



YILDIZ TECHNICAL UNIVERSITY GENDER EQUALITY PLAN





GENDER EQUALITY PLAN 2022-2024

YILDIZ TECHNICAL UNIVERSITY

December 2021



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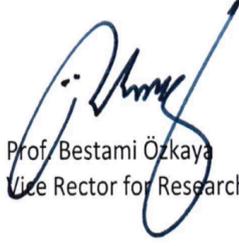
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Preface

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 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. Bestami Özkaya
Vice Rector for Research and Planning


Prof. Tamer Yılmaz
Rector



Introduction

The purpose of this Gender Equality Plan (GEP) is to identify the priority areas requiring intervention concerning gender equality at Yıldız Technical University (YTU) and to present a concrete set of actions to be undertaken from January 2022 to December 2024.¹ The GEP has been initiated in 2021 and will be improved further through annual progress reports in line with the guidelines provided by national-level institutes, the European Union (EU) and the European Institute for Gender Equality (EIGE) for strengthening gender equality in higher education institutions.²

By adopting the GEP and establishing a Gender Equality Committee along with this plan, YTU is taking a crucial step toward institutionalising gender equality, which has already been initiated with the adoption of Regulation on Equal Opportunity and Non-Discrimination in 2021. Since the new administration took over in August 2020, there have also been increasing efforts to strengthen data-driven knowledge with the objective of formulating evidence-based and sustainable policies on a range of issues, including gender equality. The University acknowledges the importance of collecting, analysing and monitoring gender-related data derived from a wide variety of sources. Accordingly, one key objective identified in the GEP is to systematize data collection on gender equality through employing a range of quantitative and qualitative research methods, including staff and student surveys, in-depth interviews and focus group discussions with representatives of all levels of staff. The university is also committed to raise awareness about gender equality through training and similar activities targeting all students and staff.

The GEP is organised into three sections. Section 1 provides a brief overview of national and institutional context, outlining the key legislation and policies concerning gender equality and non-discrimination. Section 2 presents a preliminary analysis of gender disaggregated data collected from academic and administrative units of the University in September 2021. Where available, the data covers the years 2019, 2020 and 2021 to provide a comparative perspective. Section 3 outlines the institutional objectives and concrete actions to be undertaken with implementation timeframes, allocated resources and responsible entities.

The data analysis demonstrated a progressive increase in women's representation in academic and administrative decision-making positions across all the categories between 2019 and 2021. The overall preparation and drafting process of the GEP also revealed that

¹ The Gender Equality Plan is drafted by the YTU Commission on Equal Opportunity and Non-Discrimination. Important contributions were made by the Rector, the Vice-Rectors, YTU Graduate School of Social Sciences, Office of the Dean of Student Affairs and all the administrative/academic divisions of the University involved in the GEP.

² Preparation of the YTU Gender Equality Plan has followed the step-by-step guide of the [Gender Equality in Academia and Research \(GEAR\) Toolkit](#) provided by the European Institute for Gender Equality.



gender equality needs to be addressed primarily in the following areas: (1) capacity building and dedicating resources, (2) data collection and monitoring, (3) decision-making and leadership, (4) research and teaching, (5) knowledge building and awareness raising, (6) existing mechanisms concerning gender-based discrimination. In line with these priority areas for intervention, the actions described in the GEP (see, Section 3) are structured around six key objectives:

- Strengthen institutional capacity and dedicate resources for implementing and coordinating the GEP;
- Collect, monitor and analyse data about gender equality;
- Aim for improving gender balance in academic and administrative decision-making positions;
- Take steps for the inclusion of gender perspective in teaching and research;
- Build knowledge and raise awareness about gender equality at all levels within the university;
- Strengthen existing mechanisms for the prevention of gender-based discrimination, sexual harassment, and sexual violence.

Accordingly, YTU Gender Equality Plan covers the four mandatory process-related requirements as specified in the 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 within the university;
- √ The plan demonstrates institutional commitment to **capacity-building and dedicating resources** for the monitoring and implementation of the GEP;
- √ It introduces a set of actions concerning gender-disaggregated **data collection and monitoring**, as well as annual reporting based on indicators;
- √ The plan includes a set of actions for building knowledge, **awareness raising/training activities** on gender equality targeting academic/administrative staff and students.

In addition, the GEP addresses three out of five content-related thematic areas recommended by the Horizon Europe Work Programme 2021-2022:

- √ Actions aiming for **gender balance in leadership and decision-making**;
- √ Actions targeting **integration of the gender dimension into research and teaching content**;
- √ Actions **against gender-based violence including sexual harassment**.



Section 1: National & Institutional Context

National Context

The fundamental legal basis of gender equality in Turkey is the Turkish Constitution, which guarantees equality before the law regardless of gender. As stipulated in Article 10 of the Constitution, “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.”³ Concerning gender equality in the family, Article 41 of the Constitution states that the family is the foundation of the Turkish society based on the equality between the spouses.⁴ Aside from the Constitution, the Turkish Civil Code, the Criminal Code and the Labour Act are some other key legal documents pertaining to gender equality and prohibition of gender-based discrimination.⁵

Turkey signed and ratified the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) in 1985. In 2002, Turkey also signed and accepted the inquiry procedure under the Optional protocol to the CEDAW, which allows individuals or group of individuals the right to complain to the Committee on the CEDAW.⁶ Given the supremacy of international human rights agreements over national legislation as enshrined in the Turkish Constitution (Article 90), the CEDAW takes precedence in case of incompatibility with national law. In 2012, Turkey signed and ratified the Council of Europe Convention on Preventing and Combating Violence Against Women and Domestic Violence (the Istanbul Convention). Since Turkey’s withdrawal from the Istanbul Convention in 2021, the current legal framework combating gender-based violence is mainly based on the Law to Protect Family and Prevent Violence against Women, which was adopted in 2012. Strategy and Action Plan for Women’s Empowerment (2018-2023), 11th National Development Plan (2019-2023), 4th National Action Plan on Combating Violence against Women (2021-2025) are among the most recent policy documents touching upon issues of gender equality.⁷

Based on the data provided in the 2020 Human Development Report, Turkey ranked 54th out of 189 countries with Human Development Index (HDI) value of 0.820 in 2019. The country was placed in the ‘very high human development’ category based on the following key

³ Constitution of the Republic of Turkey “[Part 1 General Principles](#)”, p.12.

⁴ Constitution of the Republic of Turkey “[Part 2 Fundamental Rights and Duties](#)”, p. 22.

⁵ For detailed reviews of Turkey’s legislation and policy concerning gender equality, see UNDP Turkey “[Gender Equality Strategy 2017-2020](#)”; Ministry of Family and Social Services “[Strategy and Action Plan for Women’s Empowerment 2018-2023](#)”

⁶ See, [UN Treaty Database Ratification Status for Turkey](#)

⁷ Turkish Presidency “[11th National Development Plan \(2019-2023\)](#)”, p. 139-140; Ministry of Family and Social Services “[4th National Action Plan on Combating Violence against Women \(2021-2025\)](#)”



indicators: life expectancy at birth (77.7), expected years of schooling (16.6), mean years of schooling (8.1) and GNI per capita (27,701 USD).⁸ Concerning the Gender Development Index (GDI), Turkey's GDI value is 0.924 (with HDI value of 0.784 for females and 0.848 for males), placing the country into Group 4, which consists of countries with medium to low equality in HDI achievements between women and men.⁹ As shown below in Table 1, there is a considerable gap between women and men over command of economic resources with GNI per capita of 17, 854 USD for females in contrast to 37,707 USD for males.

Table 1 - Turkey's GDI for 2019 relative to selected countries & groups

	F-M ratio	HDI values		Life expectancy at birth		Expected years of schooling		Mean years of schooling		GNI per capita	
	GDI value	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Turkey	0.924	0.784	0.848	80.6	74.7	16.0	17.1	7.3	9.0	17,854	37,807
Azerbaijan	0.943	0.730	0.774	75.5	70.5	13.0	12.8	10.2	10.9	8,919	18,664
Serbia	0.977	0.797	0.815	78.6	73.4	15.3	14.2	10.8	11.6	13,990	20,525
Europe and Central Asia	0.953	0.768	0.806	77.7	71.1	14.5	14.8	9.9	10.7	12,373	23,801
Very high HDI	0.981	0.886	0.903	82.4	76.8	16.6	16.0	12.0	12.2	33,668	55,720

Source: Human Development Report 2020

With reference to Gender Inequality Index (GII), which focuses on gender-based inequalities in three main dimensions: reproductive health, empowerment and economic activity, Turkey ranked 68th out of 162 countries in the 2019 index with a GII value of 0.306.¹⁰ As Table 2 demonstrates, seats in parliament held by women amounted 17.4 %, while 50.2 % of adult women in contrast to 72.2 % adult men have reached at least a secondary level of education. With a maternity mortality ratio of 17 (per 100,000 live births), the adolescent birth rate is 26.6 births (per 1000 women in the age group 15-19). Male participation (72.6 %) in the labour market is nearly twice the rate of female participation (34 %).

