2024-2025
ÖZU GENDER EQUALITY REPORT (GER)

ÖzU Gender Office

ÖZYEĞİN UNIVERSITY

Preface

At Özyeğin University, ÖzU Gender Office has aimed to create an inclusive learning, teaching, and living environment for all stakeholders, primarily the university's employees and students since its establishment. In line with this vision, the office is committed to continuing institutional efforts in gender equality, one of the university's core values.

The university's Gender Equality Plan (GEP) for the 2024-2028 period enables us to implement the university's gender equality goals through concrete steps. In this context, the annual Gender Equality Reports (GERs) guide our efforts to assess the progress in implementing the GEP and to reach new goals.

The 2024-2025 Gender Equality Report (GER), as a reflection of the commitments under the plan, aims to showcase efforts in the field of gender equality transparently. In this context, the report is significant for understanding the concrete steps taken during the relevant period and the progress made toward achieving the university's gender equality goals.

Another important aspect of this report is regularly sharing quantitative data collected across the university. A data-driven approach is crucial for measuring and monitoring the success of gender equality commitments. Quantitative data helps understand the current situation and assists in evaluating the impact of the actions taken and identifying areas where improvements are needed. The Gender Equality Reports (GERs) contribute to increased transparency by regularly presenting these data to the public while also providing the opportunity to compare them with reports from previous periods. This is essential for the sustainability and accountability of efforts to strengthen gender equality.

We would like to thank all our stakeholders who have contributed to strengthening gender equality. We will continue working together to achieve a sustainable transformation towards this goal.

ÖzU Gender Office

Abbreviations:

ÖzU: Özyeğin University

ÖzU GEP: Özyeğin University Gender Equality Plan (2017) - First Cycle

ÖzU GEP v2: Özyeğin University Gender Equality Plan (2024) - Second Cycle

ÖzU GER: Özyeğin University Gender Equality Reports

ÖzU Gender Office: Özyeğin University Gender Equality Office

OSYS: Student Selection and Placement System (Öğrenci Seçme ve Yerleştirme Sistemi) - This system facilitates the placement of university candidates into universities and programs based on the results of centralized exams.

YDO: International Student Quota (Yurt Dışından Öğrenci Kontenjanı) - A designated acceptance quota for international students that can be applied for under specific conditions.

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1. 2024-2025 ÖzU Gender Quantitative Data

2024-2025 Academic Year - Gender Distribution of Academic Unit Managers

	2023-2024				2024-2025			
	Woman	Man	Total	Woman %	Woman	Man	Total	Woman %
Rectorate	1	1	2	50%		3	3	0%
Faculty	6	5	11	55%	5	4	9	56%
School	1		1	100%	1	1	2	50%
Center		3	3	0%		1	1	0%
	8	**9**	**17**	**47%**	**6**	**9**	**15**	**40%**

Calculated based on the last day of the relevant academic year.

2024-2025 Academic Year - Gender Distribution of Administrative Unit Managers

2023-2024				2024-2025			
Woman	Man	Total	Woman %	Woman	Man	Total	Woman %
11	9	20	55%	13	10	23	57%

Calculated based on the last day of the relevant academic year. Employees with the title of Secretary General and Director are included. Center directors are not included in this table as they are given in the "Gender Distribution of Academic Unit Managers" table.

2024-2025 Academic Year - Gender Distribution of the Senate

2023-2024				2024-2025			
Woman	Man	Total	Woman %	Woman	Man	Total	Woman %
8	6	14	57%	7	6	13	54%

People who were members of the Senate for at least 4 months in the relevant academic year are counted.

