



Key Areas	Objectives	Measures	Direct Target	Indirect Target	Timeline			Who's in charge?	Indicators	Connections with SDGs Agenda 2030
					2023	2024	2025			
K.A. 1 Philosophy & Mission	1.1. Developing a shared definition of equity, diversity, and inclusion, including gender equality on the campus	<ul style="list-style-type: none"> - The University's equity, diversity, and inclusion policy and gender equality policy (GEP) will be developed and defined. - These policies will be integrated to the University's mission and core values. - These policies will be integrated to the University's strategic plans. - The outputs of the policies will be used as factors that affectively contribute to the University's accreditation efforts. 	Students, faculty, managers, administrative staff	Larger school community				Rectorate, 7EDI Committee, Directorate of HR and Planning	<ul style="list-style-type: none"> - The development of a GEP as part of the University's strategic plan - The development of the University's equity, diversity, and inclusion policy as part of its mission 	SDG4: Quality Education 4.5 Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations 4.7. Ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development SDG 5: Gender Equality 5.1. End all forms of discrimination against all women and girls everywhere





<p>K.A. 2 Teaching and Learning</p>	<p>2.1. Promoting the inclusion of the gender perspective in academic curricula across a range of fields</p>	<p>-There will be courses on gender related issues in academic curricula across disciplines.</p> <p>-The information about the contents and availability of these courses will be regularly provided to students through the University's web site.</p>	<p>Students</p>	<p>Professors and lecturers, larger school community, and scientific community</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>Deans, department heads, Course coordinators, Professors, and lecturers</p>	<p>- The number and availability of courses the teaching curricula of which includes the gender dimension</p> <p>- The enrollment rate of these courses</p>	<p>SDG4: Quality Education</p> <p>4.5 Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations</p> <p>4.7. Ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development</p> <p>SDG 5: Gender Equality</p> <p>5.1. End all forms of discrimination against all women and girls everywhere</p>
---	--	---	-----------------	--	----------	----------	----------	--	---	---





<p>K.A. 2 Teaching and Learning</p>	<p>2.1. Promoting the inclusion of the gender perspective in academic curricula across a range of fields in order to improve gender mainstreaming in teaching</p>	<p>Where possible, women authors will be given priority to ensure gender mainstreaming among the authors of course readings and assignments.</p>	<p>Students, professors and lecturers</p>	<p>Scientific community</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>Deans, Department heads, Course Coordinators, Professors, and lecturers</p>	<p>- The relative weight of the women vs. male authors of course readings and assignments</p>	<p>SDG4: Quality Education 4.5 Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations</p> <p>4.7. Ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development</p> <p>SDG 5: Gender Equality 5.1. End all forms of discrimination against all women and girls everywhere</p>
-------------------------------------	---	--	---	-----------------------------	----------	----------	----------	--	---	---





K.A. 2 Teaching and learning	2.2. Mainstreaming gender at the level of graduate education	- A master's program with a particular focus on gender-related issues will be opened as part of the Social Sciences Institute.	Professors & lecturers, students	Larger school community and scientific community	x	x	x	Rectorate, Deans and Department Head 7EDI Committee	The enrollment and completion rates of the to-be-opened master's program on gender studies	<p>SDG4: Quality Education</p> <p>4.5 Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations</p> <p>4.7. Ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development</p> <p>SDG 5: Gender Equality</p> <p>5.1. End all forms of discrimination against all women and girls everywhere</p>
---------------------------------	--	--	----------------------------------	--	---	---	---	---	--	---





K.A. 3 Faculty Support	3.1 Raising awareness of the faculty about the incorporation of the gender dimension to teaching	There will be seminars and guides available to support teaching professionals on how to incorporate gender equality problems into curriculum design, learning activities, and/or program of study.	Professors & lecturers	Students, larger school community, and scientific community	x	x	x	Directorate of HR and Planning, 7EDI Committee	- The frequency and attendance rates of the training seminars for incorporating the gender perspective into teaching curriculum	<p>SDG4: Quality Education</p> <p>4.5 Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations</p> <p>4.7. Ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development</p> <p>SDG 5: Gender Equality</p> <p>5.1. End all forms of discrimination against all women and girls everywhere</p>
---------------------------	--	--	------------------------	---	---	---	---	--	---	---





K.A. 3 Faculty support	3.2 Encouraging the faculty to incorporate the gender dimension into their work	Academics who work to mainstream gender in their teaching and research activities will be regularly awarded each year.	Professors and lecturers	Larger school community and scientific community	x	x	x	7EDI Committee, Rectorate, Department Heads, HR Directorate	- The number of academics who receive these awards each year	SDG4: Quality Education 4.7. Ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development
K.A. 3 Faculty support	3.3. Improving gender equality across the faculty	The gender ratio among the faculty across all disciplines will be regularly monitored.	Professors and lecturers	Larger school community and scientific community	x	x	x	Rectorate, Department Heads, HR Directorate, 7EDI Committee	Regularly collected quantitative data about the state of gender equality among the faculty across all disciplines	SDG4: Quality Education 4.7. Ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development





