusive means that school-age LGBTI +'s will be trained by teachers who have not received a LGBTI + inclusive education. Various examples can be given across many disciplines. As a result, the absence of an LGBTI + inclusive approach in the production of scientific knowledge creates a social impact on society in general and more specifically on the time after graduation.

4.4. Academic Publications

4.4.1. Master's Theses and Doctoral Dissertations

Within the framework of the information provided on the research methodology (See Chapter 2), academic studies supported by Ege University or Ege University academics' other academic works outside the University were subjected to a detailed examination in terms of theses and non-thesis publications. Texts and their titles were searched by keywords (See Annex 2). Considering the fact that academic freedoms have declined and academic studies in the field of LGBTI + rights may be subject to pressure, a further review including the details of publications was undertaken to a certain extent.

Searching with keywords, master's theses and doctoral dissertations in the field of LGBTI + rights are presented by years:

Master's Theses and Doctoral Dissertations by Year			
Year	Number of Master's Theses/ Doctoral Dissertations	Year	Number of Doctoral Dissertations/ Doctoral Dissertations
1987	1	2004	7
1988	0	2005	3
1989	0	2006	2
1990	0	2007	0
1991	0	2008	1
1992	0	2009	2
1993	0	2010	3
1994	1	2011	6
1995	1	2012	4
1996	1	2013	3
1997	0	2014	1
1998	1	2015	5
1999	0	2016	3
2000	2	2017	4
2001	1	2018	2
2002	3	2019	9
2003	5	Total Number	71

There are 18 doctoral dissertations and 1 thesis prepared at the end of medical specialty training, and the remaining theses are master's thesis.

The process for master's and/or doctorate degrees do not necessarily require the researcher to be a full-time member of the academic staff of the university. What is not known, however, is how many of these theses were prepared by the academics within and outside the university. In light of this information, it does not seem possible to measure whether the academics are allowed to have academic liberty to study LGBTI + rights in the academy. On the other hand, the fact that the first thesis registered coincides with a date as late as 1987 and the number of theses has never reached double digits in any period reveals that LGBTI + rights are an emerging field of academia. Additionally, the fact that a trend has not emerged in this area, even if it shows periodic increases, reveals the limitations of the university.

4.4.2. Academic Publications Other Than Master's Theses and Doctoral Dissertations

The publications of the permanent academics in all programs are shared via the Academic Data Management System on the website of Ege University with the extension <https://avesis.ege.edu.tr/>. The system does not include the publications of all academics in absolute terms. However, it is possible to access non-thesis academic studies through the system, which is very up-to-date and features content.

When compared to the overall number of publications in the relative programs of Ege University, it is seen that LGBTI + inclusive publications are remarkably low. Considering the strict centralized and tutelage system in higher education and the central administration's approach to gender issues, it is a necessary to adopt a more objective approach to the results of the study based on keyword search. In other words, it is known that the opportunities created by an academic environment where freedoms are at the universal level are not available for universities in Turkey. Despite this fact, an extensive research has been carried using additional keywords, the results, however, remain the same. Therefore, considering the small number of academic publications other than master's and doctoral dissertations, we might suggest that Ege University does not adopt a LGBTI + inclusive academic approach.

Faculty/ Research Program	Department	Department	Investigated Number of Academics ²⁸	Number of Publications
Literature	Psychology	Experimental Psychology	8	0
Literature	Psychology	Developmental Psychology	8	3
Literature	Psychology	Clinical Psychology	7	0
Literature	Psychology	Psychometry	1	0
Literature	Psychology	Social Psychology	5	0
Literature	Sociology		4	0
Literature	Philosophy		5	0
Literature	History	Ancient History	3	0
Literature	History	Medieval History	3	0
Literature	History	General Turkish	1	0

²⁸ It is important not to confuse the number of academics with the total number of publications. The total number of publications (articles, presentations, non-thesis publications) made by the academics is well above the number of academics. For example, according to the Academic Data Management System, the total number of publications of eight academics in the Ege University's Experimental Psychology Program of the Psychology Department within the Faculty of Letters is 136, and the numbers of LGBTI + inclusive publication is "0".

		History		
Literature	History	New Age History	1	0
Literature	History	Modern History	4	0
Literature	History	History of Turkish Republic	3	0
Literature	History		9	2
Literature	American Culture and Literature		22	16
Literature	English Culture and Literature		5	0
Education	Department of English Translation and Interpreting		14	2
Education	Primary Education		13	1
Communication	The Psychological Counseling and Guidance		20	4
Communication	Journalism		17	2
Medicine	Radio-Television and Cinema		7	13
Medicine	Child and Adolescent Psychiatry		3	5
Medicine	Child Endocrinology		0	0
Medicine	Social Pediatrics		13	0
Medicine	Mental Health and Diseases		10	0
Medicine	Gynecology		6	0
Women's Studies	Plastic Reconstructive and Aesthetic Surgery.		12	9

It was seen that the total number of inclusive academic publications among the academic publications reviewed was 57. Considering that the total number of non-thesis academic publications analyzed is expressed in thousands, it is apparent that this number corresponds to a very low rate. However, although these publications are mostly composed of English Language and Literature, Child and Adolescent Mental Health and Women's Studies departments, no publications are available in History, Sociology, Philosophy and English Translation and Interpreting departments.

The low number and rate of publications of these departments, which are prioritized concerning the rights of LGBTI+ within the scope of the research, prove the lack of inclusive knowledge production. In this respect, it should be noted that the consequences arising from the fact that the education curriculum is not LGBTI + inclusive also remain same for this title. The social position and dynamics in which LGBTI + people live and the low number of scientific studies regarding health, education, media, politics, discrimination and violence exposure mean less contribution to the improvement of current conditions. In this context, the inadequate level of academic production is considered as one of the important limitations of the university.

4.5. Experiences of Right Holders

At this stage of the study, one-to-one interviews were conducted with LGBTI + university students with whom the Young LGBTI + Association is in contact or is not. In order to provide a certain standard in these interviews, a list of questions was drawn up based on the questions in the indicator list (See Appendix 5). Subsequently, those interviewed were asked if they had any further comments.

Ten of those interviewed is organized in the LGBTI + movement while the remaining ten interviewee are not organized. Rights owners have gay, lesbian, bisexual, pansexual, trans, nonbinary, fluid, queer identities. Two right holders do not identify their sexual orientation and gender identity. An intersex right owner was not reached during the interviews with the right holders.

The majority of the rights owners reported that when they heard the interview questions, they realized how Ege University had deficiencies in the field of LGBTI + rights. Further, it has been observed that they do not feel optimistic about the University overcoming these deficiencies in the near future due to the negative experiences occurred in recent years. It is understood that, apart from organized right holders, non-organized right holders are also aware of LGBTI + initiatives organized within the university but not officially recognized by the university. Almost everyone complained that the activities of these initiatives were hampered on the campus. While only two right holders uttered that the campus could be safe for LGBTI + individuals, many people stated that they felt safe only in some faculties. In this context, it is seen that these are the faculties where LGBTI + topics are incorporated into course content. Right holders who can socialize with LGBTI +'s and non-phobic people stated that they thus felt more secure. Demands of right holders for an LGBTI + friendly university can be summarized as follows: striving for increasing awareness among students and academics, developing mechanisms and policies against discrimination, creating inclusive course content and ensuring the security of university housing.

Following the analysis of the right holders' demands, it is seen that the opportunities and rights that the university provides to heterosexual students are not provided to LGBTI + students. Additionally, no affirmative action is taken to identify equality, and if taken, this information is not disseminated. The experiences of right holders show that universities are not spaces that recognize the very existence of LGBTI +.

4.6. University Facilities

The title of "University Facilities" was presented based on the announcement made on the university's official website. The facilities that are important for LGBTI+'s and the evaluations regarding these opportunities are detailed in the following section.

- **Health Services**

In case of need, students are directed to the Ege University Faculty of Medicine Campus Polyclinic serving in the department of "Health, Culture and Sports." Internal Medicine, Dermatology, Ophthalmology, ENT, Obstetrics, Psychiatry, Chest departments provide polyclinic service.

The University has no official LGBTI + inclusive statement / policy text related to the health services. However, the interviews with the right holders demonstrate that the Psychological Counseling service in the Campus Polyclinic provides LGBTI + inclusive service on the staff's own initiative. However, given that this service depends on the initiative of the staff and the university has not taken an official step on this matter, it can be said that this service is not sustainable.

- **Ege University Student Village**

Ege University Student Village launched its activities in 2006. It provides accommodation to 1708 students.

Although it is important to provide accommodation services to LGBTI + students, there is no official statement or policy text regarding the LGBTI + inclusion of this service.

- **Student Clubs**

According to the information on the website of the university, it is understood that there are 78 student societies or clubs and two student councils within the university, The existence of a wide range of student societies such as the Vienna Waltz, RED-Advertising Association, the Anonymous Society, and the Logistics Society can be considered positive in terms of the right to organize. However, there is no officially recognized community directly related to LGBTI + rights or LGBTI +'s on the campus. The intro page of the Ege Women's Studies Community could not be accessed.

From past to present, it is understood that there was a student community that carried out its activities at Ege University between 2012-2018 and applied to become an official student community under the name "LeGeBIT". In 2013, the application of the group was rejected stating that "the society is not ready"²⁹, and it was rejected without any justification in 2014³⁰. Lavender LGBTIQ + community, which was established in 2018, did not apply to become an official community due to both this background information and the bureaucratic barriers to establishing a community, according to the information obtained from the interviews with the right holders.

- **Library**

Ege University Central Library has 233,316 published books, 4.709,710 e-books, 48.245 e-journals as well as 3 corporate e-journals, and 109 data base. In addition to the Central Library, the Medical Faculty Specialization Library, where the materials in the field of health are presented to the users, Prof. Dr. Fikret Türkmen Specialization Library, where the works of Turkish folklore are available, Conservatory Specialization Library containing Turkish Folk Music and Art Music works, and Çeşme Tourism Faculty Specialization Library with publications on tourism and hotel management also serve within the university.³¹

When the printed publications in the university library were examined through the prepared keyword list, it was seen that there were a total of 24 printed publications with LGBTI + content.³² It is seen that one of the publications published in 1971 classified homosexuality as a form of disease including its so-called treatment; two publications similarly address LGBTI + identities in the context of psychopathology. In addition to that, students can access LGBTI + content online through online databases that the university library provides access to.

²⁹ <https://kaosgl.org/haber/meger-toplum-lgbt-ogrenci-topluluguna-da-hazir-degilmis>

³⁰ <https://kaosgl.org/haber/egersquode-lgbti-yuruyusu-gormezden-gelseniz-de-alisin-variz>

³¹ <https://egetercih.ege.edu.tr/kutuphane.php>

³² <https://katalog.ege.edu.tr/uhtbin/cgisirsi.exe/?ps=lff3Gn2vYV/MAIN/X/60/502/X>

5. LGBTI+ RIGHTS IN IZMIR UNIVERSITY OF ECONOMICS (IEU)

5.1. General Structure of the University

5.1.1. The University's Mission

The University defines its mission as follows: “to raise innovative and qualified individuals who are inquisitive, and equipped with leadership attributes, entrepreneurial capabilities, and critical thinking skills, and to contribute to science with unique researches”. The mission statement is a general statement of vision-oriented policies and of how you will achieve your vision with an updated purpose. These statements of intent, by its nature, are not exhaustive and can create a sense of abundance of uncovered issues for readers. However, mission statements may include statements regarding human rights. The absence of human rights in the mission statement does not necessarily mean, however, that relevant targets will be excluded.

