YILDIZ TECHNICAL UNIVERSITY

Yıldız Teknik Üniversitesi · 1911

Gender Equality Plan

2025 – 2030

The second institutional Gender Equality Plan of Yıldız Technical University, prepared by the Gender Equality Committee under the Commission on Equal Opportunity and Non-Discrimination.

Contributing to the United Nations Sustainable Development Goal 5 — Gender Equality

JANUARY 2025

Gender Equality Plan 2025–2030

YILDIZ TECHNICAL UNIVERSITY

January 2025

Prepared by the Gender Equality Committee under the YTU Commission on Equal Opportunity and Non-Discrimination, with contributions from the Rector, the Vice-Rectors and the academic and administrative units involved in its development. This plan is reviewed annually; all revisions are documented to ensure transparency and traceability.

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FOREWORD

Preface

The goals of gender equality and equal opportunity are only attainable through concerted efforts from the entire university. We hereby declare on behalf of the university administration that Yıldız Technical University is fully committed to ensuring a respectful, safe, and equal environment for our students and staff. This second Gender Equality Plan will guide and support us in our efforts to promote gender equality at Yıldız Technical University both in policy and practice. We confirm our commitment to implement the set of actions laid out in this plan and contribute to the realisation of the United Nations Sustainable Development Goal 5 on gender equality.

Prof. Hüseyin Yılmaz
Vice Rector for Research and Planning

Prof. Eyüp Debik
Rector

OVERVIEW

Introduction

This second Gender Equality Plan (GEP) of Yıldız Technical University (YTU) sets out the institutional priorities and actions to be pursued between January 2025 and December 2030, building on the foundations laid during the first GEP cycle (2022–2024).[1] The updated plan reflects the progress made and ongoing needs identified through data monitoring and internal assessments.[2]

Initially launched in 2021, YTU's commitment to gender equality has since been strengthened by the establishment of the Gender Equality Committee and the institutionalisation of relevant mechanisms, including the Regulation on Equal Opportunity and Non-Discrimination. The first GEP enabled the University to initiate systematic data collection, raise awareness, and promote capacity building in line with national and European-level guidance, particularly those of the European Union (EU), the European Institute for Gender Equality (EIGE) and the Turkish National Research Council (TÜBİTAK).[3]

The new plan builds on this moment, aiming to expand and deepen the university's efforts to mainstream gender equality. It maintains a strong focus on evidence-based policy-making and continuous monitoring. Quantitative and qualitative data collection remain central, alongside student and staff engagement through surveys, interviews, and focus groups. The commitment to gender-sensitive training, inclusive research, and decision-making structures is reaffirmed and extended for this new planning period. Structured as a continuation and enhancement of the previous cycle, the second GEP aligns with the evolving national framework and the Horizon Europe requirements. It also addresses broader institutional goals and reaffirms gender equality as a core value of the university's commitment to excellence, inclusivity, and innovation.

The Gender Equality Plan (2025–2030) is structured around three main sections. Section 1 offers an updated overview of the national and institutional frameworks relevant to gender equality and non-discrimination. Section 2 presents a comparative analysis of gender-disaggregated data collected from academic and administrative units for the years 2022, 2023, and 2024. Section 3 revisits the institutional objectives introduced in the first GEP and expands upon the existing actions with updated timelines, monitoring mechanisms, and responsible units.

The data collected during the first implementation cycle (2019–2021) already indicated progressive improvement in the representation of women in academic and administrative decision-making positions. Building upon this trend, the second GEP cycle reaffirms the need to strengthen institutional efforts in the following six areas:

1 The Gender Equality Plan (2025–2030) was prepared by the Gender Equality Committee under the YTU Commission on Equal Opportunity and Non-Discrimination, with important contributions from the Rector, the Vice-Rectors and all the administrative/academic units involved in its development.
2 This Gender Equality Plan (2025–2030) will be reviewed annually. Updates will be made as necessary to reflect new developments, institutional needs, and regulatory requirements. All revisions will be documented to ensure transparency and traceability.
3 The first YTU Gender Equality Plan followed the Gender Equality in Academia and Research (GEAR) Toolkit provided by the European Institute for Gender Equality. The updated plan (2025–2030) maintains the same structure and methodology for continuity.

(1) Institutional capacity building and allocation of resources
(2) Systematic data collection and monitoring
(3) Gender balance in decision-making and leadership
(4) Gender integration in research and teaching
(5) Awareness raising and knowledge building
(6) Prevention of gender-based discrimination and violence

These six areas remain central to the action framework of the 2025–2030 GEP. All objectives continue to be aligned with the four mandatory process-related requirements of Horizon Europe Work Programme 2021–2022:

- ✓ It is a **public document** published on the university's website, signed by the top management and actively communicated across the university,
- ✓ The plan demonstrates commitment to **capacity-building and resource allocation** for the monitoring and implementation of the GEP,
- ✓ It outlines actions for the **systematic collection and annual reporting of gender-disaggregated data**,
- ✓ The plan includes **training and awareness raising activities** on gender equality targeting staff and students.

The GEP also addresses three out of five content-related thematic areas recommended by the Horizon Europe Work Programme 2021–2022:

- ✓ Actions enhancing **gender balance in leadership and decision-making**,
- ✓ Actions integrating the **gender dimension into research and teaching content**,
- ✓ Actions **against gender-based violence including sexual harassment**.

SECTION 1

National & Institutional Context

National Context

Türkiye's primary legal foundation for gender equality is the Turkish Constitution, which ensures equal rights under the law for all individuals, regardless of gender. Article 10 states: *"Everyone is equal before the law without distinction as to language, race, colour, sex, political opinion, philosophical belief, religion, and sect, or any such grounds. Men and women have equal rights. The State has the obligation to ensure that this equality exists in practice. Measures taken for this purpose shall not be interpreted as contrary to the principle of equality."*[4] Regarding gender equality within the family, Article 41 of the Constitution affirms that the family is the foundation of the Turkish society and is based on the equality between the spouses.[5] In addition to the Constitution, other key legal frameworks promoting gender equality and prohibiting gender-based discrimination include the Turkish Civil Code, the Criminal Code and the Labour Act.[6]

Türkiye ratified the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) in 1985 and, in 2002 accepted the inquiry procedure under its Optional Protocol, enabling individuals or groups to submit complaints to the CEDAW Committee.[7] The primary national legal instrument addressing gender-based violence is the Law on the Protection of Family and Prevention of Violence against Women, enacted in 2012. Recent policy frameworks addressing gender equality include the 4th National Action Plan on Combating Violence against Women (2021–2025), the Strategy and Action Plan for Women's Empowerment (2024–2028), and the 12th National Development Plan (2024–2028).[8]

Türkiye's gender equality context is also reflected in broader human development and gender-specific indicators. Based on the data from the 2023/2024 Human Development Report, Türkiye ranked 45th out of 193 countries with a Human Development Index (HDI) value of 0.855 in 2022. The country was classified under the 'very high human development' category, supported by key indicators such as life expectancy at birth (78.5 years), expected years of schooling (19.7), mean years of schooling (8.8) and gross national income (GNI) per capita (USD 32,834).[9] Concerning the Gender Development Index (GDI), Türkiye's GDI value is 0.941 (with HDI value of 0.825 for females and 0.876 for males), placing the country into Group 3, which consists of countries with medium equality in HDI achievements between women and men.[10] As shown below in Table 1, GNI per capita for men (USD 45,077) is more than twice that of women (USD 20,538).

4 Constitution of the Republic of Türkiye "Part 1 General Principles", p. 12.
5 Constitution of the Republic of Türkiye "Part 2 Fundamental Rights and Duties", p. 22.
6 For detailed reviews of Türkiye's legislation and policy concerning gender equality, see UNDP Türkiye "Gender Equality Strategy 2017–2020"; Ministry of Family and Social Services "Strategy and Action Plan for Women's Empowerment 2018–2023" and "Strategy and Action Plan for Women's Empowerment 2024–2028".
7 See, UN Treaty Database Ratification Status for Türkiye.
8 Turkish Presidency "12th National Development Plan (2024–2028)", Ministry of Family and Social Services "4th National Action Plan on Combating Violence against Women (2021–2025)".
9 Human Development Report 2023/2024 "Breaking the gridlock, Reimagining cooperation in a polarized world", United Nations Development Programme, p. 279.
10 Human Development Report 2023/2024, p. 288.

Table 1 Türkiye's GDI for 2022

HDI rank	Country	Gender Development Index		Human Development Index		Life expectancy at birth (years)		Expected years of schooling (years)		Mean years of schooling (years)		Estimated GNI per capita (2017 PPP $)	
		Value	Group	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
44	Chile	0.973	2	0.847	0.870	81.9	77.2	17.1	16.5	11.0	11.2	18,612	30,337
45	Slovakia	1.002	1	0.856	0.854	78.8	71.9	15.3	14.2	13.0	13.0	26,634	37,967
45	**Türkiye**	**0.941**	**3**	**0.825**	**0.876**	**81.5**	**75.4**	**19.6**	**19.8**	**8.1**	**9.6**	**20,538**	**45,077**
47	Hungary	0.989	1	0.846	0.855	78.3	71.6	15.4	14.7	12.1	12.4	27,203	41,768
48	Argentina	0.995	1	0.841	0.845	79.3	72.9	20.9	17.1	11.4	10.9	16,933	27,265
49	Kuwait	1.014	1	0.848	0.836	82.8	78.9	17.8	13.8	8.3	7.0	28,018	75,232

Source: Human Development Report 2023/2024 (countries in the "very high human development" group).

According to the Gender Inequality Index (GII), which captures disparities in reproductive health, empowerment and economic participation, Türkiye ranked 63rd out of 193 countries with a GII value of 0.259.[11] As shown in Table 2, key indicators include a maternal mortality ratio of 17 per 100,000 live births (2020) and an adolescent birth rate of 15.7 per 1000 women aged 15–19. In terms of education, 59.1% of adult women and 78.1% of adult men have attained at least a secondary level of education. Labour force participation remains uneven, with 71.4% of men and 35.1% of women engaged in the labour market. As of 2022, women held 17.4% of parliamentary seats.

