

An Analysis of the Relationship between Academic Career and Sex at Hacettepe University*

Hacettepe Üniversitesi'nde Cinsiyet ile Akademik Kariyer Arasındaki İlişkinin İncelenmesi

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Abstract

The objective of this descriptive study is to examine the relationship between traditional gender roles and academic career at Hacettepe University. The research sample was composed of 283 academics employed at the Sıhhiye and Beytepe campuses, selected through a stratified sampling method. This study determined that women generally take academic leave for three or more months due to personal reasons such as pregnancy and child care, while men usually take academic leave for professional purposes. It was also found that the average number of publications for men and women are similar, even though female academics assume more responsibilities due to traditional gender roles, such as housework and child care, and they allocate less time to research in the workplace and at home. It was also found that 39.2% of women and 23.7% of men stated that they were not content with their working hours, and a majority of these women desired increased flexibility. Moreover, 54.8% of female academics who experienced intimidation and discrimination in the workplace indicated that it was due to their sex. Our findings suggest that Hacettepe University specifically, and Turkish academic institutions in general, must do more to improve working conditions in order to ensure women equal opportunities in academia, especially during promotion to the rank of associate professor, which corresponds to the timeframe of pregnancy, childbirth and child care.

Keywords: Hacettepe University, academic career, women, gender, Turkey

Öz

Tanımlayıcı olarak yapılan bu çalışma, Hacettepe Üniversitesi'nde toplum cinsiyet rolleri ile akademik kariyer arasındaki ilişkinin incelenmesi amacıyla gerçekleştirilmiştir. Araştırmamanın örneklemini tabakalı örnekleme yöntemiyle seçilen, Sıhhiye ve Beytepe kampüslerinde çalışan 283 akademisyen oluşturmuştur. Veriler araştırmacılar tarafından geliştirilen anket formuyla katılımcıların onayı alındıktan sonra yüz yüze görüşme yöntemi kullanılarak toplanmıştır. Çalışma sonucunda, kadınların erkeklere karşın, gebelik ve çocuk bakımı gibi kişisel nedenlerle akademik kariyerlerine 3 ay ya da daha fazla ara verdikleri bulunmuştur. Kadın akademisyenlerin ev işleri ve çocuk bakımı gibi toplumsal cinsiyet rolleri nedeniyle işyerinde ve evlerinde

* We would like to thank Emine İlhan and Hatice Celik for their assistance with administering our survey at the Beytepe Campus. This study was conducted with the permission of Hacettepe University's President's Office.

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arařtırmalara daha az zaman ayırmalarına raęmen kadın ve erkek akademisyenlerin yayın sayılarının benzerlik gösterdięi saptanmıřtır. Kadınların % 39.2'si ve erkeklerin % 23.7'si alıřma saatlerinden memnun olmadıklarını ve çoęunluęu daha esnek alıřma saatlerinin olmasını istediklerini belirtmiřlerdir. Dahası, kadınların % 54.8'i iřyerlerinde cinsiyetleri nedeniyle yıldırma ve ayrımcılıęa uęramıřlardır. alıřmanın sonuçları doęrultusunda, zelde Hacettepe niversitesi'nde genelde ise Trkiye'deki akademik kurumlarda, kadınlara zellikle gebelik, doęum ve ocuk bakımı dnemlerinde eřit fırsatlar saęlanabilmesi iin alıřma kořullarının yeniden dzenlenerek iyileřtirilmesi nerilmiřtir.

Anahtar Szckler: Hacettepe niversitesi, akademik kariyer, kadın, toplumsal cinsiyet, Trkiye.

Introduction

In Turkey, the acquisition of social and political rights by women is one of the greatest accomplishments of the reforms of Mustafa Kemal Atatrk, the founder and first president of the Turkish Republic. Reforms implemented in the 1920s and 30s granted women equal rights with men in law, education, family life, the workplace, social life and political life. Women received suffrage as well as admission into higher education, academic careers and managerial posts (Acar 1993; Acar 1996). Laws were amended to ensure the equality of women, and such amendments have continued to be passed over the past eighty years. As discussed by Yılmaz (2005) and zbilgin and Healy (2004), Turkey is ranked third after the United States and Canada in terms of the percentage of women in academia (approximately 40% of Turkish academics are women, and 23% of full professors are women). Nevertheless, glaring inequalities due to persistent, socially constructed, traditional gender roles continue to impede women seeking academic careers. The purpose of this study is to determine how women are treated within a specific Turkish academic setting (Hacettepe University) and to assess to what extent traditional gender roles impede the academic careers of these women.