2024-2025 Academic Year - Gender Distribution of Administrative Personnel

		Woman	Man	Total	Woman %
Academic Units	Graduate School of Science and Engineering	5		5	100%
	Faculty of Aviation and Aeronautical Sciences	3	1	4	75%
	Faculty of Law	4		4	100%
	Graduate School of Business	3		3	100%
	Faculty of Business	4		4	100%
	Faculty of Architecture and Design	6	2	8	75%
	Faculty of Engineering	9	7	16	56%
	Rectorate / Departments	1		1	100%
	Graduate School of Social Sciences	2		2	100%
	Faculty of Social Sciences	6	1	7	86%
	Faculty of Applied Sciences	7	4	11	64%
	School of Languages	3	1	4	75%
		53	**16**	**69**	**77%**
Administrative Units	Vice Rectorate for Academic Affairs		1	1	0%

		Woman	Man	Total	Woman %
	Academic Planning, Assessment and Development Office	3		3	100%
	Vice Rectorate for Research, Innovation and Impact		1	1	0%
	Information Technologies	12	37	49	24%
	Knowledge, Technology Transfer and Entrepreneurship	10	6	16	63%
	Integrated Communication	10	9	19	53%
	Couple and Family Center	2		2	100%
	Center for Energy, Environment and Economy	4	3	7	57%
	Center for Computational Finance	1	6	7	14%
	General Secretary's Office	1	1	2	50%
	Legal Office	3		3	100%
	Human Resources	11	6	17	65%
	Accommodation Services	16	15	31	52%
	Corporate and Global Partnerships	6	1	7	86%
	Library	11	4	15	73%
	Finance	16	8	24	67%
	Dean of Students	1		1	100%
	Student Development and Experience Department	11	2	13	85%
	Student Services	11	8	19	58%
	Office for Learning and Teaching Enhancement	5	1	6	83%
	Operations	8	55	63	13%
	Operational Efficiency		1	1	0%
	Office of Planning and Analysis	4	1	5	80%
	Rector's Office	2	1	3	67%
	Sectoral Education and Professional Development	5		5	100%
	Sport Center	3	5	8	38%
	Sustainability Platform	4	4	8	50%
	Sustainability, Safe Living and Quality	3	2	5	60%
	International Exchange and Cooperation Programs	5		5	100%
	International Office	3	5	8	38%
	Coordination of YÖK Relations	3		3	100%
		174	**183**	**357**	**49%**
	ÖzU Total	**227**	**199**	**426**	**53%**

Calculated using administrative staff working in academic units and staff working in administrative units. Academic staff working in the Rector's Office are not included. Calculated based on the last day of the relevant academic year.

2024-2025 Academic Year - Academic Personnel Gender Distribution by Age and Title

		2023-2024				2024-2025			
	Age	**Woman**	**Man**	**Total**	**Woman %**	**Woman**	**Man**	**Total**	**Woman %**
Grade A Professor	40-44		4	4	0%		1	1	0%
	45-49	6	5	11	55%	4	6	10	40%
	50-54	5	8	13	38%	5	5	10	50%
	55-59		10	10	0%	2	11	13	15%
	60+	9	8	17	53%	9	13	22	41%
		20	**35**	**55**	**36%**	**20**	**36**	**56**	**36%**
Grade B Associate Professor, Assistant Professor	25-29		1	1	0%				
	30-34	3	4	7	43%	1	3	4	25%
	35-39	28	17	45	62%	22	13	35	63%
	40-44	33	25	58	57%	35	22	57	61%
	45-49	33	28	61	54%	33	27	60	55%

		2023-2024				2024-2025			
	Age	**Woman**	**Man**	**Total**	**Woman %**	**Woman**	**Man**	**Total**	**Woman %**
	50-54	6	9	15	40%	12	18	30	40%
	55-59	2	3	5	40%	7	7	14	50%
	60+	6	2	8	75%	5	2	7	71%
		111	**89**	**200**	**56%**	**115**	**92**	**207**	**56%**
Grade C Lecturer, Research Assistant	20-24		2	2	0%				
	25-29	31	20	51	61%	13	14	27	48%
	30-34	50	16	66	76%	40	18	58	69%
	35-39	49	23	72	68%	43	13	56	77%
	40-44	31	6	37	84%	44	17	61	72%
	45-49	11	12	23	48%	11	8	19	58%
	50-54	10	3	13	77%	12	3	15	80%
	55-59	4	3	7	57%	5	3	8	63%
	60+	3	9	12	25%	4	13	17	24%
		189	**94**	**283**	**67%**	**171**	**89**	**260**	**66%**
ÖzU Total		**320**	**218**	**538**	**59%**	**306**	**217**	**523**	**59%**

Calculated based on people who worked for at least 4 months in the relevant academic year.