Table 2 Türkiye's GII for 2022

HDI rank	Country	Gender Inequality Index		Maternal mortality ratio (deaths per 100,000 live births, 2020)	Adolescent birth rate (births per 1,000 women ages 15–19)	Share of seats in parliament (% held by women)	Population with at least some secondary education (% ages 25+)		Labour force participation rate (% ages 15+)	
		Value	Rank				Female	Male	Female	Male
44	Chile	0.190	49	15	22.8	32.7	82.2	84.4	50.1	70.6
45	Slovakia	0.184	46	5	26.6	21.3	98.8	99.1	56.2	67.3
45	**Türkiye**	**0.259**	**63**	**17**	**15.7**	**17.4**	**59.1**	**78.1**	**35.1**	**71.4**
47	Hungary	0.230	56	15	21.9	14.1	97.6	98.8	53.7	67.8
48	Argentina	0.292	71	45	37.9	44.4	73.6	71.6	52.1	71.7
49	Kuwait	0.199	51	7	5.3	6.3	61.8	56.5	44.4	88.5

Source: Human Development Report 2023/2024.

Published by the European Commission's Directorate-General for Research and Innovation, the She Figures series provides comprehensive data and analysis on gender equality in research and innovation across Europe and associated countries to Horizon Europe, including Türkiye. The reports track progress through indicators such as educational attainment, career progression, decision-making roles, and the integration of gender dimensions in research content.

11 Human Development Report, 2023/2024, p. 293.

According to She Figures 2024, the proportion of women researchers in Türkiye has increased across all R&D fields since 2017, including in the government sector.[12] Among the notable indicators, Türkiye is one of the few countries to achieve gender balance among academic staff in grade A positions, with nearly equal representation of women and men (20.70% for women; 20.71% for men).[13] It also leads in the proportion of women heads of universities (59%), exceeding the EU average of 22%. Furthermore, Türkiye is among a small number of countries to reach a Glass Ceiling Index (GCI) of 1.00, indicating equal prospects for men and women in accessing top academic positions.[14] It also ranks among the best-performing associated countries in integrating a gender dimension into research and innovation content, with 4% of its scientific publications including gender-analysis, twice the EU average. Despite ongoing disparities, such as underrepresentation in the science and technology workforce, the indicators above demonstrate Türkiye's steady progress in advancing gender equality in research.

This progress has been supported by institutional efforts undertaken in recent years at the national level. The Higher Education Council of Türkiye, through its Commission of Women Studies, has worked to strengthen women's representation in higher education by providing policy guidance and coordination.[15] The Council's policy principles call on universities to adopt a gender-equal perspective across education, research, employment, and governance. These principles emphasise inclusive curricula, balanced participation in academic decision-making and fairer project evaluation processes.

Efforts to mainstream gender equality have also been prioritised by Türkiye's main research funding agency. In 2019, the Scientific and Technological Research Council of Turkey (TÜBİTAK) introduced the Policy Principles for Increasing the Participation of Women Researchers in TÜBİTAK Processes, laying the groundwork for integrating gender equality into its organisational structure and research funding mechanisms. This was followed by the adoption of the Gender Equality Plan and the 2022–2025 Gender Equality Action Plan, which set out targeted actions to improve gender balance in employment, leadership, research participation, and decision-making. They also integrate gender-sensitive approaches into communication strategies, work-life balance policies, and mechanisms for preventing gender-based violence and discrimination. TÜBİTAK's Gender Equality Plan has since become a national reference point for advancing gender equality across Türkiye's research and innovation ecosystem.

Institutional Context

Yıldız Technical University (YTU), one of Türkiye's oldest and most prominent research universities, specialises in both the natural and social sciences. It hosts a vibrant academic community of more than 1700 academic and 687 administrative staff across 10 faculties, 3 institutes, over 20 research centres, and nearly 300 labs. The university serves over 40,000 undergraduate and postgraduate students, including an international student body of 2000+ from more than 100 countries. YTU offers 61 undergraduate, 127 graduate, and 69 PhD programmes, and maintains over 350 international

12 This overview of the She Figures 2024 report was added following its publication in February 2025 to incorporate the most recent data on gender equality in research and innovation. For the full report, see European Commission: Directorate-General for Research and Innovation (2025), She Figures 2024: Gender in Research and Innovation — Statistics and Indicators.
13 She Figures Report 2024, p. 238.
14 She Figures Report 2024, p. 245.
15 For further information on the Commission's work, see https://kadincalismalari.yok.gov.tr/ana-sayfa

partnerships across four continents. The university is highly active in research, with more than 8800 completed projects and participation in over 100 TÜBİTAK-funded projects as well as multiple EU-funded initiatives.

1,700+	687	40,000+	10 / 3	350+
academic staff	administrative staff	undergraduate & postgraduate students	faculties / institutes	international partnerships

The university's internationalisation strategy prioritises enhanced student mobility, growing research output, and global academic collaboration. YTU ranks among Türkiye's top institutions in Erasmus+ student mobility, having sent more than 1800 students abroad and hosted over 450 students in the past three years. Through its Graduate Schools and Scientific Research Projects Office, YTU supports diverse research initiatives and promotes excellence in graduate education. To date, the university has produced over 10,000 theses and, since 2012, contributed to more than 77,000 publications across various disciplines.[16]

YTU ranked 148th globally and 4th among Turkish public universities in the 2024 Times Higher Education Interdisciplinary Science Rankings, and 101–200th in the Impact Rankings (201–300th in Gender Equality), reflecting its strength in innovative, cross-disciplinary research. Nationally, the university ranked 3rd in TÜBİTAK's 2024 Entrepreneurial and Innovative University Index, rising two spots from the previous year. Notably, YTU ranked 1st in the 'Economic and Social Contribution' category.

The university promotes innovation through institutional bodies such as Yıldız Technopark — home to more than 750 companies employing 14,500+ professionals — and Sociopark (Social Innovation and Applied Research Centre), which facilitates social science collaborations on key societal issues such as gender equality, migration, poverty, urbanisation, and climate change. The YTU Technology Transfer Office (TTO), based at Yıldız Technopark, plays a pivotal role in transforming research into innovation, strengthening public-university-industry partnerships and engaging researchers in international programmes such as Horizon Europe. Entrepreneurship is further supported by the Startup House, Innovation Hub, and Yıldız Explorers, which funds student-led initiatives. The Cooperative Education Model (KOOP), implemented in several faculties, enables students to gain practical industry experience prior to graduation.

YTU's commitment to global frameworks underpins its work on sustainability, human rights, and inclusive governance. In 2019, it became Türkiye's first public university to join the United Nations (UN) Global Compact,[17] integrating its Ten Principles — on human rights, labour, the environment, and anti-corruption — into university policies. Since 2020, YTU has also been a member of the UN Sustainable Development Solutions Network (UNSDSN) Türkiye, supporting the implementation of the Sustainable Development Goals (SDGs) across education, research, and governance.[18]

16 For more information on research at YTU, visit https://research.yildiz.edu.tr/en
17 United Nations Global Compact, Participants: Yıldız Technical University.
18 UN SDSN Türkiye, Members: Yıldız Technical University.

Building on these frameworks, YTU has launched several university-wide initiatives, including Accessible University, Sustainable Campus, and Smart Campus. It became the first university in Türkiye to receive the Zero Waste Certificate, and ranked 2nd nationally and 59th globally in the UI GreenMetric 2024 rankings. Its Barrier-Free Campus vision ensures equal access to all facilities and services, including for individuals with disabilities.

These efforts are supported by a comprehensive legal and policy framework centred on non-discrimination and gender equality. In line with the SDGs, YTU has adopted the Regulation on Equal Opportunity and Non-Discrimination (hereafter the Regulation), the Policy Document on Equal Opportunity and Non-Discrimination, the Policy Document on Sustainable Development and the Gender Equality Plan 2022–2024. Together, these instruments lay the foundation for an inclusive institutional environment that promotes equality of opportunity and addresses all forms of discrimination. The Regulation provides the legal basis for safeguarding gender equality, while the Policy Document outlines two core objectives:

- Promoting and implementing gender equality
- Preventing gender-based discrimination, violence, and harassment, including sexual harassment and sexual violence

The YTU Commission on Equal Opportunity and Non-Discrimination (hereafter the Commission) plays a key role in advancing these objectives.[19] Under the 2022–2024 Gender Equality Plan, a Gender Equality Committee (hereafter the Committee) was established within the Commission. The Committee includes academic and administrative staff from various faculties and departments, as well as representatives from the Strategy and Student Affairs departments and student members. Chaired by the Gender Equality Representative (GER), the Committee works closely with the Commission to coordinate the implementation, monitoring, and revision of gender equality policies across the university.

The Committee and Commission also collaborate with the Board for the Prevention of Sexual Harassment and Sexual Assault, which is responsible for addressing complaints, raising awareness, and providing guidance on legal, medical, and psychosocial support as outlined in the related regulation.[20] To ensure a safe and inclusive learning environment, YTU maintains controlled campus access, surveillance systems, and a 24/7 Star Line for student and staff feedback. Health and psychological counselling services are available through the Medico-Social Centre, including specialised support for women. The university also offers on-campus kindergarten/pre-school facilities and fully complies with national legislation on maternity and paternity leave, granting eight weeks of leave before and after birth for mothers, ten days for fathers, and up to six months of unpaid leave for either parent.[21] These provisions are designed to support work-life balance and shared caregiving responsibilities.

This institutional focus is embedded in YTU's strategic planning. The Strategic Plan 2018–2020 and the Sustainable Campus Report for 2020 identified equality of opportunity and merit as core values. The current Strategic Plan 2021–2025 builds on this foundation by prioritising high-impact research that enhances quality of life and addresses pressing societal challenges — objectives closely aligned

19 Yıldız Technical University Regulation on Equal Opportunity and Non-Discrimination, Article 6 (3).
20 Yıldız Technical University Regulation on the Board for the Prevention of Sexual Harassment and Sexual Assault, Article 9.
21 Yıldız Technical University Sustainable Campus Report 2023.

with the university's evolving approach to inclusion, sustainability, and gender equality. The Sustainable Campus Reports for 2022 and 2023 further underscore this vision, with dedicated Gender Equality sections affirming the university's commitment to eliminating discrimination and empowering all women and girls (see Figure 1). Gender equality is defined as a core institutional value, reinforced by equal pay policies and systematic monitoring of gender representation across academic and administrative units.