<p>K.A.3 Faculty Support</p>	<p>3.4. Raising awareness among the faculty about gender-based violence and stereotypes</p>	<p>There will be regular seminars and guides to build awareness among the faculty about gender-based violence and stereotypes.</p>	<p>Professors and lecturers</p>	<p>Students and larger school community</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>YU-LEARNT Team, 7EDI Committee, Directorate of HR and Planning</p>	<p>The participation rates of the seminars on gender-based violence and stereotypes</p>	<p>SDG4: Quality Education 4.5 Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations</p> <p>SDG 5: Gender Equality 5.1. End all forms of discrimination against all women and girls everywhere</p>
----------------------------------	---	--	---------------------------------	---	----------	----------	----------	---	---	--





<p>K.A.4 Student support</p>	<p>4.1. Eliminating gender-based barriers in reaching students' full potential by streamlining policies and action plans to achieve gender equality</p>	<p>Gender equality among students will be advocated in male dominated and female dominated disciplines through promotional materials, including podcasts and interviews with students and alumni from diverse backgrounds.</p>	<p>Students</p>	<p>Professors and lecturers, managers, larger school community and scientific community</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>Deans, Department Heads, Professors and lecturers, 7EDI Committee</p>	<p>- The long-term quantitative data about the state of gender equality among students across all disciplines with a particular focus on STEM areas</p>	<p>SDG4: Quality Education 4.5 Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations</p> <p>4.7. Ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development</p> <p>SDG 5: Gender Equality 5.1. End all forms of discrimination against all women and girls everywhere</p> <p>SDG1 10: Reduced Inequalities 10.2 Empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>
----------------------------------	---	--	-----------------	---	----------	----------	----------	--	---	--





K.A.4 Student support	4.2. Eliminating gender-based barriers in reaching students' full potential by streamlining policies and action plans to achieve gender equality	Proportional participation regarding gender equality within students' bodies and organizations will be encouraged.	Students	Larger school community	x	x	x	Yeditepe Student Center and Students' Council	<ul style="list-style-type: none"> - The rate of female and male members of the Students' Council - The rate of female and male members of the administrative organs of students' clubs 	<p>SDG 5: Gender Equality</p> <p>5.1. End all forms of discrimination against all women and girls everywhere</p> <p>5.5. Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life</p> <p>SDG10: Reduced Inequalities</p> <p>10.2 Empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>
--------------------------	--	--	----------	-------------------------	---	---	---	---	---	---





K.A.4 Student support	4.3. Raising awareness about equality, diversity, and inclusion among students	The themes of equality, diversity, and inclusion will be incorporated to the orientation trainings offered to new students	Students	Professors and lecturers, larger school community	x	x	x	Board of Trustees, Senate, Rectorate, Deans, department heads, /EDI Committee	- The number of students who complete the related orientation trainings	<p>SDG 4: Quality Education 4.7. Ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p> <p>SDG 5: Gender Equality 5.1. End all forms of discrimination against all women and girls everywhere</p> <p>SDG1 10: Reduced Inequalities 10.2 Empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>
--------------------------	--	--	----------	---	---	---	---	---	---	---





K.A. 4 Student Support	4.4. Raising awareness among students about gender-based violence and stereotypes	There will be regular seminars and guides to build awareness among students about gender-based violence and stereotypes.	Students	Larger school community	x	x	x	Deans, Department Heads, YU-LEARNT Team, 7EDI Committee	The participation rates of the seminars	<p>SDG4: Quality Education 4.7. Ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p> <p>SDG 5: Gender Equality 5.1. End all forms of discrimination against all women and girls everywhere</p> <p>SDG1 10: Reduced Inequalities 10.2 Empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>
---------------------------	---	--	----------	-------------------------	---	---	---	---	---	--





K.A. 4 Student Support	4.5. Supporting gender equality in career choices and prospective work lives of students	The state of gender equality in the employment patterns of the university graduates will be regularly monitored.	Students	Larger school community	x	x	x	7EDI Team, Deans and Department Heads, The Office of Career Development Communication with Graduates	Regularly collected qualitative data about the state of gender equality in the employment patterns of the University graduates.	SDG 5: Gender Equality 5.1. End all forms of discrimination against all women and girls everywhere SDG10: Reduced Inequalities 10.2 Empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status
K.A.5 Administrative leadership	5.1. Ensuring gender equality in managerial and decision-making positions	The already promising rate of female membership in managerial and decision-making positions will be kept.	Managers, directors, and decision-makers	Professors and lecturers, students, and larger school community	x	x	x	Board of Trustees, Senate, Rectorate,	- Ratio of women and men in managerial and decision-making positions - Rate of female and male members in boards and other decision-making bodies at all levels, including the administrative and scientific organs	SDG 5: Gender Equality 5.1. End all forms of discrimination against all women and girls everywhere 5.5. Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life SDG10: Reduced Inequalities 10.2 Empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status