Methods

Research Location and Properties

The research for this descriptive study was conducted in academic units located at Hacettepe University's Sıhhiye and Beytepe Campuses in Ankara, Turkey. Hacettepe University houses five campuses in total, with numerous faculties, research institutes and academic centers. The two main campuses are located in Beytepe and Sıhhiye. A total of five faculties—the Faculties of Medicine, Dentistry, Health Sciences, Nursing, and Pharmaceutical Sciences—are located at the Sıhhiye Campus. The Beytepe Campus houses eight faculties: the Faculties of Letters, Education, Science, Fine Arts, Law, Communication, Economics and Administrative Sciences, and Engineering. It is one of the largest universities in Turkey, and is situated in Turkey's second largest city and national capital, Ankara. Moreover, it is ranked first among Turkish universities with medical schools, and within the top 400 universities in the world (Gl 2010; URAP 2011).

Research Universe and Sample

The research universe was composed of 706 academics and lecturers working in academic units located at Hacettepe University's Sıhhiye Campus, along with 838 academics and lecturers working at Hacettepe University's Beytepe Campus. The research sample was composed of 307 academics and lecturers who were selected through a sampling formula. Individuals included in the sample were selected, along with alternates, by using a random numbers table provided by the university administration and ethics committee. 283 individuals (92.2% participation) completed the survey. Those individuals who did not complete the questionnaire, despite selection, opted out due to disinterest, a lack of time, or trips abroad.

Research Methodology: Data Collection, Pretesting, and Assessment

A data collection tool was developed by the researchers after consulting the published literature on this topic (gender and the academic setting). The tool, which took the form of a questionnaire, was composed of three parts. Part I consisted of 19 personal questions; Part II consisted of 19 career-related questions; and Part III was composed of 12 questions on family life. Different question styles were used including multiple choice, fill-in the blank, and Likert-type rankings. A practice survey was conducted on 10 academics working at Gazi University in order to test the comprehensibility and applicability of the questionnaire used to collect the data. The questionnaire assumed its final form after changes and revisions were made following the mock survey. During the data collection phase, the researchers explained the objective of the study to the participants, who provided written consent. In-person, anonymous questionnaires were administered to the sample. The questionnaires were collected by the researchers at a time determined by the participant. Data entries and assessments were performed using computer software designed for this purpose. Frequencies, percentages, and significance tests such as Chi-Square and the T-Test were used in the assessment of the data. Open-ended questions were grouped and coded before the data were entered into an SPSS program.

Results

The specific socio-demographic characteristics of the participants are presented in Table 1.

Table 1.

Distributions of the Participants by Some of their Socio-Demographic Characteristics

Socio-Demographic Characteristics	Number (n)	Percentage (%)
Campus		
Beytepe	156	55.1
Sihhiye	127	44.9
Sex		
Female	161	56.9
Male	122	43.1
Institute		
Medical	127	44.9
Social	88	31.1
Science	68	24.0
Age		
34 and under	28	9.9
35-39	45	15.9
40-44	59	20.8
45-49	65	23.0
50 and over	86	30.4
Average Age (X) ± Standard Deviation (SS)	46.8 ± 9.1	(Min.: 27; Max.: 67)
Educational Status		
Doctoral Degree	222	78.4
Master's Degree	9	3.2
Bachelor's Degree	1	0.4
Medical Specialty	51	18.0
Alma Mater of Terminal Degree*		
Hacettepe University	221	78.5
Other	47	16.6
Academic Title**		
Lecturer	54	19.1
Assistant Professor	45	15.9
Associate Professor	72	25.4
Professor	105	37.1
Total	283	100.0