Table 2 - Turkey's GII for 2019 relative to selected countries & groups

	GII value	GII Rank	Maternal mortality ratio	Adolescent birth rate	Female seats in parliament (%)	Population with at least some secondary education (%)		Labour force participation rate (%)	
						Female	Male	Female	Male
Turkey	0.306	68	17.0	26.6	17.4	50.2	72.2	34.0	72.6
Azerbaijan	0.323	73	26.0	55.8	16.8	93.9	97.5	63.4	69.7
Serbia	0.132	35	12.0	14.7	37.7	86.3	93.6	47.4	62.8
Europe and Central Asia	0.256	—	19.9	27.8	23.1	79.9	88.1	45.0	70.0
Very high HDI	0.173	—	14.2	17.2	28.3	86.5	88.6	52.3	69.1

Maternal mortality ratio is expressed in number of deaths per 100,000 live births and adolescent birth rate is expressed in number of births per 1,000 women ages 15-19.

Source: Human Development Report 2020

⁸ Human Development Report 2020 “[The Next Frontier: Human Development and the Anthropocene Briefing note for countries on the 2020 Human Development Report](#)”, United Nations Development Programme, p. 2-4.

⁹ Human Development Report 2020, p. 5.

¹⁰ Human Development Report, 2020, p. 6.



Concerning academia and research, the Commission of Women Studies of the Higher Education Council of Turkey conducts a range of studies to promote gender equality and to support women's representation in higher education and research.¹¹ According to national-level and EU-28 figures provided by the Commission for 2020, 40 % of faculty members in Turkey and 32 % of faculty members at professor level were women. In the EU-28, women comprised 41.3% of faculty members and 20.8 % of faculty members at professor level. In Turkey, 14 % of female academics held high-level leadership positions in higher education in contrast to 21.7 % in the EU-28. Female university students in Turkey make up 51.1 % of the total number of students enrolled in foundation-level, followed by 47.6 % enrolled in postgraduate-level, and 47.3% enrolled in undergraduate-level degrees.¹² To promote gender balance in scientific research, the Scientific and Technological Research Council of Turkey (TUBITAK) published the [Policy Principles for Increasing the Participation of Women Researchers in TUBITAK Processes](#) in 2019. The policy principles also address TUBITAK's commitment for increasing the ratio of female researchers in decision-making, project evaluation and monitoring processes to achieve gender balance.

Institutional Context

As Turkey's third oldest university, Yıldız Technical University (YTU) is one of the country's top research universities specialised in the natural and social sciences with over 1700 academic staff, 11 faculties, 2 institutes, 25 research centres, the vocational school of higher education, the vocational school for national palaces and historical buildings, the vocational school for foreign languages and over 300 research labs. Hosting over 35,000 students and 2000 international students from over 100 countries, the university has 45 undergraduate programmes, 140 graduate programmes and 72 PhD programmes. As part of its internationalisation strategy, YTU has concluded over 300 academic partnerships with universities in the United States, Europe, Asia, and Africa, offering joint degrees, student, and staff mobility programmes. Aside from 100 ongoing research projects funded by TUBITAK, the university has participated in various EU-funded research projects.

YTU stands out especially with its hardworking, dynamic, entrepreneurial and innovative features. The university enjoys a well-connected international community with 400+ higher education institutions from 50+ countries all over the world, participating in 800+ international agreements offering exchange programs, academic activities and joint projects. With more than 2000 international students from 100+ countries, YTU classrooms and laboratories are a breeding ground for innovation and creativity without borders.

YTU has adopted an entrepreneurial and innovative university model through its "TechnoPark" and "SocioPark" research centres. YTU Technology Transfer Office and Starcamp Innovation Centre in Technopark have facilitated creation and growth of more than

¹¹ For further information on the Commission's work, see <https://kadincalismalari.yok.gov.tr/ana-sayfa>

¹² Commission of Women Studies "[Data on Women in Academia in Turkey – Statistical Data](#)", Higher Education Council of Turkey



30 R&D companies, 111 incubator companies and more than 8,000 qualified R&D and software employees in various sectors, including software, information and communication technologies, telecommunication, electronics, pharmaceuticals, machinery and equipment, chemical, aerospace, energy, defense, construction and food. In 2018, the university established the Social Innovation Research and Application Centre (SocioPark) with the objective of enhancing the university's research capacity in social sciences through international partnerships and collaborations among academics, private, public and civil society actors in tackling global social issues, including poverty, social inequality, gender inequality, migration, urbanisation, food security, environmental issues and climate change.

YTU was the first public university from Turkey to become a participant to the United Nations (UN) Global Compact in 2019.¹³ The University has committed to incorporate the Ten Principles of the Compact into its institutional strategies and policies, as well as to meet fundamental responsibilities in the areas of human rights, labour, environment and anti-corruption.¹⁴ Since 2020, YTU is also a member of the UN Sustainable Development Solutions Network (UNSDSN) Turkey, prioritising the implementation of the UN Sustainable Development Goals.¹⁵ The university continues to make good progress with the objective of finding a place in the top 100 universities in the Times Higher Education Impact Rankings in the forthcoming years. [YTU Sustainable Campus Report for 2020](#) provides a comprehensive summary of the University's efforts in the field of sustainability, demonstrating the administration's commitment to improving the lives of current students and staff, as well as improving healthy life expectations for future generations.¹⁶

As highlighted in the YTU Strategic Plan of 2018-2020 and the Sustainable Campus Report for 2020, one of the fundamental values of the University is to give importance to equality of opportunity and merit (see, Figure 1). The Strategic Plan of 2021-2025 identifies conducting pioneering research with the aim of improving quality of life and finding solutions to fundamental social issues as one of the four strategic goals.¹⁷

¹³ United Nations Global Compact, [Participants: Yıldız Technical University](#)

¹⁴ See, [Yıldız Technical University Integrated Annual Report](#), 2018-2019.

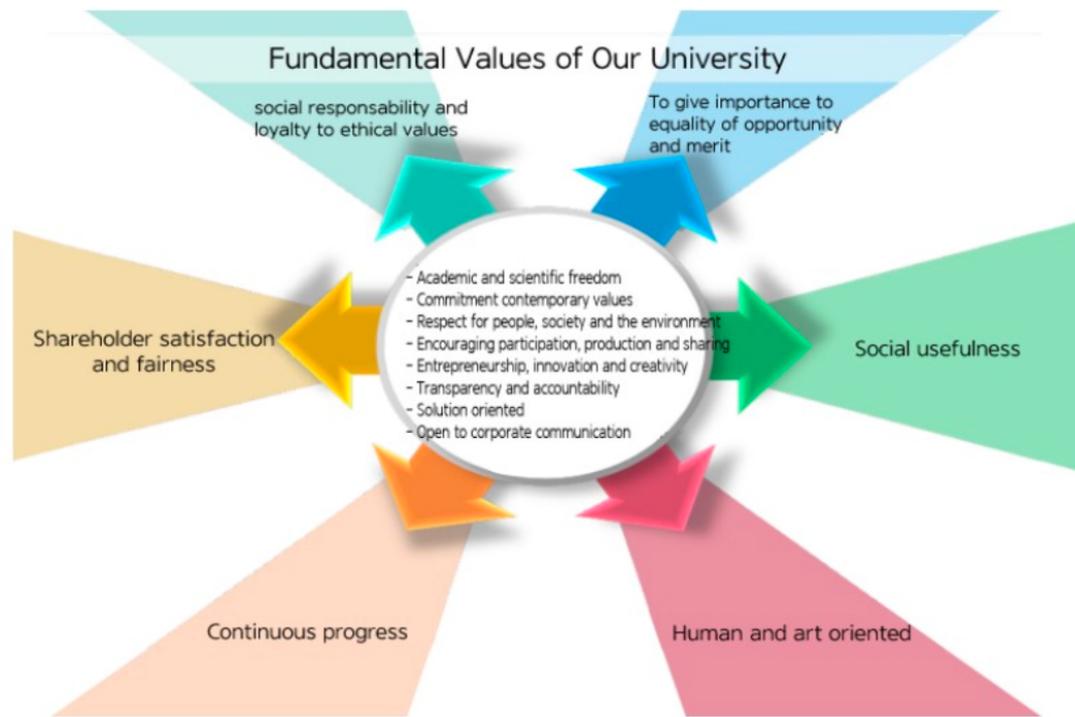
¹⁵ UN SDSN Turkey, [Members: Yıldız Technical University](#)

¹⁶ For further information on YTU's work in the field of sustainability, see <https://kampus.yildiz.edu.tr/>

¹⁷ Yıldız Technical University, [Strategic Plan 2021-2025](#)



Figure 1 - The fundamental values of Yıldız Technical University ¹⁸



In order to strengthen the legal framework and institutional mechanisms to achieve these goals, the University has recently adopted the [Regulation on Equal Opportunity and Non-Discrimination](#) (hereafter Regulation), the [Policy Document on Equal Opportunity and Non-Discrimination](#) and [the Policy Document on Sustainable Development](#) in line with the UN Sustainable Development Goals. The Regulation and the Policy Documents endorse YTU's commitment to raise knowledge and awareness among the University staff, students and relevant stakeholders for the protection and promotion of human rights, the equality of opportunity in the enjoyment of fundamental rights and freedoms, and for combatting all forms of discrimination. Gender equality issues are also specifically addressed in these documents. While the Regulation provides the legal basis for maintaining a university environment that respects gender equality, The Policy Document on Equal Opportunity and Non-Discrimination identifies the two following objectives:

- promoting and implementing gender equality,
- undertaking studies for the prevention of gender-based discrimination, gender-based violence, sexual harassment, and sexual violence.