Figure 1 Gender equality in YTU Sustainable Development Reports 2022 and 2023[22]

2022 SUSTAINABILITY REPORT

SDG 5 · Gender Equality

GENDER EQUALITY

In order to develop and implement policies to prevent gender-based discrimination, violence, sexual harassment and attacks in line with needs, Yıldız Technical University makes institutional arrangements that will ensure gender equality and strengthen the fight against discrimination. Within the framework of the Gender Equality Plan, gender differences were determined with the data of current employees and students and analysis was carried out on gender.

Accordingly, 48% of all academic staff are women and 52% are men, and the gender gap among academic staff is 4%. As for administrative personnel, 41% of all administrative personnel are women and men represented 59%, while the gender difference was determined as 18%. Overall, it resulted in a 10% gender difference in favor of males.

2023 SUSTAINABILITY REPORT

GENDER EQUALITY

Non-Discrimination and Equality Enforcement

Yıldız Technical University is committed to achieving gender equality and empowering all women and girls. The university actively supports the elimination of discrimination against women in all its operations and promotes the effective implementation of legal frameworks that enforce non-discrimination and equality on the basis of gender.

The university is dedicated to ending all forms of discrimination against women within its institutional activities. The university supports the effective application of legal frameworks that promote and enforce non-discrimination and equality. This includes ensuring equal opportunities and fostering an environment where gender equality is a fundamental principle in all academic and administrative operations.

Gender equality is also advanced through research, education, and community engagement, with a focus on understanding dynamics in social life, the sciences, and employment to inform strategies for equality and inclusion. Notable initiatives led by women staff members at YTU during the reporting period include:

- **From Unpaid Agricultural Labour to Wage Employment: Female Workers in Sakarya Geyve** — a research project by the Department of City and Regional Planning analysing how women's workforce participation transform public spaces.
- **Kanto** — a film co-produced by a member of the Faculty of Arts and Design, highlighting shifting representations of women in society and received the Impact Award at the Sarajevo Film Festival.
- **Step Together for a Green World: Global Climate Change, Sustainability, and Energy Conservation** — a community-based training by the Department of Physics, empowering women through energy conservation and environmental awareness.

Alongside academic initiatives, a wide range of outreach activities — many supported by the Gender Equality Committee — have strengthened awareness and visibility of gender issues across the university. International Women's Day is marked annually through seminars, exhibitions, and

22 Adapted from the YTU Sustainable Campus Reports 2022 and 2023.

collaborative sports events. Student engagement is central to sustaining gender-focused dialogue, with 73 active student-led clubs creating a vibrant space for participation. Key initiatives include:

- **TEDxYildizTechnicalUniversityWomen** — hosted by the student-led YTU Spark Club, providing a platform for stories of women's resilience and leadership under themes such as *Lead It* and *Two Steps Forward*.
- **Star Women (Yıldız Kadınlar)** — organised by the Development and Innovation Club, featuring accomplished women in science, arts, and business.
- **WomEngineer** — led by the Mentorship Club, connecting students with experienced professionals in engineering and business for intergenerational exchange.
- **Women's Day in Science (Bilimde Kadınlar Günü)** — an initiative of the YTU Biotechnology and Genetics Club actively involving women in scientific fields.
- **Awareness-raising seminars** — on gender equality, gender-based violence, and women's health coordinated by the Women Studies Society.

Figure 2 **Examples of women-focused outreach and awareness activities at YTU**

Taken together, these strategic priorities, institutional mechanisms, research efforts, and outreach activities gained momentum with the implementation of the university's first Gender Equality Plan and are set to advance further under the second plan for the 2025–2030 period.

SECTION 2

Analysis of Gender-Disaggregated Data on YTU Staff and Students

This section presents gender-disaggregated data for academic staff, administrative staff, and students at YTU for the years 2022, 2023, and 2024.[23] This analysis lays the basis for identifying the priority areas of action, which will be elaborated in Section 3. The data collected and analysed follow the indicators recommended in the EIGE's Gender Equality in Academia and Research (GEAR) toolkit. These include:

- Number of permanent academic and administrative staff by gender,
- Numbers of women and men in academic and administrative decision-making positions,
- Gender distribution of academic staff by title,
- Number of women and men who left the organisation, including years of service,
- Numbers of staff by gender taking maternal leave,
- Number of staff receiving training,
- Number of female and male students at all levels.

To monitor gender-focused academic output, additional data were collected from the Graduate School of Social Sciences and the Graduate School of Science and Engineering on:

- Number of postgraduate theses completed between 2022 and 2024 that include the keyword 'gender'.

Furthermore, to provide a clearer picture of gender parity in research activities and funding, the following indicators were obtained from the YTU Scientific Research Coordination Unit:

- Percentage of women and men in selection committees for YTU Scientific Research Projects,
- Percentage of female and male principal investigators in submitted and selected projects,
- Percentage of female and male researchers in submitted and selected projects,
- Average funding amounts allocated to research projects led by women and men.[24]

I. Overview of key findings — YTU staff

As shown in Tables 3 and 4, the total number of academic staff in 2024 was 1735, comprising 830 women and 905 men, while the total number of permanent administrative staff was 688, including 293 women and 395 men. Between 2022 and 2024, the academic gender gap remained relatively stable around 4–5%, with women representing an average of 48% and men 52% of all academic staff, similar

23 This report considers only permanent academic and administrative staff to provide a more accurate representation of gender distribution. Contract-based staff, which were included in the previous reporting cycle, are excluded from the analysis.
24 All percentages presented in this section are calculated based on the total number within each relevant category and rounded to the nearest whole number.

to the previous assessment period. The administrative gender gap was larger but showed a gradual decline, reaching around 14% in 2024, with women constituting an average of 43% of permanent administrative staff over the period.

Table 3 Academic staff by gender (2022–2024)

Year	Male	Female	Total
2022	863	793	1656
2023	902	817	1719
2024	905	830	1735

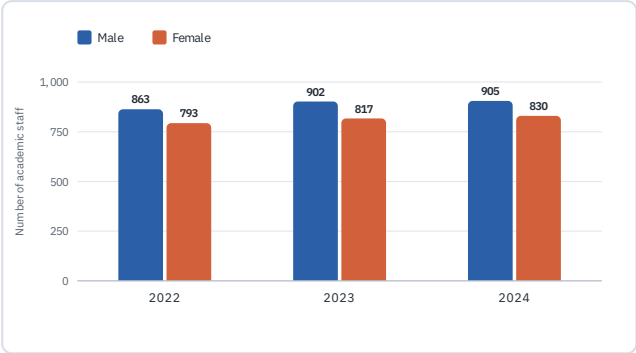
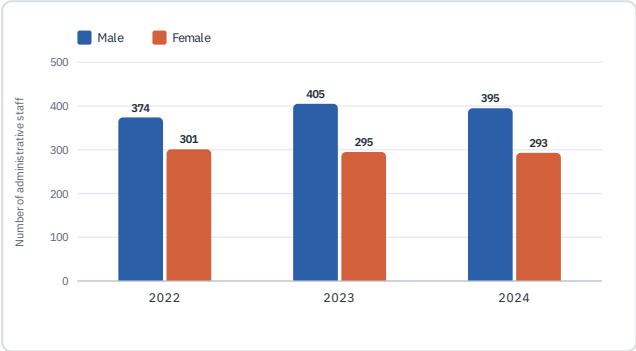


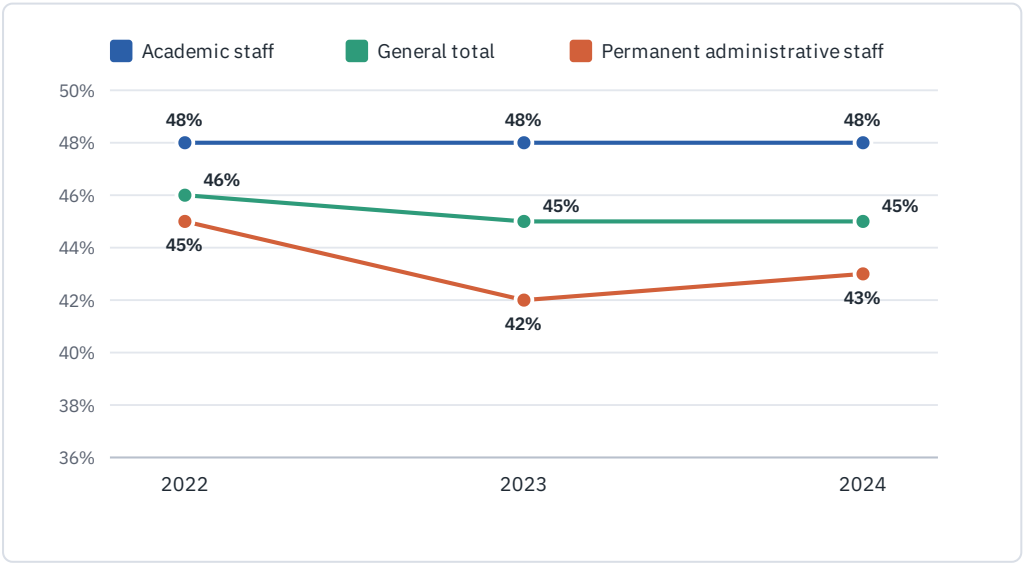
Table 4 Administrative staff by gender (2022–2024)

Year	Male	Female	Total
2022	374	301	675
2023	405	295	700
2024	395	293	688



Women represented approximately 45% of the combined academic and administrative staff between 2022 and 2024, corresponding to an overall gender gap of around 10% (see Figure 3). Across the three-year period, the proportion of female staff remained relatively stable, with no clear upward or downward trend. Compared to the previous reporting period, the overall figure shows no significant change.

Figure 3 Percentage of female academic & administrative staff



To assess gender composition in academic and administrative decision-making positions, five categories were considered: high-level academic management, mid-level academic management, high-level administrative management, mid-level administrative management, and board membership.[25] Consistent with the previous reporting cycle, women's representation between 2022 and 2024 shows a mixed but overall positive trend, with progress in some areas but a persistent gap in others (see Table 5 and Figure 4).

In high-level academic management positions, the number of women rose from 8 in 2022 to 14 in 2024, continuing the upward trend since 2020. Men also increased in this category (from 11 to 23), maintaining a gender gap in favour of men. Mid-level academic management positions declined for both genders, from 95 to 63 for women and from 206 to 137 for men, leaving men as the majority. Administrative positions remained relatively stable: women continued to outnumber men in high-level administrative roles (17 throughout the cycle), while women in mid-level administrative roles rose slightly from 36 to 40. Board memberships saw the most substantial increase in female representation, rising from 29 to 51 between 2022 and 2024.