*15 participants did not answer this question

**7 participants did not answer this question

Of all, 55.1% of the participants were from the Beytepe Campus while 44.9% were from Sıhhiye. 56.9% of participants were female and 43.1% of the participants were male. The average age of the participants was 46.8. 44.9 % of the participants were employed by the Medical Sciences Institute, 31.1% by the Social Sciences Institute, and 24% by the Sciences Institute (each faculty falls under one of these three institutes). 78.4% of individuals possessed doctoral degrees, 18% were medical specialists, and the educational level of 3.2% of the participants was either an MA or MS. The majority of the participants graduated from Hacettepe University and 84.9% began their academic careers at Hacettepe as research assistants. 37.1% of participants were full professors and 25.4 % were associate professors. At the time of the survey, all of the academic institute managers housed at Hacettepe University's Beytepe and Sıhhiye Campuses were men. 66.7% of Deans were men, and 33.3% were women. 49.3% of division heads were men while 50.7% were women. Also, 57.2% of department chairs were men while 42.8% were women.

Table 2.

Distribution of the Academic Roles of Participants by Sex

Academic Role	Sex						Statistical Analysis
	Female		Male		Total		
	n	%	n	%	n	%	
Educator							
Yes	72	44.7	67	54.9	139	49.1	X ² =0.089 P>0.05
No	89	55.3	55	45.1	144	50.9	
Clinician							
Yes	33	20.5	15	12.3	48	17.0	X ² =0.069 p>0.05
No	128	79.5	107	87.7	235	83.0	
Researcher							
Yes	96	59.6	72	59.0	168	59.4	X ² =0.917 p>0.05
No	65	40.4	50	41.0	115	40.6	
Manager							
Yes	15	9.3	11	9.0	26	9.2	X ² =0.931 p>0.05
No	146	90.7	111	91.0	257	90.8	
Total	161	100.0	122	100.0	283	100.0	

As indicated in Table 2, 44.7% of women specified education and 59.6% specified research as their academic roles (the them MA or MS) and the academic settings (like Turkey where very few resources exist to assist women) status. As a result, while 54.9% of men stated education and 59.0% research. No statistically significant difference was found between men and women in terms of academic roles (p>0.05).

Table 3.

Distribution of Participants' Satisfaction with their Working Time and Hours by Sex

Status of Satisfaction with Working Time and Hours	Sex				Statistical Analysis
	Female		Male		
	n	%	n	%	
Satisfied with working time and hours	93	60.8	87	76.3	X ² =0.048 P<0.05
Satisfied with working time but not satisfied with working hours	7	4.6	5	4.4	
Not satisfied with working time but satisfied with working hours	7	4.6	2	1.8	
Satisfied with working time and hours but wants more flexibility with working hours	38	24.8	19	16.7	
Other *	8	5.2	1	1.0	
Total**	153	100.0	114	100.0	

* Other = "I want to specify my own working time and hours."

** 16 participants did not answer this question.

As illustrated by Table 3, 60.8% of women and 76.3% of men stated that they were satisfied with their working time and hours. The satisfaction status of men with respect to their working time and hours was significantly higher than women ($\chi^2=0.048$, $p<0.05$).

Table 4.

Total Number of Publications and Averages by Sex

Sex	n*	X**	SS	Min.	Max.	Statistical Analysis
Female	128	23.0	19.41	0	110	t=0.355 p>0.005
Male	94	22.0	23.09	0	140	

* 61 participants did not answer this question.

** Averages were taken on the basis of individuals answering the question.

As conveyed by Table 4, the average total number of publications was 23.0 for women and 22.0 for men.

Table 5.
Distribution of Time Allocated by Participant to Research at Home/Workplace by Sex

Sex	n*	Time allocated to research in the workplace (hours/week)		SS	Statistical Analysis
		X***			
Female	139	11.2		9.9	p=0.07
Male	108	13.8		13.5	
Time allocated to research at home (hours/week)					
	n**	X***		SS	
Female	134	7.5		7.4	p=0.00
Male	104	12.8		12.3	

* 36 participants did not answer this question.

