



**OSTİM TECHNICAL
UNIVERSITY
GENDER EQUITY PLAN
2022-2025
July 2023**

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Introduction

This Gender Equality Plan aims to identify priority areas requiring intervention in gender equality at OSTİM Technical University and to present a set of concrete actions to be taken. The plan was initiated and is being taken forward in line with the strategies, goals and guidelines recommended by national level organizations, the European Union (EU) and the European Institute for Gender Equality (EIGE) to strengthen gender equality in higher education institutions.¹ This plan reflects Ostim Technical University's aim to take a leadership role in the field of gender equality and aims to combat gender inequality and create a fair academic environment.

Gender equality is an essential characteristic of a sustainable academic institution and therefore OSTİM Technical University is taking effective steps in this area. The plan focuses on increasing the representation of women, ensuring that female students and academic staff have access to equal opportunities, eliminating gender-based discrimination, and spreading awareness of gender equality. Successful implementation of the plan will ensure that OSTİM Technical University is recognized as a leading institution in the field of gender equality and sets an example.

The process of developing and implementing this plan requires the participation and support of all university stakeholders. Students, academic staff, administrative staff and local communities will play an important role in realizing the goals of the plan by working together on gender equality. OSTİM Technical University is committed to maintaining its commitments to gender equality and will provide the resources and support mechanisms needed for the successful implementation of this plan.

OSTİM Technical University hereby commits itself to comply with the principles of gender equality in all its activities without compromising on quality and proficiency.

The Plan consists of three sections. The first section provides a brief overview of the national and institutional context, indicating the main laws and policies on gender equality and discrimination. The second section presents a preliminary analysis of gender-disaggregated data collected from the University's academic and administrative units in December 2022. The data covers the years 2020, 2021 and 2022, providing a comparative perspective. In order to systematically monitor gender equality and effectively reflect the needs of the University's

¹ The preparation of the Gender Equality Plan of Ostim Technical University followed the step-by-step guidelines of the Gender Equality in Academia and Research (GEAR) Guide presented by the European Institute for Gender Equality.

staff/students, the University recognizes the need to obtain and analyze gender-related data from a wide variety of sources. The final section sets out OSTİM Technical University's gender equality objectives and key actions to be taken.

1. National and Institutional Context

1.1. National Context

A series of legal reforms granting women equal rights before the law were initiated by the establishment of the Republic of Turkey in 1923. Rights in various areas such as family, workforce, voting were granted to women with the Turkish Civil Law, which entered into force officially in 1926. The reforms introduced at that time closely resembled the Western Democracy prevailing in many European countries.

Latterly gender equality has become most significant issue in Turkey. Turkish Constitution comprises particularly related to gender equality articles which guarantees equality for everyone regardless of gender. The importance of equal rights is emphasized in Article 10; “Everyone is equal before the law without distinction as to language, race, color, 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.”² Moreover, Turkey is a side of international conventions such as the International Covenant on Civil and Political Rights, the International Covenant on Economic, Social and Cultural Rights, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and European Convention for the Protection of Human Rights and Fundamental Freedoms (ECHR).

Equal rights without distinction as to gender are regulated by The Labor Act in employment relations. The notion is explicitly defined under Article 5 of the Act; “No discrimination based on language, race, sex, political opinion, philosophical belief, religion and sex or similar reasons is permissible in the employment relationship. Unless there are essential reasons for differential treatment, the employer must not make any discrimination between a full-time and a parttime employee or an employee working under a fixed-term employment contract (contract made for a definite period) and one working under an open-ended employment contract (contract made for an indefinite period). Except for biological reasons or reasons related to the nature of the job, the

² Constitution of the Republic of Turkey “Part 1 General Principles”, p.12.

employer must not make any discrimination, either directly or indirectly, against an employee in the conclusion, conditions, execution and termination of his (her) employment contract due to the employee's sex or maternity. Differential remuneration for similar jobs or for work of equal value is not permissible. Application of special protective provisions due to the employee's sex shall not justify paying him (her) a lower wage. If the employer violates the above provisions in the execution or termination of the employment relationship, the employee may demand compensation up his (her) four months' wages plus other claims of which he (she) has been deprived. Article 31 of the Trade Unions Act is reserved. While the provisions of Article 20 are reserved, the burden of proof in regard to the violation of the above – stated provisions by the employer rests on the employee. However, if the employee shows a strong likelihood of such a violation, the burden of proof that the alleged violation has not materialized shall rest on the employer”.

Besides, gender equality is underlined by 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).³

Women in science is another important topic to be considered for gender equality. To support and encourage women 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. Policy principles are aimed at increasing the proportion of female researchers in the decision-making, project evaluation and monitoring processes of TÜBİTAK in order to ensure gender balance and to grant equal rights to women.

1.2. Institutional Context

OSTİM Technical University is one of Turkey's leading technical universities and an institution that aims for excellence in education, research and innovation. By adopting the third-generation and entrepreneurial university model, the university aims to provide students with not only theoretical knowledge but also practical skills.