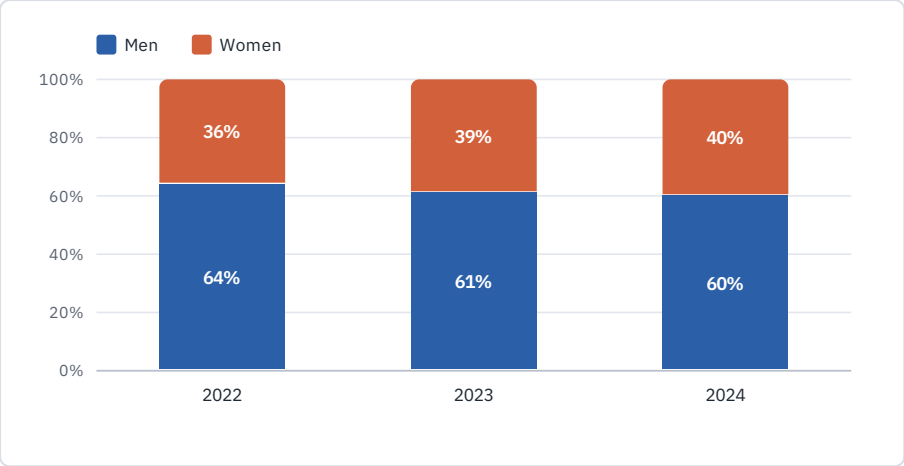
Table 5 Gender composition in academic & administrative decision-making positions

Position category	2022		2023		2024	
	Male	Female	Male	Female	Male	Female
Mid-level academic management position	206	95	198	82	137	63
High-level academic management position	11	8	20	13	23	14
Mid-level administrative management position	21	36	27	41	28	40
High-level administrative management position	11	17	12	17	12	17
Board membership	74	29	36	37	73	51
Total	**323**	**185**	**293**	**190**	**273**	**185**

Overall, women's representation in all decision-making categories increased from 36% in 2022 to 40% in 2024, reflecting a slow but consistent shift toward more balanced participation (Figure 4). While men remain the majority in most categories, the gradual narrowing of the gender gap signals steady progress toward more inclusive decision-making across the institution.

25 Annex 2 provides a detailed list of all academic and administrative decision-making positions falling under each category. It should be noted that although the five categories remain the same, the composition of positions within them and board memberships varies slightly across reporting cycles; thus, total numbers are not directly comparable, and the focus should remain on overall trends.

Figure 4 Gender composition of decision-making positions (2022–2024)



In this report cycle, data on the gender distribution of academic staff by title was collected for the first time, providing a clearer view of representation across ranks. Professors remain predominantly male, with women comprising 39% in 2022 and 40% in 2024, reflecting a modest narrowing of the gender gap from 23% to 19%. Among associate professors, women represent around 44% in 2024, with the gender gap decreasing from 13% to 11%. Research assistants demonstrate near gender parity, with the female share remaining just below 50% throughout the period. Assistant professors also show a relatively balanced composition. Instructors are the only group where women consistently outnumber men, although their total numbers have slightly declined since 2022. Overall, these figures illustrate that gender balance is more evident in lower and entry-level academic positions, while senior positions reflect gender disparities despite incremental improvements. Sustained attention to career progression and targeted support mechanisms for women will be crucial to further closing these gaps.

Table 6 Gender distribution of academic staff by title (2022–2024)

	2022			2023			2024		
Title	Male	Female	Total	Male	Female	Total	Male	Female	Total
Professor	220	139	359	248	163	411	260	176	436
Associate professor	156	121	277	160	125	285	169	135	304
Research assistant	221	212	433	235	221	456	243	223	466
Assistant professor	155	137	292	155	136	291	141	132	273
Instructor	111	184	295	104	172	276	92	164	256
Total	**863**	**793**	**1656**	**902**	**817**	**1719**	**905**	**830**	**1735**

As of 2024, a total of 96 academic and administrative staff left YTU, marking a slight decrease compared to 2022 (130) and 2023 (106), as well as the previous reporting period. Of these, 55 were male and 41 were women. Among academic staff, 41 men and 32 women departed in 2024, while administrative departures included 14 men and 9 women in 2024 (see Table 7).

Table 7 Number of staff who left YTU (2022–2024)

Seniority levels of staff	2022		2023		2024	
	Male	Female	Male	Female	Male	Female
Academic seniority (1–5 years)	22	15	6	3	10	6
Academic seniority (6–10 years)	22	9	4	7	6	4
Academic seniority (11–20 years)	7	5	14	9	12	7
Academic seniority (21–30 years)	2	9	4	9	5	10
Academic seniority (over 30 years)	10	5	4	4	8	5
Total academic staff	**63**	**43**	**32**	**32**	**41**	**32**
Administrative seniority (1–5 years)	0	3	3	5	3	0
Administrative seniority (6–10 years)	0	3	3	2	0	3
Administrative seniority (11–20 years)	5	5	4	9	5	3
Administrative seniority (21–30 years)	2	3	5	9	3	2
Administrative seniority (over 30 years)	0	3	2	1	3	1
Total administrative staff	**7**	**17**	**17**	**25**	**14**	**9**
Total academic and administrative staff	**70**	**60**	**49**	**57**	**55**	**41**

Between 2022 and 2024, a total of 76 staff members (both academic and administrative) took maternity leave, a number similar to that of the previous reporting period (see Table 8). The data shows a highly gendered pattern, with female staff accounting for the overwhelming majority of leaves (95%).

Table 8 Number of staff who took maternity leave (2022–2024)

Staff category	2022		2023		2024		Total
	Male	Female	Male	Female	Male	Female	
Academic staff	–	25	1	13	–	6	45
Administrative staff	1	12	–	11	2	5	31
Total	**1**	**37**	**1**	**24**	**2**	**11**	**76**

Between 2022 and 2024, a total of 1778 academic and administrative staff members received training provided by the University on topics such as professional development, equality principles and opportunities, occupational safety, and communication skills (see Table 9). Of these, 1021 were women and 757 were men, with women comprising 57% of all participants. The number of trained staff increased steadily each year, with the most significant rise observed in 2024.

Table 9 Participation in staff training by gender (2022–2024)

Staff category	2022		2023		2024		Total
	Male	Female	Male	Female	Male	Female	
Academic & administrative staff	169	252	214	272	374	497	1778

II. Overview of key findings — YTU students

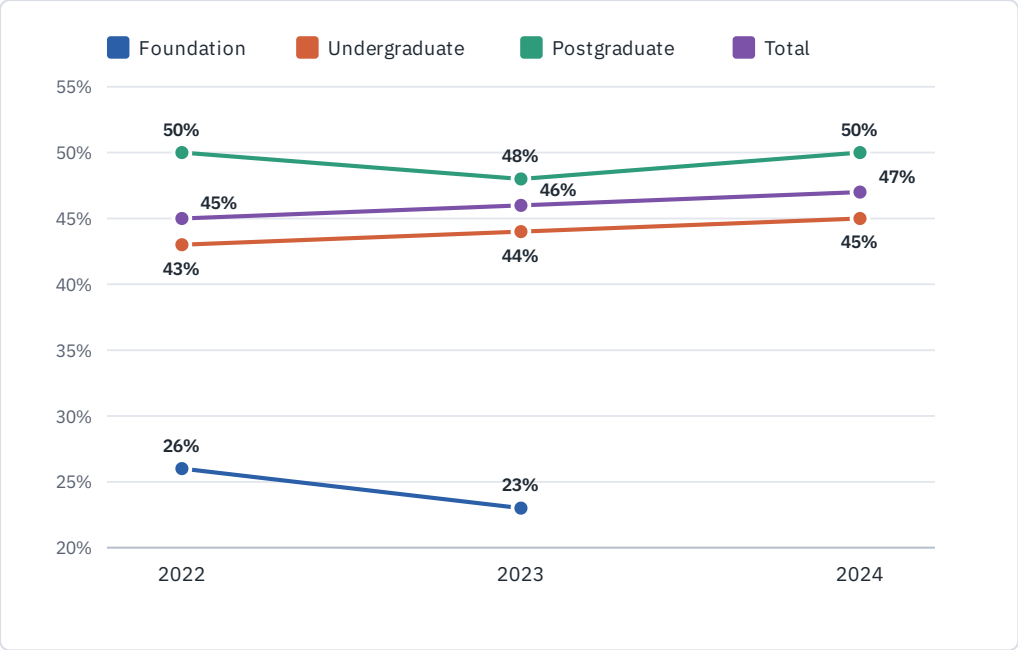
Table 10 presents the gender distribution of students across all levels (foundation, undergraduate, master's and doctoral programmes) for the 2022–2024 period. Similar to the previous reporting cycle, female enrolment showed a steady increase, while male student numbers fluctuated slightly. In 2022, there were 17,091 female and 20,785 male students, and the overall student body continued to grow in 2023, reaching 18,975 females and 22,652 males. By 2024, the number of female students rose to 19,546, while male enrolment slightly declined to 22,229. Across all years, men continued to outnumber women, but the gradual rise in female participation reflects a slow move toward a more balanced gender composition in the student population. By 2024, the gender gap across all levels had narrowed to around 6% in favour of men, showing a clear improvement compared to the previous reporting cycle, when the gap stood at 12% in 2021, 14% in 2020, and 18% in 2019.

Table 10 Student data by gender/degree (2022–2024)

	Foundation			Undergraduate			Postgraduate (Master's degree)			PhD			Overall total		
Year	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2022	137	47	184	15,338	11,749	27,087	3,837	3,801	7,638	1,473	1,494	2,967	20,785	17,091	37,876
2023	123	36	159	15,254	12,062	27,316	5,630	5,221	10,851	1,645	1,656	3,301	22,652	18,975	41,627
2024	0	0	0	15,183	12,357	27,540	5,506	5,487	10,993	1,540	1,702	3,242	22,229	19,546	41,775

Between 2022 and 2024, the proportion of female students increased across most programme types, with some variation by level of study (see Figure 5). Undergraduate enrolment rose from 43% to 45%, while postgraduate programmes reached gender parity at 50% in 2024. Overall, the total student body reflected this upward trend, increasing from 44% to 47% female over the same period. Foundation programmes, which had shown the lowest female representation, fluctuated between 26% and 23% before 2024 data became unavailable. This trajectory indicates continued progress toward gender balance, particularly at the postgraduate level.

