

Yeditepe University  
**Gender Equality  
Action Plan**  
2024 - 2027



**YEDİTEPE  
UNIVERSITY**





Prepared by

**YEDI**

(Yeditepe University Equity, Diversity and Inclusion Committee)

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## 1. Introduction

Yeditepe University Gender Equality Action Plan, which was initially prepared by **YEDI**, Yeditepe University **E**quity, **D**iversity and **I**nclusion Committee Core Group Members for the years 2022 & 2023, is being updated based on continuous data collection and regular analyses under the coordination of **YEDI** in alignment with national and international values, legal frameworks, and institutional policies. The present action plan featuring the tentative activities and necessary actions for 2024-2027 is an updated version of the university initial action plan. This plan at hand is a result of the efforts by a group of researchers in the Gender Equality Subcommittee of **YEDI**. It is prepared as part of the university-funded project YAP-AP-SOB-22034 (The Yeditepe University Research Projects and Scientific Activities Support Committee).

### 1.1. International Community, National Context

#### 1.1.1. Global Community Values

The Yeditepe University Gender Equality Action Plan (GEP) has been initially prepared and will be regularly updated in alignment with the values and targets embraced by the global higher education community and institutions working on human rights. Therefore, the Yeditepe GEP is an outcome of ongoing efforts to preserve equity, diversity, and inclusion and a roadmap for future needs and requirements to sustain an environment of gender equality, in light of the 2030 Agenda of UNESCO. In this respect, the following SDGs are specifically integrated into the activities carried out by the relevant academic and administrative units and committees of Yeditepe University:

-  **SDG 1: No Poverty**
-  **SDG 3: Good Health and Well-Being**
-  **SDG 4: Quality Education**
-  **SDG 5: Gender Equality**
-  **SDG 8: Decent Work and Economic Growth**





-  **SDG 9: Industry, Innovation, and Infrastructure**
-  **SDG 10: Reduced Inequalities**
-  **SDG 11: Sustainable Cities and Communities**
-  **SDG 16: Peace, Justice, and Strong Institutions**
-  **SDG 17: Partnerships for the Goals**

### 1.1.2. National Context & Legal Framework

The title of Article 10 of the 1982 Constitution is “Equality Before the Law”. In general terms, the Article includes the term equality while stating that “women and men have equal rights, and the State has to implement this equality.” On the other hand, by adding that the measures taken with this purpose cannot contradict the principle of equality, this Article gives a gateway to positive discrimination.

In Turkish law, Law no. 4320 “Law on the Protection of the Family,” was regulated on 17th January 1998. Subsequently, by taking the criticized aspects of this law into account, with the contribution of the Civil Society, Law no. 6284, Law on the Protection of the Family and the Prevention of Violence Against Women, was passed at the Turkish Parliament on 8th March 2012 and annulled the prior statute stated above.

According to Article 90 of the 1982 Turkish Constitution, in case of different regulations between an international convention and a law, international conventions will be considered. That is why international conventions on women’s rights are crucial.

Türkiye signed and ratified the UN’s “Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)” in 1985.

The inquiry procedure, which was prepared in addition to the CEDAW by the UN and included the communication procedure involving an individual application, is accepted within an optional protocol. Türkiye signed and ratified this protocol. In an application directed to the UN Human Rights Committee about Türkiye dated 12th April 2012, appropriate and regulated training is recommended for





practitioners in order “not to affect the decision-making process of stereotypic prejudices and values.

Türkiye is a member of the Council of Europe and is a signatory country to the European Convention on Human Rights. In this context, Türkiye was, unfortunately, a part of a European Court of Human Rights case, which was maybe one of the most important violation decisions regarding Women’s identity rights and violence. Opuz Case set the ground for the “Council of Europe Convention on Preventing and Combating Violence Against Women and Domestic Violence”, which establishes a specific monitoring mechanism to ensure the effective implementation of its provisions by all signatories. Türkiye, as one of the first signatory countries (24th November 2011), withdrew from the Istanbul Convention with the President’s Decision as of 1st July 2021 (Official Gazette 20th March 2021).

## 1.2. Institutional Context

Yeditepe University is dedicated to creating and sustaining an equitable, diverse, inclusive, and sustainable research, teaching, and learning environment on and around its campus. This commitment contributes to integrating global values within the broader scientific and public communities. In alignment with its strategic goals and policies, Yeditepe University acknowledges the importance of equity, diversity, and inclusion at the highest managerial and leadership levels. The university continually invests efforts to incorporate these principles across all its administrative and academic operations, as outlined in the [Yeditepe University Equity, Diversity, And Inclusion Policy](#).