2024-2025 Academic Year - Gender Distribution by Academic Unit and Title

		2023-2024				2024-2025			
Faculty	**Academic Title**	**Woman**	**Man**	**Total**	**Woman %**	**Woman**	**Man**	**Total**	**Woman %**
University-Wide	Professor	20	35	55	36%	20	36	56	36%
	Associate Professor	26	16	42	62%	28	23	51	55%
	Assistant Professor	85	73	158	54%	87	69	156	56%
	Lecturer	137	59	196	70%	125	56	181	69%
	Research Assistant	52	35	87	60%	44	32	76	58%
	Visiting Professor					1		1	100%
	Postdoctoral Researcher					1	1	2	50%
		320	**218**	**538**	**59%**	**306**	**217**	**523**	**59%**
Faculty of Aviation and Aeronautical Sciences	Associate Professor		2	2	0%		2	2	0%
	Assistant Professor	3	4	7	43%	3	5	8	38%
	Lecturer	4	2	6	67%	4	3	7	57%
	Research Assistant	1	1	2	50%	1	4	5	20%
		8	**9**	**17**	**47%**	**8**	**14**	**22**	**36%**
Faculty of Law	Professor	3	3	6	50%	1	1	2	50%
	Associate Professor	1	1	2	50%	1	1	2	50%
	Assistant Professor	19	8	27	70%	21	9	30	70%
	Lecturer	1	1	2	50%	1		1	100%
	Research Assistant	13	10	23	57%	10	9	19	53%
	Visiting Professor					1		1	100%
		37	**23**	**60**	**62%**	**35**	**20**	**55**	**64%**
Faculty of Business	Professor	2	3	5	40%	2	4	6	33%
	Associate Professor	6	1	7	86%	5	3	8	63%
	Assistant Professor	11	20	31	35%	14	18	32	44%
	Lecturer	2	9	11	18%	2	7	9	22%
	Research Assistant	4	4	8	50%	3	5	8	38%
		25	**37**	**62**	**40%**	**26**	**37**	**63**	**41%**
Faculty of Architecture and Design	Professor	4	3	7	57%	4	4	8	50%
	Associate Professor	5	2	7	71%	4	1	5	80%

		2023-2024				2024-2025			
Faculty	**Academic Title**	**Woman**	**Man**	**Total**	**Woman %**	**Woman**	**Man**	**Total**	**Woman %**
	Assistant Professor	23	8	31	74%	26	7	33	79%
	Lecturer	6	8	14	43%	5	8	13	38%
	Research Assistant	19	6	25	76%	19	3	22	86%
		57	**27**	**84**	**68%**	**58**	**23**	**81**	**72%**
Faculty of Engineering	Professor	5	23	28	18%	6	24	30	20%
	Associate Professor	5	5	10	50%	7	12	19	37%
	Assistant Professor	10	25	35	29%	6	21	27	22%
	Lecturer	2	7	9	22%	3	7	10	30%
	Research Assistant	5	11	16	31%	5	9	14	36%
	Postdoctoral Researcher					1	1	2	50%
		27	**71**	**98**	**28%**	**28**	**74**	**102**	**27%**
Rectorate / Departments	Professor		1	1	0%	1		1	100%
	Assistant Professor	1		1	100%	1		1	100%
	Lecturer	2		2	100%	1		1	100%
		3	**1**	**4**	**75%**	**3**	**0**	**3**	**100%**
Faculty of Social Sciences	Professor	5	2	7	71%	5	3	8	63%
	Associate Professor	7	5	12	58%	8	4	12	67%
	Assistant Professor	12	6	18	67%	12	7	19	63%
	Lecturer	8	5	13	62%	7	5	12	58%
	Research Assistant	7	2	9	78%	3	1	4	75%
		39	**20**	**59**	**66%**	**35**	**20**	**55**	**64%**
Faculty of Applied Sciences	Professor	1		1	100%	1		1	100%
	Associate Professor	2		2	100%	3		3	100%
	Assistant Professor	5	2	7	71%	4	2	6	67%
	Lecturer		8	8	0%		8	8	0%
	Research Assistant	3	1	4	75%	3	1	4	75%
		11	**11**	**22**	**50%**	**11**	**11**	**22**	**50%**
School of Languages	Assistant Professor	1		1	100%				
	Lecturer	112	19	131	85%	102	18	120	85%
		113	**19**	**132**	**86%**	**102**	**18**	**120**	**85%**