¹⁸ Adapted from the [YTU Sustainable Campus Report for 2020](#)



In terms of existing institutional mechanisms, YTU Commission on Equal Opportunity and Non-Discrimination (hereafter Commission), set up under the Office of Vice Rector for Research and Planning in 2021, is required to carry out studies for ensuring gender equality in representation, and to develop strategies for preventing gender-based discrimination, as stipulated in the Regulation.¹⁹ It is also among the responsibilities of the Commission to work on gender-based discrimination, sexual harassment and sexual violence in collaboration with the University's Board for the Prevention of Sexual Harassment and Sexual Assault.

YTU also demonstrates strong commitment to maintaining a university environment free from sexual harassment and sexual violence. The university has adopted a complaint procedure for investigation and resolution of such incidents by the Board on the Prevention of Sexual Harassment and Sexual Assault. The Board is also responsible for preventing and effectively addressing sexual harassment and sexual assault on campus, carrying out awareness-raising activities, as well as providing information on legal, medical psychosocial support mechanisms, as required by the relevant regulation.²⁰

Concerning maternity and paternity leave, YTU complies with the national legislation on state employees who are granted eight weeks of permission before and eight weeks after birth (for mothers) and 10 days (for fathers). The University also has kindergartens/pre-schools on campus for staff and students with children.

Various departments of the University regularly organise seminars, workshops and education activities related to broader framework of human rights protection and equality of opportunity. Female students comprise at least 10 % of the total participants in the mentoring activities carried out by [YTU Mentoring Project](#). With a total number of 68 student-led clubs, students also show strong level of engagement in social issues, ranging from environmental rights to urban development. Student-led Women Studies Society and Social Responsibility Club regularly hold raising awareness activities and events promoting gender equality.

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



Section 2 - Analysis of gender-disaggregated data about YTU staff and students

This section presents data on academic staff, administrative staff and students broken down by gender. This initial analysis lays the basis for identifying the priority areas of action as elaborated in Section 3. Data collected and analysed is adopted from a list of indicators suggested in the EIGE's Gender Equality in Academia and Research (GEAR) toolkit. These include:

- staff numbers (academic and administrative) by gender, as well as contractual relation to the University,
- numbers of women and men in academic and administrative decision-making positions,
- numbers of women and men having left the organisation in past years, specifying the numbers of years spent in the organisation,
- numbers of staff by gender taking maternal leave,
- numbers of staff receiving training,
- number of female and male students at all levels and for all disciplines.

To have a better understanding of the gender parity/disparity in research funding at the university, following data was also collected from the Scientific Research Coordination Unit of YTU:

- percentage of women and men in selection committees on 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,
- the average funding amounts allocated to research projects conducted by women and men.

I. Overview of key findings - YTU staff

Table 3 and Table 4 present the academic and administrative staff numbers by gender, as well as contractual relation to the University. In 2021, the total number of female (849) and male (921) academic staff was 1770, while the total number of female (444) and male (645) administrative staff was 1089 across all academic/administrative staff categories. Between 2019 and 2021, **the academic gender gap remained constant at 4 %, in which women comprised 48 % and men comprised 52 % of all academic staff.** Meanwhile, **the administrative gender gap remained relatively high at 18 %** over the same period: women represented 41 % and men represented 59 % of all administrative staff. In terms of



contractual relationship to the University, the gender gap is lower for permanent administrative staff (10 %) when compared with contractual administrative staff (66 %) and permanent workers (32%) in 2021.

Table 3 - Number of academic staff (2019-2021)

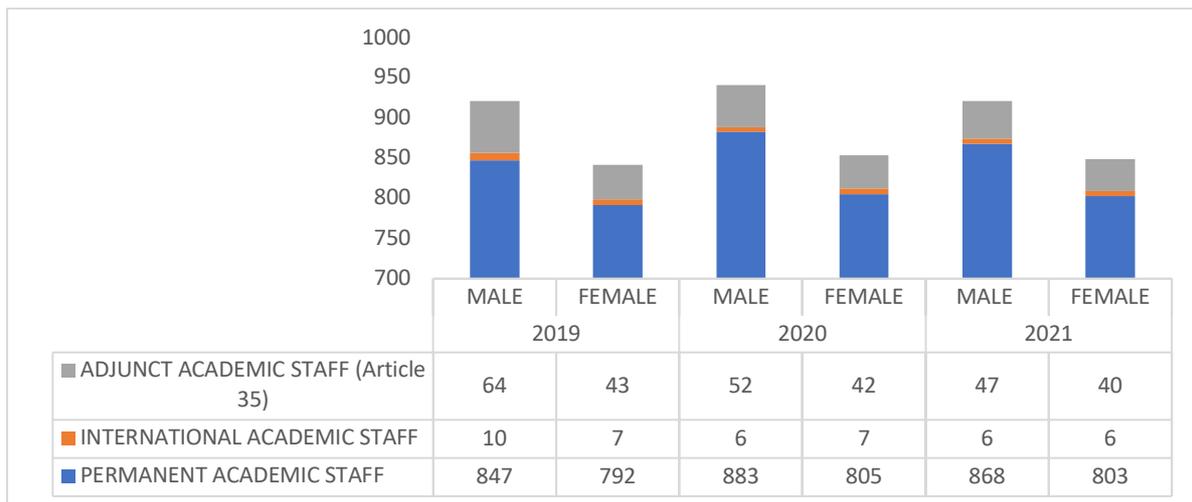
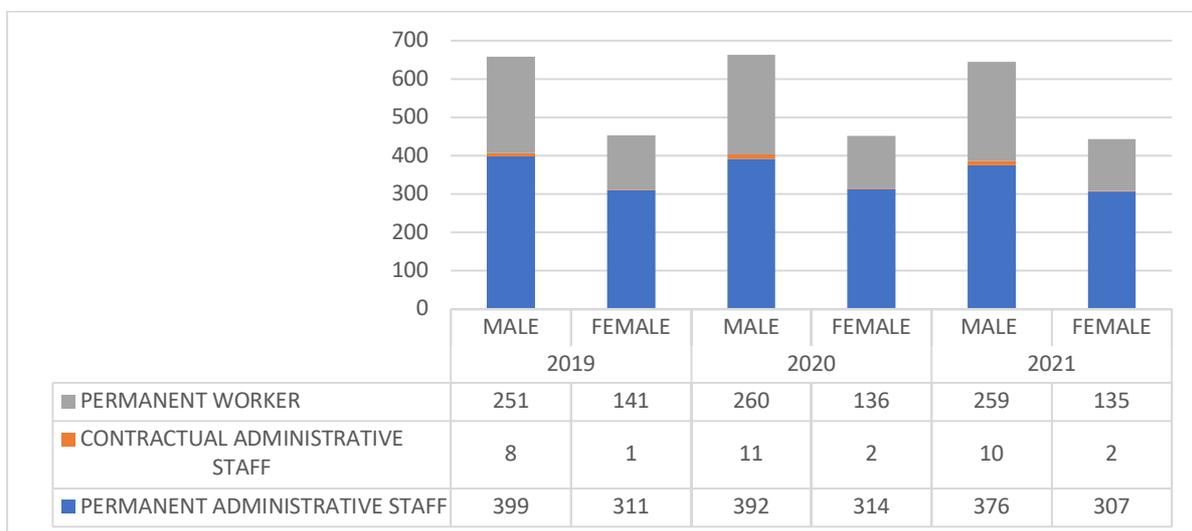