### 1.2.1. About Yeditepe University

Yeditepe University aims to create an educational experience that is deeply integrated with modern scientific advancements and responsive to societal needs, producing concrete outcomes. Our university's overarching goal is to build a community of scholars who embody curiosity, originality, confidence, and innovation across a broad spectrum of scientific fields. This mission extends to providing world-class education, facilitating cutting-edge research, and fostering a vibrant academic environment that welcomes students and faculty worldwide. Ultimately, Yeditepe University seeks to make a lasting impact on society by offering a lifelong learning experience that transcends traditional academic boundaries. In line with the mission and vision of the university, Yeditepe University is guided by four interlinked institutional priorities that mutually reinforce each other. The first priority is dedicated to continuously enhancing the quality and relevance of education in an increasingly globalized world. The second focuses on improving both the quality and quantity of research activities. The third prioritizes the promotion of Sustainable Development Goals (SDGs) set by the United Nations on both national and international levels. Lastly, the fourth priority centres on ensuring the internationalization of all university activities, from research and education to various services. The university operates through 13 faculties: Dentistry, Pharmacy, Arts and Sciences, Fine Arts, Law, Economic and Administrative Sciences, Communication, Architecture, Engineering, Health Sciences, Medicine, and Computer and Information Sciences, alongside 2 Schools: The School of Applied Sciences and the School of Foreign Languages; and 1 Vocational School, offering a total of 71 undergraduate and 4 associate degree programs. Additionally, it provides postgraduate education in 91 master's and 44 Doctoral Degree programs across various graduate schools, including Ataturk's Principles and Revolution History, European Studies, Educational Sciences, Health Sciences, Natural Applied Sciences, and Social Sciences. Employing 1589 academic staff, Yeditepe University educates around 18,000 students and boasts over 50,000 alumni. In line with its educational and research goals, the university features 381 classrooms, over 500 teaching and research labs, 46 workshops, and 14 research and development centres. Yeditepe University's Information Centre hosts 161,143 printed and 415,486 electronic books,





109,930 periodicals, 3,636 multimedia resources, and 50 electronic databases, all spread over 7,410.94 square meters.

### 1.2.2. Mission & Vision

The mission of Yeditepe University is to evolve into a university that not only aligns with but also contributes to cutting-edge scientific advancements. This involves addressing societal needs and demands in academic research that can lead to tangible production. Our approach integrates adherence to national and international quality standards through our programs and academics while grounding our students' development in a sense of national consciousness.

The university's vision is to nurture students across all disciplines who are passionate about research, creative, self-assured, and entrepreneurial, in line with international quality education standards. This vision includes creating international research and learning atmosphere that embraces all domestic and international students and academics while offering lifelong educational opportunities to the wider society.

**The primary objectives are set out as follows:**

1. Continuous improvement of contemporary education and training activities.
2. Increasing the quantity and quality of research activities.
3. To ensure the recognition of the University at the international level.
4. Fostering efficient, up-to-date, and sustainable administration.







### 1.2.3. Yeditepe University Equity, Diversity and Inclusion Committee

Yeditepe University derives its name from one of the ancient designations for Istanbul, the ‘seven hills’ (‘yedi’ meaning seven in Turkish), reflecting the city’s historic peninsula. By naming our committee **YEDI**, we aimed to forge a strong connection with this symbolic heritage. Since March 2022, a core initiative working group has been dedicated to developing the committee’s scope, principles, aims, priorities, definitions, indicators, and terms of reference. Our primary objective is to establish an open platform where all constituents can freely represent themselves and actively participate in decision-making processes.

#### **YEDI** Policy Statement

We are committed to providing our students, staff, and the University community an equitable, diverse, and inclusive environment. We recognize the uniqueness of each community member and ensure all staff and students feel empowered and respected. This policy specifies the accountabilities and responsibilities for equity, diversity, and inclusion across Yeditepe University.

To achieve its goals, the University has established an Equity, Diversity, and Inclusion Committee, **YEDI**, responsible for developing policies and processes, delivering strategic plans, implementing action plans, and monitoring progress. All constituent parties in the University are accountable for following and executing these plans and supporting **YEDI** in achieving its objectives.





## YEDI Principles

The founding principles of YEDI are as follows;

1. recapitulating that higher education is a human right
2. providing equality of opportunity to all staff, students, and other members of the University community
3. ensuring all constituencies, prospective staff, and students are treated fairly by eliminating unlawful discrimination, harassment, and victimization
4. creating a learning and workplace environment where all staff and students are supported, welcomed, and valued
5. promoting equity-based and inclusive policies, processes, and cultures
6. supporting all involved parties to reach their full potential
7. fostering good relations between people who share protected characteristics and those who do not

## YEDI Aims

The Committee's aims include, but are not limited to (and are always subject to change);

1. raising awareness and sensitivity about underrepresented, disadvantaged, and vulnerable (unprotected) groups in an understanding of equity, diversity, and inclusion
2. implementing policies, strategies, and practices centred around fundamental principles of equity, diversity, and inclusion
3. ensuring the formation of an institutional culture and climate based on equity, diversity, and inclusiveness in all activities of the university,
4. maintaining coordination with all units and departments of the university working on equity, diversity, and inclusion
5. establishing communication and cooperation networks with national and international organizations operating in this field





6. forming subcommittees and, when necessary, working groups to work in line with the scope of the Committee
7. preparing instructional materials, organizing seminars and workshops, preparing action plans, and monitoring progress

### YEDI Priorities

The priority areas identified by the Core Group, which are subject to change upon the final composition of the Committee, are;