** 45 participants did not answer this question.

***Averages were calculated on the basis of individuals answering the question.

As illustrated by Table 5, while female academics allocated on average 11.2 hours a week to research in the workplace, men allocated an average of 13.8 hours a week. However, the time allocated to research at home was 7.5 hours on average for women and 12.8 hours for men. While no statistically significant difference was found between men and women in terms of time allocated to research in the workplace, a statistically significant difference was evident between them in terms of time allocated to research at home. Time allocated by men to research at home was significantly higher than women ($t=0.00$, $p<0.000$).

Table 6.

Participants' Leave Time (Longer than Three Months) and Reasons

Leave Time for Longer than Three Months?*	Sex						Statistical Analysis
	Female		Male		Total		
	n	%	n	%	n	%**	
Yes	68	42.5	25	21.6	93	100.0	
No	92	57.5	91	78.4	183	100.0	X ² =0.000
							P<0.05
Reason***							
Physical/Psychiatric Disease	6	9.2	2	8.0	8	8.9	
Pregnancy	31	47.7	-	-	31	35.6	
Child Care	28	43.1	1	4.0	29	31.1	
Care for Elderly-Dependent Person	1	1.5	1	4.0	2	2.2	
Career Development	23	35.4	22	88.0	45	50.0	

* 7 participants did not answer this question.

** Percentages were calculated on the basis of individuals answering the question.

*** More than one answer was given.

According to Table 6, 42.5% of women and 21.6% of men took a leave of absence from Hacettepe University for more than three months. Women took leave for more than three months at a significantly higher rate than men ($p < 0.05$). When the reasons for the leaves are assessed, it is observed that 47.7% women stated pregnancy, 43.1% child care, and 35.4% career development. However, 88.0% of men who took leave said it was for reasons related to their academic careers.

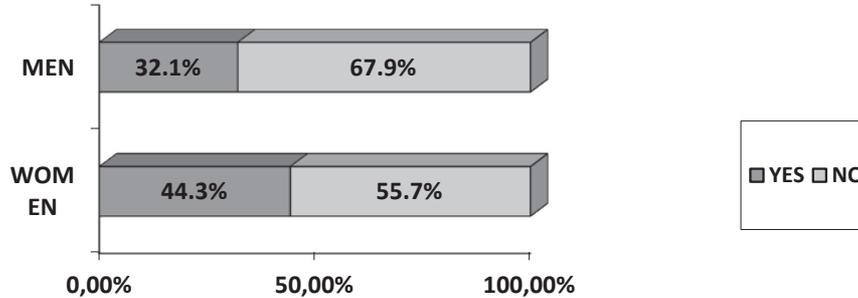


Figure 1: Distribution of Discrimination and Intimidation by Sex

As Figure 1 indicates, 44.3% of women and 32.1% of men stated that they have experienced discrimination and intimidation. The higher percentage of discrimination and intimidation experienced by women was found to be significantly higher than men ($p < 0.048$; < 0.05).

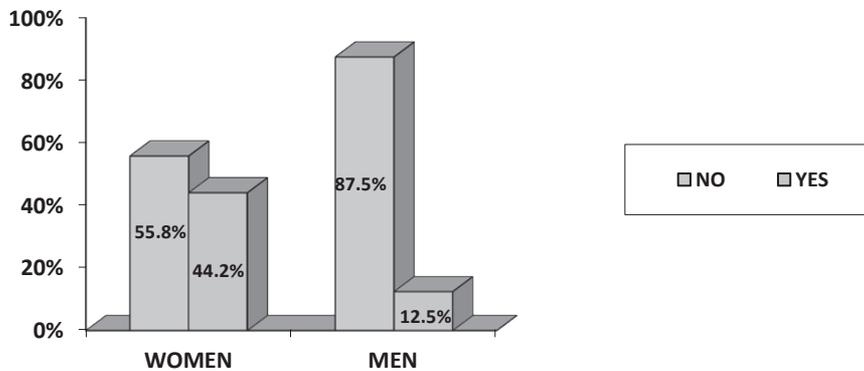


Figure 2: Distribution of Discrimination Due to Sex

As illustrated in Figure 2, 54.8% of women and 12.5% of men who stated that they experienced discrimination/intimidation expressed that it was due to their sex. The results of the women surveyed were found to be significantly higher than the men ($p = 0.01$; < 0.05).