The University plays an important role in the generation, transfer and application of knowledge. Academics conduct cutting-edge research, expanding the boundaries of scientific knowledge and discoveries. Through interdisciplinary studies and institutes, cooperation and

³ 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)”

interaction between different fields of science are encouraged and a wide academic spectrum is offered to students.

OSTİM Technical University aims to have a competitive position in the international arena. It is integrated into an international academic network through globally recognized research projects and international partnerships. It attaches importance to internationalization by offering students the opportunity to be equipped with a global perspective.

The University encourages innovative and creative thinking. Students are provided with appropriate environments to develop their skills in design, technology and innovation. Students are encouraged to bring their own ideas to life through creative projects, workshops and entrepreneurship programs.

OSTİM Technical University attaches great importance to gender equality and diversity. As highlighted in the Strategic Plan of 2021-2025, OSTİM Technical University supports gender equality through institutional policies and programs and ensures that women are more represented in academic and administrative decision-making positions.⁴ In addition, steps such as raising awareness of gender equality and strengthening effective mechanisms to prevent sexual harassment and discrimination are also taken. Moreover, OSTİM Technical University has established the Gender Equity Committee (GEC) consisting of five members to monitor and evaluate gender equality. This committee meets at least once every academic semester to assess the situation regarding gender equity.

OSTİM Technical University is an institution that offers students education at international standards and provides opportunities to develop their careers in an innovative and entrepreneurial academic environment. It aims to raise the pioneering leaders of the future by adopting the values of academic excellence, gender equality and diversity.

OSTİM Technical University has adopted a statement of non-discrimination:

“OSTİM Technical University offers equal rights, privileges, programs and activities to all regardless of gender identity, race, color, age, national or ethnic origin. The University strictly refuses to discriminate on the basis of gender identity, race, color, age, national or ethnic origin in the administration of its educational policies, admissions policies, scholarship programs, or sports

⁴ OSTİM Technical University, Strategic Plan 2021-2025

and other university-run programs. In this way, OSTİM Technical University is committed to providing an environment in which each of its members can participate and access opportunities equally on the basis of equity and equality.”

2. Analysis of gender-disaggregated data about OSTİM Technical University staff and students

2.1. Overview of Key Findings: Students

Table 1 presents an overview of the gender distribution among students across all academic units and degree levels at OTU from 2020 to 2022. Over this period, there has been a noticeable rise in the enrollment of both male and female students. However, it is important to note that male students have constituted a larger portion of the student body during this timeframe. By 2022, the university had 1404 female students and 4519 male students, revealing a gender gap of 52%, favoring male students across all academic units and degree levels.

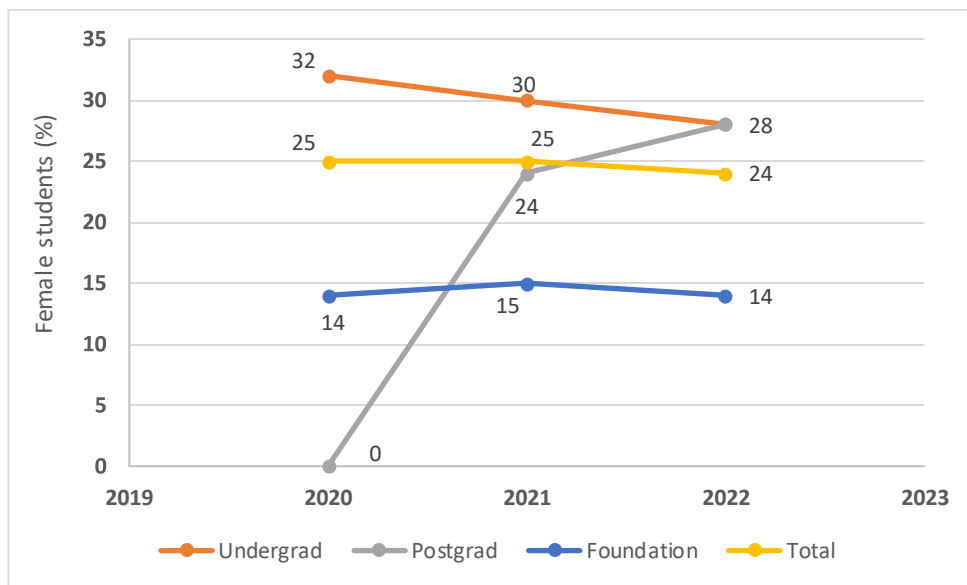
Table 1: Student data by gender/degree and academic unit (2020-2022)