The emphasis on questioning, criticism, innovativeness, and uniqueness in the mission is sufficient in terms of inclusiveness. It is enough to look at the sub-texts and campus practices to understand whether the institutional perspective of the university has been put into practice.

5.1.2. The University's Vision

The University defines its vision as follows: “to become a preeminent institution for higher education which leads the society through a high-quality education and scientific researches on a universal level.”³³ The vision essentially refers to where the university wants to be on its horizon. The difference between today and the future can only be understood through vision reading. Vision points to a state of existence that transcends the national scale, with emphasis on universality. It is important to note that the vision statement does not limit itself.

5.1.3. The University's Core Values

The university describes its core values as follows:³⁴

- Student- Centered: To value students' needs and expectations at every stage of higher education.
- Participation: the fostering of an academic environment which is universal, flexible, pluralist, open to collaboration and transparent.
- Innovation: to take part in interdisciplinary research and development activities, which are effective, creative and on the leading edge of new discoveries.
- Social Responsibility: to be responsible within the community by effectively managing its social resources in the production and dissemination of universal knowledge.
- Perfectionism: to focus consistently on the best possible outcome in every activity for the purpose of development of our country and city, our students getting ready for the future in the best way possible, and raising the generations needed by our country.

³³ <https://www.ieu.edu.tr/tr/misyon-ve-vizyon>

³⁴ <https://www.ieu.edu.tr/tr/misyon-ve-vizyon>

The core values are closely related to the vision and mission, and also refer to the boundaries in which the university sees itself. Both vision and mission statements underline the importance of the universality. The universality and up-to-dateness of these basic values thus have gained increasing importance.

Under current circumstances, the universities in the United States and the UK, which are the host countries that inspire the indicators set forth at the end of the present study, clearly place emphasis on inclusiveness and diversity in their core values statements. The emphasis on inclusion and diversity is vital in making campuses livable places for LGBTI + people.

As a consequence, it is seen that IUE's core values are not LGBTI + inclusive.

5.1.4 The University's Strategic Plan

The 2013-2023 strategic plan³⁵ outlines four main goals. These are:

- Perfectionism in Education
- Perfectionism in Research
- International Visibility
- Innovation and Entrepreneurship

Strategic themes are:

- | | |
|--|-------------------------|
| ● Lifelong Learning | ● Social Responsibility |
| ● University- Society and Business Cooperation | ● Quality |
| ● Global Effect | ● Sustainability |

Principles were also identified for each strategic goal. Concepts that highlight gender, equality, diversity, inclusiveness, or discrimination are not included in the specialized set of principles and values. The private sector effect emanating from being a foundation university embodies itself in objectives. This situation is also valid for the subtopics, namely, perfectionism in education or perfectionism in research. In the same vein, the situation does not seem different in terms of performance indicators.

"Developing special programs designed to the requests of non-governmental organizations, public and private institutions" under the subtitle of Strategic Themes / University-Society and Business World Cooperation is very crucial in terms of declaring the connection that the university aspires to establish with the civil society.

Further, "Social Responsibility" and "Sensitivity" strategic themes should also be examined. However, it is seen that a right-oriented approach is not adopted in this regard.

Strategy is essentially a document closely related to the vision and mission statement and it is compulsorily broad. The private sector influence on the university embodies itself in objectives. The strategy focuses entirely on the main objectives. Further, sub-principles do not include gender-responsive content or LGBT-sensitive content or content associated with this field.

³⁵ https://www.ieu.edu.tr/documents/Stratejik_plan_2013_2023.pdf

5.1.5. Staff

Based on the publicized information, the University's academic staff structure is composed of 281 females and 184 males. There are 108 females and 89 males in the administrative staff. Women's employment rate is higher (excluding the data regarding the number of professors employed).³⁶

Looking at academic employment by gender across the country, male employment goes beyond female employment³⁷ (95807 Male, 78687 Female). In this context, the university differs positively from other universities considering the employment data by the gender indicator. When examined on the basis of faculties, there are five female and three male deans. These data positively differentiate the university from the central policy on gender equality.

There is no budget document on the internet. Considering that only one of the 21 members of The Council of Higher Education is a woman, the implementation of the central policy becomes even more important.³⁸ Scoring presented at the end of the report will be made considering this fact.

5.2. Analysis of Regulatory Procedures such as University Directives and Regulations from the Perspective of LGBTI + Rights

5.2.1 Core Bylaws of Izmir University of Economics

This regulation covers the organization, functions, and duties of the bodies of Izmir University of Economics.³⁹ The regulation also specifies the electoral process of the governing bodies such as the board of trustees, the senate, the university board of directors, the rector, vice-rectors, the general secretary, the dean, the director, and the head of the department. However, there is no regulation on gender balance at these levels and on supporting the representation of disadvantaged groups.

According to Article 6 of the Regulation, The Board of Trustees is entrusted with the following tasks and duties: *"shaping and assessing the principles, policies, and plans, which form the basis of the functioning and the administration of the University, and provides the maintenance and the perseverance of academic freedom in education, research, and other academic activities, determining the status of administrative and academic duties and positions, and approving their appointments, promotions, and dismissals, making decisions relating to the establishment of institutions, practice and research centers and other academic units, monitoring, approving and rejecting the budget and getting the standards concerning the assessment and the application of the quality and the standards of education at the University"*. According to Article 7, *"Building a modern, creative and Liberal University"* is the fundamental duty of the Rector.

In view of the aforementioned considerations, we might imply that these regulations can aim and ensure a more livable, qualified, and safer university for LGBTI + students and all staff. However, considering the fact that the university's senior management staff and governing bodies have not been clearly entitled to engage in issues such as gender equality, protection, and promotion of human rights, the welfare of LGBTI +'s, solutions for deprivation of rights, punishing discrimination, this situation jeopardizes the achievement of intended goals and often causes them to fail.

As mentioned in Article 10 of the Regulation, the Senate may invite instructors, administrative staff, and student representatives whom the Senate finds suitable, and invite their opinions. According to Article 11, the Senate is also responsible for making decisions about the education, scientific researches, and publishing activities of the University.

³⁶ <https://ik.ieu.edu.tr/tr/sayilarla-ik>

³⁷ <https://istatistik.yok.gov.tr/>

³⁸ <https://www.yok.gov.tr/kurumsal/yuksekgretim-kurulu-uyeleri>

³⁹ <https://www.ieu.edu.tr/tr/bylaws/type/read/id/5>

The aforementioned provisions do not specify what topics to be covered through which academic staff and student representative at Senate meetings. For instance, an appropriate provision securing that students and faculty members working in the field of gender equality and being the subjects of the field will be invited to the meeting during the discussions about curricula decisions concerning gender equality should be enacted.

In brief, the existing regulation, which regulates the organization of the University and the duties and responsibilities of the governing bodies, does not entail specific policies aiming at promoting equal rights for LGBTI + people; ensuring the protection and promotion of their rights, combating discrimination and taking special measures.

5.2.2. Student Council Regulation of Izmir University of Economics

This Directive, which was published in the Official Gazette dated 13 June 2020 and prepared based on the "Higher Education Institutions Student Councils and Higher Education Institutions National Student Council Regulations"⁴⁰, regulates the establishment, duties, authorities, and working principles of the Student Council of Izmir University of Economics to observe the rights of associate and undergraduate students enrolled at Izmir University of Economics in meeting and developing their educational, health, sports , and cultural needs by establishing effective communication between the administrative bodies of Izmir University of Economics and the students, and to convey students' requests to the administrative bodies and to ensure the participation of students in education and training decisions.

The formation of the Student Council/ bodies are comprised of a student representative, a student representative of the faculty/school/vocational school, selected by the students of each department/program at the faculties, schools or vocational schools, and student council and student council chair.

The duties of the student representatives include forwarding the student problems in the department/program they represent to the governing bodies of the institution. On the other hand, the duties of the student council chair include participating in the senate and administrative board meetings during the discussion of issues related to students. The Administrative Board of Student Council is responsible for developing social awareness projects in cooperation with non-governmental organizations and encouraging student participation of students of Izmir University of Economics in these projects and establishing working groups in areas of food, transportation, accommodation, cafeteria, clubs, scholarships, education, arts, culture, and sports and ensuring their functionality.

The current Directive is not intended to promote diversity and inclusion. The fact that no openly LGBTI+ person has ever been elected to be a board member and has not yet been placed higher on the list leads us to conclude that the state has not taken any positive action in relation to LGBTI+ participation. Taking positive action in an effort to ensure representation of LGBTI+ people, who are considered a minority group by the state, is fundamentally viewed as the obligation of the right to be elected and of the right to respect for private life. In this respect, the absence of guarantees relating to LGBTI+ representation in the Council Directive, which specifies a set of duties concerning fundamental rights, may imply that the basic demands of LGBTI+ are not voiced in the Council, whose task is to ensure effective communication tool between students and administrators.

5.2.3. Student Clubs Regulation of Izmir University of Economics

The purpose of this directive is to determine the foundation and working principles of the "Student Clubs", which are established for the purpose of enabling the students of the Izmir University of Economics to participate in extra-curricular cultural, art and sports activities.⁴¹

Article 4 of the Regulations specifies that, at least 20 students are required to establish a club, and while applying to start a club, administrative and working principles of the Club, together with the outline of the

⁴⁰ <https://www.ieu.edu.tr/tr/bylaws/type/read/id/28>

⁴¹ <https://www.ieu.edu.tr/tr/bylaws/type/read/id/27>

annual activity plan, should be submitted. These applications are approved by the Student and Corporate Activities Directorate.

In our country, an association can be established with a minimum of seven founding members, and a political party with thirty people. Even a single person with a real or legal personality can establish a foundation. For student clubs, which are not as institutionalized as associations, foundations, or political parties, and whose responsibility and field of work are not wide, the requirement for at least twenty (20) people to come together prevents the possibility of freedom of association beyond measure. However, such a restriction does not have a legitimate and legal basis. Therefore, decreasing this number will expand the area of freedom of association.

Article 5 of the Regulation reads as follows: "*Clubs have to submit a written notification to the Student and Corporate Activities Directorate and get their approval on all activities they would like to organize in or out of the university by specifying the location, time, and demands.*" According to Article 12, clubs that violate this provision could be closed. The Clubs Coordination Committee comprises of the Director of Student and Corporate Activities, one representative from the Financial Affairs Directorate, one representative from Faculty of Law, and Student Clubs and Sports Coordinator chaired by the Rector or a representative assigned by the Rector.