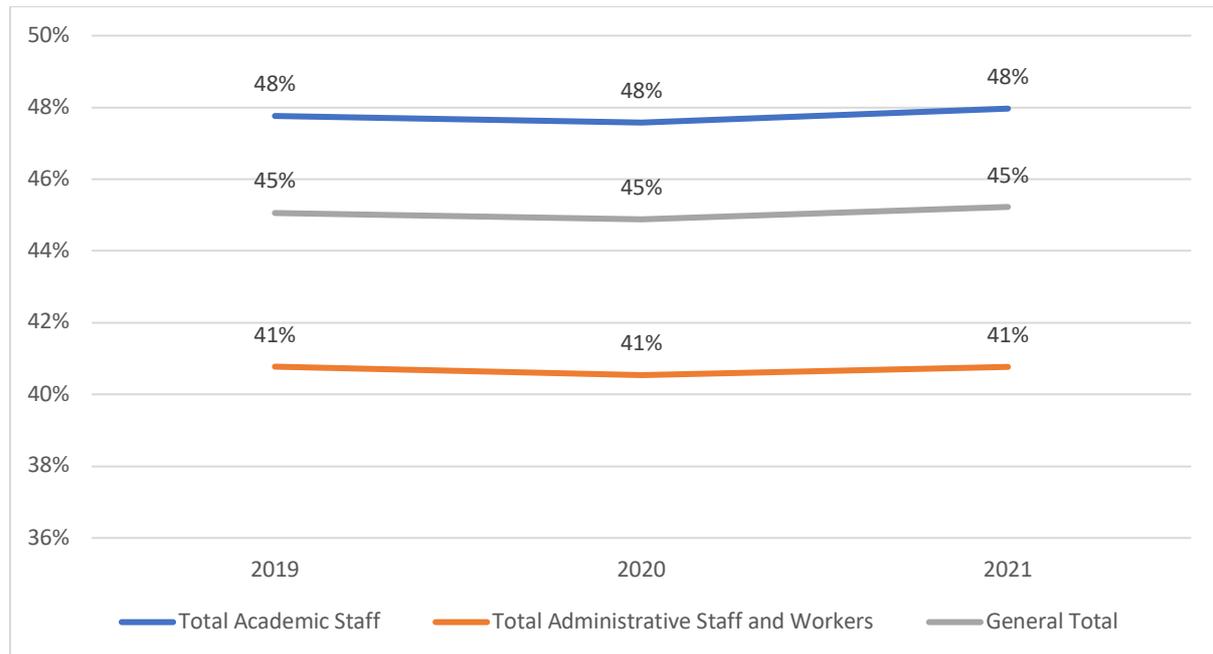
Table 4 - Number of administrative staff (2019-2021)



As shown in Figure 2 below, **women comprised 45 % of all academic and administrative staff between 2019 and 2021, bringing the overall gender gap at 10 %.** Over the last three years, there has not been a gradual increase or decrease in the proportion of female staff across academic and administrative positions.



Figure 2 - Percentage of female academic & administrative staff



To assess the gender composition in academic and administrative decision-making positions, these positions were divided into the following five categories: high-level academic management position, mid-level academic management position, high-level administrative management position, mid-level administrative management position, board and commission membership.²¹ As Table 5 illustrates, **women’s representation in academic and administrative decision-making positions increased across all the categories between 2019 and 2021**. For instance, the number of women holding mid-level academic management positions witnessed a two-fold increase from 67 in 2020 to 132 in 2021. The number of women in high-level academic management positions rose from 2 in 2020 to 9 in 2021, whereas the number of men declined from 26 to 18 in 2021, twice the number of women. The highest jump took place in the number of board and commission memberships for both women (four-fold increase) and men (three-fold increase) from 2020 to 2021.

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

	2019		2020		2021	
	Male	Female	Male	Female	Male	Female
Mid-level academic management position	75	41	112	67	232	132
High-level academic management position	3	-	26	2	18	9
Mid-level administrative management position	49	63	48	57	92	83

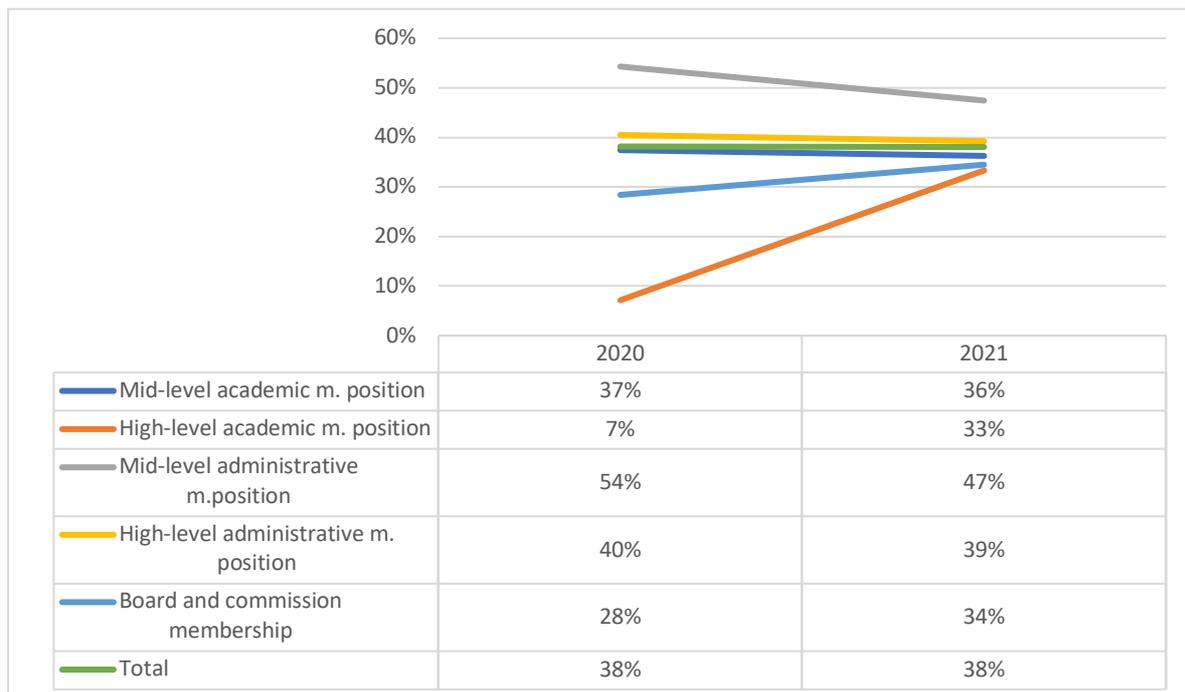
²¹ Annex 1 provides a detailed list of all academic and administrative decision-making positions falling under each category.



High-level administrative management position	19	17	25	17	31	20
Board and commission membership	43	21	58	23	169	89
Total	189	142	269	166	542	333

The number of women in mid-level administrative management positions also increased from 57 to 83 between 2020 and 2021, while the number of women in high-level administrative management positions also experienced a slight increase from 17 to 20 during the same period. **The overall gender gap is 24% across all the categories** (see, Figure 3). Among all the categories, mid-level administrative management position has the lowest gender gap at 6%, followed by 22 % for high-level administrative management position. **The gender gap in board and commission memberships remains high at 32%** in favour of males in 2021, experiencing a slight improvement from 2020 (reduced by 6 %) in favour of women.

Figure 3 - Percentage of female staff in academic & administrative decision-making positions



As of September 2021, 96 academic and administrative staff left YTU, which may still catch up with the figures provided for 2019 (119) and 2021 (122) by the end of the year. **The number of male staff (62) is twice as high as the number of female staff (31) who left YTU in 2021.** Of those female staff, 18 were academic and 13 were administrative staff, in which academic seniority between 21-30 years and administrative seniority between 11-20 years had the highest share respectively.



Table 6 - The number of staff who left YTU (2019-2021)

Seniority levels of staff	2019		2020		2021	
	Male	Female	Male	Female	Male	Female
Academic Seniority (between 1-5 years)	9	7	18	12	10	4
Academic Seniority (between 6-10 years)	17	18	10	6	18	3
Academic Seniority (between 11-20 years)	7	6	6	15	1	1
Academic Seniority (between 21-30 years)	1	5	3	5	7	6
Academic Seniority (above 30 years)	4	7	3	2	5	4
Total Academic Staff	38	43	40	40	41	18
Administrative Seniority (between 1-5 years)	1	2	2	2	1	1
Administrative Seniority (between 6-10 years)	4	7	5	3	2	1
Administrative Seniority (between 11-20 years)	2	2	7	-	3	5
Administrative Seniority (between 21-30 years)	8	2	5	1	7	4
Administrative Seniority (above 30 years)	3	2	4	4	6	2
Total Administrative Staff	18	15	23	10	19	13
Total Academic and Administrative Staff	58	61	71	51	62	31

Between 2019 and 2021, a total of 77 academic and administrative staff took maternity leave (See, Table 7). **While women outnumbered men in taking maternity leave**, the ratio of female academic staff to female administrative staff was approximately equal. All the 15 staff who took maternity leave in 2021 were women.