1. collecting quantitative data to understand the current state of play at the University
2. supporting data and statistics with qualitative data to build the YEDI roadmap
3. establishing the subcommittees of Gender Equality (GE) and Sexual Harassment and Bullying Prevention (SHBP)
4. preparing and updating the Gender Equality Action Plan (GEP) based on the collected and analyzed data
5. defining the submission, complaint, investigation, and solution process regarding sexual harassment and bullying and overseeing the process
6. implementing the GEP and SHBP policies and mechanisms for teaching, service, and research
7. monitoring and improving the implementation of GEP annually





## YEDI Definitions

The definitions below apply to the purpose of this Policy and state accountabilities and responsibilities for the progress of strategies and the implementation of priority actions

1. equity means ensuring that there is a concern with fairness, such that the education of all learners is seen as being of equal importance
2. diversity means people's differences, which may relate to their race, ethnicity, gender, language, culture, religion, mental and physical ability, class, and immigration status
3. inclusion means a process that helps to overcome barriers limiting the presence, participation, and achievement of learners
4. protected characteristics mean having a right not to be treated less favourably by reason of that characteristic
5. vulnerable groups mean physically, mentally, or socially disadvantaged persons who may be unable to meet their basic needs and may, therefore, require specific assistance
6. the Core Group means the initiating group of academic and administrative staff establishing the YEDI Committee who share the responsibility of preparing, implementing, and monitoring the policies and processes in the University
7. the final responsibility for the establishment, maintenance, and enforcement of the YEDI Policy rests with the Rector of Yeditepe University





## YEDI Indicators

The metrics set forth by the committee to consider the state of Gender Equality efforts at Yeditepe University are;

1. overall gender-based data and statistics
2. academic staff data
3. administrative staff data
4. students' data
5. learning and teaching data
6. research data
7. management and leadership data

## YEDI Terms of Reference

The terms of reference approved by the University Academic Board consists of 9 Articles under 4 Chapters, including;

1. aim, scope, legal basis
2. definitions
3. composition
4. objectives and duties
5. working methods
6. subcommittees and their duties
7. final provisions





## 2. Gender Equality “NOW”

**YEDI** is dedicated to collecting and analyzing the present situation of gender equality data at Yeditepe University. The foundation of our Gender Equality Action Plan (GEP) is built on maintaining current and accurate statistics. These include an annual overall gender-based statistics category followed by key areas and main categories on research, teaching and learning (academic staff & students) management and leadership, and students (undergraduate & graduate). As we continuously update the GEP to keep up with the present moment of gender equality within the university, we focus on gathering both quantitative and qualitative data. This data is scrutinized to shed light upon any existing gender inequalities within our organizational procedures, processes, and practices. When such disparities are identified, if any, we seek to diagnose the situation and identify the reasons for these inequalities.

Ensuring inclusivity in all aspects of our reporting processes is a primary objective of **YEDI**. To this end, we strive to maintain a current and comprehensive dataset. By expanding the scope of statistics in our annual Gender Equality Reports, we continuously add new categories and subcategories to ensure our data reflects the evolving landscape of our university community.

The 2023 Gender Equality Report of **YEDI** highlights notable trends and changes in gender representation at Yeditepe University. Compared to the 2022 Report, the proportion of female academic staff has decreased from 63.2% to 59.7%, indicating a downward trend of female academic staff in 2023. In the overall gender-based statistics subsection, the employment data for female administrative staff has shown a significant increase, rising from 59.8% in 2022 to 67.6% in 2023. Conversely, the disemployment rate of academic staff in 2023 has decreased markedly from 55.4% to 40.3% in 2023.

In the ‘Research’ section, the proportion of female project leaders in national projects has risen from 59.1% in 2022 to 69.2% in 2023; continuing its upward tendency since 2021. The ‘YAP Project Support’ subsection exhibited gender balance in 2022, with an equal distribution of 50% women and 50% men among the applicants. However, the 2023 data indicates a shift, with 86.4% of applicants being women and





only 13.6% being men. The gender data for managerial staff in academic units also shows a balanced increase in 2023.

Female academic managers rose from 126 in 2022 to 140 in 2023, while male academic managers increased from 104 in 2022 to 118 in 2023.

## 2.1. The GEAR Tool: Defining, Planning, Acting, Evaluating

In preparation for the 2023 Gender Equality Report, our focus has been executing the Act and Evaluate steps of the **Gender Equality in Academic and Research (GEAR) Tool**. In the process of updating the GEP of our university, with the funding of the Yeditepe University Research Projects and Scientific Activities Support (YAP) Committee, we have followed the steps envisaged by the European Institute for Gender Equality (EIGE) in the gender mainstreaming cycle and adapted them to the local context of Yeditepe University. This cycle consists of four consequent steps outlined in the GEAR (Gender Equality in Academic and Research) Tool: Define, Plan, Act, and Evaluate.<sup>1</sup>

The first stage, **Define**, requires analyzing and assessing the institution's current status regarding gender equality. When we put this first step, "Define," in motion, gender statistics regarding academic and administrative staff, students, leadership and management, research, community engagement activities, and teaching and learning have been collected, visualized, and the current state of play in the institution is detected in terms of numbers and ratios. The data and statistics are gathered from the Human Resources Department, Provost's Office, Student Affairs Office, and Project Management Office of Yeditepe University.