Although some procedures and rules regarding the activities of student clubs are stipulated by the institution, the absence of a provision declaring that peaceful activities cannot be prevented simply for bureaucratic reasons or without a compulsory and legitimate reason can be a shortcoming in terms of creating legislation in line with the spirit of freedom of association. Likewise, given that the Directive explicitly states that there should be no discrimination on the basis of identity, status, opinion or the like with respect to the implementation of the administrative procedures plays vital importance in enabling LGBTI + community to conduct club activities within the university. Lastly, the absence of a provision prohibiting activities that support, spread, implement or legitimize forms of discrimination, violence, or hatred indicates that there is no predictable or preventive regulation for practices that may take place against LGBTI +'s.

5.2.4. Dormitory Regulation of Izmir University of Economics

This regulation includes rules and principles regarding the admission of students to the dormitories of the Izmir University of Economics.⁴² According to the section of disciplinary action, a written notice will be given to students in case of "being in public places with inappropriate clothing" and a reprimand will be given to students in case of holding meetings or ceremonies in the dormitory without permission and writing, painting or hanging notices, posters in any part of the dormitory and on dormitory equipment". Article 13 of the Regulation states "The Administrative Board of Dormitories decides about the status of students, who are considered risky."

Processes that may result in sanctions are foreseen for students who are "considered to be risky to stay in the dormitory" and "being in public spaces with inappropriate clothing". However, by interpreting or distorting these and such expressions in favour of discriminatory, prejudiced, exclusionary, and even hateful ways, LGBTI + people are exposed to violation of rights in many areas. Since disciplinary law is a field where various sanctions are applied, as with criminal law, it has to meet principles such as predictability and certainty. It would be appropriate to remove or replace these expressions with objective and definable provisions, or to ensure that sexual orientation, gender identity, and gender characteristics will not be considered in this context.

While Article 34 of the Turkish Constitution guarantees the right to hold meetings without prior permission, the Dormitory Regulation, prepared contrary to this, turns the gathering and bringing together of LGBTI + people staying in the dormitory to meet their need for accommodation into a justification of sanctions.

When analyzing the Regulation, it is understood that writing, painting, or hanging notices, posters in any part of the dormitory and on dormitory equipment will be not allowed without permission. The places where such means of expressing thoughts will be used can be reasonably decided by the relevant authorities and institutions. However, imposing restrictions on the entire institution means that the person has been deprived of the right. This goes against Articles 13 and 26 of the Constitution. As long as LGBTI+'s stay in touch with each other, dormitories will be safe social spaces for them. Failure to eliminate the existing restriction already reduces the legal assurances. Applying strict rules on such communication tools will result in communication barriers. By imposing such restrictions, the dormitory staff does not allow LGBTI+'s to enjoy their rights to use these communication tools. It is thus can be argued that the Directive does not adopt a rights-based approach.

⁴² <https://www.ieu.edu.tr/tr/bylaws/type/read/id/29>

Lastly, neither disciplinary sanctions nor the provisions aimed at maintaining order in dormitory do not entail a regulation that protects dormitory students and staff against discrimination, hate speech, or violence. On the other hand, no policy has been developed to provide safe housing for LGBTI + students, and no special measures have been taken. However, it is critically important to introduce provisions aimed at protecting against discrimination and violence, strengthening those exposed to discrimination and violence psychologically, and providing the necessary legal support. It would be useful to inform the dormitory staff and students residing in the dormitory about LGBTI + and their rights through various training programs.

5.2.5. Izmir University of Economics Gender and Women's Studies Research and Application Center (EKOKAM)

This bylaw includes provisions regarding the aims, activities, administrative organs, and their duties of Izmir University of Economics Gender and Women's Studies Research and Application Center (EKOKAM).⁴³

Article 5 of the Bylaw specifies the aims of the center as follows: *"to conduct researches and carry out educational activities about the problems of women in Turkey and abroad, conduct scientific researches and carry out cultural projects about the gender problems of the women living in Turkey and abroad in the fields of education, culture, politics, business/economics, law and health and to administer their implementation, do national and international academic studies and applications supporting women to take part in society as efficient and productive individuals who contribute to life in all fields-social, political, legal, economics on micro and macro level without being exposed to sex discrimination, and to support education programs aimed at gender and problems of women."*

Given that the specified aims of the Center address not only women's issues but also gender issues and non-discrimination, this is positive. However, the fact that the aims of the Center do not include expressions of LGBTI +, sexual orientation, gender identity, gender expression, or gender role and the center's main purpose is defined as "gender problems" is viewed as a shortcoming. EKOKAM has not issued a declaration of purpose promoting LGBT-inclusive research on discrimination on the basis of sexual orientation, gender identity, gender expression, and gender characteristics, advocating LGBTI+ studies in academia, and encouraging the development of projects in the field. It would be appropriate to eliminate this shortcoming and renew the provision. Given that the Council of Higher Education was structured as a tutelage system that facilitates interventions against university autonomy as well as eliminating university autonomy, it might be considered as an obstacle even if the will of the university meets the content proposed in the report.

The fields of activity of the Center are listed in Article 6 of the Regulation. Looking at the fields of activity of the Center, a wide range of fields of activity such as education, research, health, employment, violence, migration, and poverty have been identified with a perspective aimed at cooperating with public or private institutions, developing projects, providing services, researching and developing.

Nevertheless, the subjects of the activities are constantly referred to as "women and girls". This situation leads us to the conclusion that women with lesbian, bisexual, trans, intersex, and other sexual orientations and gender identities are invisible, and that it is not intended to include them in the Center's field of activities. Current inclusive gender studies is also stepping up effort to include LGBTI + in their studies. By ignoring the LGBTI+ Community, the Center, which was established to investigate gender and women's issues, would conflict with its purpose. Therefore, the fields of activity should be reorganized in a way that includes LGBTI +'s. To this end, the unique experiences, needs, and problems of LGBTI +'s should be considered and the opinions of all relevant stakeholders, especially non-governmental organizations, should be taken. The targeted cooperation should also be established with LGBTI +'s and rights organizations. The Center also should announce to support LGBTI +-focused academic studies. All support services, especially counseling, should also be provided to LGBTI +'s so that they can effectively benefit from these services, and training programs introducing basic concepts and the human rights of LGBTI+ should be offered to all employees within the institution.

The Regulation stipulates that the director and the board of directors of EKOKAM will be appointed by the Rector, and the advisory board will be appointed by the Board of Trustees upon the Rector's recommendation. Since EKOKAM is committed to working in the field of gender and women's studies, it will be fair and appropriate to choose the directors of the Center from those who are the subject of the field and work in the field along with those who are interested. This thought should not be limited to a goal-setting principle; it should be subject to the provision through the Regulation and legally guaranteed.

⁴³ <https://www.ieu.edu.tr/tr/bylaws/type/read/id/54>

5.3. The Curriculum

Even if the curriculum does not include LGBTI+ content, it may be possible to address LGBTI+ related issues during the flow of the course, or even if the curriculum includes LGBTI+ related issues, it may be the case that such topics are not covered. In this frame, it cannot be argued that curriculum-oriented research and analysis reveal the existing situation in absolute terms. Yet, this does not change the fact that the written curriculum is the most significant resource.

The "Academic and Social Orientation" course is taught as a compulsory course in the first semester of all departments. In the third week of the course, the topic of "Respect for Diversity" is covered. Although no detailed information about the content is available, it has the potential to be an important topic in the context of LGBTI +.

IUE offers undergraduate students joint pool courses between faculties in seven different categories. The total number of these general education courses is seventeen, four of which do not cover gender issues at all. This number is positive in the general sense. The table below details associate degree programs.

1. Associate's Degree Programs	
Programme Title	Description
IUE - SQA International Undergraduate Joint-Degree Programs	Joint associate degree programs are carried out with the cooperation of IUE Vocational School and the Scottish Vocational Qualifications Authority. There are five undergraduate programs under this title. When course contents were examined, no gender / LGBTI +-related content was found in compulsory and elective courses.
Vocational School	There are 26 associate degree programs available in the Vocational School. When course contents were examined, no gender / LGBTI +-related content was found in compulsory and elective courses.
Vocational School Of Health Services	There are 26 associate degree programs available in the Vocational School. When course contents were examined, no gender / LGBTI +-related content was found in compulsory and elective courses.
Vocational School Of Justice	There are two associate degree programs available in the Vocational School of Justice. These programs are "Justice (Turkish)" and "Law Office Management and Secretariat". When course contents were examined, no gender / LGBTI +-related content was found in compulsory and elective courses.
School of Applied Management Sciences	There is only the "Gastronomy and Culinary Arts" undergraduate program in the School of Applied Management Sciences. When course contents were examined, no gender / LGBTI +-related content was found in compulsory and elective courses.

Given the associate degree programs, it is seen that gender content is not available in any program except Vocational School of Health Services. The gender-inclusive course content in the Vocational School of Health Services is limited to the "Child Development" program.

2. Graduate Programs	
Programme Title	Description
Faculty of Engineering	There are 12 undergraduate programs available in the Faculty of Engineering. When course contents were examined, no gender / LGBTI +-related content was found in compulsory and elective courses.
Faculty of Business	There are eight undergraduate programs available in the Faculty of Business. When course contents were examined, no gender / LGBTI +- related content was found in compulsory and elective courses.
Faculty of Fine Arts and Design	There are five undergraduate programs available in the Faculty of Fine Arts and Design. When course contents were examined, no gender / LGBTI +-related content was found in the compulsory and elective courses except the "Textile and Fashion Design" program. The FA 206 coded "History and Culture of Fashion" and FA 301 coded "Fashion Theory", which are among the compulsory courses of Textile and Fashion Design program, include content related to gender.
Faculty of Arts and Sciences	<p>There are five undergraduate programs in the Faculty of Arts and Sciences. These programs are "Physics", "Mathematics", "Psychology", "English Translation and Interpreting" and "Sociology". When course contents were examined, no gender / LGBTI + content was found in the compulsory and elective courses except the "Psychology" and "Sociology" programs.</p> <p>The PSY 415 coded "Human Sexuality" and PSY 424 coded "Individual Differences" courses, which are among the elective courses of the psychology program, include gender and LGBTI + contents.</p> <p>The HUM 104 coded "Principles of Social Sciences II", SOC 101 coded "Introduction to Sociology I", SOC 308 coded "Urban Sociology", SOC 360 coded "Sociology of Religion", SOC 204 coded "Social Stratification", SOC 206 coded "Sociology of Crime", the SOC 208 coded "Political Sociology" SOC 311 "Social Structure of Turkey" and SOC 430 coded "Gender and Social Change" courses, which are among the compulsory courses of the Sociology program, and SOC 402 coded "Selected Topics in Sociology ", SOC 310 coded "Islam and Gender in Turkey", SOC 320 coded "Aging Society", the SOC 380 coded "Environmental Sociology" and SOC 400 coded "Status, Power and Prosperity" courses, which are among the elective courses, include gender and LGBTI+-related content.</p>
Faculty of Communication	<p>There are three undergraduate programs in the Faculty of Communication, namely, "Public Relations and Advertising", "New Media and Communication" and "Cinema and Digital Media".</p> <p>The PRA 202 coded "Interpersonal Communication" course, which is among the elective courses of the Public Relations and Advertising program, includes gender content.</p>