Degree	Unit		2020				2021				2022			
			Female	Male	% Female	% Male	Female	Male	% Female	% Male	Female	Male	% Female	% Male
Foundation	Vocational School of Higher Education	Computer Programming	9	53	15	85	23	105	18	82	36	170	17	83
		Cyber Security	0	0	0	0	0	0	0	0	0	0	0	0
		Quality Control in Production	2	29	6	94	9	67	12	88	16	105	13	87
		Biomedical Device Technology	9	22	29	71	18	53	25	75	27	82	25	75
		Electricity	2	51	4	96	4	110	4	96	7	179	4	96
		Electronic Technology	1	32	3	97	5	38	12	88	4	79	5	95
		E-Commerce and Marketing	14	23	38	62	33	78	30	70	42	111	27	73
		Hybrid and Electric Vehicle Technology	0	64	0	100	7	127	5	95	11	189	6	95
		Unmanned Aerial Vehicle Technology and Operations	11	50	18	82	26	115	18	82	35	171	17	83
		Logistics	17	18	49	51	29	43	40	60	37	74	33	67
		Machine	1	38	3	97	5	79	6	94	6	121	5	95
		Mechatronics	2	38	5	95	5	73	6	94	9	114	7	93
		Weapon Industry Technician	0	0	0	0	5	36	12	88	6	75	7	93
		Total	68	418	14	86	169	924	15	85	236	1470	14	86
Undergraduate	Faculty of Architecture and Design	Industrial Design (Turkish)	29	23	56	44	38	30	56	44	19	22	46	54
		Interior Architecture and Environmental Design (Turkish)	45	26	63	37	118	60	66	34	194	89	69	31
		Total	74	49	60	40	156	90	63	37	213	111	66	34

	Faculty of Economic and Administrative Sciences	Economics	27	26	51	49	44	56	44	56	60	89	40	60	
		Business Administration	0	0	0	0	43	80	35	65	93	195	32	68	
		Marketing	0	0	0	0	16	14	53	47	37	48	44	56	
		International Trade and Finance	52	69	43	57	86	134	39	61	113	181	38	62	
		Management Informations Systems (Turkish)	8	23	26	74	16	30	35	65	16	46	26	74	
		Management Informations Systems (English)	0	0	0	0	8	30	21	79	28	71	28	72	
		Total	87	118	42	58	213	344	38	62	347	630	36	64	
	Faculty of Engineering	Computer Engineering (Turkish)	0	0	0	0	18	59	23	77	34	113	23	77	
		Computer Engineering (English)	52	178	23	77	72	311	19	81	132	502	21	79	
		Electrical and Electronics Engineering (Turkish)	0	0	0	0	0	0	0	0	10	32	24	76	
		Electrical and Electronics Engineering (English)	5	78	6	94	22	136	14	86	36	249	13	87	
		Industrial Engineering (Turkish)	12	15	44	56	30	36	45	55	47	55	46	54	
		Industrial Engineering (English)	0	0	0	0	0	0	0	0	21	43	33	67	
		Aerospace Engineering	0	0	0	0	0	0	0	0	8	30	21	79	
		Mechanical Engineering	8	62	11	89	9	109	8	92	20	217	8	92	
		Material Science and Engineering	0	0	0	0	6	8	43	57	8	12	40	60	
		Artificial Intelligence Engineering (Turkish)	0	0	0	0	0	0	0	0	14	32	30	70	
		Software Engineering (Turkish)	26	54	33	68	55	114	33	67	79	201	28	72	
		Software Engineering (English)	0	0	0	0	58	299	16	84	111	597	16	84	
		Total	103	387	21	79	270	1072	20	80	520	2083	20	80	
	Undergrade Total			264	554	32	68	639	1506	30	70	1080	2824	28	72
	Postgraduate	Graduate School of Engineering and Science	Computer Engineering Master's Program with Thesis	0	0	0	0	2	8	20	80	7	18	28	72
			Electrical and Electronics Engineering Master's Program with Thesis	0	0	0	0	3	11	21	79	3	11	21	79
			Software Engineering Master's Program with Thesis	0	10	0	100	6	41	13	87	18	67	21	79
			Mechanical Engineering Master's Program with Thesis	0	0	0	0	0	8	0	0	0	17	0	100
			Total	0	10	0	100	11	68	14	86	28	113	20	80
		Graduate School of Social Sciences	Distance Education International Business Management Master's Program	0	0	0	0	3	11	21	79	5	17	23	77
Entrepreneurship Master's Program			0	0	0	0	1	3	0	0	3	10	23	77	
International Business Management Master's Program with Thesis			0	0	0	0	12	17	41	59	30	55	35	65	
Industrial Policy and Technology Management Master's Program with Thesis			0	0	0	0	7	8	47	53	11	17	39	61	
Business Administration Master's Program with Thesis			0	0	0	0	1	2	0	0	11	13	46	54	
Total			0	0	0	0	24	41	37	63	60	112	35	65	
Postgraduate Total			0	10	0	100	35	109	24	76	88	225	28	72	
Overall Total			332	982	25	75	843	2539	25	75	1404	4519	24	76	

As shown in Figure below, the percentage of female students has shown limited fluctuation in foundation degree from 2020 to 2022. The percentage of female students are 14% (2020), 13% (2021) and 14% (2022). On the other hand, postgraduate degrees have shown significant progress by increasing percentage of female students from 0 to 28% between 2020-2022. The gender gap reduces slightly to 26% in the Graduate School of Social Sciences, while it remarkably widens to 68% in the Graduate School of Science and Engineering. Among the postgraduate degrees, Business Administration Master's Programs had the highest female percentage 46%.