Based on the initial decision of the core group, data collection, and analysis are not limited to quantitative data; therefore, the research group continued to organize focus group interviews with students, academic staff, and administrative staff and in-depth interviews with senior academic and administrative leaders and managers. In the research, the themes discussed in focus group interviews and in-depth

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<sup>1</sup> **YEDI Core** group members had agreed upon using the GEAR tool in advance, for preparing and updating the plan as mentioned in the initial GEP.





interviews were determined based on the gender statistics for 2021, 2022, and 2023 compiled by Yeditepe University Equity, Diversity and Inclusion Committee (YEDI).

**The key statistical findings in this context are:**

Compared to the overall state of higher education in Turkey, Yeditepe University appears to be quite advanced in gender equality. Approximately 57-58% of the academic and administrative staff at the university are women. This ratio ranges between 54% and 58% among academic and administrative managers. However, as one ascends the academic hierarchy, the percentage of women decreases: 43% of professors, 48% of associate professors, 57% of assistant professors, and 64% of research assistants and lecturers are women. In only two faculties, the Faculty of Commercial Sciences\* [this faculty's name was changed to the Faculty of Computer and Information Sciences in 2023] and the Faculty of Engineering, the proportion of female academics is below 40%.

However, while the ratio of women on the university's board of directors is 56%, it drops to 13% on the board of trustees. 53% of Yeditepe University students are women. The faculties where the proportion of female students falls below 50% are, respectively, the Faculty of Economics and Administrative Sciences (43%), the Faculty of Engineering (35%), and the Faculty of Commercial Sciences (29%).

Outside the faculties, the proportion of female students is significantly below the university average in the Vocational School (10%) and the School of Applied Sciences (32%). The proportion of female academics in the Vocational School, which predominantly offers technical programs, is also deficient at 20%.

Prof. Yeşim Ekinici, Prof. Berrin Yanıkkaya, Assoc. Prof. Özlem Akkaya, and Assoc. Prof. Ebru Tomris Aydoğan, who is part of our research team, organized a panel titled "Framing Equity, Diversity, and Inclusion (EDI) in Higher Education: The Case of Yeditepe University EDI (YEDI) Committee" at the Eurasia Higher Education Summit 2023 held in Istanbul from February 28 to March 3, 2023. They discussed the findings of the quantitative part of the research, the importance of gender equality in higher education, and the themes of equality and inclusivity in research and internationalization, and sustainability.







To support the quantitative data stated above and to obtain a more inclusive and comprehensive understanding, a series of focus group interviews with students, academics, and administrative staff were conducted.

For collecting qualitative data, separate online sessions were conducted with a group of research assistants and an expert who were to serve as moderators and rapporteurs in the focus group meetings planned with students. During these sessions, they received training in focus group management and reporting. The interview questions generally focused on participants' overall feelings and thoughts about gender equality, examples of gender discrimination they experienced at the university, gender-focused perspectives in education and research, and potential cases of gender-based harassment and bullying on campus. Additionally, the questionnaires included specific questions tailored to each of the three groups. The interviews and focus group meetings were deciphered on the Transcriptor application and were analyzed via the MAXQDA quantitative and qualitative analysis program. The results of the MAXQDA analysis were also interlinked with SDGs using the European Commission SDG Interlinkages tool.

The second stage, **Plan**, is articulated in this document and will take effect immediately. The third stage, **Act**, will be implemented over the next three years. And finally, the fourth stage, **Evaluate**, will be conducted annually, with necessary adjustments made for each subsequent year based on the findings.

## 2.2. The Cycle and Indicators

Utilizing the GEAR tool, along with continuous monitoring and data collection, the **YEDI** Gender Equality Subcommittee annually makes the collected and visualized data accessible to the public on its [website](#). The GEP statistics are updated annually following data collection and analysis in key areas, based on the evaluation phase of the GEAR and in alignment with the relevant SDGs.





## 3. Gender Equality Action Plan

In line with quantitative and qualitative data and statistics collected over three consecutive years, the initial Gender Equality Plan (GEP) has been updated. Based on fieldwork conducted from April 2023 to May 2024, seven Key Action Areas (KAAs) have been identified for Yeditepe University. For each KAA, we have defined relevant objectives, measures, direct and indirect targets, timelines, actors responsible for transformation and implementation, key performance indicators (KPIs), and links to corresponding Sustainable Development Goals (SDGs). These elements collectively constitute the updated GEP of Yeditepe University.

### 3.1. Key Action Areas

The comprehensive details of the seven KAAs and their associated components are as follows:

#### Key Action 1: Philosophy & Mission

Key Action 1 aims to provide a comprehensive framework for developing a campus-wide understanding of equity, diversity, and inclusion, with a specific emphasis on gender equality. To achieve this, the key action's significant contribution will be the development and updating of the University's Gender Equality Plan (GEP). This plan will align with the University's mission and core values, reflect the global landscape of higher education, and integrate gender equality policies into the University's strategic plans.

#### Objectives

1.1. Developing a shared definition of equity, diversity, and inclusion, encompassing gender equality, for the entire campus.