Calculated based on people who worked for at least 4 months in the relevant academic year.

Percentages of Recruited, Promoted and Departed Women (Faculty Members)

	Woman				Man				Total				Woman Ratio			
	New	**Prom.**	**Dep.**	**Total**	**New**	**Prom.**	**Dep.**	**Total**	**New**	**Prom.**	**Dep.**	**Total**	**New**	**Prom.**	**Dep.**	**Total**
2024/25	12	7	7	135	12	9	9	128	24	16	16	263	50%	44%	44%	51%
2023/24	15	6	2	131	19	5	6	124	34	11	8	255	44%	55%	25%	51%
2022/23	18	4	7	123	7	5	16	121	25	9	23	244	72%	44%	30%	50%
2021/22	10	5	7	111	12	1	9	125	22	6	16	236	45%	83%	44%	47%

Calculated based on faculty members who worked for at least 4 months in the relevant academic year.

New: Individuals who were not present in the previous academic year but are present in the relevant academic year

Promoted: Individuals whose title differs from the previous academic year

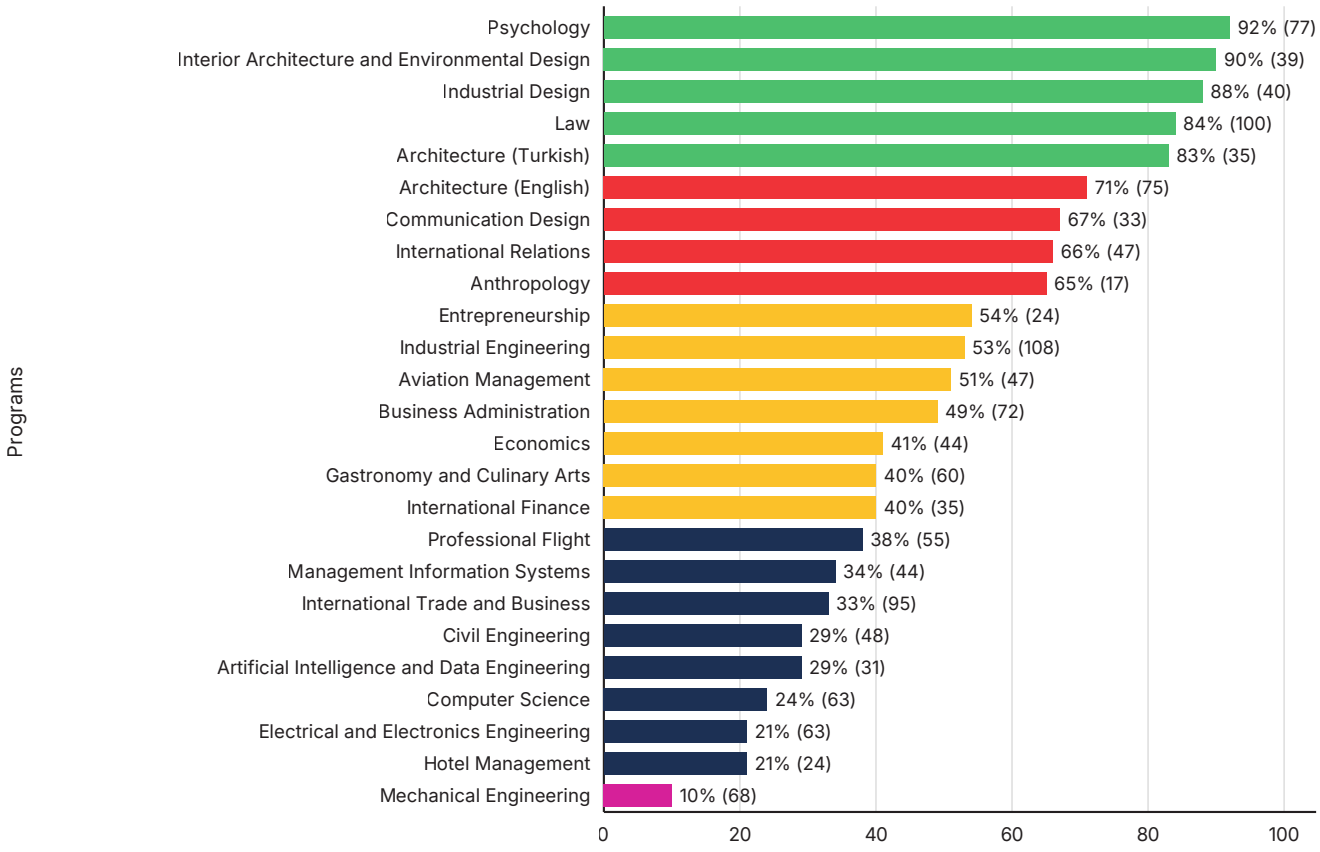
Departed: Individuals who were present in the relevant academic year but not in the following academic year

Newly Registered ÖSYS Enrolments (Woman Student Ratio - Undergraduate) (2024)

Faculty	Program	2023		2024	
		N	W %	N	W %
Faculty of Architecture and Design	Architecture (English)	81	80%	75	71%