Figure 1: Percentage of female students by degree between 2020 and 2022



In undergraduate degrees, percentage of female students has shown decrease from 32 to 28% resulting the overall gender gap from 36 to 44% in favor of male students between 2020 and 2022. Female students comprised the significant majority in the Faculty of Architecture and Design and percentage of female students has increased remarkably from 60 to 66% in the Faculty of Architecture and Design between 2020 and 2022. Meanwhile, female students represented the highest minority in the Faculty of Engineering with a slight decrease from 21 to 20% between 2020 and 2022. In all units of undergraduate degrees, Industrial Design and Industrial Engineering (Turkish) had the best gender balance with 46% female and 54% male students. On the other hand, female students comprised the significant majority in Interior Architecture and Environmental Design (69 %) and a remarkable minority in Mechanical Engineering (8%).

Across all the degree categories, foundation degrees had the highest gender gap at 72% in 2022; women comprised 14% of the total students enrolled in these programs.

2.2. Overview of Key Findings: Staffs

2.2.1. Academic Staff

Table 2 shows the gender distribution of academic staff in different academic units of OSTİM Technical University. The analysis from a gender equality perspective shows that there are differences between the various academic units and some areas for improvement in achieving the goal of gender equality.

Table 2: Academic Staff data by gender and academic unit (2020-2022)

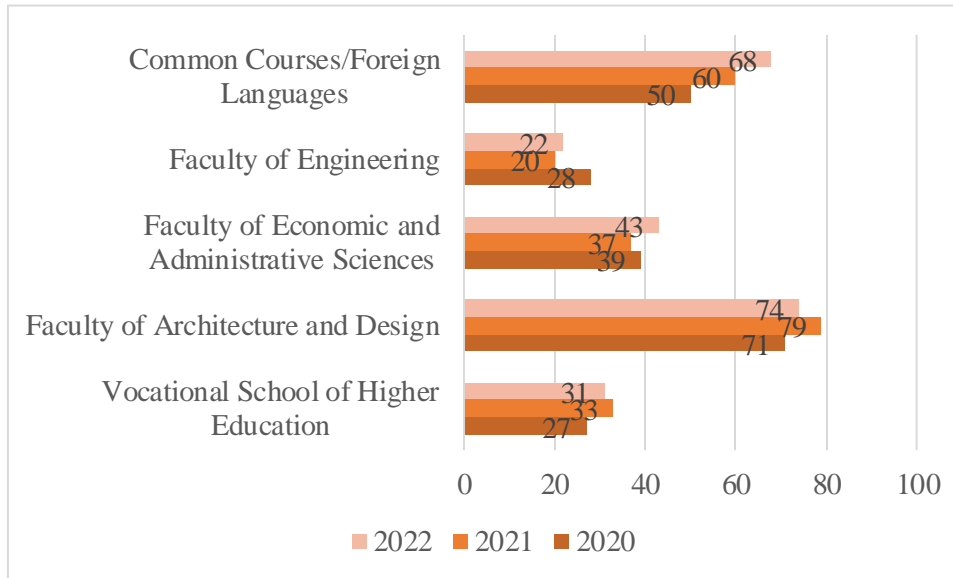
Academic Staff	2020				2021				2022			
	Female	Male	% Female	% Male	Female	Male	% Female	% Male	Female	Male	% Female	% Male
Vocational School of Higher Education	10	27	27	73	13	27	33	68	15	34	31	69
Faculty of Architecture and Design	5	2	71	29	15	4	79	21	20	7	74	26
Faculty of Economic and Administrative Sciences	7	11	39	61	14	24	37	63	20	26	43	57
Faculty of Engineering	9	23	28	72	11	45	20	80	17	61	22	78
Faculty Total	21	36	37	63	40	73	35	65	57	94	38	62
Common Courses/Foreign Languages	3	3	50	50	6	4	60	40	15	7	68	32
Academic Staff	34	66	34	66	59	104	36	64	87	135	39	61
Adjunct Academic Staff (Article 35)	5	2	71	29	31	18	63	37	59	42	58	42
Overall Total	39	68	36	64	90	122	42	58	146	177	45	55

In the Vocational School of Higher Education, the proportion of female academic staff increased from 27% in 2020 to 31% in 2022. Similarly, in the Faculty of Architecture and Design, the proportion of female academic staff increased from 71% in 2020 to 74% in 2022. These increases can be considered a positive development in terms of gender equality.

However, there is still a gender imbalance in some faculties. For example, in the Faculty of Engineering, the proportion of female academic staff is 22% in 2022, while the proportion of male academic staff is 78%. This shows that the representation of women in engineering needs to be further increased.