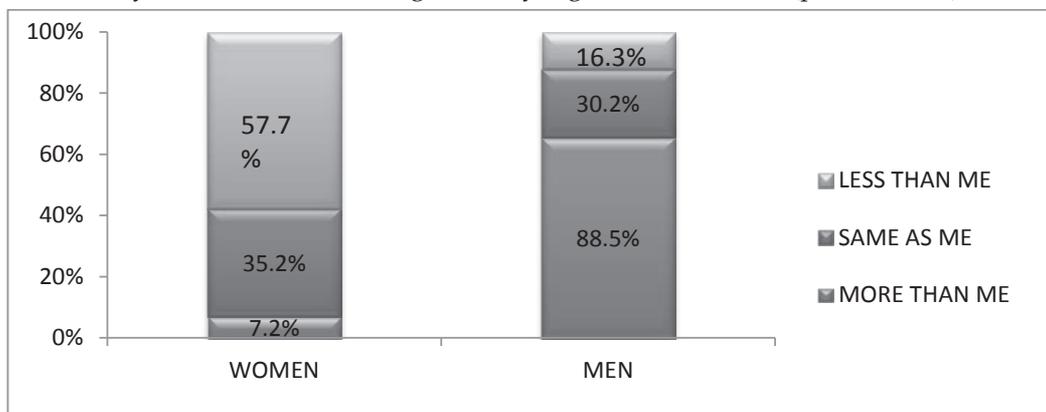


Figure 3: Distribution of Time Allocated by Spouse to Child Care According to Sex

As conveyed by Figure 3, 57.7% of women answered “less than me” in response to the amount of work done by the spouse in terms of child care; 88.5 % of men gave the answer “ more than me” for the same question. The answer “less than me” was significantly higher for women ($\chi^2=0.000$, $p<0.05$).

In a related question, 29.8% of women answered “more than me” to the amount of time spent caring for other dependent individuals at home (i.e., parents and other relatives), compared to 46.8% of men. Thus, women spent significantly more time than men caring for dependent individuals at home. Moreover, only 42.5% of women and 48.5% of men stated that they shared responsibilities and work equally with their spouses. 52.6% of women stated that their husbands assumed fewer responsibilities, while 50.0% of men expressed that their wives undertook more responsibilities. The answer “less than me” was significantly higher among women. No statistical difference was found between men and women with respect to the allocation of time by his/her spouse to household management (e.g., shopping and bills).

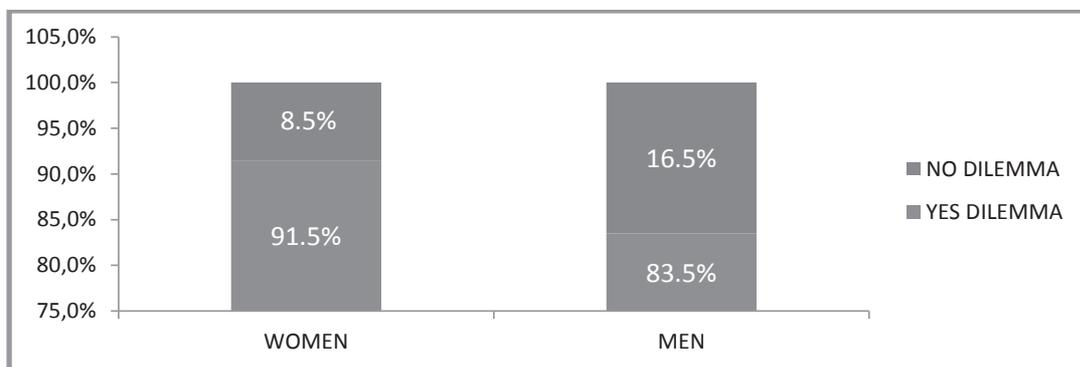


Figure 4: Problems with Work-Family Balance by Sex

As Figure 4 delineates, 91.5% of women and 83.5% of men stated that they experienced a dilemma between their professional and personal lives. Women usually experience more problems with maintaining a work-family balance than men ($\chi^2=0.045$, $p<0.05$).