	<p>The MCS 160 coded "Communication Seminars" and MCS 272 coded "Media & Politics II" courses, which are among the compulsory courses of the New Media and Communication program, and MCS 302 coded "Cultural Studies", MCS 370 coded "Gender and Media", MMC 401 coded "Popular Culture", MCS 490 coded "Media, Culture and Technology" and MCS 470 coded "Television and Genres" courses which are among the elective courses, include content related to gender and LGBTI +.</p> <p>The CDM 212 Coded "Film Seminar: A Cinema in the Shade II" and CDM 311 coded "Film Seminar: A Cinema in the Shade III" courses, which are among the compulsory courses of the Cinema and Digital Media program, and CDM 330 coded "Psychoanalysis and Cinema", CDM 305 coded "Turkish Cinema", the CDM 430 coded "Women's Cinema" and CDM 335 coded "Contemporary Cinema in Turkey" courses, which are among the elective courses, include content on gender.</p>
Faculty of Law	<p>The Faculty of Law offers only one undergraduate program called "Law". The HUK 471 Coded "Criminology" and the HUK 478 Coded "Gender and Law" courses, which are among the elective courses of the Law program, include gender content.</p>
Faculty of Health Sciences	<p>There are two undergraduate programs in the Faculty of Health Sciences. When the course contents of the nursing program were examined, no gender / LGBTI+-related content was found in compulsory and elective courses.</p> <p>HIM 350 coded "Public Health" course, which is among the elective courses of the Health Institutions Management Program, includes gender content.</p>
Faculty of Medicine	<p>When the course contents of the Faculty of Medicine were examined, no gender / LGBTI+-related content was found in compulsory and elective courses.</p>

When the undergraduate programs are examined, the Faculty of Arts and Sciences and the Faculty of Communication stand out in terms of including content related to both gender and LGBTI+. There are no gender and/or LGBTI+ contents in Engineering, Business, and Medical faculties. Given the Faculty of Fine Arts and Design, Law, and Health Sciences, it is observed that course contents are only related to gender issues. To conclude, considering the total number of programs, it is seen that the number of these courses is also insufficient.

3. Master's Programs	
Programme Title	Description
<ul style="list-style-type: none"> ● Computer Engineering ● Bioengineering ● Surgical Nursing ● Experimental Psychology ● Economy ● Electrical and Electronics Engineering ● Industrial Engineering ● Financial Economics ● Occupational Health and Safety ● Business (MBA) ● Master of Business Administration Distance Learning (e-MBA)) ● Public Law ● Clinical Psychology ● Logistics Management ● Brand Communication ● Media and Communication Studies ● Architecture ● Private Law ● Marketing Communication and Public Relations ● Health Quality and Patient Safety ● Political Science and International Relations ● Sustainable Energy ● Design Studies ● Applied Statistics ● Reproductive Biology ● Yacht Design ● Business for Managers 	<p>There are 39 graduate programs available in the Graduate Education Institute. Thesis / non-thesis or English / Turkish programs are classified as separate programs. However, this study takes main program titles and curriculum into consideration.</p> <p>When course contents were examined, no gender / LGBTI+-related content was found in the compulsory and elective courses except the "Experimental Psychology", "Media and Communication Studies", "Architecture", "Political Science and International Relations", and "Design Studies" programs.</p> <p>The PSY 555 coded "New Movements and Developments in Human Sexuality" course, which is among the elective courses of the Experimental Psychology Master's Program, includes gender content.</p> <p>The MCS 564 coded "Discourse Analysis and MCS 555 coded" "Gender, Media and Politics" courses, which are among the elective courses of the Media and Communication Studies Graduate Program, include gender content.</p> <p>The ARCH 502-coded "Theory and Criticism in Architecture II" and ARCH 555 coded "Spatial Theories", which are among the compulsory courses of the Architecture Master's Program, offer content related to gender and LGBTI +.</p> <p>The PSIR 505 coded "Political Theory" and PSIR 560 coded "Gender Politics", which are among the elective courses of both the thesis and non-thesis programs of the Political Science and International Relations Graduate Program, include gender content.</p> <p>The FFD 509 coded "Ethics and Social Responsibility in Design" course, which is among the elective courses of the Design Studies Graduate Program, includes gender content.</p>

Following the review of the graduate programs, it has been observed that only six (6) out of thirty-nine (39) programs include gender course content. The Architecture Program only offers course content in the context of LGBTI +. In a broad sense, it can be argued that the course contents are insufficient in the fields of gender and LGBTI+.

4. Ph. D. Programs	
Programme Title	Description
<ul style="list-style-type: none"> ● Computer Engineering ● Experimental Psychology ● Economy ● Electrical Electronics Engineering ● Finance ● Business ● Political Science and International relations ● Design Studies ● Applied Mathematics and Statistics 	<p>When course contents were examined, no gender / LGBTI+-related content was found in the compulsory and elective courses except the "Business", "Political Science and International Relations" and "Design Studies" programs.</p> <p>The BA 632 coded "Qualitative Research Methods" course, which is among the compulsory courses of the Business Doctoral Program, includes gender content.</p> <p>The PSIR641 coded "Social Movements" and PSIR 652 coded "Turkish Political Thought", which are among the elective courses of the Political Science and International Relations Ph.D. Program, include gender content.</p> <p>The FFD 654 coded "Representation, Body and Politics" course, which is among the elective courses of Design Studies Ph.D. Program, includes gender content.</p>

Upon the examination of the Ph. D programs, it has been found that gender content is only embedded in three programs, and none of the programs include LGBTI + related content. When compared to the number of programs, it can be said that the course contents are insufficient in the context of gender, and there is no inclusive course content in the area of LGBTI +.

In brief, this outlook reveals that the analysis made for Ege University is also valid for Izmir University of Economics.

5.4. Academic Publications

5.4.1. Master's Theses and Doctoral Dissertations

Within the framework of the information provided on the research methodology (See Chapter 2), academic studies supported by Izmir University of Economics or Izmir University of Economics academics' other academic works outside the University were subjected to a detailed examination in terms of theses and non-thesis publications. Texts and their titles were searched by keywords. Considering the fact that academic freedoms have declined and academic studies in the field of LGBTI + rights may be subject to pressure, a further review including the details of publications was undertaken to a certain extent.

Searching with keywords, master's theses and doctoral dissertations in the field of LGBTI + rights are presented by years:

Master's Theses and Doctoral Dissertations by Year			
Year	Number of Master's Theses/ Doctoral Dissertations	Year	Number of Master's Theses/ Doctoral Dissertations
2013	1	2017	1
2014	1	2018	1
2015	1	2019	1
2016	1	Total Number	7

As we previously mentioned about Ege University, the process for master's and/or doctorate degree do not necessarily require the researcher to be a full-time member of the academic staff of the university. What is not known, however, is how many of these theses were prepared by the academics within and outside the university. In light of this information, it does not seem possible to measure whether the academics are allowed to have academic liberty to study LGBTI + rights in the academy.

Considering the number of programs in the university, the number of seven is quite limited, and it is quite late that the first thesis was published ten years after the establishment of the university. Publishing only one LGBTI + inclusive thesis per year reveals the limitations of the university.

5.4.2 Academic Publications Other Than Master's Theses and Doctoral Dissertations

Although the research primarily attempted to review all academic publications, a sub-distinction was made, especially considering the abundance of non-thesis academic publications of the academics. To this end, the publications listed on the pages of academics, who are actively engaged in the following departments, were searched with keywords. Subsequently, the following findings were obtained.

Faculty	Department	Number of Publishing Academics / Number of Academics
Literature	Physics	0 / 6
Literature	Maths	0 / 18
Literature	Psychology	5 / 15
Literature	English Translation and Interpreting	0 ⁴⁴ / 12
Literature	Sociology	0 ⁴⁵ / 9
Law	Law	0 / 36
Communication	New Media and Communication	0 ⁴⁶ / 11
Communication	Cinema and Digital Media	0 ⁴⁷ / 10
Medicine	Medicine	1 / 22

As can be seen, non-thesis academic publications are not inclusive. Academic information is produced by accepting the binary gender system as valid. The fact that production remains at zero level in terms of legal discipline that can be functional to prevent human rights violations of LGBTI + people already reveals the judicial authorities' approach to LGBTI + rights.

Given that hate speech is increasingly widespread especially by means of media tools, the presence of a trend that direct interventions to broadcasts by public subjects such as the Radio and Television Supreme Council is increasing, the lack of inclusive communication science studies is also very striking.

The common characteristics of both theses and non-thesis publications are that the academy does not tend to problematize the issues experienced by LGBTI+ concerning their mere existence.

⁴⁴ However, three academics have publications about gender equality.

⁴⁵ However, two academics have publications about gender equality.

⁴⁶ However, one academics has a publication about gender equality.

⁴⁷ However, one academics has a publication about gender equality.

5.5. Experiences of Right Holders

At this stage of the study, one-to-one interviews were conducted with LGBTI + students who are currently in contact with the Young LGBTI + Association or not. To provide a certain standard in these interviews, a list of questions was drawn up in line with the questions in the indicator list. (See Appendix 5) Following the preparation of the list of questions, the interviewees were asked if they had any additional comments.

Interviews were conducted with ten students of the Izmir University of Economics. Although there are some who identify themselves as LGBTI + activists among the participants, there are currently no organized participants directly in an LGBTI + organization. Participants comprised of people who defined themselves as bisexual, lesbian, gay, biromantic, trans, and non-binary. The research could not reach an intersex student.

In the interviews, the participants generally evaluated their universities as insufficient in terms of LGBTI + inclusion and generally replied as “No” to the questions asked. Although the university does not directly have a LGBTI + student community, there are student organizations working in the field of LGBTI + and students generally stated that they are aware of the activities of these organizations. Although the university does not develop LGBTI + inclusive policies and practices, students mostly stated that they feel safe on campus. In addition to that, although the university does not directly have a LGBTI + inclusive psychological support program, the participants stated that LGBTI + people can also benefit from the existing psychological counseling services. In general, students stated that although there were no supportive practices, they did not often face negative situations.

5.6. University Facilities

The title of “University Facilities” was presented based on the announcement made on the university's official website. The facilities that are important for LGBTI+’s and the evaluations regarding these opportunities are detailed in the following section.

- **Psychological Development and Counseling Center**

There is a Psychological Development and Counseling Center (PGDM) within the university. According to the statement available on the website, the center has been established “to provide a professional environment for students of Izmir University of Economics where they can receive psychotherapy services from expert clinical psychologists and share their concerns and problems comfortably and safely.”

The center declares that “it aims to support the individual, social, and academic development of students, ease their adaptation to university life, and help them improve skills necessary to cope with potential problems in these areas.”

Psychological Development and Counselling Centre provides individual counseling to students who need help with depression, anxiety, stress, anger management, interpersonal relationship problems, adaptation problems, difficulties in decision-making, individual development and such.” All services provided by the center are free of charge.

It is very important for LGBTI + students that the university offers free psychological counseling. However, the University has no official LGBTI+ inclusive statement/policy text with respect to the Center. Given the interviews with the right holders, we can contend that the Center services have become LGBTI + inclusive through the efforts of the staff taking initiative. It is however important to note that this service is not sustainable because this situation depends on the initiative of the staff and the university has not taken an official step in this regard.

- **Health Office**

The health office is structured as a place where physicians and nurses within the university work and provide the necessary guidance by making the first intervention.