#### Measures

- 🌍 The University's equity, diversity, and inclusion (EDI) policy and gender equality (GE) policy will be developed and circulated.
- 🌍 These policies will be integrated into the University's mission and core values.





- 🌍 These policies will be integrated into the University's strategic plans.

### Direct Targets

- 🌍 Students
- 🌍 Faculty
- 🌍 Managers and leaders
- 🌍 Administrative Staff

### Indirect Targets

- 🌍 External stakeholders (public-private sector organizations, local authorities, non-governmental organizations, etc.)

### Timeline

2024-2027

### Actors of Transformation and Implementation

- 🌍 Rectorate
- 🌍 YEDI Committee
- 🌍 Directorate of HR and Planning

### Key Performance Indicators

- 🌍 Develop a GE policy as part of the University's strategic plan and make it accessible on the University website.
- 🌍 Develop an EDI policy as part of the University's mission and make it accessible on the University website.

### SDG Linkages

- 🌍 **SDG 1: No Poverty**
- 🌍 **SDG 3: Good Health and Well-Being**
- 🌍 **SDG 4: Quality Education**
- 🌍 **SDG 5: Gender Equality**
- 🌍 **SDG 8: Decent Work and Economic Growth**
- 🌍 **SDG 9: Industry, Innovation, and Infrastructure**
- 🌍 **SDG 10: Reduced Inequalities**





- 🌍 **SDG 11: Sustainable Cities and Communities**
- 🌍 **SDG 16: Peace, Justice, and Strong Institutions**
- 🌍 **SDG 17: Partnerships for the Goals**

## Key Action 2: Learning and Teaching

Key Action 2 focuses on promoting the inclusion of the gender perspective in academic programs across all disciplines at the University through curricular and extracurricular activities. This initiative aims to incorporate innovative learning and teaching methods that prioritize gender equality in all areas of science.

### Objectives

- 2.1. Promoting the inclusion of the gender perspective in academic curricula across a range of fields.
- 2.2. Mainstreaming gender at the level of graduate education.
- 2.3. Enhancing the gender perspective through extracurricular academic and scientific activities.

### Measures

- 🌍 Gender perspective will be incorporated within the content of the core courses in academic curricula.
- 🌍 The number of gender-themed elective courses in the curricula will be increased.
- 🌍 A course focusing on gender themes will be developed for the whole University under the coordination of the Rectorate.
- 🌍 A dedicated page on the University website will contain up-to-date information about gender-themed courses.
- 🌍 Where possible, women authors will be given priority to ensure gender mainstreaming among the authors of course readings and assignments.
- 🌍 A department focused on Women and/or Gender Studies will be established within the Institute of Social Sciences.
- 🌍 The number of gender-themed academic activities will be increased.
- 🌍 A practical and easily accessible notification system for gender-themed scientific activities/events will be developed.





## Direct Targets

- 🌈 Students
- 🌈 Faculty

## Indirect Targets

- 🌈 Larger Scientific Community

## Timeline

2024-2027

## Actors of Transformation and Implementation

- 🌈 Rectorate
- 🌈 Deans
- 🌈 The Institute of Social Sciences
- 🌈 YEDI
- 🌈 Heads of Departments
- 🌈 Course Coordinators
- 🌈 Directorate of HR and Planning
- 🌈 Directorate of IT

## Key Performance Indicators

- 🌈 Number of courses incorporating a gender perspective in their content and their distribution across departments.
- 🌈 Number of students enrolled per semester in gender-themed courses.
- 🌈 Number of unique visitors to the University website page dedicated to gender-themed courses.
- 🌈 Gender distribution rates of authors in course materials used.
- 🌈 Enrolment and graduation rates of the post-graduate program in women's/gender studies to be established.
- 🌈 Number of gender-themed scientific events and their participation rates.
- 🌈 Visitor rates for the Equity, Diversity and Inclusivity Committee website page announcing scientific events.





## SDG Linkages

-  **SDG 4: Quality Education**
-  **SDG 5: Gender Equality**
-  **SDG 8: Decent Work and Economic Growth**
-  **SDG 9: Industry, Innovation, and Infrastructure**
-  **SDG 10: Reduced Inequalities**
-  **SDG 11: Sustainable Cities and Communities**
-  **SDG 16: Peace, Justice, and Strong Institutions**
-  **SDG 17: Partnerships for the Goals**

## Key Action 3: Faculty Support

Key Action 3 aims to raise awareness among the faculty about the importance of gender equality in higher education in the broadest sense. The scope of the action includes supporting and encouraging faculty to incorporate the gender dimension in learning and teaching, and research activities. Additionally, recognizing gender equality as an essential part of well-being, faculty support extends to developing guidelines for improving gender equality and promoting a shared stance against gender discrimination on campus. This will be achieved through the design and implementation of certification offering seminars, supporting academics in integrating gender perspectives into their curricula and teaching content, and providing gender-based guidance for maintaining a healthy life-work balance across the University.