Figure 5 Percentage of female students by degree (2022–2024)



III. Overview of key findings — YTU research

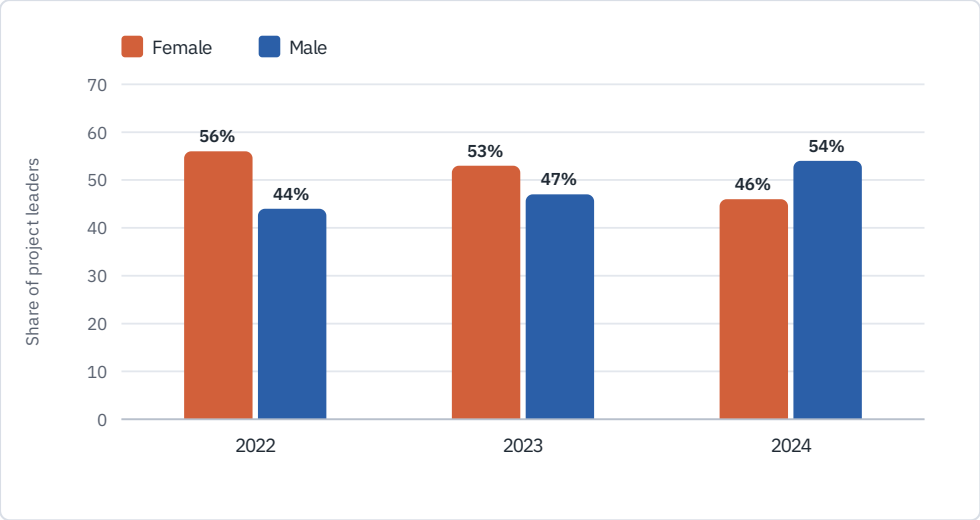
Between 2022 and 2024, the percentage of women in selection committees for YTU Scientific Research Projects was 44%, while the percentage of men was 56%. Compared to the previous reporting period, this represents an increase of 8% in women's representation. The gender gap decreased from 28% to 12%, indicating progress toward more balanced gender representation (see Table 11).

Table 11 Gender composition of project selection committees (2022–2024)

Committee	2022–2024				
	Male	Female	Male (%)	Female (%)	Total
YTU research project selection committee members	9	7	56%	44%	16

Between 2022 and 2024, a total of 851 YTU scientific research projects were conducted, with women leading 52% and men 48% of these projects. This reflects a relatively balanced gender representation and a continuation of the trend in women's leadership compared to 50% in 2021. In 2022, women accounted 56% of project leaders, followed by 53% in 2023 and 46% in 2024. While the three-year average highlights women's strong involvement in research leadership, the downward shift in 2024 suggests the importance of monitoring and sustaining women's representation over time (see Figure 6).

Figure 6 Gender distribution of project leaders in YTU research projects (2022–2024)



Between 2022 and 2024, a total of **2,107 researchers** were involved in scientific research projects at Yıldız Technical University. On average, **52% of researchers were women** and **48% were men**, indicating a balanced and stable gender distribution over the three-year period. In 2022, women constituted **53%** of researchers; in 2023, this figure slightly declined to **51%** and rose again to **52%** in 2024 (see Figure 7).

Figure 7 Gender distribution of researchers in YTU research projects (2022–2024)

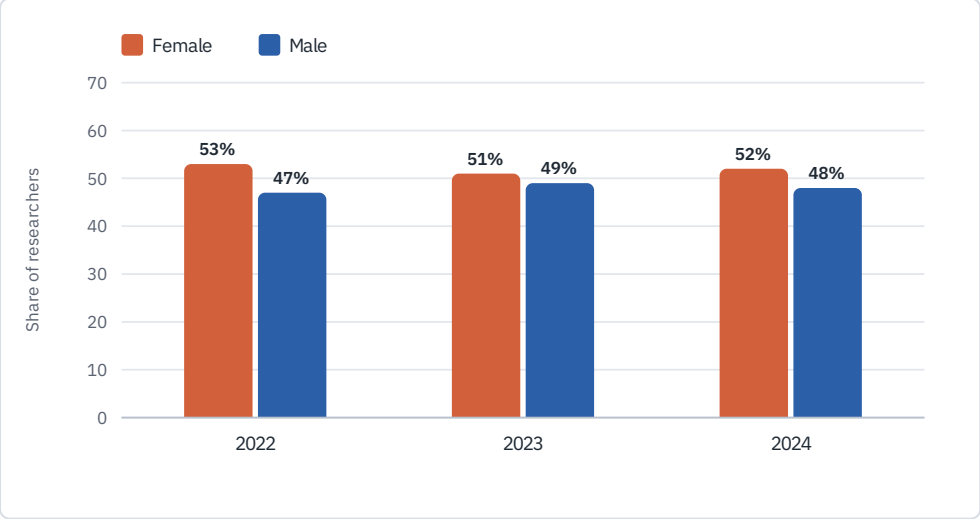
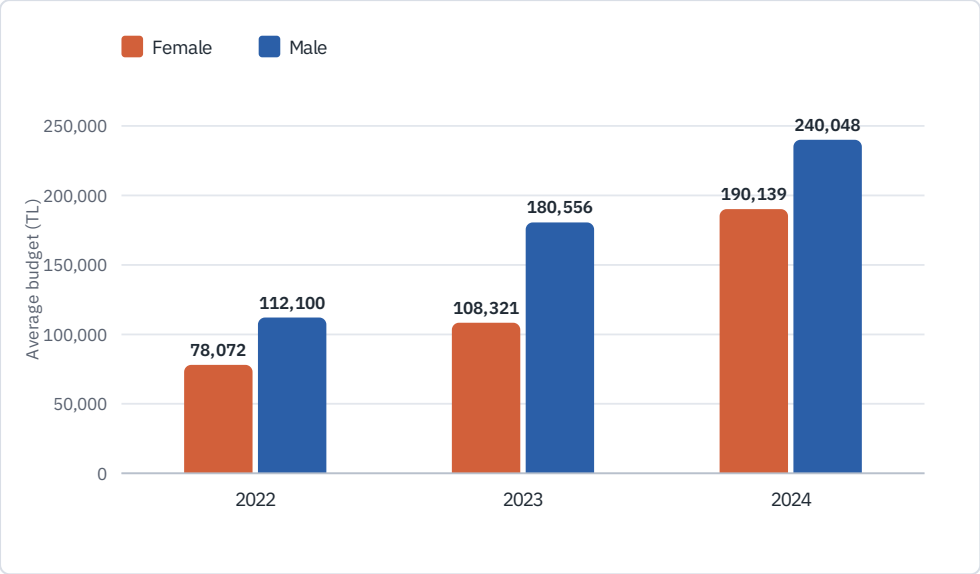


Figure 8 illustrates the average amount of funding allocated to research projects conducted by women and men. Across 2022–2024, female project leaders received approximately 42% of the total research funding, while male leaders received around 58%, indicating a notable gender gap in resource allocation. This contrasts with 2021, when women-led projects, on average, received higher funding than those led by men.

Figure 8 Average funding allocated to YTU research projects by gender (2022–2024)



Finally, as part of monitoring gender-focused academic output, data from the Graduate Schools of Social Sciences and Science and Engineering indicate that 4 postgraduate theses completed between 2022 and 2024 include the keyword 'gender'. Overall, these findings reflect steady progress toward gender balance in research leadership and participation at YTU. To sustain this progress, continued efforts are needed to address funding disparities, expand gender-focused academic output, and ensure equitable access to research opportunities. Ongoing monitoring and the implementation of targeted support mechanisms will be essential to achieving these goals, which will be further detailed in the forthcoming Action Plan.

SECTION 3

Key Objectives and Action Plan

Key Objectives

The preparation of this updated Gender Equality Plan, together with the data and findings outlined in earlier sections, highlights the importance of consolidating and advancing gender equality policies across the university. The main areas identified for further development include: (1) strengthening institutional capacity and resources, (2) systematic data collection and monitoring, (3) promoting balanced participation in decision-making and leadership roles, (4) integrating gender perspectives into research and teaching, (5) increase awareness and building knowledge on gender equality, and (6) reinforcing measures to prevent gender-based discrimination and harassment. To support progress in these areas, Yıldız Technical University will prioritise the following objectives:

1. **Consolidate institutional structures and mainstream gender equality across university governance, policies, and practices**
2. **Enhance data-driven gender equality monitoring and evaluation**
3. **Improve gender balance in academic and administrative leadership and decision-making positions**
4. **Promote the integration of gender perspectives in academic research and teaching**
5. **Advance knowledge, awareness, and engagement on gender equality across the university**
6. **Strengthen and sustain mechanisms for preventing gender-based discrimination, sexual harassment, and sexual violence**

Action Plan

For each of these objectives, dedicated actions will be carried out within a five-year timeframe (January 2025 – December 2030). Each action is outlined in detail below, including its description, intended timeframe, key indicators, target groups, allocated resources, and responsible units/stakeholders.

OBJECTIVE 1

Consolidate institutional structures and mainstream gender equality across university governance, policies, and practices

This objective builds on the foundational efforts of the 2022–2024 Gender Equality Plan by further embedding gender equality mechanisms into university structures and ensuring that gender equality is systematically integrated into institutional policies and governance practices.