	Architecture (Turkish)	43	70%	35	83%
	Communication Design	40	83%	33	67%
	Industrial Design	41	73%	40	88%
	Interior Architecture and Environmental Design	47	89%	39	90%
Faculty of Aviation and Aeronautical Sciences	Aviation Management	38	55%	47	51%
	Professional Flight	43	33%	55	38%
Faculty of Business	Business Administration	70	44%	72	49%
	Economics	45	42%	44	41%
	Entrepreneurship	22	32%	24	54%
	International Finance	34	35%	35	40%
	International Trade and Business	95	48%	95	33%
	Management Information Systems	42	45%	44	34%
Faculty of Engineering	Artificial Intelligence and Data Engineering	0	-	31	29%
	Civil Engineering	48	17%	48	29%
	Computer Science	76	25%	63	24%
	Electrical and Electronics Engineering	71	14%	63	21%
	Industrial Engineering	109	42%	108	53%
	Mechanical Engineering	63	21%	68	10%
Faculty of Law	Law	136	65%	100	84%
Faculty of Social Sciences	Anthropology	0	-	17	65%
	International Relations	51	67%	47	66%
	Psychology	74	88%	77	92%
Faculty of Applied Sciences	Gastronomy and Culinary Arts	58	47%	60	40%
	Hotel Management	20	45%	24	21%
ÖzU Total		**1347**	**51%**	**1344**	**51%**

Highlighted parts - Percentage of women: Light colour: between 20-40% or between 60-80%.
Dark colour: below 20% or above 80%