K.A. 6 Staff support	6.1. Ensuring gender equality among the administrative staff	A sustainable system of data collection about the state of gender equality in the employment patterns of the administrative staff (including their turnover rates) will be established.	Administrative staff	Larger school community	x	x	x	Rectorate, Directorate of Human Resources and Planning, 7EDI Committee	Regularly collected quantitative data about the state of gender equality in the employment patterns of the administrative staff (including their turnover rates)	<p>SDG 5: Gender Equality</p> <p>5.1. End all forms of discrimination against all women and girls everywhere</p> <p>5.5. Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life</p> <p>SDG10: Reduced Inequalities</p> <p>10.2 Empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>
K.A.6 Staff support	6.2. Raising the awareness about equality, diversity, and inclusion across the administrative staff	The themes of equality, inclusion, and diversity will be incorporated to the vocational trainings offered to the administrative staff	Administrative staff	Larger school community	x	x	x	YU-LEARNT Team, Directorate of Human Resources and Planning, 7EDI Committee	- The rate of participation in the vocational trainings on the themes of equality, diversity, and inclusion offered to the University's administrative staff	<p>SDG 5: Gender Equality</p> <p>5.1. End all forms of discrimination against all women and girls everywhere</p> <p>5.5. Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life</p> <p>SDG10: Reduced Inequalities</p> <p>10.2 Empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>





K.A.6 Staff support	6.3. Raising awareness among administrative staff about gender-based violence and stereotypes	There will be regular seminars and guides to build awareness among the administrative staff violence and stereotypes.	Administrative staff	Larger school community	x	x	x	YU-LEARNT Team, 7EDI Committee, Directorate of HR and Planning	The enrollment and completion rates of the seminars on gender-based violence and stereotypes	<p>SDG 5: Gender Equality</p> <p>5.1. End all forms of discrimination against all women and girls everywhere</p> <p>5.5. Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life</p> <p>SDG10: Reduced Inequalities</p> <p>10.2 Empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>
K.A.6 Staff support	6.4. Empowering administrative staff in establishing work-life balance	The parental leave scheme offered for male administrative staff will be extended.	Administrative staff	Managers, larger school community	x	x	x	Rectorate, Directorate of HR and Planning	The rate of the male administrative staff who benefit from extended parental leaves	<p>SDG 5: Gender Equality</p> <p>5.1. End all forms of discrimination against all women and girls everywhere</p> <p>5.5. Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life</p> <p>SDG10: Reduced Inequalities</p> <p>10.2 Empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>





K.A.6 Staff support	6.4. Empowering administrative staff in establishing work-life balance	Support units will be established on the campus for female administrative staff to assist them in establishing work-life balance	Administrative staff	Larger school community	x	x	x	Rectorate, Directorate of HR and Planning	The number of the support units and the rate of female employees who benefit from them	<p>SDG 5: Gender Equality</p> <p>5.1. End all forms of discrimination against all women and girls everywhere</p> <p>5.5. Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life</p> <p>SDG10: Reduced Inequalities</p> <p>10.2 Empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>
K.A.7 Research and researchers	7.1. Ensuring that scientific research projects, publications, patents, and university-industry cooperation areas are developed by considering gender equality.	Researchers will be encouraged through seminars and briefings to actively participate in research projects, publications, patents, and university-industry cooperation studies on gender equality	Administrative staff	Managers, larger school community	x	x	x	7EDI Committee, Yeditepe Technology Transfer Office	- The rate and frequency of research projects, patents, publications, and university-industry cooperation studies on gender equality	<p>SDG4: Quality Education</p> <p>4.7. Ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p> <p>SDG 5: Gender Equality</p> <p>5.1. End all forms of discrimination against all women and girls everywhere</p>





K.A.7 Research and researchers	7.1. Ensuring that scientific research projects, publications, patents, and university-industry cooperation areas are developed by considering gender equality.	A research center with a particular focus on gender equality will be opened.	Professors and lecturers, students	Larger school community and scientific community	x	x	x	Rectorate, Deans, Department Heads, Technology Transfer Office, 7EDI Team	- The rate and frequency of research projects, publications, patents, and university-industry collaborations developed within the context of the to-be-opened research center on gender equality	<p>SDG4: Quality Education 4.7. Ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p> <p>SDG 5: Gender Equality 5.1. End all forms of discrimination against all women and girls everywhere</p>
---	---	--	------------------------------------	--	---	---	---	---	--	---





K.A.7 Research and researchers	7.2. Improving gender equality among researchers	A sustainable data monitoring system will be established to regularly check the state of gender equality among researchers	Professors and lecturers, students	Larger school community	x	x	x	7EDI Committee, Yeditepe Technology Transfer Office	<ul style="list-style-type: none"> - The number and percentages of male and female coordinators and researchers in research projects - The number and percentage of national and international project applications and acceptances involving Gender Equality - The number and percentages of male and female authors of publications - The number and percentages of male and female coordinators and researchers in the university industry-NGO's cooperation - The number and percentages of male and female the patent holders 	<p>SDG4: Quality Education 4.7. Ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p> <p>SDG 5: Gender Equality 5.1. End all forms of discrimination against all women and girls everywhere</p>
---	---	--	---	-------------------------------	---	---	---	--	---	---