The University’s primary health care services are crucially important for LGBTI + students. Yet, the University does not have a LGBTI+ inclusive official statement/policy text with respect to the Health Office.

- **Dormitory**

The university opened its student dormitory in 2006. Male and female students reside on separate buildings in the dormitory located on the campus. As of the date of the research being conducted, 171 male and 272 female students receive dormitory service. Students stay in quadruple rooms.

University-managed student accommodation is noteworthy for LGBTI + students. The University, however, has no official statement/policy text ensuring LGBTI + inclusive accommodation services.

- **Student Clubs**

Purple Collective Club is one of the 66 clubs established within the university. The club introduces itself on the university website, stating that “Feminism is a range of ideologies, social movements, and mass organizations that share a common goal: to recognize the rights of women, to eliminate inequalities to protect these rights. The women's movement raises awareness on issues that directly concern women and indirectly concern our culture. The fundamental objectives of feminism range from equal rights in education, employment, childcare, legal abortion rights to advances in women's health, from prevention of harassment and rape to lesbian rights.”

There is no officially university-recognized student organization working directly in the field of LGBTI +. However, it is understood that there was an official LGBTI + student organization named “Equal Platform” in the past, but the Community was shut down because no member was left. Additionally, considering that Purple Collective Club introduces itself as an organization working in the field of lesbian rights in its official texts,⁴⁸ it can be inferred that the lack of an officially recognized LGBTI + organization is not emanated from the attitude of the University administration. Further, another important issue to take into consideration is that although there is no obvious obstacle in the negotiations with right holders, bureaucratic processes of LGBTI+-centered events on campus are more challenging than any other student activities, and implicit censorship practices are carried out.

- **Library**

Izmir University of Economics Library was put into service in 2002.⁴⁹ According to 2019 data, there are 57.876 printed books, thesis, and non-book materials, 45.3426 electronic books as well as 2107 bounded journals in the library.⁵⁰

When the printed publications in the university library were searched through the list of keywords, it was seen that there were a total of one hundred forty-seven (147) printed publications with LGBTI + content.⁵¹ Further, students can access LGBTI + content online through online databases provided by the university library.⁵²

⁴⁸ <https://www.ieu.edu.tr/tr/clubs>

⁴⁹ <https://kutuphane.ieu.edu.tr/tr/tarihce>

⁵⁰ https://phoenix.ieu.edu.tr/betanix/uploads/cms/library.ieu.edu.tr/4456_1583323691.pdf

⁵¹ <http://e-library.izmirekonomi.edu.tr/yordambt/yordam.php>

⁵² <https://kutuphane.ieu.edu.tr/tr>

6. SCORING UNIVERSITIES IN VIEW OF THE INDICATORS

The results were first compiled and reviewed by all researchers. Each researcher was initially asked to evaluate the university according to his/her research field, using the indicator list. The researcher made a short presentation to all researchers and shared his/her evaluation. Afterward, all researchers asked questions to the researcher about how he/she reached this conclusion, and the results were evaluated by discussing the indicators.

6.1. Ege University

Based on the results obtained from the research, Ege University scored 6 points out of 73 points according to the list of indicators (Appendix 3). The success rate was found to be 8.22%.

Ege University scored only 1 point on the "LGBTI + Policy Inclusion" section of the indicator list. This is because the university changes the names of the graduate trans students on the diploma, alumni identity card, and transcript when the students legally change their names.

Since the University offers a Women's Studies Graduate Program, introduces LGBTI + inclusive curriculum through the efforts of the academic staff, despite lack of policies, and conducts small-scale LGBTI +-focused research, the University got a partial score on the "LGBTI + Academic Life" section and got a full score because the University library provides access to LGBTI + related publications. Thus, the university scored 2.5 points on this section.

The University scored 1 point on the "LGBTI + Campus Life" section since the University has at least one official student community with LGBTI + inclusive activities, although it was not directly established by LGBTI + students.

Given that the psychological counseling service includes LGBTI + people through the efforts of the staff, although it is not officially recognized by the university; there is a unit that provides counseling and information services in the field of HIV at the university, despite lack of inclusion of LGBTI+ community, and HIV testing service is available within the university, even if it is not anonymous, the University partially achieved a positive score on the "LGBTI + Counseling & Health" section. Consequently, the university scored 1.5 points on this section.

The university did not score any points on the sections of "LGBTI + Support & Institutional Commitment", "LGBTI + Housing & Residence Life ", "LGBTI + Campus Safety "and "LGBTI + Recruitment".

6.2. Izmir University of Economics

Based on the results obtained from the research, Izmir University of Economics scored 5 out of 73 points according to the indicator list (Annex 4). The success rate was 6.85 %

Although the University has not a directly established LGBTI + community, a community working in the field of lesbian rights is mentioned on the university's official promotional page. Thus, the University partially received a positive score on the "LGBTI + Support & Institutional Commitment" section. As a result, the University scored 0.5 points.

Although there is no policy, the University has LGBTI + inclusive course content through the efforts of the academic staff and conducts small-scale LGBTI +-oriented researches. In this context, the University has partially received a positive score on the "LGBTI + Academic Life" section and got a full score because there is a significant number of LGBTI + content publications in the university library, and LGBTI + content can be accessed online from the university library. Thus, the University received 3 points on this section.

The University scored 1 point on the "LGBTI + Campus Life" section because it has at least one officially recognized student organization that also organizes LGBTI + inclusive activities, although it is not directly established by LGBTI + students.

Considering the fact that the psychological counseling service, although it is not officially recognized by the university, includes LGBTI + people through the efforts of the staff, the University partially achieved a positive score on the "LGBTI + Counseling & Health" section. Consequentially, the University scored 0.5 points.

The University did not score any points on the sections of "LGBTI + Policy Inclusion", "LGBTI + Housing& Residence Life ", "LGBTI + Campus Safety "and "LGBTI + Recruitment".

7. RESULTS AND RECOMMENDATIONS

Upon completion of the research, analysis, and evaluation, Young LGBTI+ Association have made the following recommendations to the two universities to improve the scores obtained in Section 6 in the period ahead as well as making these universities recommended for LGBTI+'s. Achieving these recommendations does not necessarily guarantee that the relevant university will realize a more livable and sustainable university idea in terms of LGBTI+ students, academics, and staff. Achieving the recommendations, however, will at least help bring the conditions of the university to a more positive point for LGBTI+'s.

- Universities should be trans-inclusive in the use of the dormitory facility, which is a means of fulfilling the right to housing. While raising the standards they provide for heterosexual students, they should also take positive actions to achieve equal rights for LGBTI+ people, incorporate these actions into their internal legislation and announce it,

- Dormitory facilities should be created in a way that allows LGBTI+ students to be matched with an LGBTI + friendly roommate. Additionally, alternatives that include people who identify themselves outside the binary gender system should be created,

- Administrative processes should be run against LGBTI+-phobic behaviors that may arise from people other than housing and residence staff in dormitories and the remaining areas of the university, and the legal basis should be established accordingly,

- Universities should establish an accessible, visible and a well-known procedure for reporting bias-induced incidents and hate crimes against LGBTI + 's apart from general procedures,

- The transition process of trans students regarding birth registration is usually completed after graduation. Universities should adopt a rights-oriented approach in updating ID changes that occur after graduation in university-wide documents and records that the person uses up-to-date, such as diplomas and transcripts, until the end of his / her life.

- It should be ensured that transgender students who have not officially changed their names or may not be able to officially change their names receive personalized services according to the name and gender they identify themselves, rather than the name and gender marker on their birth certificate, and records such as attendance sheet should be updated accordingly,

- University administrations should make statements to increase the awareness of the public within and outside of the University on symbolic dates such as May 17 and November 20 in terms of the LGBTI + movement and gains,

- To become an organized community, which is the most important component of civil society, university legislation imposes barriers to LGBTI + ' s, such restrictive and bureaucratic rules should be abandoned as soon as possible and LGBTI + students should be allowed to establish clubs and communities, and funding from the university budget should be provided,

- Expressions such as "public morality, common decency" and similar expressions which are mentioned in the legislation of universities and are wide open to abuse against LGBTI+'s should be removed or legal assurances should be established so that these expressions cannot be interpreted as discriminatory expressions,

- Academic researches on gender studies need to be expanded and supported to include studies on sexual orientation, gender identity, and gender characteristics. In the event of lack of gender studies, gender studies should be included and research institutions engaged in gender studies should be established,

- The University should grant academic freedom to faculty members who conduct LGBTI+-focused research and academic studies and publicize it,
- All fields of research related to diversity, inclusiveness, and differences within the University irrespective of the academic programs should be reviewed and revised to foster LGBTI + inclusion, and the curriculum should be updated to the extent that the relevant program allows,
- The issue of discrimination should be clearly included in Law Faculties or programs that include basic legal disciplines in their curricula, and discrimination against LGBTI + people should be included,
- Universities should carry out orientation programs for their new students and shape the program content, excluding the cis-heteronormative approach,
- Universities should develop a non-discrimination policy document benefitting from experiences of rights organizations working in the field, and publicize it,
- Brochure on providing information on discrimination against LGBTI+'s or including this discrimination form should be prepared and distributed to students and LGBTI+ Awareness Bulletin Board should be displayed in visible parts of the university,
- Universities should employ psychosocial support experts specialized in LGBTI+ issues in the units of the University and provide an LGBTI + supportive counseling service accompanied by a staff who is aware of the needs and experiences of LGBTI +'s on grounds of identity and the challenges facing LGBTI + identities,
- Universities should include at least one gender-inclusive restroom in all newly constructed or significantly renovated buildings and increase gender-inclusive restrooms access,
- Universities should offer LGBTI+ awareness training for administrative staff, including LGBTI+ rights and discrimination issues,
- Individuals who request an STI evaluation in Ege University should remain completely anonymous, without giving their identification information or institutional support should be provided to other testing centers that may work in this way.

ANNEX 1: Glossary

ANNEX 2: Keyword Pool

ANNEX 4: Evaluation of the Izmir University of Economics Based on LGBTI + Equality Index Criteria

ANNEX 4: Evaluation of the Izmir University of Economics Based on LGBTI + Equality Index Criteria

ANNEX 5: Interviewing Questions

ANNEX 1: Glossary

Sexual Orientation: It is the concept that expresses towards whom the person feels sexual attraction.

Gender Identity: It expresses gender that a person feels belonging to and defines themselves.

Gender Characteristics: It is the word that defines the characteristic features of a person in terms of physiological, hormonal or chromosome structure.

Homosexual: It is the sexual orientation that expresses a person's sexual attraction to people of their own sex.

Lesbian: Homosexual woman.

Gay: Homosexual man.

Bi+sexual: It is the umbrella of sexual orientations that expresses a person's sexual attraction to people of more than one gender. (Pansexual, panromantic, polysexual, bi-romantic, bisexual, bi-curious, questioning...)

Heterosexual: It is the sexual orientation that defines a person's sexual attraction to people other than their gender

Trans*: It is an umbrella term that defines a person's own gender identity in a gender other than the one assigned at birth.

Cisgender/cis: It is the definition of a person's gender identity in the same way as the gender assigned at birth.

Intersex: It is a gender characteristic that refers to all people who do not have typical female or typical male features -which medical view determines- in terms of gender characteristics.