Newly Enrolled ÖSYS Admissions (Woman Student Ratio - Undergraduate) (2024)



% = percentage of women, (n) = number of new students in the program

Total Student ÖSYS Admissions (Woman Student Ratio - Undergraduate) (2024)

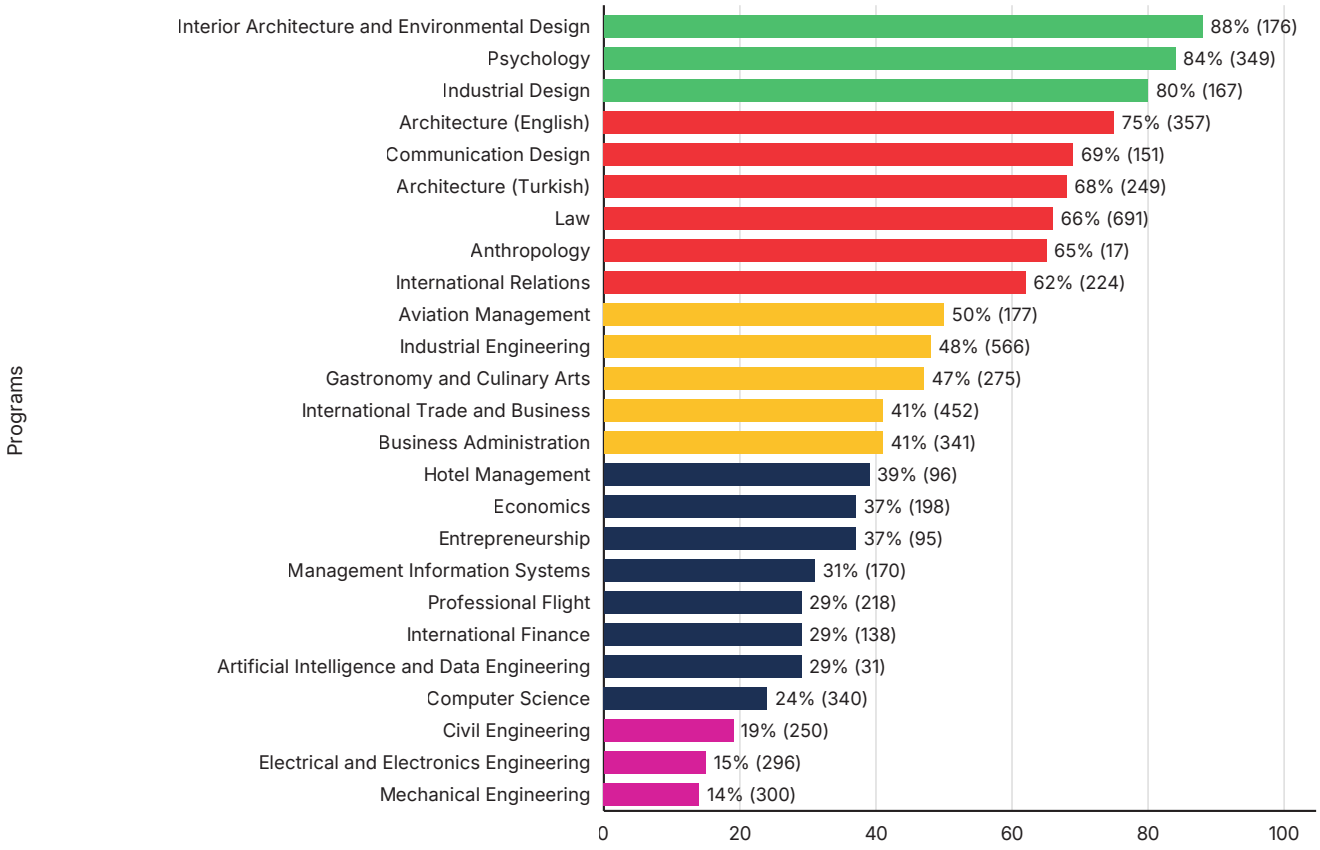
Faculty	Program	2023/24		2024/25	
		N	W %	N	W %
Faculty of Architecture and Design	Architecture (English)	351	75%	357	75%
	Architecture (Turkish)	279	64%	249	68%
	Communication Design	143	70%	151	69%
	Industrial Design	165	77%	167	80%
	Interior Architecture and Environmental Design	176	88%	176	88%
Faculty of Aviation and Aeronautical Sciences	Aviation Management	165	52%	177	50%
	Professional Flight	200	26%	218	29%
Faculty of Business	Business Administration	330	38%	341	41%
	Economics	179	37%	198	37%
	Entrepreneurship	96	26%	95	37%
	International Finance	123	23%	138	29%
	International Trade and Business	443	42%	452	41%
	Management Information Systems	146	31%	170	31%
Faculty of Engineering	Artificial Intelligence and Data Engineering	0	-	31	29%
	Civil Engineering	266	17%	250	19%
	Computer Science	355	25%	340	24%
	Electrical and Electronics Engineering	301	14%	296	15%
	Industrial Engineering	578	47%	566	48%
	Mechanical Engineering	292	15%	300	14%
Faculty of Law	Law	763	64%	691	66%