Figure 2 shows the change in the proportion of female academic staff in different academic units between 2020 and 2022

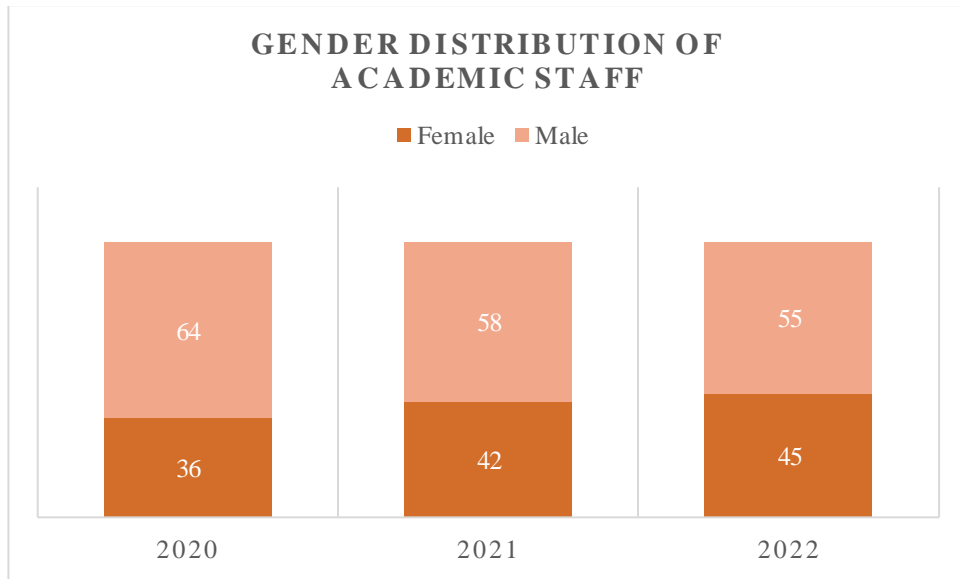
Figure 2: Percentage of female academic staff by academic unit between 2020 and 2022



In the Vocational School of Higher Education, the proportion of female academic staff increased from 27% to 33% and then decreased to 31% between 2020 and 2022. There is a relatively stable trend in the proportion of female academics in this field. In the Faculty of Architecture and Design, the proportion of female academic staff increased from 71% to 79% and then decreased to 74%. There has been an increase in the proportion of female academics in this field as well. In the Faculty of Economic and Administrative Sciences, the rate of female academic staff decreased from 39% to 37%, and then increased to 43%. There are fluctuations in the proportion of female academics in this faculty. In the Faculty of Engineering, the rate of female academic staff decreased from 28% to 20%, and then increased to 22%. There is a decline in the proportion of female academics in this field. In Common Courses/Foreign Languages, the proportion of female academic staff increased from 50% to 60% and then to 68%. There is an increase in the proportion of female academics in this field as well.

Figure 3 shows the distribution of the total academic staff at the university according to male and female gender. According to this data, the proportion of female academic staff at the university has increased over time, while the proportion of male academic staff has decreased. This trend indicates positive progress towards gender equality goals.

Figure 3: Gender Distribution of Academic Staff (2020-2022)



Overall, this increase in the proportion of women in academic staff across OSTİM Technical University is considered a positive development in terms of gender equality. This increase demonstrates the positive results of the effective implementation of the university's gender equality policies and incentives that support gender balance. However, OSTİM Technical University is determined to continue its efforts to sustain this positive trend and make further progress in the area of gender equality.

2.2.2 Administrative Staff

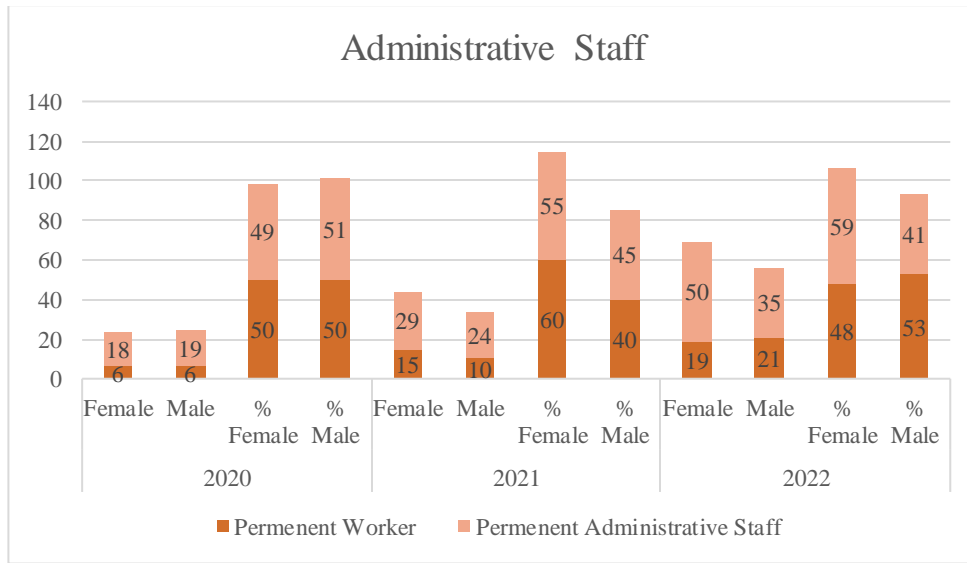
This table shows the distribution and percentage of female and male employees in managerial positions at the university by year.

Table 3: Number of administrative staff (2020-2022)

Administrative Staff	2020				2021				2022			
	Female	Male	% Female	% Male	Female	Male	% Female	% Male	Female	Male	% Female	% Male
Permanent Worker	6	6	50	50	15	10	60	40	19	21	48	53
Permanent Administrative Staff	18	19	49	51	29	24	55	45	50	35	59	41

In 2020, 50% of the permanent workers were female. In 2021, the proportion of female administrative staff decreased to 49%, while the proportion of male administrative staff increased to 51%. In 2022, the proportion of female administrative staff increased to 55%, while the proportion of male managers decreased to 45%.