Action 1.1 Maintain and strengthen the Gender Equality Committee

This action continues the work of the Gender Equality Committee (hereafter Committee), which was successfully established under the Commission on Equality of Opportunity and Non-Discrimination (hereafter Commission) in line with the previous GEP cycle (see GEP 2022–2024, Action 1.1). The Committee remains the core body responsible for overseeing GEP implementation. Its tasks include data monitoring, policy review, awareness-raising, and training activities in collaboration with university bodies. During the 2025–2030 plan period, the Committee will continue these responsibilities and extend its outreach across disciplines and units. Membership will be reviewed periodically to maintain inclusive and interdisciplinary representation. In coordination with the Commission and other relevant university bodies, the Committee will:

- Monitor, supervise, and evaluate institutional data collection in compliance with the Law on the Protection of Personal Data
- Set institutional indicators and targets based on gender-disaggregated data
- Review policies and documents in alignment with the GEP
- Monitor progress on GEP actions and publish annual internal implementation reports
- Develop and revise the GEP as needed
- Support research and teaching on gender equality
- Organise awareness-raising activities
- Carry out training, project development, and networking initiatives

Timeframe	2025–2030 (continuous, reviewed annually)
Indicator	Regular committee meetings held; internal annual and mid-term implementation reports submitted; membership list reviewed and updated as needed
Target group	Academic/administrative staff, students, Rectorate
Allocated resources	Continued support from the university's financial, technical, and human resources
Responsible units	Gender Equality Committee, Commission on Equality of Opportunity and Non-Discrimination, Rectorate

Action 1.2 Maintain the role of the YTU Gender Equality Representative (GER)

The appointment of a Gender Equality Representative (GER) was successfully completed in the early phase of the previous GEP (see GEP 2022–2024, Action 1.2). The GER continues to coordinate the implementation of the current GEP, act as a liaison between the Committee and university bodies and support the integration of gender sensitive practices across the university. The GER's term, along with the Committee's membership, will be reviewed and renewed periodically.

Timeframe	2025–2030 (continuous, reviewed annually)
Indicator	GER actively coordinates and represents the Committee; responsibilities documented in internal annual activity reports
Target group	Academic/administrative staff, students, Rectorate
Allocated resources	University's human, financial and technical resources
Responsible units	Gender Equality Committee, Commission on Equality of Opportunity and Non-Discrimination, Rectorate

Action 1.3 Review and align institutional policies with the Gender Equality Plan

A review of internal policies will be carried out with reference to gender equality principles to ensure consistency and identify areas for reform. Building on the initial reviews conducted during the first plan period (see GEP 2022–2024, Action 1.3), this cycle will focus on implementing necessary adjustments and engaging high-level management with targeted policy briefs.

Timeframe	Review completed by 2026; follow-up annually
Indicator	One review report delivered to university management with proposed adjustments
Target group	Rectorate, University Management Board, academic/administrative units
Allocated resources	Coordinated use of university's legal, administrative, and strategic planning resources
Responsible units	GER, Gender Equality Committee, Rectorate

Action 1.4 Mainstream gender equality perspective in strategic university documents and plans

This action focuses on ensuring that gender equality principles are integrated into the University's broader strategic priorities, including official reports, institutional strategies, and planning documents. It extends the work initiated under the 2022–2024 GEP (see GEP 2022–2024, Action 1.4), prioritizing continued engagement with university management and governance bodies.

Timeframe	Initial implementation by December 2026; progress reviewed annually
Indicator	At least three meetings held with the university senior management
Target group	Academic/administrative staff, Rectorate, University Management Board
Allocated resources	This action will be carried out by the GER, the Gender Equality Committee in coordination with the Commission, Quality Coordinator Unit and the approval of the university high level management. Financial, technical and human resources of the university will be used
Responsible units	GER, Gender Equality Committee, Rectorate

OBJECTIVE 2

Enhance data-driven gender equality monitoring and evaluation

This objective extends the groundwork laid in the previous GEP cycle by further institutionalising the collection, analysis, and use of gender-disaggregated data to support evidence-based decision-making and accountability.

Action 2.1 Systematically collect and monitor institutional data disaggregated by gender

This action builds on the data collection efforts initiated during the 2022–2024 plan period. It aims to further develop a formal and consistent mechanism for gathering institutional data disaggregated by gender and other relevant variables to monitor progress, identify discrepancies, and inform policy development. In response to a limitation identified in the previous reporting cycle, greater emphasis will also be placed on the collection of qualitative data to better capture gendered experiences and context-specific dynamics (see Action 2.3 below). Tools and procedures will be refined and institutionalised in cooperation with the IT department and other relevant units.

Timeframe	2025–2030 (continuous data collection with key milestones from M6–M36)
Indicators	Tools and procedures for gender-disaggregated data collection finalised; regular data monitoring conducted and documented
Target group	Academic/administrative units, Rectorate
Allocated resources	Support from the university's IT department, academic and administrative staff, and available financial and technical resources
Responsible units	GER, Gender Equality Committee, Commission on Equality of Opportunity and Non-Discrimination, Department of IT, Sociopark

Action 2.2 Regularly review and share gender-disaggregated data to support equality targets

Building on the institutional data infrastructure developed in the 2022–2024 plan period, this action aims to systematically review and analyse the collected data and translate it into actionable insights. Results will be shared with relevant university units to facilitate internal target-setting and accountability mechanisms. The Gender Equality Committee, together with the GER, will coordinate monitoring and ensure that progress is assessed regularly and transparently (see GEP 2022–2024, Action 2.2).

Timeframe	From M6 onwards, with periodic reviews throughout the 2025–2030 plan cycle
Indicators	Institutional targets for gender equality identified and shared with the relevant units of the University; progress monitored and reported annually
Target group	Academic/administrative staff, students, Rectorate
Allocated resources	This action will be implemented by the GER and the Gender Equality Committee in coordination with the Commission and other relevant academic and administrative units. It will draw on the research expertise of the Committee, as well as the university's financial, technical, and human resources
Responsible units	GER, Gender Equality Committee

Action 2.3 Conduct in-depth research on gender equality through surveys, interviews and focus group discussions

This action addresses a key limitation of the previous GEP cycle, where limited primary research was conducted on gendered experiences within the university. To fill this gap, the 2025–2030 plan places renewed emphasis on the collection of qualitative and quantitative data through staff and student surveys, in-depth interviews, and focus group discussions. This research will help identify barriers to gender equality and inform evidence-based interventions.

Timeframe	M6–M48 (initial data collection and analysis), with the possibility of follow-up studies or targeted updates toward the end of the plan period
Indicators	Research instruments developed and tested; surveys, interviews, and focus groups conducted across diverse groups
Target group	Academic/administrative staff, students, Rectorate
Allocated resources	This action will be carried out by the GER and the Gender Equality Committee, in collaboration with the Commission on Equality of Opportunity and Non-Discrimination, the Dean of Students Office, Sociopark, and other relevant academic/administrative units of the university. It will draw on the university's research expertise and available financial, technical and human resources
Responsible units	GER, Gender Equality Committee, Sociopark, relevant academic/administrative units

Action 2.4 Prepare internal reports on progress towards the actions and targets set for gender equality and share them with relevant university bodies

This action aims to enhance internal accountability and promote continuous institutional learning by preparing structured progress reports throughout the implementation of the GEP. These reports will summarise progress toward the plan's objectives and indicators, identify challenges, and inform further actions. Reports will be shared with the Rectorate and other relevant governance units for review and strategic input. The focus will remain on internal dissemination to facilitate honest reflection and learning, rather than public release.

Timeframe	One report every two years (2026, 2028, 2030)
Indicator	Three internal progress reports prepared and shared with relevant university bodies
Target group	University management, academic/administrative staff, Gender Equality Committee
Allocated resources	This action will be led by the Gender Equality Committee in collaboration with the university governance bodies. It will draw on the Committee's expertise as well as the financial, technical, and human resources available within the university
Responsible units	GER, Gender Equality Committee, Rectorate

OBJECTIVE 3

Improve gender balance in academic and administrative leadership and decision-making positions

This objective builds on earlier efforts by promoting greater awareness and institutional responsibility to ensure inclusive representation in decision-making bodies and support a more gender-responsive governance culture.

Action 3.1 Promote awareness and commitment to gender balance in decision-making positions

Despite steady progress in women's participation in decision-making positions, men continue to outnumber women, particularly in high-level academic roles. Building on the initial steps taken in the 2022–2024 GEP, this action seeks to deepen institutional awareness and accountability regarding gender balance in key decision-making bodies such as boards, councils, and committees. Awareness-raising activities will engage senior leadership and governance structures to highlight the value of inclusive representation. The action will also initiate efforts to identify structural and cultural barriers that limit women's access to leadership roles, setting the stage for future targeted measures.

Timeframe	2025–2030 (continuous, reviewed annually)
Indicators	Number of meetings, workshops, or briefings conducted with senior leadership; documented progress in the gender distribution of decision-making roles across academic and administrative structures
Target group	University senior management, Rectorate, academic and administrative staff
Allocated resources	The action will be carried out by the GER, the Gender Equality Committee and the Commission on Equality and Non-Discrimination in cooperation with university governance bodies. Activities will be supported by the university's institutional, technical, and human resources
Responsible units	GER, Gender Equality Committee, Commission on Equality and Non-Discrimination, Rectorate

OBJECTIVE 4

Promote the integration of gender perspectives in academic research and teaching

This objective expands on earlier efforts by supporting the systematic inclusion of gender dimensions in research activities, course content, and academic innovation, while fostering interdisciplinary collaboration across faculties and research units.

Action 4.1 Strengthen the integration of gender perspectives in research and teaching through data monitoring and interdisciplinary collaboration

Building on previous efforts (see GEP 2022–2024, Action 4.1), this action aims to promote the systematic inclusion of gender dimensions in academic research, innovation, and teaching. It will support the regular collection and analysis of data on courses, publications, projects, dissertations, and patents that engage with gender-related themes. In collaboration with the Scientific Research Coordination Unit, Sociopark and Technopark, the action will also seek opportunities to encourage researchers to adopt gender-aware approaches and foster interdisciplinary partnerships that embed gender perspectives into academic work and innovation-driven outputs.

Timeframe	2025–2030 (continuous, with key activities and data reviews scheduled annually)
Indicators	Number of academic outputs (courses, publications, projects, dissertations and innovations) engaging with gender issues; new interdisciplinary initiatives or partnerships focusing on gender
Target group	Academic/administrative staff, researchers, students, Rectorate
Allocated resources	The action will be implemented by the GER and the Gender Equality Committee in collaboration with the Scientific Research Coordination Unit, Sociopark, the International Projects Office, and the Department of IT. Institutional, technical, and human resources of the university will be mobilised to support these activities
Responsible units	GER, Gender Equality Committee, Scientific Research Coordination Unit, Department of IT, International Projects Office, Sociopark, Technopark

Action 4.2 Develop and implement institutional guidelines for integrating gender perspective in research and teaching

As the previous plan cycle highlighted the need (see GEP 2022–2024, Action 4.2) but lacked full implementation, this action renews the commitment to establish clear institutional guidelines for incorporating gender perspectives across research and teaching. It will involve a participatory process with relevant academic units, aiming to ensure disciplinary adaptability and practical usability. The development phase will be followed by pilot implementation and annual review to monitor uptake and relevance.