Faculty	Program	2023/24		2024/25	
		N	W %	N	W %
Faculty of Social Sciences	Anthropology	0	-	17	65%
	International Relations	205	61%	224	62%
	Psychology	345	83%	349	84%
Faculty of Applied Sciences	Gastronomy and Culinary Arts	267	51%	275	47%
	Hotel Management	88	41%	96	39%
	ÖzU Total	**6253**	**48%**	**6317**	**49%**

Highlighted parts - Percentage of women: Light colour: between 20-40% or between 60-80%.
Dark colour: below 20% or above 80%

Only registered students are included.

Total Registered ÖSYS Admissions (Woman Student Ratio - Undergraduate) (2024)



% = percentage of women, (n) = number of total students in the program

Students who are not registered and those who left the university permanently are excluded from total numbers.

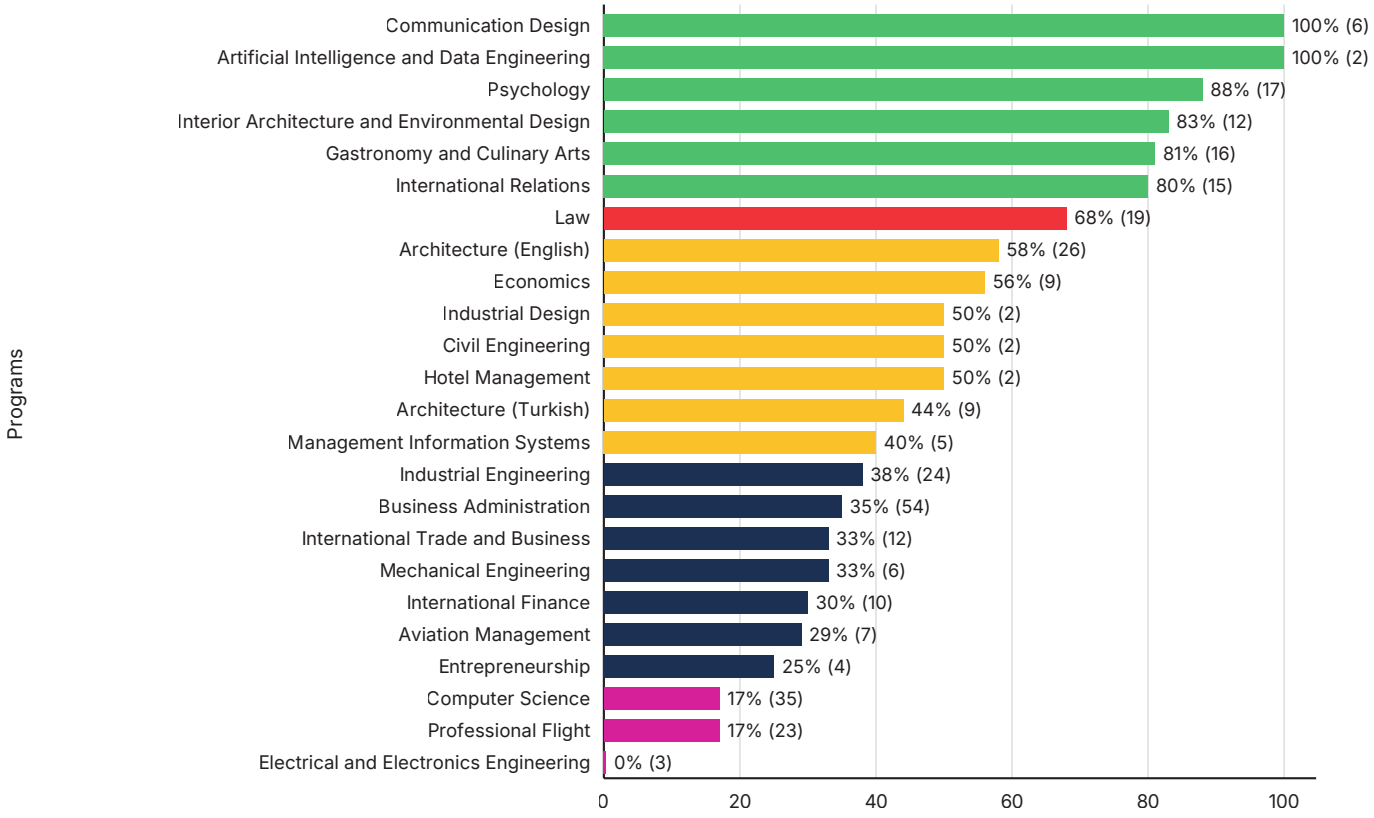
Newly Registered YDO Enrolments (Woman Student Ratio - Undergraduate) (2024)

Faculty	Program	2023		2024	
		N	W %	N	W %
Faculty of Architecture and Design	Architecture (English)	45	71%	26	58%
	Architecture (Turkish)	16	44%	9	44%
	Communication Design	8	88%	6	100%
	Industrial Design	0	-	2	50%
	Interior Architecture and Environmental Design	12	92%	12	83%

Faculty	Program	2023		2024	