### Objectives

- 3.1. Raising awareness of the faculty about the incorporation of the gender dimension into learning and teaching.
- 3.2. Encouraging academics to integrate the gender perspective into the learning and teaching processes.
- 3.3. Improving gender equality across the faculty.
- 3.4. Raising awareness among academics about gender-based discrimination and stereotypes.
- 3.5. Empowering academics to achieve a life-work balance.





### 3.6. Providing support for academics in potential cases of sexual violence, harassment, abuse, and bullying

#### Measures

- 🌈 Seminars offering certificates will be designed to support academics by incorporating a gender perspective within the curricula and teaching content.
- 🌈 Academics who contribute to the efforts for mainstreaming gender perspectives in their learning and teaching activities will be awarded annually.
- 🌈 The gender distribution among academics in all departments will be regularly monitored.
- 🌈 Seminars will be designed to raise awareness among faculty about gender-based discrimination and stereotypes, and certificates of completion will be presented to the participants.
- 🌈 The duration of paternity leave for male academics will be increased.
- 🌈 Support units will be established across the campus to help female academics achieve a life-work balance.
- 🌈 Flexible working spaces will be developed to empower female academics to achieve a life-work balance by accommodating flexible working hours.
- 🌈 Guides will be prepared for academics on the necessary steps to take in cases of potential sexual violence, harassment, abuse, and bullying.

#### Direct Targets

- 🌈 Faculty
- 🌈 Administrative Staff

#### Indirect Targets

- 🌈 Students
- 🌈 External stakeholders
- 🌈 Larger scientific community
- 🌈 Managers and leaders

#### Timeline

2024-2027





## Actors of Transformation and Implementation

- 🌈 Rectorate
- 🌈 Deans
- 🌈 University Academic Board
- 🌈 University Executive Board
- 🌈 Legal Consultancy Office
- 🌈 YEDI
- 🌈 YU-LEARNT
- 🌈 Heads of Departments
- 🌈 Directorate of HR and Planning

## Key Performance Indicators

- 🌈 Number of academics who have qualified for certificates in the relevant seminars.
- 🌈 Number of academics who qualify for the relevant awards each year and their performance evaluations.
- 🌈 Regularly collected quantitative data on the gender distribution among academics across all departments.
- 🌈 Number of male academics benefiting from extended paternity leave.
- 🌈 Capacity of support units established for female academics.
- 🌈 Capacity of workspaces developed to accommodate flexible working hours for all academics.
- 🌈 Application and resolution rates of the processes defined by the Subcommittee for the Prevention of Sexual Harassment and Bullying.

## SDG Linkages

- 🌈 **SDG 3: Good Health and Well-Being**
- 🌈 **SDG 4: Quality Education**
- 🌈 **SDG 5: Gender Equality**
- 🌈 **SDG 8: Decent Work and Economic Growth**
- 🌈 **SDG 9: Industry, Innovation, and Infrastructure**
- 🌈 **SDG 10: Reduced Inequalities**
- 🌈 **SDG 11: Sustainable Cities and Communities**
- 🌈 **SDG 16: Peace, Justice, and Strong Institutions**







## SDG 17: Partnerships for the Goals




### Key Action 4: Student Support

Key Action 4 aims to remove gender-based barriers to students' progress and development by mainstreaming gender equality among the student body on campus. This involves regular monitoring of gender data from student enrollment through graduation and into employment, with a specific focus on STEM areas, to ensure gender equality is maintained and supported. The action encourages and organizes a range of activities, particularly academic and scientific events, that consider gender perspectives. Recognizing that campus peace and well-being are integral to academic progress, personal growth, and career development, Key Action 4 also includes the creation and dissemination of policies and guidelines to combat gender-based discrimination, stereotyping, bullying, and harassment. Through these measures, the action aims to build an inclusive and supportive environment that empowers all students to achieve their full potential.

#### Objectives

- 4.1. Removing gender-based barriers to students' progress and development.
- 4.2. Raising awareness about equality, diversity, and inclusion among students.
- 4.3. Raising awareness among students about gender-based discrimination and stereotypes.
- 4.4. Providing support for students in potential cases of sexual violence, harassment, abuse, and bullying.
- 4.5. Mainstreaming gender in student clubs' activities.

#### Measures

-  The gender distribution among students in all disciplines, especially STEM, will be regularly monitored.
-  The status of gender equality in the employment patterns of university graduates will be regularly monitored.
-  Seminars will be organized where successful female role models in various careers, especially STEM, are invited.





- The gender distribution among student representatives will be regularly monitored.
- The gender distribution among the management and members of student clubs will be regularly monitored.
- Values of equality, diversity, and inclusivity will be integrated into the orientation programs for incoming students.
- Seminars will be organized to raise students' awareness about gender-based discrimination and stereotypes, and certificates will be presented upon completion.
- Guides will be prepared for students on the necessary steps to take in cases of potential sexual violence, harassment, abuse, and bullying.
- Student clubs will be encouraged to organize gender-themed events and activities.