Timeframe	M12–M48 (Guideline development by M24; piloting and monitoring between M24–M48)
Indicator	Institutional guidelines developed and circulated; pilot implementation and progress review conducted annually thereafter
Target group	Academic/administrative staff, students, Rectorate
Allocated resources	This action will be led by the GER and Gender Equality Committee, in cooperation with the Scientific Research Coordination Unit, relevant academic units and with the approval of university leadership. Financial, technical and human resources of the university will be allocated
Responsible units	GER, Gender Equality Committee, Scientific Research Coordination Unit, academic units, Rectorate

Action 4.3 Design and pilot strategies and incentives to support the integration of gender dimension in academic curricula & research projects at YTU

Initially introduced in the 2022–2024 GEP, this action was only partially implemented due to the university's early-stage efforts in establishing its first institutional gender equality framework. In the 2025–2030 cycle, the action will be expanded with a stronger emphasis on developing practical and scalable strategies to integrate gender dimensions into both teaching and research. In partnership with the Scientific Research Coordination Unit, academic departments, Sociopark, and Technopark, efforts will focus on designing and piloting incentive mechanisms, such as research grant criteria, awards, and curriculum support tools, that encourage gender-aware academic practice.

Timeframe	M12–M48 (Strategy development and piloting by M30; evaluation and scale-up planning by M48)
Indicators	Strategies developed by M24; pilot activities completed and evaluated by M48; institutional incentive mechanisms proposed and refined
Target group	Academic/administrative staff, students, Rectorate
Allocated resources	This action will be led by the GER and the Gender Equality Committee together with the Scientific Research Coordination Unit, academic units, Sociopark, and with the support of university leadership. Financial, technical and human resources of the university will be utilised
Responsible units	GER, Gender Equality Committee, Scientific Research Coordination Unit, academic units, Rectorate, Sociopark, Technopark

Action 4.4 Strengthen women's leadership and access to research funding and networks

Between 2022 and 2024, women led 52% of YTU research projects, demonstrating strong representation. However, they received 42% of the total research funding, revealing a gender gap in resource allocation. This action focuses on creating more inclusive research environments by expanding institutional support for women's access to opportunities, leadership positions and collaborative research networks at the national and international level.

Timeframe	2025–2030 (continuous, reviewed annually)
Indicators	Share of female academic staff leading or participating in research projects at national and international levels; share of female academic staff engaged in research networks and collaborative projects; number of institutional initiatives implemented to promote gender balance in research leadership and funding access
Target group	Academic/administrative staff, students, Rectorate
Allocated resources	This action will be coordinated by the GER and the Gender Equality Committee, in collaboration with the Scientific Research Coordination Unit, International Projects Office, Technology Transfer Office (TTO), and other relevant academic units. University financial, technical, and human resources will be mobilised to ensure effective implementation
Responsible units	GER, Gender Equality Committee, Scientific Research Coordination Unit, International Projects Office, TTO

OBJECTIVE 5

Advance knowledge, awareness, and engagement on gender equality across the university

During the 2025–2030 cycle, YTU will consolidate and expand efforts to embed gender equality into the institutional culture. Building on the training programmes and awareness initiatives from the previous cycle, this objective focuses on enhancing knowledge, fostering awareness, and encouraging active engagement across all levels of the university community. Through structured training, mentoring opportunities, and diverse awareness activities, the university aims to create a sustainable and inclusive environment where gender equality is actively recognised, supported, and practised.

Action 5.1 Expand and institutionalise gender equality training and support mechanisms

Building on initiatives from the previous cycle, YTU will continue to deliver and expand training programmes, mentoring opportunities, and awareness activities to enhance understanding of gender equality. Efforts during 2025–2030 will focus on broadening participation, integrating training into institutional routines, and consolidating earlier work into sustainable mechanisms.

Timeframe	2025–2030 (continuous, with core activities and trainings reviewed annually)
Indicators	Number of training sessions and mentoring/support programmes implemented; number of participants reached; integration of training into university routines
Target group	Academic/administrative staff, students, Rectorate
Allocated resources	Led by the GER and the Gender Equality Committee, with support from the Commission on Equality and Non-Discrimination and the Office of the Dean of Student Affairs. University financial, technical, and human resources will be mobilised to ensure implementation
Responsible units	GER, Gender Equality Committee, Commission on Equality and Non-Discrimination, Office of the Dean of Student Affairs, Rectorate

Action 5.2 Broaden university-led awareness and engagement activities on gender equality

Building on earlier initiatives, YTU will strengthen and expand institution-led activities to raise awareness of gender equality across the university. These activities will include workshops, seminars, campaigns, and public events designed and coordinated at the institutional level. From 2025–2030, the focus will be on integrating these programmes into the university's academic and social calendar, ensuring visibility through social media, the university website, and campus communication channels. Student clubs will be invited to participate to extend reach and engagement.

Timeframe	2025–2030 (programmes organised annually, with impact reviewed each year)
Indicators	Number and type of awareness activities organised annually; level of participation across academic, administrative, and student groups; evidence of integration into university events calendar and communication channels
Target group	Academic/administrative staff, students, relevant stakeholders
Allocated resources	Coordinated by the GER and Gender Equality Committee with support from the Commission, Office of the Dean of Student Affairs, Directorate of Health, Culture and Sports, and student clubs for outreach. Financial, technical, and human resources of the university will be mobilised
Responsible units	GER, Gender Equality Committee, Commission on Equality and Non-Discrimination, Office of the Dean of Student Affairs, Directorate of Health, Culture and Sports, student clubs

Action 5.3 Empower student and staff-led initiatives for gender equality

This action will support bottom-up initiatives led by students and staff to promote gender equality and an inclusive university culture. Building on previous efforts, YTU will provide guidance for student and staff-driven awareness and engagement initiatives. These initiatives will focus on participatory engagement and peer-to-peer learning, complementing university-led programmes under Action 5.2. Outputs will be showcased via student clubs, the university website, social media, and campus events to encourage broader engagement.

Timeframe	2025–2030 (initiatives supported continuously, with annual review of outcomes)
Indicators	Number and diversity of student/staff-led initiatives supported annually; participation and engagement levels; visibility and dissemination through university and student communication channels
Target group	Students, academic/administrative staff
Allocated resources	Coordinated by GER and the Gender Equality Committee with support from the Commission, Office of the Dean of Student Affairs, Directorate of Health, Culture and Sports, and student clubs. Financial, technical, and human resources of the university will be mobilised to provide facilitation and support
Responsible units	GER, Gender Equality Committee, Commission on Equality and Non-Discrimination, Office of the Dean of Student Affairs, Directorate of Health, Culture and Sports, student clubs, staff initiative groups

OBJECTIVE 6

Strengthen and sustain mechanisms for preventing gender-based discrimination, sexual harassment, and sexual violence

This objective builds on the mechanisms developed before and during the 2022–2024 GEP, focusing on strengthening complaint procedures, increasing the visibility of support systems, and ensuring a safe and inclusive campus environment.

Action 6.1 Review and enhance complaint and support procedures

Building on the initial reviews and improvements conducted under the previous GEP, this action will reassess and improve procedures for reporting, investigating, and supporting cases of discrimination and harassment to ensure effectiveness, compliance with regulations, and user-friendliness.

Timeframe	2025–2027, reviewed annually throughout the cycle
Indicators	Procedures reviewed; documented improvements implemented and communicated to the university community
Target group	Academic/administrative staff, students, Rectorate
Allocated resources	Coordinated through GER, Gender Equality Committee, Commission, and Board on the Prevention of Sexual Harassment and Sexual Assault, with approval from university senior management. Financial, technical and human resources of the university will be used
Responsible units	GER, Gender Equality Committee, Commission on Equality and Non-Discrimination, Board on the Prevention of Sexual Harassment and Sexual Assault

Action 6.2 Improve visibility and accessibility of information on support mechanisms

This action aims to ensure all policies, reporting procedures, and support resources are clearly communicated and accessible across institutional platforms, including the website and key campus locations.

Timeframe	2025–2026, reviewed annually throughout the cycle
Indicators	Updated and visible materials published on all institutional platforms; accessibility reviewed annually
Target group	Academic/administrative staff, students, Rectorate
Allocated resources	Led by the GER and Gender Equality Committee with the Commission and the Board on the Prevention of Sexual Harassment and Sexual Assault. Financial, technical and human resources of the university will be used
Responsible units	GER, Gender Equality Committee, Commission on Equality and Non-Discrimination, Board on the Prevention of Sexual Harassment and Sexual Assault

Action 6.3 Launch targeted awareness and prevention campaigns on gender-based violence

This action will expand prior awareness efforts by developing structured communication strategies and targeted campaigns that promote zero tolerance for gender-based violence. While included in the previous plan, full implementation will be materialised in this cycle.

Timeframe	2025–2027, reviewed annually throughout the cycle
Indicators	At least one communication strategy and one campaign developed and implemented
Target group	Academic/administrative staff, students, Rectorate
Allocated resources	GER, Gender Equality Committee, Commission, and the Board on the Prevention of Sexual Harassment and Sexual Assault will collaborate with the approval of the university senior management. Financial, technical and human resources of the university will be used
Responsible units	GER, Gender Equality Committee, Commission on Equality and Non-Discrimination, Board on the Prevention of Sexual Harassment and Sexual Assault

Action 6.4 Incorporate anti-discrimination modules into trainings

In continuation of the previous plan's training activities, this action will integrate content on discrimination, harassment, and unconscious gender bias into all gender equality training modules delivered during this period. While included in the previous plan, full implementation will be materialised in this cycle.

Timeframe	2025–2030, reviewed annually throughout the cycle
Indicators	Topics incorporated into training content (linked to Action 5.1); number of participants recorded
Target group	Academic/administrative staff, students, relevant stakeholders
Allocated resources	Coordinated by the GER and Gender Equality Committee, in cooperation with the Commission on Equality and Non-Discrimination and the Board on the Prevention of Sexual Harassment and Sexual Assault, with the approval of the university senior management. Financial and technical resources of the university will be used
Responsible units	GER, Gender Equality Committee, Commission on Equality and Non-Discrimination, Board on the Prevention of Sexual Harassment and Sexual Assault

ANNEX 1

Objectives and Action Plan for GEP 2025–2030

In this Annex, 'GER' refers to Gender Equality Representative, 'Committee' refers to Gender Equality Committee and 'Commission' refers to Commission on Equality of Opportunity and Non-Discrimination.