Plus: It is a symbol that refers to people who are not cisgender and/or heterosexual and who define themselves outside the definitions of lesbian, gay, bi(+)sexual, trans* and intersex.

Non-binary: The gender identity that refers to people who do not define their gender in the binary gender system

Agender: It is the definition of oneself as genderless

Genderfluid: Refers to one's defining their gender identity as varying.

Queer: It is the concept that defines people who express that their sexual orientation and gender identity not as persistent and fixed but varying.

Ace+: It is an umbrella concept that includes the diversity of experiencing attraction at a different level from sexual people in terms of romantic and/or sexual attraction. (Asexual, aromantic, greya, demisexual...)

Homophobia: In the general sense, it is a concept expressing negative feelings, thoughts, attitudes and behaviors regarding homosexuals.

Biphobia: In the general sense, it is a concept expressing negative feelings, thoughts, attitudes and behaviors towards bi (+) sexuals.

Transphobia: In general, it is a concept expressing negative feelings, thoughts, attitudes and behaviors towards trans* people.

Cissexism: It is the ideology that can be described as the binary gender system, which postulates and imposes that the gender consists of "female" and "male" genders only and compulsorily, that there are only two genders and these genders are determined by "biological factors" and this is "essential".

Cis Normative: It can be considered as the structural and everyday equivalent of cissexism. It can be described as the denial of trans existence, imposition of roles determined by the binary gender system and the construction of social structures by accepting everyone as cisgender. **Heterosexism:** It is the ideology asserting that heterosexuality is the only, unique and natural sexual orientation, and ignoring, suppressing or humiliating other sexual orientations.

Heterosexism: It is the ideology asserting that heterosexuality is the only, unique and natural sexual orientation, and ignoring, suppressing or humiliating other sexual orientations.

Heteronormative: It refers to seeing heterosexuality as the normal and only sexual orientation; and acceptance of social values, rules and life styles as if everyone is heterosexual. Heteronormative can also be seen as the practical aspects of heterosexism; for example, beliefs and thoughts that claim sexual attraction can be among people with 'opposite' genders and that each gender has its own roles can be expressed as daily equivalents.

ANNEX 2: Keyword Pool

Turkish	English
Aseksüel	Asexual
Biseksüel	Bisexual
Cinsel Kimlik	Sexual Identity
Cinsel Yönelim	Sexual Orientation
Cinsiyet İfadesi	Gender Expression
Cinsiyet Karakteristiği	Gender Characteristic(s)
Cinsiyet Kimliği	Gender Identity
Eşcinsel	Homosexual (?)
Drag Queen / Drag King / Drag	Drag Queen / Drag King / Drag
Gey / Gay	Gay
İnterseks	Intersex
Lezbiyen	Lesbian
LGBT	LGBT
LGBTİ	LGBTİ
LGBTT	LGBTT
LGBTİ+	LGBTİ+
Queer / Kuir	Queer
Trans	Transgender
Transseksüel	Transsexual
Travesti	Transvestite

ANNEX 3: Evaluation of the Ege University Based on LGBTI + Equality Index Criteria

Criteria	Result	Explanation
1. LGBTI+ Policy Inclusion Questions		
1.1. Does your campus declare a nondiscrimination policy statement?	No	
1.2. If your campus declares a nondiscrimination policy statement, does this statement prohibit discrimination based on sexual orientation by including the words "sexual orientation" for students, faculty and staff?	No	No policy statement is available.
1.3. If your campus declares a nondiscrimination policy statement, does this statement prohibit discrimination based on gender identity or gender expression by including the words "gender identity" and/ or "gender identity or expression" in its nondiscrimination statement for students, faculty and staff?	No	No policy statement is available.
1.4. Does your campus offer Transgender students who have not legally changed their names the ability to have the name they go by on the following records? a. Alumni ID b. Transcript c. Diploma	Yes	
1.5. Does your campus offer Transgender employees who have not legally changed their names the ability to have the name they go by on the following records? a. Staff ID Card	No	
1.6. Does your campus offer Transgender students the ability to change the gender designation on their campus records and documents with only a request to do so from the student, regardless of if they have had gender confirmation/reassignment surgeries?	No	
1.7. Does your campus enable students to indicate their preferred pronouns (or gender pronouns outside of the gender binary) on the following records? a. Student ID Card b. Transcript c. Diploma d. Information Recorded in Student Information System (Attendance, Library and Medical records, etc.)	No	
Section Score		1/8, 12,5%

2. LGBTI+Support & Institutional Commitment Questions		
2.1. Does your campus have a full-time professional staff member who is employed to support LGBTI+ students and increase campus awareness of LGBTI+ concerns/issues as 50% or more of the individual's job description?	No	
2.2. Does your campus have an LGBTI+ concerns office or an LGBTI+ student resource center (i.e., an institutionally funded space specifically for LGBT, gender and sexuality education and/or support services)?	No	
2.3. Does your campus have an ongoing Safe Zone, Safe Space and/or Ally training program that are offered at a minimum annually to educate students, faculty and/or staff on LGBTI+ issues and concerns?	No	
2.4. Does your university administration actively distribute educational materials that cover forms of discrimination, including against LGBTI+ persons and include the methods to deal with the discriminatory practices or are bulletin boards available?	No	
2.5. Does your campus have an ongoing, and visible network of people recognized by the Rector's Office who identify openly as allies/advocates for LGBT people and concerns?	No	
2.6. Does your campus actively seek to employ a diversity of staff/faculty/administrators, including visible, out LGBTI+ individuals?	No	
2.7. Does your campus have an advisory board or standing advisory committee to examine LGBTI+ issues that reports in an ongoing, active manner with senior leadership of the institution?	No	
2.8. Do senior administrators (e.g., chancellor, dean, secretary-general or equivalent position) attend campus LGBTI+ events/activities in a visible, ongoing manner?	No	
2.9. Do senior administrators (e.g., chancellor, dean, secretary-general or equivalent position) explicitly include the terms "sexual orientation", "gender identity/expression" and "lesbian, gay, bisexual and transgender" when publicly discussing multicultural and/or diversity issues on campus?	No	
2.10. Does your campus have an active, visible LGBTI+ alumni group that is supported by the institution's alumni office?	No	
2.11. Does your campus have a policy requiring at least one gender-inclusive restroom (defined as restrooms not segregated into men's and women's spaces and welcoming to students who identify outside of the gender binary) in all newly constructed or significantly renovated buildings ?	No	
2.12. Does your campus provide gender-inclusive restrooms in at least half of administrative and academic buildings?	No	
2.13. Does your campus have a listing/map in print to locate gender-inclusive restrooms and/or provide an easily accessible and/or searchable download online resource?	No	
2.14. Does your campus offer private locker and shower rooms that are readily available to Transgender students?	No	
Section Score		0/14 , 0%

3. LGBTI+ Academic Life Questions		
3.1. Does your campus have an LGBTI+ academic offering that offers one or a combination of the following?		
a. Gender Studies	Partially	Women's Studies
b. Sexuality Studies	No	
c. Queer Studies	No	
3.2. Does your campus make a concerted effort to incorporate LGBTI+ issues into existing courses and/or do administrators/faculty address heteronormativity and gender normativity in the curriculum/classroom?	Partially	No institutional policy statement is available within the University. However, faculty members actively address such issues.
3.3. Does your campus have a significant number of books/periodicals in the campus library/libraries that speak to the experiences of LGBTI+ community?	No	Following the database scanning, 24 publications were found, 3 of which describes LGBTI+ related identities as an illness.
3.4. Does your campus subscribe annually to academic journals and databases that primarily focus on LGBTI+ issues/concerns and make these resources readily available for academic/research purposes?	Yes	
3.5. Does your campus offer training opportunities for new faculty/staff/administrators during their orientation program which incorporate topics around sexual orientation?	No	
3.6. Does your campus offer training opportunities for new faculty/staff/administrators during their orientation program which incorporate topics around gender identity/expression?	No	
3.7. Does your campus ensure academic freedom to faculty members who are engaged in LGBTI+ focused research and academic study	Partially	
3.8. Does your campus support faculty who are engaged in LGBTI+ focused research and academic study in the promotion and tenure process?	No	
3.9. Does your campus actively recruit faculty for their LGBTI+related academic scholarship?	No	
Section Score		2,5/9 27,78%

4. LGBTI+ Campus Life Questions		
4.1. Does your campus regularly offer activities and events to increase awareness of the experiences and concerns of LGBTI+ community?	No	
4.2. Does your campus regularly hold social events specifically for LGBTI+ students?	No	
4.3. Does your campus have visible, active LGBTI+ representation?	No	
4.4. Does your campus have visible, active LGBTI+ representation and/or leadership roles in following office/departments through volunteer and/or paid student positions?	No	
4.5. Does your campus have at least one college/university-recognized student organization (s) or ongoing groups that addresses to LGBTI+ issues although it is not established specifically for LGBTI+ students and allies?	Yes	
4.6. Does your campus have any college/university-recognized student organizations for Transgender students and/or which primarily serve the needs of Transgender students?	No	

4.7. Does your campus regularly offer activities and events about intersectional identities of LGBTI+ individuals who are exposed to multi-discrimination?	No	
4.8. Does your campus regularly offer LGBTI+ awareness trainings for professional and student staff (which may or may not include Safe Zone, Safe Space and/or Ally training) within the following areas/departments/offices?	No	
4.9. Does your campus regularly plan and/or cosponsor activities and events related to LGBTI+ people, experiences and issues/concerns (which does not include Safe Zone, Safe Space and/or Ally training) within the following areas/departments/offices?	No	
4.10. Does your campus provide resources for identifying LGBTI+-friendly employment and workplace information for internships, career services and job opportunities?	No	
Section Score		1/10 10%

5. LGBTI+ Housing& Residence Life Questions		
5.1. Does your campus offer LGBTI+ students a way to be matched with an LGBTI-friendly roommate on the application for campus housing?	No	
5.2. Does your campus provide an LGBTI+-focused living space, LGBTI+ theme floor and/or LGBTI+/Ally living-learning community program?	No	
5.3. Does your campus offer gender-inclusive housing (defined as housing not segregated into men's and women's spaces-- including double and multiple occupancy bedrooms--and welcoming to students who identify outside of the gender binary) as a standard option available through the on-campus room selection process for incoming students?	No	
5.4. Does your campus provide the following options in at least half of housing and residence life living areas?		
a. Gender Inclusive Restroom	No	
b. Locker room/Private locker	No	
5.5. Does your campus provide annual trainings for housing and residence life professional that speak to the experiences and concerns of LGBTI+?	No	
5.6. Does your campus provide a visible reporting mechanism for LGBTI+ students to share roommate conflicts or housing issues/concerns in order to provide a roommate change, an immediate intervention and/or a quick administrative response as a result of student safety concerns?	No	
5.7. Does your housing and residence life staff regularly offer activities and events for residents in an effort to increase awareness on sexual orientation and LGBTI+ experiences and concerns?	No	
5.8. Does your housing and residence life staff regularly offer activities and events for residents in an effort to increase awareness on gender identity/expression and trans experiences and concerns?	No	
Section Score		0/8 0%
6. LGBTI+ Campus Safety Questions		
6.1. Does your campus have an easily accessible, visible and known procedure for reporting LGBTI+-related bias incidents and hate crimes that is distinct from generic reporting procedures?	No	