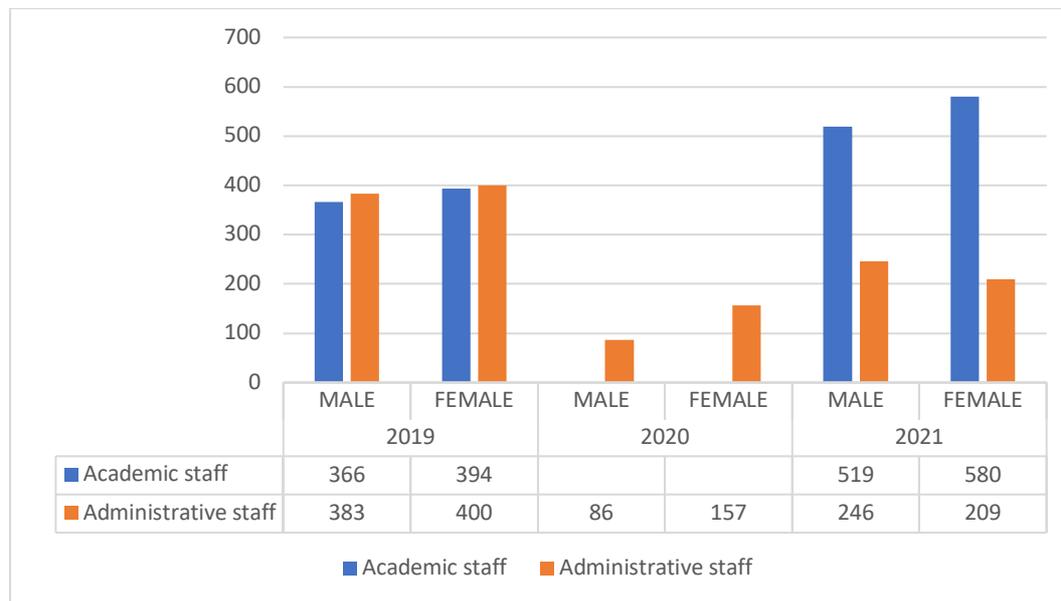
Table 7 - The number of staff who took maternity leave (2019-2021)

	2019		2020		2021		Total
	Male	Female	Male	Female	Male	Female	
Academic staff	3	17	-	11	-	9	40
Administrative staff	-	18	2	8	-	6	34
TOTAL	3	35	2	19	-	15	74

Between 2019 and 2021, a total of 3341 staff received training related to professional development, occupational safety, communication skills, etc. provided by the University (See, Figure 4). While there is no available data concerning the number of academic staff who received training in 2020, **participation in training was twice as high among female administrative staff compared to men**. In 2021, the number of female staff (789) who received training was slightly higher than the number of male staff (765).



Figure 4 - The number of staff who received training (2019-2021)



II. Overview of key findings - YTU students

Table 8 provides an overview of the gender composition concerning students at all levels (foundation, undergraduate and postgraduate degrees) and for all academic units. Since 2019, the number of female students increased while the number of male students slightly decreased from 2020 to 2021, but more men were enrolled in university during this period. As of 2021, there were 15729 female and 20152 male students, **resulting in a gender gap of 12 % in favour of men across all levels and for all units**. Nonetheless, this indicates an improvement towards achieving gender balance given that the gender gap was 18 % in 2019 and 14 % in 2020.

As shown in Figure 5 below, **percentage of female students have gradually increased in all degree categories from 2019 to 2021**, but there is also significant variation in gender composition. In terms of achieving gender equality, **postgraduate degrees overall performed the best with a gender balance of 50 % in 2021**. The gender gap reduces remarkably in favour of women (22 %) in the Graduate School of Social Sciences, while it slightly widens in favour of men (14 %) in the Graduate School of Science and Engineering. Across all the degree categories, foundation degrees had the highest gender gap at 32 % in 2021: women comprised 34 % of the total students enrolled in these programmes.

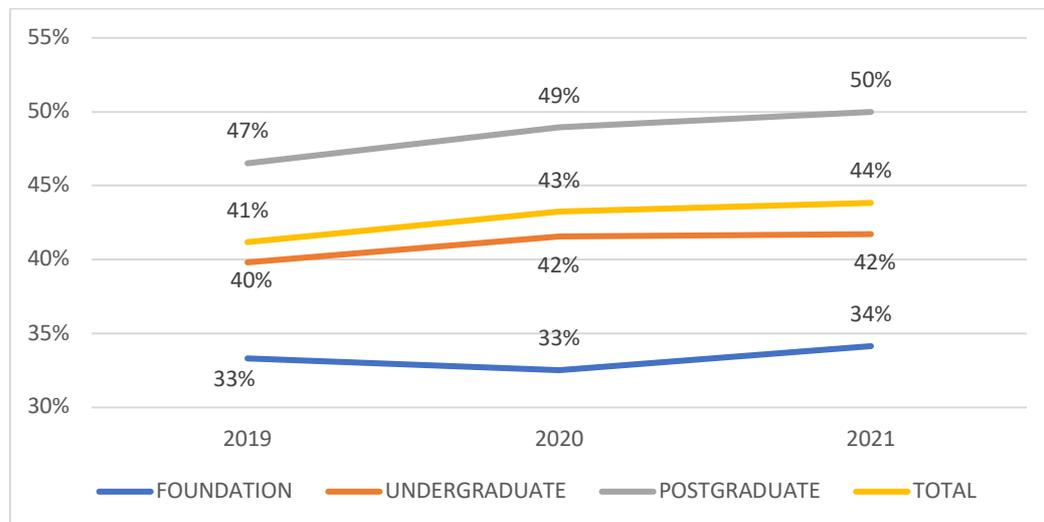


Table 8 - Student data by gender/degree & academic unit (2019-2021)

Degree Type	Unit	2019				2020				2021			
		Female	Male	Female %	Male %	Female	Male	Female %	Male %	Female	Male	Female %	
Foundation	Higher Education T. Vocational School	33	73	31%	69%	32	71	31%	69%	20	42	32%	
	National Palaces & Hist. Buildings TVS	10	13	43%	57%	8	12	40%	60%	8	12	40%	
	Total	43	86	33%	67%	40	83	33%	67%	28	54	34%	
Undergraduate	Faculty of Education	1736	795	69%	31%	1784	835	68%	32%	1760	809	69%	
	Faculty of Electrical & Electronics	527	3367	14%	86%	613	3319	16%	84%	591	3164	16%	
	Faculty of Arts & Sciences	2015	1302	61%	39%	1999	1293	61%	39%	1906	1246	60%	
	Faculty of Naval Arch. & Marine Engineering	66	1028	6%	94%	70	1046	6%	94%	70	1016	6%	
	Faculty of Economics & Admin. Sciences	1147	1177	49%	51%	1139	1165	49%	51%	1069	1114	49%	
	Faculty of Civil Engineering	657	2218	23%	77%	670	2019	25%	75%	655	1941	25%	
	Faculty of Chemical & Metallurgical Eng.	2367	1899	55%	45%	2577	1958	57%	43%	2490	1863	57%	
	Faculty of Mechanical Engineering	637	3163	17%	83%	704	3033	19%	81%	692	2912	19%	
	Faculty of Architecture	1128	826	58%	42%	1270	802	61%	39%	1221	774	61%	
	Faculty of Art & Design	554	580	49%	51%	618	568	52%	48%	600	550	52%	
Faculty of Applied Sciences	12	40	23%	77%	24	84	22%	78%	24	84	22%		
Total	10846	16395	40%	60%	11468	16122	42%	58%	11078	15473	42%		
Postgraduate	Grad School of Science & Engineering	1888	2703	41%	59%	2249	3090	42%	58%	2479	3264	43%	
	Grad School of Social Sciences	1457	1143	56%	44%	1801	1137	61%	39%	2144	1361	61%	
	Total	3345	3846	47%	53%	4050	4227	49%	51%	4623	4625	50%	
Overall total	14234	20327	41%	59%	15558	20432	43%	57%	15729	20152	44%		

In the undergraduate degrees, **the overall gender gap remains constant at 16 % in 2020 and 2021 in favour of male students.** In 2021, female students comprised the significant majority in the Faculty of Architecture (61%) and Faculty of Arts and Sciences (60%), followed by Faculty of Chemical and Metallurgical Engineering (57%) and Faculty of Art and Design (52%). In Faculty of Economics and Administrative Sciences, male students had a slight majority, comprising 51 % of the total students enrolled. Meanwhile, female students represented the minority in Faculty of Civil Engineering (25 %), Faculty of Applied Sciences (22%), followed by Faculty of Mechanical Engineering (19 %) and Faculty of Electrical and Electronics (16 %). With only 6 % share for female students from 2019 to 2021, Faculty of Naval Architecture and Marine Engineering had the widest gender gap at 88%.

Figure 5 - Percentage of female students by degree (2019-2021)





III. Overview of key findings - YTU research funding

Although the percentage of women in selection committees on Scientific Research Projects has increased from **29 % in 2019 to 36 % in 2020 and 2021**, women remained relatively less represented compared to men with a **gender gap of 28 % in 2021** (see, Figure 6). Nevertheless, the findings demonstrate the progress made towards gender parity in access to university's research funds. The gender gap reduced by 4 % in favour of women as principal investigators since 2019. In 2021, **female and male principal investigators had an equal share in submitted and selected projects** (see, Figure 7).