Figure 4: Gender Distribution of Administrative Staff (2020-2022)



According to Figure 4, the proportion of female employees in administrative positions has increased, while the proportion of male workers has decreased. This shows that there has been progress in terms of gender equality at the administrative level.

2.3. Overview of key findings: Research Fundings

The proportion of female on selection committees in Scientific Research Projects increased from only 2 in 2020 to 3 in 2021 and 4 in 2022. Despite the increase at the rate of 2022, it is observed that female continue to be relatively under-represented compared to male (see, Figure 5). Along with these individuals, the fact that the Scientific Research Project Coordinator and her assistant are both women can be seen as progress towards gender equality. Nevertheless, the findings demonstrate the progress made towards gender parity in access to university's research funds.

In terms of research budgets, it is tried to ensure that male and female researchers have access to equal opportunities and resources within the framework of gender equality plans. The proportion of female executives and researchers has increased since 2020. Although they do not yet have the necessary share, the number of male and female principal researchers and chosen projects has grown in 2022 compared to other years (see Figure 6).

Figure 5 – Gender Distribution in selection committees of OSTİM Technical University Scientific Research Projects

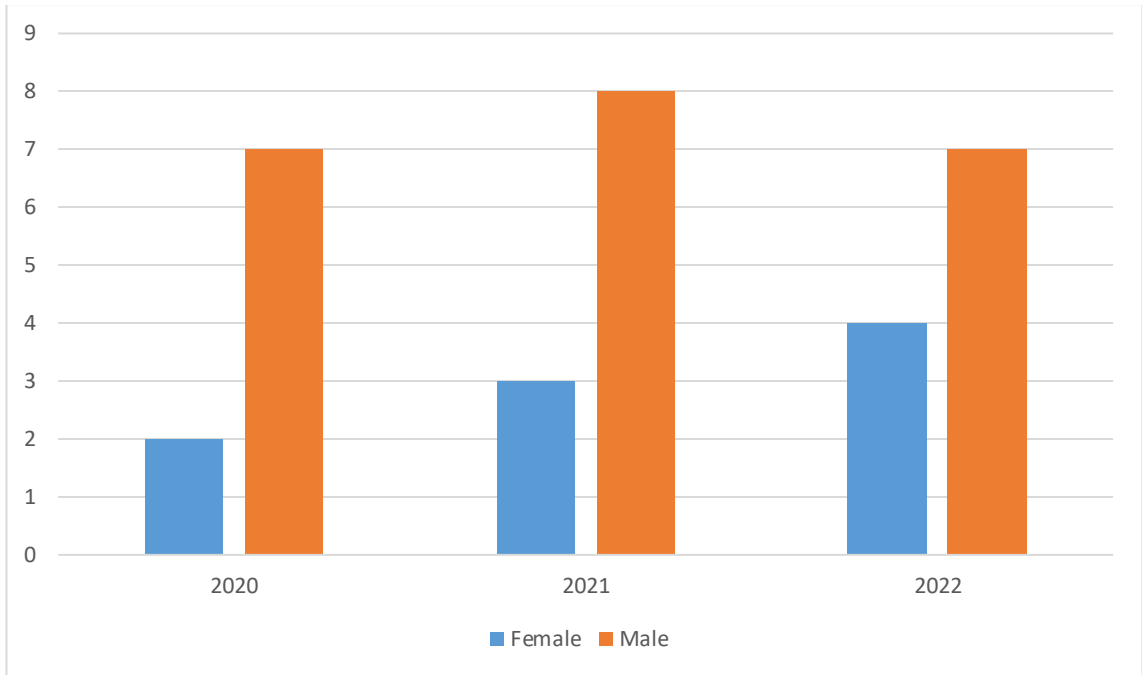


Figure 6 - Percentages of female and male principal investigators in selected OSTİM Technical University Scientific Research Projects