### Direct Targets

- Students

### Indirect Targets

- Faculty
- External stakeholders
- Managers and leaders
- Administrative Staff

### Timeline

2024-2027

### Actors of Transformation and Implementation

- Rectorate
- Deans
- University Academic Board
- University Executive Board
- Student Centre
- YEDI
- Legal Consultancy Office





- 🌍 Student Affairs Office
- 🌍 Heads of Departments

### Key Performance Indicators

- 🌍 Long-term quantitative data on the gender distribution among students in all disciplines, especially STEM.
- 🌍 Number of seminars featuring successful female role models from various careers, especially STEM areas, and their participation rates
- 🌍 Quantitative data on the gender distribution among student representatives
- 🌍 Quantitative data on the gender distribution in the employment patterns of university graduates
- 🌍 Quantitative data on the gender distribution among the management/leadership and members of student clubs.
- 🌍 Number of students who have completed the relevant orientation program.
- 🌍 Number of students who earned certificates in the relevant seminars.
- 🌍 Application and resolution rates of the processes defined by the Subcommittee for the Prevention of Sexual Harassment and Bullying.
- 🌍 Number of gender-themed activities/events organized by student clubs and participation rates.

### SDG Linkages

- 🌍 **SDG 3: Good Health and Well-Being**
- 🌍 **SDG 4: Quality Education**
- 🌍 **SDG 5: Gender Equality**
- 🌍 **SDG 10: Reduced Inequalities**
- 🌍 **SDG 11: Sustainable Cities and Communities**
- 🌍 **SDG 16: Peace, Justice, and Strong Institutions**





## Key Action 5: Administrative Leadership

Key Action 5 seeks to enhance gender equality in administrative and decision-making positions across the University. The scope involves regularly monitoring and tracking quantitative data on the gender distribution of administrators and members in boards, committees, and management units. Through systematic tracking, ensuring transparency, and identifying areas needing improvement, Key Action 5 aims to raise awareness among administrators and decision-makers about gender-based discrimination and stereotypes. This approach is intended to empower a more inclusive and equitable leadership culture that will ensure a more equitable environment for all stakeholders of the University.

### Objectives

- 5.1. Promoting gender equality among leadership and decision-makers.
- 5.2. Raising awareness among administrators and decision-makers about gender-based discrimination.

### Measures

- Quantitative data on the gender distribution among leadership and decision-makers will be regularly monitored.
- The numerical distribution of male and female administrators and members in boards, committees, and management units will be systematically and regularly tracked.
- Seminars will be organized to raise awareness among administrators and decision-makers about gender-based discrimination and stereotypes.

### Direct Targets

- Managers and leaders

### Indirect Targets

- Faculty
- Administrative Staff
- Students
- External stakeholders





## Timeline

2024-2027

### Actors of Transformation and Implementation

- 🌍 Rectorate
- 🌍 University Executive Board
- 🌍 University Academic Board

### Key Performance Indicators

- 🌍 Long-term quantitative data on the gender distribution in administrative and decision-making positions.
- 🌍 Quantitative data on the gender distribution among administrators and members in boards, committees, and management units.
- 🌍 Number of relevant seminars held and their participation rates.

### SDG Linkages

- 🌍 **SDG 3: Good Health and Well-Being**
- 🌍 **SDG 4: Quality Education**
- 🌍 **SDG 5: Gender Equality**
- 🌍 **SDG 8: Decent Work and Economic Growth**
- 🌍 **SDG 9: Industry, Innovation, and Infrastructure**
- 🌍 **SDG 10: Reduced Inequalities**
- 🌍 **SDG 11: Sustainable Cities and Communities**
- 🌍 **SDG 16: Peace, Justice, and Strong Institutions**
- 🌍 **SDG 17: Partnerships for the Goals**

### Key Action 6: Staff Support

Key Action 6 primarily aims to ensure and enhance gender equality among the administrative staff at the University, raising awareness about and offering support against gender-based discrimination, bullying, and harassment. The action focuses on promoting equity, diversity, and inclusion by incorporating these themes into orientation programs and seminars for administrative staff. By doing so, it seeks to build a working environment that supports the well-being and empowerment of administrative staff, promoting a healthy life-work balance.





## Objectives

- 6.1. Ensuring and improving gender equality among the administrative staff.
- 6.2. Raising awareness about equality, diversity, and inclusion among the administrative staff.
- 6.3. Raising awareness among administrative staff about gender-based discrimination and stereotypes.
- 6.4. Providing support for administrative staff in potential cases of sexual violence, harassment, abuse, and bullying.
- 6.5. Empowering administrative staff to achieve a life-work balance.

## Measures

- 🌈 Long-term quantitative data on the gender distribution in the employment patterns of administrative staff will be regularly and systematically compiled.
- 🌈 The themes of equity, inclusion, and diversity will be incorporated into the orientation programs offered to the administrative staff.
- 🌈 Seminars will be organized to raise awareness among administrative staff about gender-based discrimination and stereotypes; certificates will be presented upon completion.
- 🌈 Guides will be prepared for administrative staff on the necessary steps to take in cases of potential sexual violence, harassment, abuse, and bullying.
- 🌈 The paternity leave duration for male administrative staff will be increased.
- 🌈 Support units will be established across the campus to help female administrative staff achieve a life-work balance.