Objective 1 Consolidate institutional structures and mainstream gender equality across university governance, policies, and practices

Action	Timeframe	Indicators	Target group	Allocated resources	Responsible units/stakeholders
1.1. Maintain & strengthen the Gender Equality Committee	2025–2030 (continuous, reviewed annually)	Regular meetings held; annual/mid-term reports; membership list reviewed/updated	Academic/administrative staff, students, Rectorate	University financial, technical & human resources	Gender Equality Committee, Commission on Equality of Opportunity and Non-Discrimination, Rectorate
1.2. Maintain the role of the YTU Gender Equality Representative (GER)	2025–2030 (continuous, reviewed annually)	GER coordinates & represents Committee; documented in internal annual reports	Academic/administrative staff, students, Rectorate	University human, financial & technical resources	Committee, Commission, Rectorate
1.3. Review & align institutional policies with the Gender Equality Plan	Review by 2026; follow-up annually	One internal review report delivered with proposed adjustments	Academic/administrative units, University Management Board, Rectorate	University legal, administrative & strategic planning resources	GER, Committee, Rectorate
1.4. Mainstream gender equality perspective in strategic university documents & plans	Initial implementation Dec 2026; reviewed annually	At least three meetings with senior management	Academic/administrative staff, Rectorate, University Management Board	University financial, technical & human resources	GER, Gender Equality Committee, Rectorate

Objective 2 Enhance data-driven gender equality monitoring and evaluation

Action	Timeframe	Indicators	Target group	Allocated resources	Responsible units/stakeholders
2.1. Systematically collect & monitor institutional data disaggregated by gender	2025–2030 (continuous, key milestones M6–M36)	Tools for data collection finalised; regular monitoring documented	Academic/administrative units, Rectorate	University IT, financial, technical & human resources	GER, Committee, Department of IT, Sociopark
2.2. Regularly review & share gender-disaggregated data to support equality targets	From M6 onwards, periodic reviews 2025–2030	Targets set & shared; progress reviewed annually	Academic/administrative staff, students, Rectorate	University financial, technical & human resources	GER, Committee
2.3. Conduct in-depth research on gender equality through surveys, interviews & focus groups	M6–M48, with potential follow-up studies	Research instruments developed & conducted	Academic/administrative staff, students, Rectorate	University financial, technical & human resources	GER, Committee, Sociopark, relevant academic/administrative units
2.4. Prepare internal reports on progress towards gender equality targets and share with relevant university bodies	2026, 2028, 2030	Three internal progress reports prepared & shared	Academic/administrative staff, University Management, Gender Equality Committee	University financial, technical & human resources	GER, Gender Equality Committee, Rectorate

Objective 3 Improve gender balance in academic and administrative leadership and decision-making positions

Action	Timeframe	Indicators	Target group	Allocated resources	Responsible units/stakeholders
3.1. Promote awareness & commitment to gender balance in decision-making positions	2025–2030 (continuous, reviewed annually)	Meetings with senior leadership; documented progress in gender distribution	University management, Rectorate, academic/administrative staff	University institutional, technical & human resources	GER, Committee, Commission, Rectorate

Objective 4 Promote the integration of gender perspectives in academic research and teaching

Action	Timeframe	Indicators	Target group	Allocated resources	Responsible units/stakeholders
4.1. Strengthen the integration of gender perspectives in research & teaching through data monitoring & interdisciplinary collaboration	2025–2030 (continuous, annual data review)	Number of academic outputs engaging with gender issues; new interdisciplinary initiatives	Academic/administrative staff, researchers, students, Rectorate	University institutional, technical, IT & human resources	GER, Committee, Scientific Research Coordination Unit, Sociopark, Technopark, Dept. of IT, International Projects Office
4.2. Develop & implement institutional guidelines for integrating gender perspectives in research & teaching	M12–M48 (piloting & review M24–M48)	Guidelines developed & piloted; annual progress review conducted	Academic/administrative staff, students, Rectorate	University institutional, technical & human resources	GER, Committee, Scientific Research Coordination Unit, academic units, Rectorate
4.3. Design & pilot strategies and incentives to support the integration of gender dimension in academic curricula & research projects at YTU	M12–M48 (strategy & pilot by M30; evaluation by M48)	Strategies & incentive mechanisms developed & piloted; evaluation plans completed	Academic/administrative staff, students, Rectorate	University institutional, technical & human resources	GER, Committee, Scientific Research Coordination Unit, academic units, Sociopark, Technopark, Rectorate
4.4. Strengthen women's leadership & access to research funding and networks	2025–2030 (continuous, annual review)	Share of women leading/participating in research projects & networks; number of institutional initiatives	Academic/administrative staff, students, Rectorate	University institutional, technical & human resources	GER, Committee, Scientific Research Coordination Unit, International Projects Office, TTO

Objective 5 Advance knowledge, awareness, and engagement on gender equality across the university

Action	Timeframe	Indicators	Target group	Allocated resources	Responsible units/stakeholders
5.1. Expand & institutionalise gender equality training & support mechanisms	2025–2030 (continuous, reviewed annually)	Number of training sessions/mentoring programmes; participants reached	Academic/administrative staff, students, Rectorate	University financial, technical & human resources	GER, Committee, Commission, Office of the Dean of Student Affairs, Rectorate
5.2. Broaden university-led awareness & engagement activities on gender equality	2025–2030 (annual, with impact review)	Number & type of awareness activities; participation level; evidence of integration/dissemination	Academic/administrative staff, students, relevant stakeholders	University financial, technical & human resources	GER, Committee, Commission, Office of the Dean of Student Affairs, Directorate of Health, Culture & Sports, Student Clubs
5.3. Empower student & staff-led initiatives for gender equality	2025–2030 (continuous, with annual review of outcomes)	Number & diversity of initiatives; participation levels; visibility & dissemination	Academic/administrative staff, students	University financial, technical & human resources	GER, Committee, Commission, Office of the Dean of Student Affairs, Directorate of Health, Culture & Sports, Student Clubs, Staff Initiative Groups

Objective 6 Strengthen and sustain mechanisms for preventing gender-based discrimination, sexual harassment, and sexual violence

Action	Timeframe	Indicators	Target group	Allocated resources	Responsible units/stakeholders
6.1. Review & enhance complaint and support procedures	2025–2027, reviewed annually throughout the cycle	Procedures reviewed; improvements documented & implemented	Academic/administrative staff, students, Rectorate	University financial, technical & human resources	GER, Gender Equality Committee, Commission on Equality and Non-Discrimination, Board on the Prevention of Sexual Harassment and Sexual Assault
6.2. Improve visibility & accessibility of information on support mechanisms	2025–2026, reviewed annually throughout the cycle	All relevant materials reviewed, updated, published across university communication channels	Academic/administrative staff, students, Rectorate	University financial, technical & human resources	
6.3. Launch targeted awareness & prevention campaigns on gender-based violence	2025–2027, reviewed annually throughout the cycle	At least one communication strategy & one campaign developed & implemented	Academic/administrative staff, students, Rectorate	University financial, technical & human resources	
6.4. Incorporate anti-discrimination modules into trainings	2025–2030, reviewed annually throughout the cycle	Topics incorporated into training content; number of participants	Academic/administrative staff, students, relevant stakeholders	University financial & technical resources	

ANNEX 2

Categories of Academic and Administrative Decision-making Positions

> In this Annex, positions that include the designation *Vekili* (Acting) have also been taken into account. Turkish position titles are given as recorded in the institutional data, with English equivalents in parentheses.

Mid-level academic management positions

Anabilim Dalı Başkanı (Chair of division) · Anasanat Dalı Başkanı (Chair of arts division) · Bölüm Başkan Yardımcısı (Deputy chair of department) · Bölüm Başkanı (Chair of department) · Dekan Yardımcısı (Deputy dean) · Enstitü Müd. Yard. (Deputy director of institute) · MYO Bölüm Başkanı (Chair of tec. vocational school department) · Yüksekokul Müd. Yard. (Deputy director of vocational school)

High-level academic management positions

DEKAN (Dean) · Enstitü Müdürü (Director of institute) · REKTÖR (Rector) · REKTÖR YARDIMCISI (Vice rector) · Yüksekokul Müdürü (Director of vocational school) · MYO Müdürü (Director of tec. vocational school)

Mid-level administrative management positions

ŞEF (Chief) · ŞUBE MÜDÜRÜ (Head of unit)

High-level administrative management positions

BİLGİ İŞLEM DAİRE BAŞKANI (Director of IT department) · ENSTİTÜ SEKRETERİ (Secretary of institute) · FAKÜLTE SEKRETERİ (Secretary of faculty) · GENEL SEKRETER (Secretary general) · GENEL SEKRETER YARDIMCISI (Deputy secretary general) · İDA. VE MALİ İŞL. DAİRE BAŞKANI (Director of administrative and financial affairs dept.) · İŞLETME MÜDÜRÜ (Operating manager) · KÜTP. VE DOK. DAİ. BAŞKANI (Director of university library) · ÖĞRENCİ İŞLERİ DAİ. BAŞKANI (Director of student affairs dept.) · PERSONEL DAİRESİ BAŞKANI (Director of personnel affairs dept.) · SAĞ. KÜLT. VE SPOR DAİ. BAŞKANI (Director of health and cultural affairs dept.) · STRATEJİ GELİŞ. DAİ. BŞK. (Director of strategy development dept.) · YAPI İŞ. VE TEK. DAİRE BAŞKANI (Director of construction and technical works dept.) · YURT MÜDÜRÜ (Director of dormitories) · YÜKSEKOKUL SEKRETERİ (Secretary of vocational school)

Board members

Enstitü Yönetim Kurulu (Member of institute management board) · Fakülte Kurulu Üyesi (Member of faculty board) · Fakülte Yönetim Kurulu Üyesi (Member of faculty management board) · Kurul Üyesi (Member of board) · Senato Üyesi (Senate member) · Üniversitelerarası Kurul Temsilcisi (Inter-university board representative) · Yüksekokul Yönetim Kurulu Üyesi (Member of vocational school management board) · Danışma Kurulu Üyesi (Advisory board member) · Yükseköğretim Kalite Kurulu Üyeliği (Member of higher education quality council)