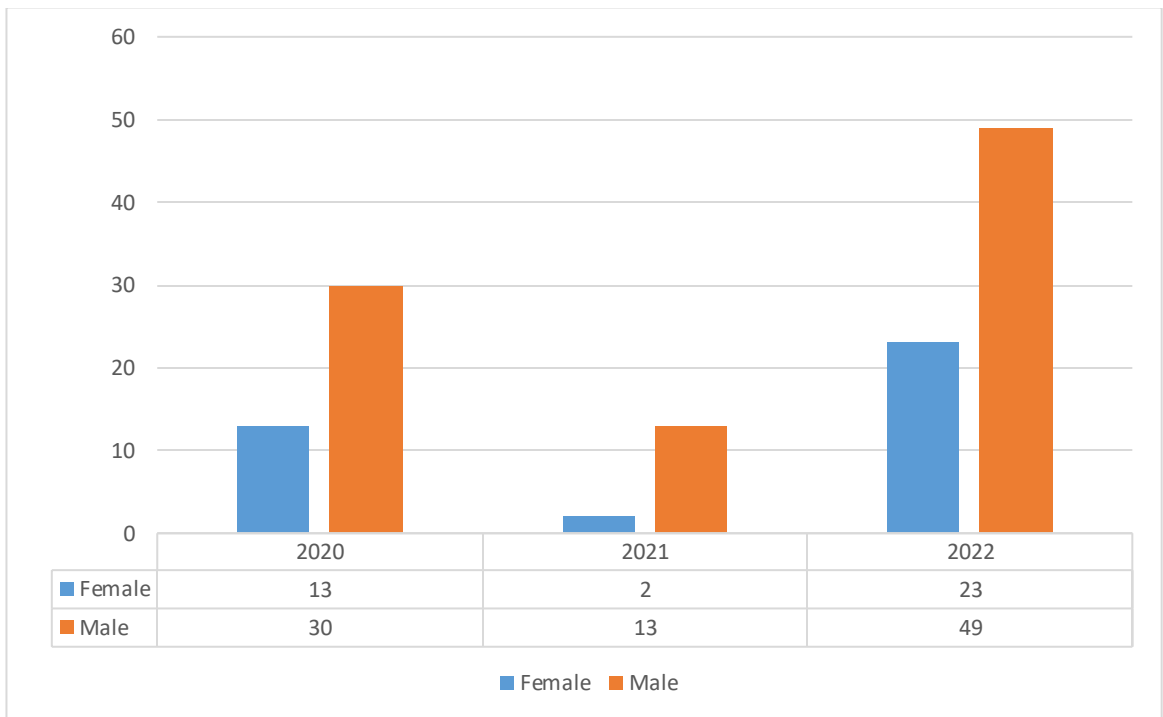
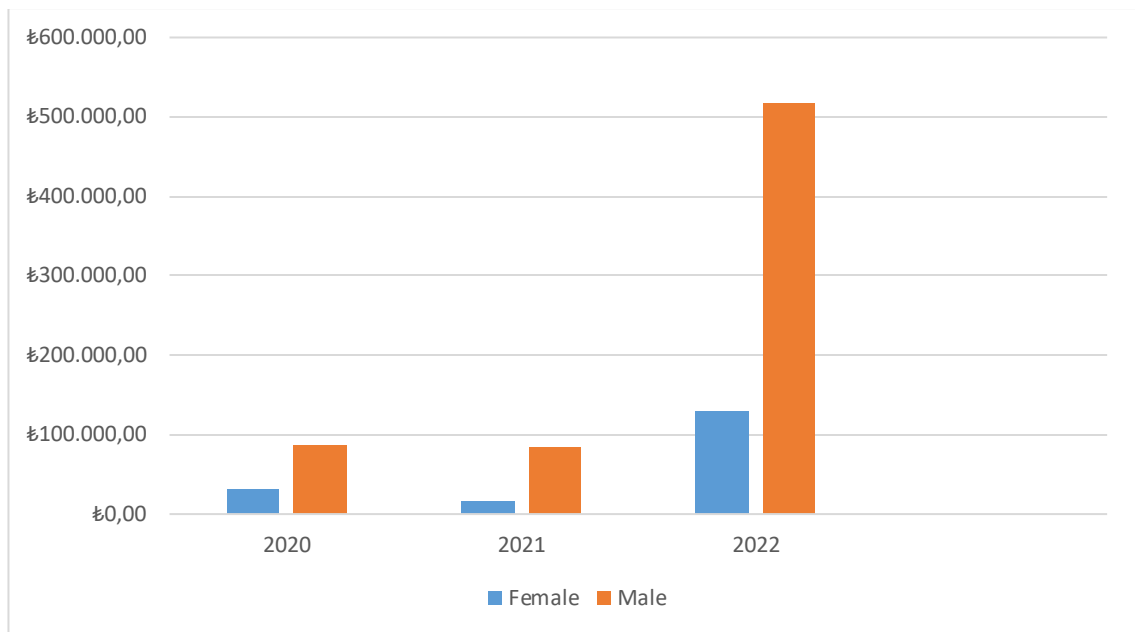


Figure 7 shows the average amount of funding allocated to research projects conducted by women and men. Research projects conducted by women in 2022 (130,110.16 TL) increased compared to previous years.

Figure 7 - The average funding amounts allocated to research projects conducted by women and men



3. Key Objectives and Areas of Action

- Strengthen institutional capacity and existing mechanisms to implement and coordinate the University's gender equality policy:
 - ✓ To identify gender equality policies and support them with implementation strategies.
 - ✓ Ensure cooperation and coordination among relevant units.
 - ✓ Collaborate with internal and external stakeholders for training and information sharing on gender equality.

1. Objective	Subject	Planned Action	Time Schedule			Responsible Person/Unit/Department	Success Indicators
			2023	2024	2025		
Strengthen institutional capacity and existing mechanisms to implement and coordinate the University's gender equality policy:	Meetings and Trainings	Conduct annual meetings to evaluate the implementation of the regular reporting and evaluation processes.	X	X	X	GEC	Maintain and report the data separated based on the gender equality
		Collaborate with internal and external stakeholders for training and information sharing on gender equality.	X	X	X	GEC	Organization of event at least once a semester

- Establish formal mechanisms to monitor and evaluate gender equality:
 - ✓ Collect and analyze gender-based data.
 - ✓ Set equality indicators and establish evaluation mechanisms to monitor progress.
 - ✓ Conduct regular reporting and evaluation processes.