Discussion

At Hacettepe University, all of the institute managers (100%), 66.7% of the Deans, 49.3% of the division heads, and 57.2% of department chairs were male. This result shows that the number of women decreases as one progresses up the ladder of the university administration. As confirmed by Pritchard (2007), women do not usually participate in upper management, including the university setting, where they are systematically pressured to leave administrative positions while they are still at the lower rungs of the ladder. Özkanlı and Korkmaz (2000) found that only 21.5% of female academics undertake an administrative post during their careers. Cropsey, et al. (2008) discovered that women, when they did become administrators, generally assumed lower-ranking positions, and these positions led many to abandon their academic careers. This finding was also confirmed by a study conducted by the Massachusetts Institute of Technology in 1996 (Massachusetts Institute of Technology, 1999), as well as Zeytinoğlu, et al. (2001), Carr, et al. (2003), and Carrington and Pratt (2003), whose studies found that women are underrepresented at top levels of academic management.

According to Carrington and Pratt (2003), women are trapped between work and traditional gender roles at home, and consequently remain in personal and professional limbo, which prevents them from achieving success in both areas. This is a particularly profound dilemma in academia, where hours are arranged around traditional schedules (9am–5pm) and based on the assumption that there is another caretaker available to tend to children, elders, and household

needs. Due to a lack of flexibility in the academic workplace (in terms of hours, the option of working at home, or part-time work) and the stress placed on “presenteeism,” especially in the Turkish context where academics at state universities (such as Hacettepe) must be on campus from 9am–5pm, every weekday, even when classes are not in session (and are given very limited vacation time), women with children are often forced to sacrifice leadership positions just to meet the basic expectations of academic and family life. Turkish female academics who do try to balance work, family, and managerial positions often experience conflicts of interest because a reliable social and cultural support network does not exist (Özkanlı 2006; Özkanlı 2010).

In this study, 44.7% of female participants and 54.9% of male participants specified their academic roles as being education. 9% of both men and women expressed that their basic role was management, with no statistically significant difference between the two groups (Table 2). According to our research, women allocated 11.2 hours a week, on average, to research in the workplace, while men allocated 13.8 hours a week. As for the time allocated to research at home, women spent 7.5 hours per week on average, while men spent 12.8 hours per week (Table 5). While there was no statistically significant difference between men and women in terms of the time allotted to research in the workplace, the time allocated by men to research at home was found to be significantly higher than women ($p=0.00$). Male academics also continued their research beyond normal working hours, while the time allocated by women to research outside of working hours was limited. This finding suggests that women spend their time at home (in the evenings, after working hours) engaged in non-professional work (probably housework, and most likely due to socially constructed traditional gender roles), or what Dikmen and Maden (2012) have called “invisible work.” Consequently, it is not surprising that women are dissatisfied with their working hours (Table 3). As Özkanlı, et al. (2008) confirm, the majority of women (75%) would like greater flexibility with their working hours so they can spend extra time at home during the day (when the house is empty) to complete academic work.

Our study found that the total number of publications (on average) was 23.0 for women and 22.0 for men. No statistically significant difference was found between men and women in terms of the total number of articles and the number of articles published as the primary author (Table 4). Conversely, other studies have found that men tend to be more productive than women in terms of publishing research. Xie and Shauman (1998) discovered that men published on average 15.96 articles throughout their academic careers while women have a publication average of 8.94. Similar results are also found in other studies (Valian, 1999; Amancio, 2003; Corley, 2005). One explanation for the high number of publications for female Turkish academics may be an increased level of collaboration in the research setting when compared to men, and when compared to women in other countries. However, more research needs to be conducted on this hypothesis before any conclusions can be drawn.