## Direct Targets

- 🌈 Administrative Staff

## Indirect Targets

- 🌈 Managers
- 🌈 Faculty
- 🌈 Students
- 🌈 External stakeholders





## Timeline

2024-2027

### Actors of Transformation and Implementation

- 🌍 Rectorate
- 🌍 Directorate of HR and Planning
- 🌍 YEDI
- 🌍 YU-LEARNT
- 🌍 Legal Consultancy Office

### Key Performance Indicators

- 🌍 Long-term quantitative data on the gender distribution in the employment patterns of administrative staff.
- 🌍 Number of administrative staff who have completed the relevant orientation training.
- 🌍 Number of administrative staff who earned certificates in the relevant seminars.
- 🌍 Application and resolution rates of the processes defined by the Subcommittee for the Prevention of Sexual Harassment and Bullying.
- 🌍 Number of male administrative staff benefiting from extended paternity leave.
- 🌍 Capacity and utilization of support units established for female administrative staff.

### SDG Linkages

- 🌍 **SDG 1: No Poverty**
- 🌍 **SDG 3: Good Health and Well-Being**
- 🌍 **SDG 4: Quality Education**
- 🌍 **SDG 5: Gender Equality**
- 🌍 **SDG 8: Decent Work and Economic Growth**
- 🌍 **SDG 10: Reduced Inequalities**
- 🌍 **SDG 11: Sustainable Cities and Communities**
- 🌍 **SDG 16: Peace, Justice, and Strong Institutions**
- 🌍 **SDG 17: Partnerships for the Goals**





## Key Action 7: Research and Researchers

Key Action 7 focuses on integrating gender equality into research activities such as scientific research projects, publications, patents, and university-industry collaborations. This includes regular monitoring of gender-based research data, encouraging researchers to engage in gender-themed research and incorporating the gender dimension into research across all disciplines. The action also aims to enhance its library's collection to strengthen the gender perspective and establish a research center dedicated to women/gender studies.

### Objectives

7.1. Ensuring that scientific research projects, publications, patents, and university-industry collaborations are developed with a focus on gender equality.

7.2. Enhancing gender equality in the recruitment, retention and advancement of researchers across all scientific disciplines.

### Measures

- 🌈 Seminars will be organized to encourage researchers to engage in gender-themed research projects, publications, patent work, and university-industry collaborations; certificates will be offered upon completion.
- 🌈 The University library's collection will be expanded and diversified to include more resources that represent and explore gender perspective across various disciplines.
- 🌈 A research centre dedicated to women/gender studies will be established.
- 🌈 A sustainable data monitoring system will be established to regularly assess and report on the state of gender equality among researchers, including metrics on recruitment, retention, promotion, and research output.

### Direct Targets

- 🌈 Faculty
- 🌈 Early career researchers

### Indirect Targets

- 🌈 Students
- 🌈 External stakeholders







- 🌍 Larger scientific community

## Actors of Transformation and Implementation

- 🌍 Rectorate
- 🌍 University Academic Board
- 🌍 Institutes of Postgraduate Studies
- 🌍 Heads of Departments
- 🌍 Project Office
- 🌍 Technology Transfer Office
- 🌍 YEDI

## Key Performance Indicators

- 🌍 Annual count and percentage increase of research projects, patents, publications, and university-industry cooperation studies focused on gender equality.
- 🌍 Number of gender-themed publications in the university library's printed works collection and their distribution by year of publication.
- 🌍 Number of gender-related projects developed annually at the newly established research center.
- 🌍 Percentage breakdown of gender distribution among coordinators and researchers in research projects.
- 🌍 Percentage breakdown of gender distribution among academics with publications.
- 🌍 Percentage breakdown of gender distribution among coordinators and researchers involved in university-industry collaborations.
- 🌍 Percentage breakdown of gender distribution among academics with patents.

## SDG Linkages

- 🌍 **SDG 3: Good Health and Well-Being**
- 🌍 **SDG 4: Quality Education**
- 🌍 **SDG 5: Gender Equality**
- 🌍 **SDG 8: Decent Work and Economic Growth**
- 🌍 **SDG 9: Industry, Innovation, and Infrastructure**





- 🌍 **SDG 10: Reduced Inequalities**
- 🌍 **SDG 11: Sustainable Cities and Communities**
- 🌍 **SDG 16: Peace, Justice, and Strong Institutions**
- 🌍 **SDG 17: Partnerships for the Goals**

## 4. Gender Equality “TOMORROW” (In Lieu Of Conclusion)

Yeditepe University **Gender Equality Action Plan 2024-2027** is updated through a series of collaborative efforts by researchers from the Gender Equality Sub-Committee of **YEDI**, Yeditepe University Equity, Diversity and Inclusion Committee, and with the support of many others. The key action areas are reviewed and reconsidered based on the data presented in the 2023 report of **YEDI**, which reflects ongoing efforts and progress towards achieving gender equality at Yeditepe University, highlighting both advancements and areas for continued focus. The data demonstrates significant strides in increasing female representation in administrative roles and leadership positions within research projects. However, the report also identifies a need for further initiatives to balance gender representation among academic staff and in project support programs. These insights, therefore, provide guidance for future policies and actions to ensure continued improvement and the further promotion of an inclusive and equitable environment for all members of the University community, the larger scientific community, academia, and beyond.







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