2. Objective	Subject	Planned Action	Time Schedule			Responsible Person/Unit/Department	Success Indicators
			2023	2024	2025		
Establish formal mechanisms to monitor and evaluate gender equality	Data Collection and Monitoring	Designing and establishing a tool for data collection, monitoring, and analyzing	x			Department Student Affairs, Department of Human Resources, GEC	Tool to be established
		Collect and analyze gender-based data	x	x	x	Department Student Affairs, Department of Human Resources, GEC	
		Conduct an ex-post analysis of the implementation of the GEP actions at the end of the third year and coordinate the development of the succeeding GEP to be executed starting at the end of the third year			x	Department Student Affairs, Department of Human Resources, GEC	Ex-post analysis report to be prepared

- Increase the proportion of women in academic and administrative decision-making positions to ensure gender balance:
 - ✓ Implement incentive policies to increase opportunities for women to rise to leadership positions.
 - ✓ Adopt diversity policies to increase the representation of women on boards of directors, faculty administrations and other decision-making bodies.

3. Objective	Subject	Planned Action	Time Schedule			Responsible Person/Unit/Department	Success Indicators
			2023	2024	2025		
Increase the proportion of women in academic and administrative decision-making positions to ensure gender balance:	Decision Making and Leadership	Set achievable targets for equal representation in leadership positions and monitor the improvements	x	x		The Rector, The General Secretary, Department of Human Resources, GEC	Gender balanced leadership positions
	Training	Organize gender bias, gender equality, and leadership trainings for all levels of management	x	x	x	Department of Human Resources, GEC	At least 50% participation

- Take steps to incorporate a gender perspective into teaching and research:
 - ✓ Support and encourage research focused on gender equality.
 - ✓ Organizing conferences, seminars and workshops on gender equality issues.

4. Objective	Subject	Planned Action	Time Schedule			Responsible Person/Unit/Department	Success Indicators
			2023	2024	2025		
Take steps to incorporate a gender perspective into teaching and research:	Raising Awareness	Incorporate gender equality training into curricula and update teaching materials.	x	x	x	Faculty Deans, Department Heads	Courses or programs that have integrated gender equality training
	Gender and Research	Support Scientific Research Projects through institutional incentives that address gender issues/ or incorporate a gender perspective	x	x	x	Research funding units, GEC	Increase in the number of research projects

- Create knowledge and raise awareness on gender equality for all units, staff and students:
 - ✓ Organizing training and awareness programs.
 - ✓ Promote knowledge sharing within the community.
 - ✓ Facilitate access to gender equality policies and resources.

5. Objective	Subject	Planned Action	Time Schedule			Responsible Person/Unit/Department	Success Indicators
			2023	2024	2025		
Create knowledge and raise awareness on gender equality for all units, staff and students	Training	Design and deliver training programs that provide knowledge and understanding of gender equality for all staff members and integrated into the orientation process for new students.	x	x	x	Faculty Deans, Department Heads GEC	40% of students and staff completing the training program
	Organizing Events	Organize workshops, seminars, and panel discussions to promote dialogue and increase awareness about gender equality.	x	x	x	GEC	40% of students participating the events

- Strengthen existing mechanisms, including grievance and support mechanisms, to prevent gender-based discrimination, sexual harassment and sexual violence:
 - ✓ Improve grievance mechanisms and ensure transparency.
 - ✓ Develop policies and procedures to prevent sexual harassment and sexual violence.
 - ✓ Facilitate access to and increase awareness of support services.

6. Objective	Subject	Planned Action	Time Schedule			Responsible Person/Unit/Department	Success Indicators
			2023	2024	2025		
Strengthen existing mechanisms, including grievance and support mechanisms, to prevent gender-based discrimination, sexual harassment and sexual violence	Violence Against Women, Combatting Sexual Harassment and Discrimination	A viable, preventive and confidential complaint and victim support mechanism will be developed and will have been communicated throughout the organization	x			Department of Human Resources, GEC	A link to be created on the OSTİM Technical University portal homepage for the compliant system to make the application mechanism confidential and effective
		Integrate gender perspective in Discipline Committee policy and update anti-mobbing, anti-bullying and antiharassment clauses in the regulation	x			Department of Human Resources, GEC	Updated regulation

In Vocational Schools and Engineering Faculties, although equal conditions are ensured in terms of student admission, gender balance is not at the desired level. In this direction, more emphasis will be placed on promotional activities to encourage female students to prefer technical and engineering departments. Promotional activities and information programs will be organized to increase the interest of female students in these fields to achieve gender balance.

Gender equality has been adopted as a fundamental principle in recruitment policies and procedures. In line with this principle, equal conditions and opportunities are provided in recruitment processes and gender discrimination is not tolerated. Gender equality will be furtherly emphasized in our recruitment policies and it will be clearly stated that a fair and impartial process

will continue. All candidates will be evaluated based on their qualifications and competencies and the most suitable candidates will be hired.