According to our research, 42.5% of women and 21.6% of men took leave from Hacettepe University for more than three months. The percentage of women who took leave for more than three months was significantly higher than men ($p<0.05$) (Table 6). When the reasons for the absences were compared, a notable difference was observed between male and female participants: 47.7% of women took leave due to pregnancy and 43.1% due to child care. On the other hand, 88.0% of male academics who took leave stated that they did so for career-related factors (Table 6). While men are advancing their careers by traveling abroad, women take on greater responsibilities as wives and mothers, which impacts their professional trajectory since this phase in life coincides with promotion to associate professor. Thus, women advance more slowly than men, and some do not advance at all (the incidence of women retiring at the instructor or assistant professor level is much higher for women than men in Turkey; however, this observation requires more study). According to the published literature, which confirms our findings, women often interrupt their academic careers due to reasons such as marriage and motherhood. Leboy (2009) reported that women frequently abandoned their academic careers to become mothers. Marcus (2007) also stated that women advance more slowly due to the fact

that their promotion to associate professor corresponds to periods of pregnancy and child care. Women who become pregnant while pursuing a doctorate are often forced to suspend their studies (male students with pregnant partners rarely do), and if they do return (many women do not), they begin their careers at a disadvantage which promulgates throughout their academic lives (Özkanlı 2007).

As Valian (1999), Acar (1993), and Özbilgin and Healy (2004) conveyed, women face two impediments in their professional lives: gender hierarchies and the disadvantages that accompany socially enforced traditional gender roles. According to Özkanlı, et al. (2008), the majority of Turkish women believe they face discrimination in the workplace because they are women, and maintain that men progress up the academic ladder much more easily than women. Our study found that 44.3% of women and 32.1% of men believed they experienced discrimination and intimidation in the workplace (Figure 1). Although this discrimination and intimidation may partially be due to perception (and is not necessarily provable with evidence), the fact that a statistically significant number of women stated that they felt threatened in this way cannot be ignored. Bronstein and Farnsworth (1998) also reported that women experienced more exclusion and intimidation (i.e., "mobbing") in the workplace. In their study (2006), Settles, et al. expressed that women were subjected to more discrimination due to their sex. The same study reported that 23 out of 31 (74.2%) of the female academics who experienced intimidation/discrimination were married. This result indicates that married women are also subject to intimidation/discrimination.

When participants were asked if they thought sex was a factor in their discrimination, 54.8% of women and 12.5% of men replied affirmatively (Figure 2). Women experienced intimidation/discrimination based on sex at a statistically significant rate when compared to men. Carr, et al. (2003) reported that 40% of female academics working at the faculty of medicine they studied had been subjected to discrimination on the basis of sex and that this impeded their academic careers. In the same study, 35% of women who expressed that they had been subjected to sex-based discrimination also stated that limited time for professional research and a lack of role models and advisers impeded their academic advancement. Furthermore, Carr, et al. (2003) indicated that sex-based discrimination experienced in the workplace negatively impacted the professional satisfaction of women. Settles, et al. (2006) concurred with Carr, et al., also finding that women are subjected to more sex-based discrimination than men and therefore feel less satisfied with their jobs when compared to their male colleagues.

Our study indicates that there is a division of labor based on traditional gender roles among female and male academics (Figure 3). Women devote (and are expected to devote) more time to domestic activities and child care, which causes them to trail men in the academic hierarchy. According to Özkanlı, et al. (2008), only 43.5% of Turkish academic women state that their spouses spend as much time on childcare as they do, which supports our results. As Acar conveyed in her 1983 and 1993 studies, in Turkish society, women (professional or not) are expected to manage the household, and not much has changed over the past 30 years. Some men exploit this cultural mandate by agreeing to "help" (and not share) domestic labor, while others believe that household work is completely a woman's responsibility, thus absolving themselves from everything (even helping becomes unnecessary). Those women who complain are told to leave their professions (it is not their rightful "place" anyway), whereas men are seldom required to compromise (Özkanlı & Korkmaz 2000). Thus, Turkish academic women must struggle against many more barriers than their male counterparts just to be competitive in the workplace.