Figure 6 - Percentages of women & men in selection committees of YTU Scientific Research Projects

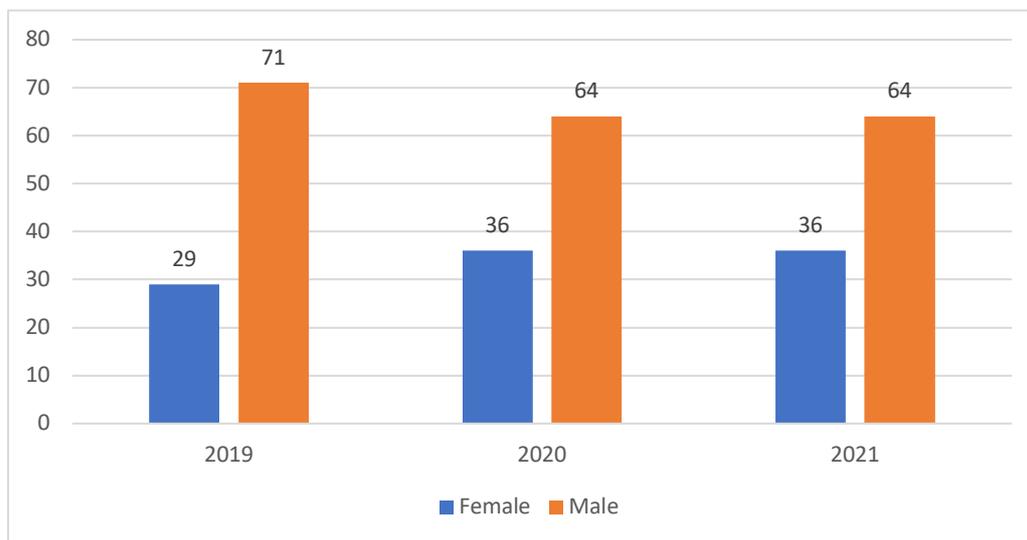




Figure 7 - Percentages of female & male principal investigators in submitted & selected projects

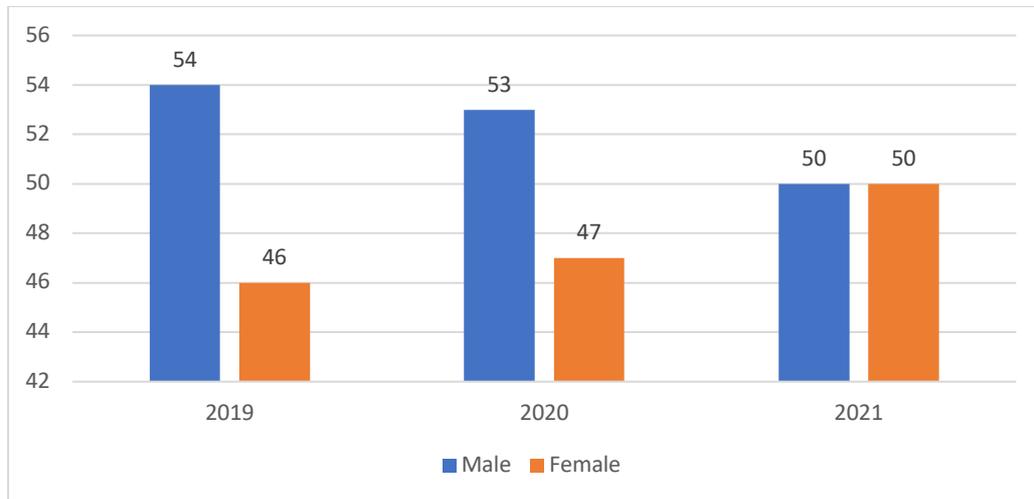
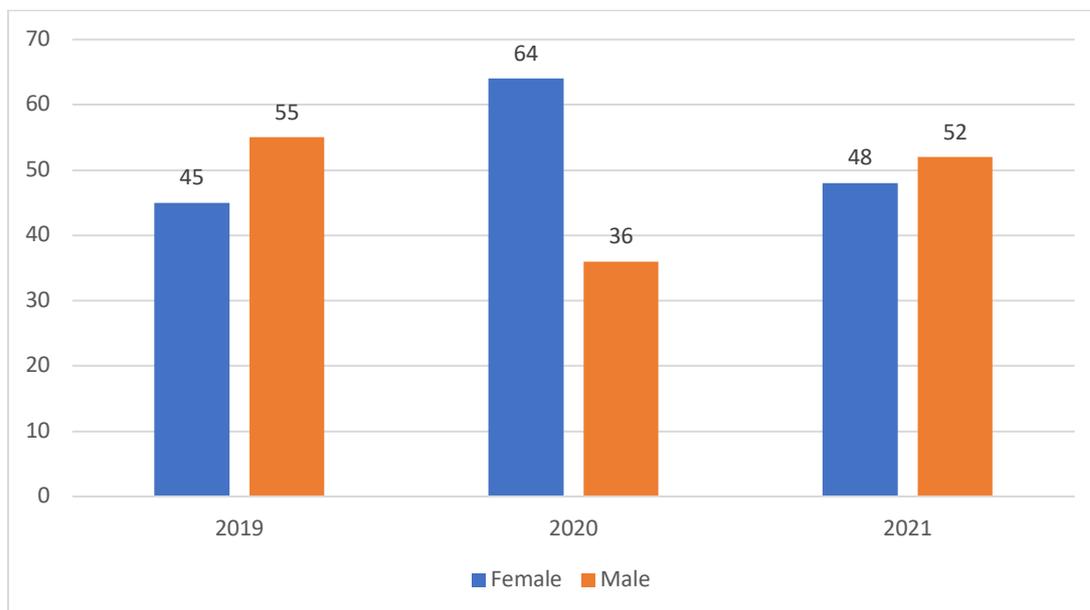


Figure 8 illustrates the gradual increase in the share of female researchers in submitted and selected projects from 2019 to 2021. In 2021, female researchers comprised 64 % of the total researchers in submitted selected projects in 2020, which declined to 48% in 2021.

Figure 8 - Percentage of female & male researchers in submitted & selected projects

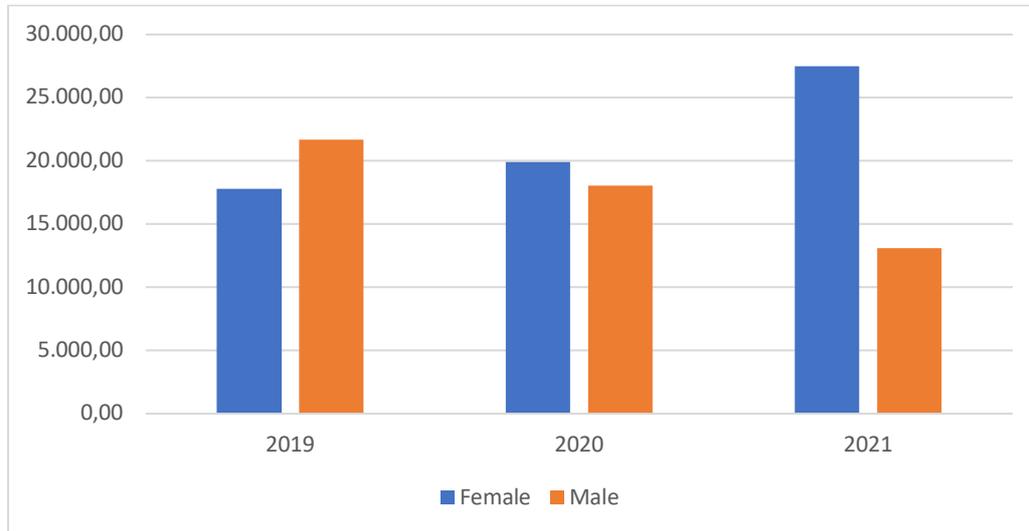


The final figure shows the average amount of funding allocated to research projects conducted by women and men. While the average amount of funding allocated to women has increased, it has decreased for men from 2019 to 2021. In 2021, the research projects



conducted by women (27466 TL, appx. 2633 Euros) received twice the funding amount compared to men (13085 TL, appx. 1254 Euros).

Figure 9 - The average funding amounts allocated to research projects conducted by women & men





Section 3 – Key Objectives and Action Plan

Key Objectives

The preparation and drafting process of the Gender Equality Plan, as well as the data presented in the previous section, demonstrate the need for improving gender equality policies in the following areas: (1) capacity building and dedicating resources, (2) data collection and monitoring, (3) decision-making and leadership, (4) research and teaching, (5) knowledge building and awareness raising (6) addressing gender-based discrimination more effectively. To foster gender equality in these priority areas, Yıldız Technical University will work on the following key objectives:

- Strengthen institutional capacity and dedicate resources for implementing and coordinating the GEP;
- Collect, monitor and analyse data about gender equality;
- Aim for improving gender balance in academic and administrative decision-making positions;
- Take steps for the inclusion of gender perspective in teaching and research;
- Build knowledge and raise awareness about gender equality at all levels within the university;
- Strengthen existing mechanisms for the prevention of gender-based discrimination, sexual harassment, and sexual violence.