6.2. Does your campus have a bias incident and/or hate crime reporting system for LGBTI+ concerns that includes the following issues?		
a. Threat	No	
b. Blackmailing	No	
c. Bullying	No	
d. Involuntary disclosure of personal data	No	
e. Data privacy breach	No	
6.3. Does your campus provide regular, ongoing trainings for public safety officers, as well as for students, faculty and staff, on identifying hate crimes, hate crime prevention and how to report and respond to bias incidents and hate crimes?	No	
6.4. Does your campus police/public safety office meet with LGBTI+ student leaders/organizations each year?	No	
6.5. Within the last two years, has your campus provided training for public safety officers on LGBTI+ experiences and concerns and/or anti- LGBTI+ violence?	No	
6.6. Within the last two years, has your campus provided training for public safety officers on Transgender experiences and concerns, which includes specific awareness about anti-Transgender violence and the ability of Transgender students to use gender-specific facilities that are in keeping with their gender identity?	No	
6.7. Does your campus actively seek to employ a diversity of police/public safety officers, including visible, out LGBTI+ individuals?	No	
6.8. Does your campus provide support for victims of same-gender/same-sex sexual violence and intimate partner violence?	No	
Section Score		0/8 0%

7. LGBTI+ Counseling & Health Questions		
7.1. Does your campus offer a support group(s) that assists individuals in the process of acknowledging and disclosing the following identities and their related concerns?		
a. Lesbian	No	
b. Bisexual woman	No	
c. Bisexual man	No	
d. Gay	No	
e. Trans woman	No	
f. Trans man	No	
g. Intersex	No	
7.2. Does your campus offer LGBT-supportive counseling services, with a staff that is knowledgeable of the needs and experiences of the LGBTI+?	Partially	The University does not offer such services. However, the University staff makes such services available through their own efforts.
7.3. Does your campus regularly offer a specific training for students and staff to identify at-risk students inclusive of LGBT individuals for depression, suicide and mental health issues?	No	

7.4. Does your campus provide LGBTI+ inclusive information about condoms and HIV/STI services and resources?	Partially	EGE HAUM provides such services. However, it is insufficient in terms of scope and inclusiveness.
7.5. Does your campus offer free, anonymous, and easily accessible HIV/STI testing on a regular basis?	Partially	The University offers testing services, however, it is not anonymous.
7.6. Does your campus offer specific awareness and educational programs for LGBTI+ students?	No	
7.7. Does your campus provide annual trainings for health center staff to increase their awareness of and sensitivity to the health care needs of LGBTI+?	No	
Section Score		1,5/7 21,42%

8. LGBTI+ Recruitment Questions		
8.1. Does your campus have policy statements that eliminate inequality and discrimination regarding the recruitment of socially disadvantaged groups at the university?	No	
8.2. Does your campus actively seek to retain LGBTI+ students?	No	
8.3. Does your campus provide any annual scholarships specifically for LGBTI+ students?	No	
8.4. Does your campus offer programs that incorporate topics around sexual orientation in new student orientation programs every year?	No	
8.5. Does your campus offer programs that incorporate topics around gender identity/expression in new student orientation programs every year?	No	
8.6. Does your campus have a libertarian policies regarding the use of symbols/ pennants/flags that promote the visibility of LGBTI+ students and allies at graduation ceremonies?	No	
8.7. Does your campus have an LGBTI+ mentoring program to welcome and assist LGBTI+students in transitioning to academic and college life?	No	
8.8. Within the last two years, has your campus trained admissions counselors on the experiences and concerns of LGBT students?	No	
8.9. Does your campus offer any emergency funds or resources to help LGBTI+ students who are "outed" or come out to their parents/families and then lose financial support to be able to stay enrolled for the semester/year?	No	
Section Score		0/9 0%
Total Score		6/73 8,22%

Annex 4: Evaluation of the Izmir University of Economics Based on LGBTI + Equality Index Criteria

Criteria	Result	Explanation
1. LGBTI+ Policy Inclusion Questions		
1.1. Does your campus declare a nondiscrimination policy statement?	No	
1.2. If your campus declares a nondiscrimination policy statement, does this statement prohibit discrimination based on sexual orientation by including the words "sexual orientation" for students, faculty and staff?	No	No policy statement has been issued.
1.3. If your campus declares a nondiscrimination policy statement, does this statement prohibit discrimination based on gender identity or gender expression by including the words "gender identity" and/ or "gender identity or expression" in its nondiscrimination statement for students, faculty and staff?	No	No policy statement has been issued.
1.4. Does your campus offer Transgender students who have not legally changed their names the ability to have the name they go by on the following records? a. Alumni ID b. Transcript c. Diploma	No	
1.5. Does your campus offer Transgender employees who have not legally changed their names the ability to have the name they go by on the following records? a. Staff ID Card	No	
1.6. Does your campus offer Transgender students the ability to change the gender designation on their campus records and documents with only a request to do so from the student, regardless of if they have had gender confirmation/reassignment surgeries?	No	
1.7. Does your campus enable students to indicate their preferred pronouns (or gender pronouns outside of the gender binary) on the following records? a. Student ID Card b. Transcript c. Diploma d. Information Recorded in Student Information System (Attendance, Library and Medical records, etc.)	No	
Section Score		0/7 0%

2. LGBTI+Support & Institutional Commitment Questions		
2.1. Does your campus have a full-time professional staff member who is employed to support LGBTI+ students and increase campus awareness of LGBTI+ concerns/issues as 50% or more of the individual's job description?	No	
2.2. Does your campus have an LGBTI+ concerns office or an LGBTI+ student resource center (i.e., an institutionally funded space specifically for LGBT, gender and sexuality education and/or support services)?	No	
2.3. Does your campus have an ongoing Safe Zone, Safe Space and/or Ally training program that are offered at a minimum annually to educate students, faculty and/or staff on LGBTI+ issues and concerns?	No	
2.4. Does your university administration actively distribute educational materials that cover forms of discrimination, including against LGBTI+ persons and include the methods to deal with the discriminatory practices or are bulletin boards available?	No	
2.5. Does your campus have an ongoing, and visible network of people recognized by the Rector's Office who identify openly as allies/advocates for LGBT people and concerns?	Partially	"Purple Collective Club" in the field of lesbian rights is in place.
2.6. Does your campus actively seek to employ a diversity of staff/faculty/administrators, including visible, out LGBTI+ individuals?	No	
2.7. Does your campus have an advisory board or standing advisory committee to examine LGBTI+ issues that reports in an ongoing, active manner with senior leadership of the institution?	No	
2.8. Do senior administrators (e.g., chancellor, dean, secretary-general or senior administrators) attend campus LGBTI+ events/activities in a visible, ongoing manner?	No	
2.9. Do senior administrators (e.g., chancellor, dean, secretary-general or senior administrators) explicitly include the terms "sexual orientation", "gender identity/expression" and "lesbian, gay, bisexual and transgender" when publicly discussing multicultural and/or diversity issues on campus?	No	
2.10. Does your campus have an active, visible LGBTI+ alumni group that is supported by the institution's alumni office?	No	
2.11. Does your campus have a policy requiring at least one gender-inclusive restroom (defined as restrooms not segregated into men's and women's spaces and welcoming to students who identify outside of the gender binary) in all newly constructed or significantly renovated buildings ?	No	
2.12. Does your campus provide gender-inclusive restrooms in at least half of administrative and academic buildings?	No	
2.13. Does your campus have a listing/map in print to locate gender-inclusive restrooms and/or provide an easily accessible and/or searchable download online resource?	No	
2.14. Does your campus offer private locker and shower rooms that are readily available to Transgender students?	No	
Section Score		0,5/14 3,57%

3. LGBTI+ Academic Life Questions		
3.1. Does your campus have an LGBTI+ academic offering that offers one or a combination of the following?		
a. Gender Studies	No	
b. Sexuality Studies	No	
c. Queer Studies	No	
3.2. Does your campus make a concerted effort to incorporate LGBTI+ issues into existing courses and/or do administrators/faculty address heteronormativity and gender normativity in the curriculum/classroom?	Partially	No institutional policy statement is available within the University. However, faculty members actively address such issues.
3.3. Does your campus have a significant number of books/periodicals in the campus library/libraries that speak to the experiences of LGBTI+ community?	Yes	
3.4. Does your campus subscribe annually to academic journals and databases that primarily focus on LGBTI+ issues/concerns and make these resources readily available for academic/research purposes?	Yes	
3.5. Does your campus offer training opportunities for new faculty/staff/administrators during their orientation program which incorporate topics around sexual orientation?	No	
3.6. Does your campus offer training opportunities for new faculty/staff/administrators during their orientation program which incorporate topics around gender identity/expression?	No	
3.7. Does your campus ensure academic freedom to faculty members who are engaged in LGBTI+ focused research and academic study?	Partially	
3.8. Does your campus support faculty who are engaged in LGBTI+ focused research and academic study in the promotion and tenure process?	No	
3.9. Does your campus actively recruit faculty for their LGBTI+related academic scholarship?	No	
Section Score		3/9 33,34%

4. LGBTI+ Campus Life Questions		
4.1. Does your campus regularly offer activities and events to increase awareness of the experiences and concerns of LGBTI+ community?	No	
4.2. Does your campus regularly hold social events specifically for LGBTI+ students?	No	
4.3. Does your campus have visible, active LGBTI+ representation?	No	
4.4. Does your campus have visible, active LGBTI+ representation and/or leadership roles in following office/departments through volunteer and/or paid student positions?	No	
4.5. Does your campus have at least one college/university-recognized student organization (s) or ongoing groups that addresses to LGBTI+ issues although it is not established specifically for LGBTI+ students and allies?	Yes	
4.6. Does your campus have any college/university-recognized student organizations for Transgender students and/or which primarily serve the needs of Transgender students?	No	
4.7. Does your campus regularly offer activities and events about intersectional identities of LGBTI+ individuals who are exposed to multi-discrimination?	No	

4.8. Does your campus regularly offer LGBTI+ awareness trainings for professional and student staff (which may or may not include Safe Zone, Safe Space and/or Ally training) within the following areas/departments/offices?	No	
4.9. Does your campus regularly plan and/or cosponsor activities and events related to LGBTI+ people, experiences and issues/concerns (which does not include Safe Zone, Safe Space and/or Ally training) within the following areas/departments/offices?	No	
4.10. Does your campus provide resources for identifying LGBTI+-friendly employment and workplace information for internships, career services and job opportunities?	No	
Section Score		1/10 10%