Er and Yeşilorman (2008) asked female Turkish academics their opinions regarding marriage. 18.4% of the women surveyed expressed that "It results in an excessive burden on the working woman," 7.7% stated that "It is an impediment to academic advancement," and 6% conveyed that "It places a woman in a dilemma with respect to work and family." They also reported that only 11.3% of married female academics shared housework equally with their husbands. In another study which compared four countries (the United States, Canada, Norway and Sweden), it was determined that about 75% of housework was completed by women while

only 25% was performed by men (Kalleberg and Rosenfeld 1990). Although these results are roughly twenty years old and may no longer apply to these four nations, this trend continues in Turkey where ultimately, women are left to shoulder the burden of the domestic sphere. Responsibilities assumed by women at home essentially function as invisible impediments to their academic careers: clearly, women are not given promotion points for activities that are not directly academic. As a matter of fact, 91.5% of women and 83.5% of men surveyed in our study stated that they have experienced problems balancing personal and professional responsibilities (Figure 4). Yet, while men may experience such dilemmas, they can often elide responsibilities and transfer them to women, who must (as traditional gender roles dictate) find solutions such as domestic help, if available and affordable. Having children unquestionably impedes the academic advancement of women, especially those in traditional societies (Levinson 1989), and as reported in the literature, single women are frequently perceived to be more professionally "successful" than women who are married with children.

Conclusions

Based on the results of our study implemented at Hacettepe University's Sıhhiye and Beytepe Campuses, it was determined that:

- The academic role of most of the participants was self-identified as research;
- The number of women working in management was inversely proportional to the administrative level (i.e., as one proceeds up the managerial ladder, one finds fewer and fewer women);
- 60.8% of women and 76.3% of men were satisfied with their working time and hours; the number of men who are satisfied with their working time and hours was significantly higher than the number of satisfied women;
- Women interrupted their academic careers for more than three months due to reasons such as pregnancy and child care, while men took leaves of absence to travel abroad to advance their academic careers;
- Women reported more intimidation and discrimination than men, and believe they are subjected to sex-based discrimination at a much higher rate;
- Due to socially constructed and reinforced traditional gender roles in Turkey, *daily* tasks such as housework (cooking, laundry, cleaning) and child care are mainly undertaken by women. Men who do engage in housework participated in *weekly* or *monthly* tasks such as grocery shopping and paying the bills; in other words, labor was not divided fairly;
- Women, more than men, were more likely to experience problems with the work-family balance and negotiating their personal and professional responsibilities;
- Due to the reasons stated above, women progress far slower than their male counterparts in the academic setting, often putting in a great deal more effort just to achieve comparable results.

In order to ameliorate the above discrepancies, we recommend that:

- Action should be taken to ensure the equality of opportunity between men and women, especially with respect to promotion to higher managerial levels. Moreover, women should be supported and trained to undertake managerial roles;
- Institutions should allow for flexible working hours and should establish child care and domestic support centers to ensure that women participate in academic life under equal conditions (i.e., to "level the playing field") with men, especially during periods of pregnancy, child birth and child care;
- Institutions should allow women to work at home during periods of pregnancy, child

birth and child care (online courses can be one solution to this dilemma);

- Intimidating and discriminatory behaviors experienced by women in the workplace should be monitored by administrators and anonymous reporting mechanisms should be developed. Sex-based discrimination should be investigated and such behaviors should be eliminated through sensitivity training and, if necessary, reprimand;
- It is necessary to integrate gender equality and gender sensitivity into institutional policies and practices in order to ensure fairness in the academic setting;
- Women need to be actively trained for managerial and leadership roles and protected from legally and socially institutionalized discriminatory practices. According to Zeytinoğlu, et al. (2001), this was (and continues to be) a major problem in the Turkish academic setting.

As this study has revealed, socially constructed traditional gender roles and expectations for men and women transcend educational level and professional status. As a result, women—whether they are homemakers or employed in the public sphere—continue to bear the burden of housework and child care. Professional women bear an especially heavy burden since they are expected to do two shifts: one in the workplace and one at home. This leads to a greater incidence of dissatisfaction with their jobs, working hours, conditions, and pace of academic advancement, especially when compared to men. Many women who try to “do it all” end up torn between their personal and professional responsibilities and rarely achieve the same levels of contentment as men. This is of particular concern in developing nations like Turkey where very few resources (let alone a network of support) exist to assist women in balancing their work and family-related tasks.

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