Action Plan

For each of the objectives identified above, specific actions are planned to be carried out in a three-year timeframe (December 2021- December 2024). The proposed actions are described (where necessary) along with the target timeline for implementation, measure/indicator(s), target group, allocated resources and responsible units/stakeholders.



Objective 1: Strengthen institutional capacity and dedicate resources for implementing and coordinating the University's gender equality policy

Action 1.1. Establish a Gender Equality Committee

Description: This action aims to institutionalise gender equality in the university through setting up formal mechanisms and dedicating resources. The Gender Equality Committee will be established under the existing Commission on Equality of Opportunity and Non-Discrimination (hereafter Commission). The Gender Equality Committee will be the responsible unit for coordinating and facilitating the implementation of the actions set out in the Gender Equality Plan. In coordination and cooperation with the Commission and other relevant bodies of the university, the Committee will:

- monitor, supervise, and evaluate the institutional data collection processes as compatible with the Law on the Protection of Personal Data,
- set institutional indicators and targets on gender equality based on data collected and analysed,
- review relevant institutional policies and documents in accordance with the objectives and actions laid out in the Gender Equality Plan,
- monitor progress on the GEP actions and publish annual progress reports,
- develop and update the GEP where deemed necessary,
- conduct and promote research on gender equality,
- work on the inclusion of gender in research and teaching,
- organise internal and external awareness raising activities,
- carry out training, project development and networking initiatives.

Gender Equality Committee, coordinated by the Gender Equality Representative, will consist of ten members in total, including four academics from various disciplines specialised in gender issues, two representatives from administrative units, and four members of the Commission on Equality of Opportunity and Non-Discrimination. The Committee will meet at least once a month to plan and assess the implementation process of the GEP. Financial, technical and human resources of the university will be used.

Timeframe for implementation: M1-M6²²

Indicator: Establishment of the committee

Target group: Academic/administrative staff, students, Rectorate

Allocated resources: This action will be undertaken by the Commission with the collaboration and approval of the university high level management. Financial, technical and human resources of the university will be used.

Responsible units/stakeholders: Commission on Equality of Opportunity and Non-Discrimination, Rectorate

²² The abbreviation 'M' is used to indicate the number of month(s) covering the period from January 2022 (M1) to December 2024 (M36)



Action 1.2. Appoint one of the members of the Gender Equality Committee as YTU Gender Equality Representative (GER)

Description: The Gender Equality Representative (GER) will work closely with the Gender Equality Committee and the Commission on Equality of Opportunity and Non-Discrimination. The GER will take a leading role in the operation of the Committee's tasks and responsibilities outlined above. In consultation with the members of the Committee and other relevant academic and administrative units, the GER will coordinate and facilitate the implementation of the Gender Equality Plan.

Timeframe for implementation: M1-M6

Indicator: Appointment of the Gender Equality Representative

Target group: Academic/administrative staff, students, Rectorate

Allocated resources: This action will be undertaken by the Commission with the collaboration and approval of the university high level management. Financial, technical and human resources of the university will be used.

Responsible units/stakeholders: Gender Equality Committee, Commission on Equality of Opportunity and Non-Discrimination, Rectorate

Action 1.3. Review relevant institutional policies and documents to make adjustments in line with the Gender Equality Plan where necessary

Timeframe for implementation: M6-M18

Indicator: At least one review report communicated to high level 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 with the support of the Commission, Quality Coordinator Unit and communicated to high level management. Financial, technical and human resources of the university will be used.

Responsible units/stakeholders: GER, Gender Equality Committee, Rectorate

Action 1.4. Integrate and mainstream the gender equality perspective in the University's strategic documents

Timeframe for implementation: M12-M36

Indicator: At least three meetings held with the university high 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/stakeholders: GER, Gender Equality Committee, Rectorate



Objective 2. Collect, monitor and analyse data about gender equality

Action 2.1. Systematically collect and monitor institutional data disaggregated by gender

Description: This action aims to build data-driven knowledge about gender equality by setting up a formal mechanism for systematic data collection broken down by gender and other relevant indicators to promote equality.

Timeframe for implementation: M6-M36

Indicators: Methods and tools for data collection finalised and communicated to the relevant units of the university; gender-disaggregated data regularly collected and monitored.

Target group: Academic/administrative units, Rectorate

Allocated resources: This action will be carried out by the GER, the Gender Equality Committee in coordination with the Commission and the Department of IT. Available support services from academic/administrative units, financial, technical and human resources of the university will be used.

Responsible units/stakeholders: GER, Gender Equality Committee, Department of IT

Action 2.2. Periodically review and analyse the data collected, share with the relevant units of the University to set targets for gender equality, monitor the progress on a regular basis

Timeframe for implementation: M12-M36

Indicators: Institutional targets for gender equality identified and shared with the relevant units of the University; progress monitored and reported every six months

Target group: Academic/administrative staff, students, Rectorate

Allocated resources: This action will be carried out by the GER, the Gender Equality Committee in coordination with the Commission and other relevant academic and administrative units of the university. The research expertise of the Gender Equality Committee, financial, technical and human resources of the university will be used.

Responsible units/stakeholders: GER, Gender Equality Committee

Action 2.3. Conduct quantitative and qualitative research on gender equality, including staff and student surveys, in-depth interviews and focus group discussions with representatives of all levels of staff

Timeframe: M9-M36

Indicators: Data collection tools finalised; data saturation reached in number of surveys, interviews and focus group discussions conducted

<https://www.sciencedirect.com/science/article/pii/S0277953621008558>



Target group: Academic/administrative staff, students, Rectorate

Allocated resources: This action will be carried out by the GER, the Gender Equality Committee with the support of Commission, Dean of Students Office and other relevant academic/administrative units of the university. The research expertise of the Gender Equality Committee, financial, technical and human resources of the university will be used.

Responsible units/stakeholders: GER, Gender Equality Committee

Action 2.4. Publish regular reports on the progress towards the actions and targets set for gender equality

Timeframe for implementation: M12, M24, M36

Indicator: Three annual progress reports drafted

Target group: Academic/administrative staff, students, Rectorate

Allocated resources: This action will be carried out by the GER, the Gender Equality Committee with the collaboration and approval of the university high level management. The expertise of the Gender Equality Committee, financial, technical and human resources of the university will be used.

Responsible units/stakeholders: GER, Gender Equality Committee

Objective 3. Aim for improving gender balance in academic and administrative decision-making positions

Action 3.1. Increase awareness about achieving gender balance in academic and administrative decision-making positions, including boards and committees where women remain underrepresented

Timeframe: M12-M36

Indicators: Number of awareness raising meetings targeting university high management; percentage of women in academic/administrative decision-making positions, including boards and committee memberships

Target group: Academic/administrative staff, Rectorate, University Management Board

Allocated resources: This action will be carried out by the GER, the Gender Equality Committee and the Commission on Equality and Non-Discrimination with the collaboration and approval of the university high level management. Financial, technical and human resources of the university will be used.

Responsible units/stakeholders: GER, Gender Equality Committee, Commission on Equality and Non-Discrimination, Rectorate



Objective 4. Take steps for the inclusion of gender perspective in research and teaching

Action 4.1. *Collect systematic data on teaching and research (including publications, projects, dissertations, innovations) touching upon gender issues and monitor progress*

Timeframe: M9-M36

Indicators: Data on number of academic courses, number of publications, projects, dissertations and innovations touching upon gender issues regularly collected and monitored

Target group: Academic/administrative staff, students, Rectorate

Allocated resources: This action will be carried out by the GER, the Gender Equality Committee with the collaboration of the Scientific Research Coordination Unit, International Projects Office and Department of IT. Financial, technical and human resources of the university will be used.

Responsible units/stakeholders: GER, Gender Equality Committee, Scientific Research Coordination Unit, Department of IT, International Projects Office

Actions 4.2. *Develop institutional guidelines for integrating gender perspective in research and teaching; monitor progress*

Timeframe: M9-M36

Indicator: Institutional guidelines on the integration of gender perspective in teaching and research developed, circulated and regularly monitored

Target group: Academic/administrative staff, students, Rectorate

Allocated resources: This action will be carried out by the GER, the Gender Equality Committee together with the Scientific Research Coordination, academic units and with the approval of university high management. Financial, technical and human resources of the university will be used.