5. LGBTI+ Housing& Residence Life Questions		
5.1. Does your campus offer LGBTI+ students a way to be matched with an LGBTI-friendly roommate on the application for campus housing?	No	
5.2. Does your campus provide an LGBTI+-focused living space, LGBTI+ theme floor and/or LGBTI+/Ally living-learning community program?	No	
5.3. Does your campus offer gender-inclusive housing (defined as housing not segregated into men's and women's spaces-- including double and multiple occupancy bedrooms--and welcoming to students who identify outside of the gender binary) as a standard option available through the on-campus room selection process for incoming students?	No	
5.4. Does your campus provide the following options in at least half of housing and residence life living areas?		
a. Gender Inclusive Restroom	No	
b. Locker room/Private locker	No	
5.5. Does your campus provide annual trainings for housing and residence life professional that speak to the experiences and concerns of LGBTI+?	No	
5.6. Does your campus provide a visible reporting mechanism for LGBTI+ students to share roommate conflicts or housing issues/concerns in order to provide a roommate change, an immediate intervention and/or a quick administrative response as a result of student safety concerns?	No	
5.7. Does your housing and residence life staff regularly offer activities and events for residents in an effort to increase awareness on sexual orientation and LGBTI+ experiences and concerns?	No	
5.8. Does your housing and residence life staff regularly offer activities and events for residents in an effort to increase awareness on gender identity/expression and trans experiences and concerns?	No	
Section Score		0/8 0%

6. LGBTI+ Campus Safety Questions		
6.1. Does your campus have an easily accessible, visible and known procedure for reporting LGBTI+-related bias incidents and hate crimes that is distinct from generic reporting procedures?	No	
6.2. Does your campus have a bias incident and/or hate crime reporting system for LGBTI+ concerns that includes the following issues?		
a. Threat	No	

b. Blackmailing	No	
c. Bullying	No	
d. Involuntary disclosure of personal data	No	
e. Data privacy breach	No	
6.3. Does your campus provide regular, ongoing trainings for public safety officers, as well as for students, faculty and staff, on identifying hate crimes, hate crime prevention and how to report and respond to bias incidents and hate crimes?	No	
6.4. Does your campus police/public safety office meet with LGBTI+ student leaders/organizations each year?	No	
6.5. Within the last two years, has your campus provided training for public safety officers on LGBTI+ experiences and concerns and/or anti- LGBTI+ violence?	No	
6.6. Within the last two years, has your campus provided training for public safety officers on Transgender experiences and concerns, which includes specific awareness about anti-Transgender violence and the ability of Transgender students to use gender-specific facilities that are in keeping with their gender identity?	No	
6.7. Does your campus actively seek to employ a diversity of police/public safety officers, including visible, out LGBTI+ individuals?	No	
6.8. Does your campus provide support for victims of same-gender/same-sex sexual violence and intimate partner violence?	No	
Bölüm Sonucu		0/8 0%

7. LGBTI+ Counseling & Health Questions		
7.1. Does your campus offer a support group(s) that assists individuals in the process of acknowledging and disclosing the following identities and their related concerns?		
a. Lesbian	No	
b. Bisexual woman	No	
c. Bisexual man	No	
d. Gay	No	
e. Trans woman	No	
f. Trans man	No	
g. Intersex	No	
7.2. Does your campus offer LGBT-supportive counseling services, with a staff that is knowledgeable of the needs and experiences of the LGBTI+?	Partially	Through the staff's efforts
7.3. Does your campus regularly offer a specific training for students and staff to identify at-risk students inclusive of LGBT individuals for depression, suicide and mental health issues?	No	
7.4. Does your campus provide LGBTI+ inclusive information about condoms and HIV/STI services and resources?	No	
7.5. Does your campus offer free, anonymous, and easily accessible HIV/STI testing on a regular basis?	No	
7.6. Does your campus offer specific awareness and educational programs for LGBTI+ students?	No	

7.7. Does your campus provide annual trainings for health center staff to increase their awareness of and sensitivity to the health care needs of LGBTI+?	No	
Section Score		0,5/7 7,14%

8. LGBTI+ Recruitment Questions		
8.1. Does your campus have policy statements that eliminate inequality and discrimination regarding the recruitment of socially disadvantaged groups at the university?	No	
8.2. Does your campus actively seek to retain LGBTI+ students?	No	
8.3. Does your campus provide any annual scholarships specifically for LGBTI+ students?	No	
8.4. Does your campus offer programs that incorporate topics around sexual orientation in new student orientation programs every year?	No	
8.5. Does your campus offer programs that incorporate topics around gender identity/expression in new student orientation programs every year?	No	
8.6 Does your campus have a libertarian policies regarding the use of symbols/ pennants/flags that promote the visibility of LGBTI+ students and allies at graduation ceremonies?	No	
8.7. Does your campus have an LGBTI+ mentoring program to welcome and assist LGBTI+students in transitioning to academic and college life?	No	
8.8. Within the last two years, has your campus trained admissions counselors on the experiences and concerns of LGBT students?	No	
8.9. Does your campus offer any emergency funds or resources to help LGBTI+ students who are "outed" or come out to their parents/families and then lose financial support to be able to stay enrolled for the semester/year?	No	
Section Score		0/9 0%
Total Score		5/73 6,85%

ANNEX 5: Interview Questions

LGBTI+ Support, Institutional Commitment & Visibility Questions

1. Does your university administration actively distribute educational materials that cover forms of discrimination, including against LGBTI+ persons and include the methods to deal with the discriminatory practices or are bulletin boards available?
2. Does your campus regularly offer activities and events to inform and increase awareness of the identities, experiences and concerns of LGBTI+ community?
3. Does your campus have any ongoing, visible and college/university-recognized student organization (s) or ongoing groups who identify openly as allies/advocates for LGBT people and concerns and primarily serve the needs of LGBTI+ people?
4. Does your campus actively seek to employ a diversity of staff/faculty/administrators, including visible, out LGBTI+ individuals?
5. Do senior administrators (e.g., chancellor, dean, secretary-general or equivalent position) attend campus LGBTI+ events/activities in a visible, ongoing manner?
6. Do senior administrators (e.g., chancellor, dean, secretary-general or equivalent position) explicitly include the terms “sexual orientation”, “gender identity/expression” and “lesbian, gay, bisexual and transgender” when publicly discussing multicultural and/or diversity issues on campus?
7. Within the last two years, has your campus trained admissions counselors on the experiences and concerns of LGBT students?
8. Does your campus have an active, visible LGBTI+ alumni group that is supported by the institution’s alumni office?
9. Does your campus offer private locker and shower rooms that are readily available to Transgender students?

LGBTI+ Campus Life Questions

1. Does your campus offer programs that incorporate topics around sexual orientation in new student orientation programs every year?
2. Does your campus regularly offer educational activities and events to increase awareness of the identities, experiences and concerns of LGBTI+ community? (If “yes”, skip to 2.1)
 - 2.1. How often does it offer?
3. Does your campus regularly hold social events specifically for LGBTI+ students? (e.g., meeting, concert, movie night, picnic, etc.) (If “yes”, skip to 3.1.)
 - 3.1. How often does it offer?
4. Does your campus have at least one college/university-recognized student organization that addresses to LGBTI+ issues although it is not established specifically for LGBTI+ students and allies?
5. What are your opinions on the attitudes of the institutional, administration and academic staff towards the college/university-recognized LGBTI+ student organizations or initiatives?
6. Does your campus have any college/university-recognized student organizations for LGBTI+ graduate students?
7. Does your campus have an ongoing activities / training that are offered at a minimum annually to educate the following departments / offices on LGBTI+ individuals, LGBTI+ experiences and concerns? (Activities other than Safe Zone, Safe Space and/or Ally training program)
8. Does your campus allow students to carry rainbow flag or placards/ banners with LGBTI+ symbols at the graduation ceremony?
9. Does academic staff of the education program you attend provide educational support in an efforts to increase awareness of the identities, experiences and concerns of LGBTI+ community?

LGBTI+ Counseling & Health Questions

1. Does your campus provide annual trainings for health center staff to increase their awareness of and sensitivity to the health care needs of LGBTI+?

2. Does your campus offer LGBT-supportive counseling services, with a staff that is knowledgeable of the needs and experiences of the following identities and their related concerns? *lesbian, gay, bisexual, pansexual, asexual, trans woman, trans man, trans, nonbinary, intersex.

3. Does your campus regularly offer a specific training for students and staff to identify at-risk students inclusive of LGBT individuals for depression, suicide and mental health issues?

4. Does your campus actively distribute LGBTI+ inclusive educational materials such as leaflets regarding condoms, dental dams and HIV/STI services and resources or are bulletin boards available?

5. Does your campus offer free, anonymous, and easily accessible HIV/STI testing on a regular basis? (If “yes” skip to 5.1)

5.1. How frequently does it offer?

LGBTI+ Academic Life Questions

1. Does your campus actively recruit faculty for their LGBT-related academic scholarship? (If “Yes”, skip to 1.1)

1.1. How often does it recruit?

2. Does your campus have an LGBTI+ mentoring program to welcome and assist LGBTI+ students in transitioning to academic and college life?

3. Is there any course or course content related to LGBTI + in the course catalog of the undergraduate / graduate / doctorate program you attend?

LGBTI+ Housing & Residence Life Questions

1. Does your campus offer LGBTI+ students a way to be matched with an LGBT-friendly roommate on the application for campus housing?

2. Does your campus provide an LGBT-focused living space, LGBTI+ theme floor and/or LGBT/Ally living-learning community program?

3. Does your campus offer gender-inclusive housing (defined as housing not segregated into men's and women's spaces-- including double and multiple occupancy bedrooms--and welcoming to students who identify outside of the gender binary) as a standard option available through the on-campus room selection process for incoming students?

4. Does your campus provide accommodation to students based on their gender expression?

5. Does your campus offer gender-inclusive housing (defined as housing not segregated into men's and women's spaces and welcoming to students who identify outside of the gender binary) as a standard option available through the on-campus room selection process for returning students?

6. Does your housing and residence life staff regularly offer activities and events for residents in an effort to increase awareness on sexual orientation, gender identity, gender expression and gender characteristics issues and LGBTI+ experiences and concerns?

7. Does your campus regularly offer activities and events for housing and residence life staff in an effort to increase awareness on sexual orientation, gender identity, gender expression and gender characteristics issues and LGBTI+ experiences and concerns?

LGBTI+ Campus Safety Questions

1. Does your campus provide regular, ongoing trainings for public safety officers, as well as for students, faculty and staff, on identifying hate crimes, hate crime prevention and how to report and respond to bias incidents and hate crimes? (If “Yes”, skip to 1.1)

1.1 How often does it provide?

2. Does your campus police/public safety office do annual outreach to LGBTI+ people and/or meet with LGBTI+ student leaders/organizations each year?

3. Within the last two years, has your campus provided training for public safety officers on Transgender experiences and concerns, which includes specific awareness about anti-Transgender violence and the ability of Transgender students to use gender-specific facilities that are in keeping with their gender identity?

4. Does your campus provide support for victims of same-gender/same-sex sexual violence and intimate partner violence?

5. Do you feel safe as a LGBTI + individual in terms of academic relations, social relations and physical space within the campus?

LGBTI+ Recruitment Questions

1. Does your campus provide any annual scholarships specifically for LGBTI+ students?

2. Does your campus provide resources for identifying LGBTI+-friendly employment and workplace information for internships, career services and job opportunities?

3. Does your campus offer any emergency funds or resources to help LGBTI+ students who are "outed" or come out to their parents/families and then lose financial support to be able to stay enrolled for the semester/year?

Do you have any additional comments you would like to share regarding being LGBTI+ on campus?

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