Responsible units/stakeholders: GER, Gender Equality Committee, Scientific Research Coordination Unit, academic units, Rectorate

Action 4.3. *Develop strategies and incentives for supporting the integration of gender dimension in academic curricula & YTU scientific research projects*

Timeframe: M12-M36

Indicators: Strategies developed and implemented; institutional incentive mechanisms created

Target group: Academic/administrative staff, students, Rectorate

Allocated resources: This action will be carried out by the GER, the Gender Equality Committee together with the Scientific Research Coordination Unit, academic units and with the approval of university high management. Financial, technical and human resources of the university will be used.

Responsible units/stakeholders: GER, Gender Equality Committee, academic units, Scientific Research Coordination Unit, Rectorate



Actions 4.4. *Develop strategies for supporting women's participation in university, national and international-level research projects and networks*

Timeframe: M12-M36

Indicators: Percentage of academic staff (female) leading or participating in national and international-level research projects; percentage of academic staff (female) leading or participating in national and international-level research networks; strategies developed and implemented

Target group: Academic/administrative staff, students, Rectorate

Allocated resources: This action will be carried out by the GER, the Gender Equality Committee in coordination with the Scientific Research Coordination Unit, International Projects Office and other relevant academic units. Financial, technical and human resources of the university will be used.

Responsible units/stakeholders: GER, Gender Equality Committee, Scientific Research Coordination Unit, International Projects Office

Objective 5. Build knowledge and raise awareness about gender equality at all levels within the university

Action 5.1. *Design and implement training programmes and other support mechanisms on gender equality*

Timeframe: M9-M36

Indicators: At least one training programme and one support mechanism (e.g. mentoring) designed and developed; number of participants attended

Target group: Academic/administrative staff, students, Rectorate

Allocated resources: This action will be carried out by the GER, the Gender Equality Committee with the support of the Commission, Office of the Dean of Student Affairs, other related academic/administrative units and the approval of the university high level management. Financial, technical and human resources of the university will be used.

Responsible units/stakeholders: GER, Gender Equality Committee, Commission on Equality and Non-Discrimination, Office of the Dean of Student Affairs, Rectorate

Action 5.2. *Organise awareness raising activities on gender equality for students, academic/administrative staff and other relevant stakeholders*

Timeframe: M9-M36

Indicators: Number of awareness raising activities organised, number of participants attended

Target group: Academic/administrative staff, students, relevant stakeholders

Allocated resources: This action will be carried out by the GER, the Gender Equality Committee with the support of the Commission, Office of the Dean of Student Affairs,



Directorate of Health, Culture and Sports and the approval of the university high level management. Financial, technical and human resources of the university will be used.

Responsible units/stakeholders: GER, Gender Equality Committee, Commission on Equality and Non-Discrimination

Action 5.3. Support student and staff-led awareness-raising initiatives/activities concerning gender equality

Timeframe: M9-M36

Indicators: Number of awareness raising initiatives/activities by staff and students, number of participants attended

Target group: Academic/administrative staff, students

Allocated resources: This action will be carried out by the GER, the Gender Equality Committee with the support of the Commission, Office of the Dean of Student Affairs, Directorate of Health, Culture and Sports and other relevant academic/administrative units. Financial, technical and human resources of the university will be used.

Responsible units/stakeholders: GER, Gender Equality Committee, Commission on Equality and Non-Discrimination

Objective 6. Strengthen existing mechanisms for the prevention of gender-based discrimination, sexual harassment, and sexual violence

Action 6.1. Review the procedures and processes of existing complaint and support mechanisms for the prevention of gender-based discrimination, sexual harassment, and sexual violence and make improvements where necessary

Timeframe: M12-M24

Indicators: Procedures and processes reviewed and improvements made where necessary

Target group: Academic/administrative staff, students, Rectorate

Allocated resources: This action will be carried out by the GER, the Gender Equality Committee, the Commission in collaboration with the Board on the Prevention of Sexual Harassment and Sexual Assault and approval of the university high level management. Financial, technical and human resources of the university will be used.

Responsible units/stakeholders: GER, Gender Equality Committee, Commission on Equality and Non-Discrimination, Board on the Prevention of Sexual Harassment and Sexual Assault.

Action 6.2. Increase knowledge about the University rules, regulations on non-discrimination, as well as on support and complaint mechanisms by making all relevant information available and visible on all university platforms

Timeframe: M12-M24

Indicators: All relevant information made available and visible on all university platforms

Target group: Academic/administrative staff, students, Rectorate



Allocated resources: This action will be carried out by the GER, the Gender Equality Committee, the Commission in collaboration with the Board on the Prevention of Sexual Harassment and Sexual Assault and approval of the university high level management. Financial, technical and human resources of the university will be used.

Responsible units/stakeholders: GER, Gender Equality Committee, Commission on Equality and Non-Discrimination, Board on the Prevention of Sexual Harassment and Sexual Assault.

Action 6.3. Develop communication strategies and campaigns against gender-based violence

Timeframe: M12-M24

Indicators: At least one communication strategies and at least one campaign developed

Target group: Academic/administrative staff, students, Rectorate

Allocated resources: This action will be carried out by the GER, the Gender Equality Committee, the Commission in collaboration with the Board on the Prevention of Sexual Harassment and Sexual Assault and approval of the university high level management. Financial, technical and human resources of the university will be used.

Responsible units/stakeholders: GER, Gender Equality Committee, Commission on Equality and Non-Discrimination, Board on the Prevention of Sexual Harassment and Sexual Assault.

Action 6.4. Integrate issues of gender-based discrimination and unconscious gender biases into trainings on gender equality

Timeframe: M9-M36

Indicators: Issues of gender-based discrimination and unconscious gender biases incorporated into the trainings on gender equality (Action 5.1); number of participants attended the training

Target group: Academic/administrative staff, students, relevant stakeholders

Allocated resources: This action will be carried out by the GER, the Gender Equality Committee, the Commission on Equality and Non-Discrimination, the Board on the Prevention of Sexual Harassment and Sexual Assault with the collaboration and approval of the university high level management. Financial and technical resources of the university will be used.

Responsible units/stakeholders: GER, Gender Equality Committee, Commission on Equality and Non-Discrimination, Board on the Prevention of Sexual Harassment and Sexual Assault.



Annex 1. Categories of Academic and Administrative Decision-making Positions

Mid-level academic management positions

- Anabilimdalı 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)
- MYO Müdür Yardımcısı (Deputy director of tec. vocational school)
- YTÜ Süreli Yayınlar Komisyon Başkanı (Head of commission of periodicals)
- Yüksekokul Müd. Yard. (Deputy director of vocational school)

High-level academic management positions

- D E K A N (Dean)
- Enstitü Müdürü (Director of institute)
- R E K T Ö R (Rector)
- R E K T Ö R YARDIMCISI (Vice rector)
- Yüksekokul Müdürü (Director of vocational school)
- MYO Müdürü (Director of tec. vocational school)

Mid-level administrative management positions

- Birim Sorumlusu (Unit supervisor)
- Birim Koordinatörü (Unit coordinator)
- Birim Koordinatör Yardımcısı (Deputy unit coordinator)
- MÜDÜR (Director)
- MÜDÜR YARDIMCISI (Deputy director)
- 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)
- İÇ DENETİM BİRİMİ BAŞKANI (Director of internal auditing unit)
- İDA.VE MALİ İŞL.DAİ.BAŞKANI (Director of administrative and financial affairs dept.)
- İŞLETME MÜDÜRÜ (Operating manager)
- KALİTE YÖNETİM KOORDİNATÖRÜ (Quality management coordinator)



KOORDİNATÖR (Coordinator)

KOORDİNATÖR YARDIMCISI (Deputy coordinator)

KÜTP.VE DÖK.DAİ.BAŞKANI (Director of university library)

ÖĞRENCİ İŞLERİ DAİ.BAŞKANI (Director of student affairs dept.)

ÖZEL KALEM MÜDÜRÜ (Executive assistant)

PERSONEL DAİRESİ BAŞKANI (Director of personnel affairs dept.)

SAĞ.KÜLT.VE SPOR DAİ.BAŞKANI (Director of health and cultural affairs dept.)

Senato Üyesi (Senate member)

STRATEJİ GELİŞ. DAİ.BŞK. (Director of strategy development dept.)

Üniversite Yönetim Kurulu Üyesi (Member of university management board)

YAPI İŞ.VE TEK.DAİRE BAŞKANI (Director of construction and technical works dept.)

Burs Koordinatörü (Coordinator of scholarships)

YURT MÜDÜRÜ (Director of dormitories)

YÜKSEKOKUL SEKRETERİ (Secretary of vocational school)

Board and commission 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)

KOMİSYON BAŞKANI (Chair of commission)

KOMİSYON ÜYESİ (Member of commission)

KURUL BAŞKANI (Chair of board)

KURUL ÜYESİ (Member of board)

Üniversitelerarası Kurul Temsilcisi (Inter-university board representative)

Yönetim Kurulu Üyesi (Member of university management board)

YTÜ Süreli Yayınlar Komisyon Üyesi (Member of periodicals commission)

Yüksekokul Yönetim Kurulu Üyesi (Member of vocational school management board)