		N	W %	N	W %
Faculty of Aviation and Aeronautical Sciences	Aviation Management	8	38%	7	29%
	Professional Flight	30	10%	23	17%
Faculty of Business	Business Administration	48	31%	54	35%
	Economics	12	25%	9	56%
	Entrepreneurship	3	33%	4	25%
	International Finance	6	33%	10	30%
	International Trade and Business	23	9%	12	33%
	Management Information Systems	13	31%	5	40%
Faculty of Engineering	Artificial Intelligence and Data Engineering	0	-	2	100%
	Civil Engineering	7	14%	2	50%
	Computer Science	43	16%	35	17%
	Electrical and Electronics Engineering	17	18%	3	0%
	Industrial Engineering	17	41%	24	38%
	Mechanical Engineering	7	14%	6	33%
Faculty of Law	Law	24	71%	19	68%
Faculty of Social Sciences	International Relations	19	58%	15	80%
	Psychology	23	100%	17	88%
Faculty of Applied Sciences	Gastronomy and Culinary Arts	10	30%	16	81%
	Hotel Management	9	33%	2	50%
	ÖzU Total	**400**	**42%**	**320**	**47%**

Highlighted parts - Percentage of women: Light colour: between 20-40% or between 60-80%.
Dark colour: below 20% or above 80%

Newly Enrolled YDO Admissions (Woman Student Ratio - Undergraduate) (2024)



% = percentage of women, (n) = number of new students in the program

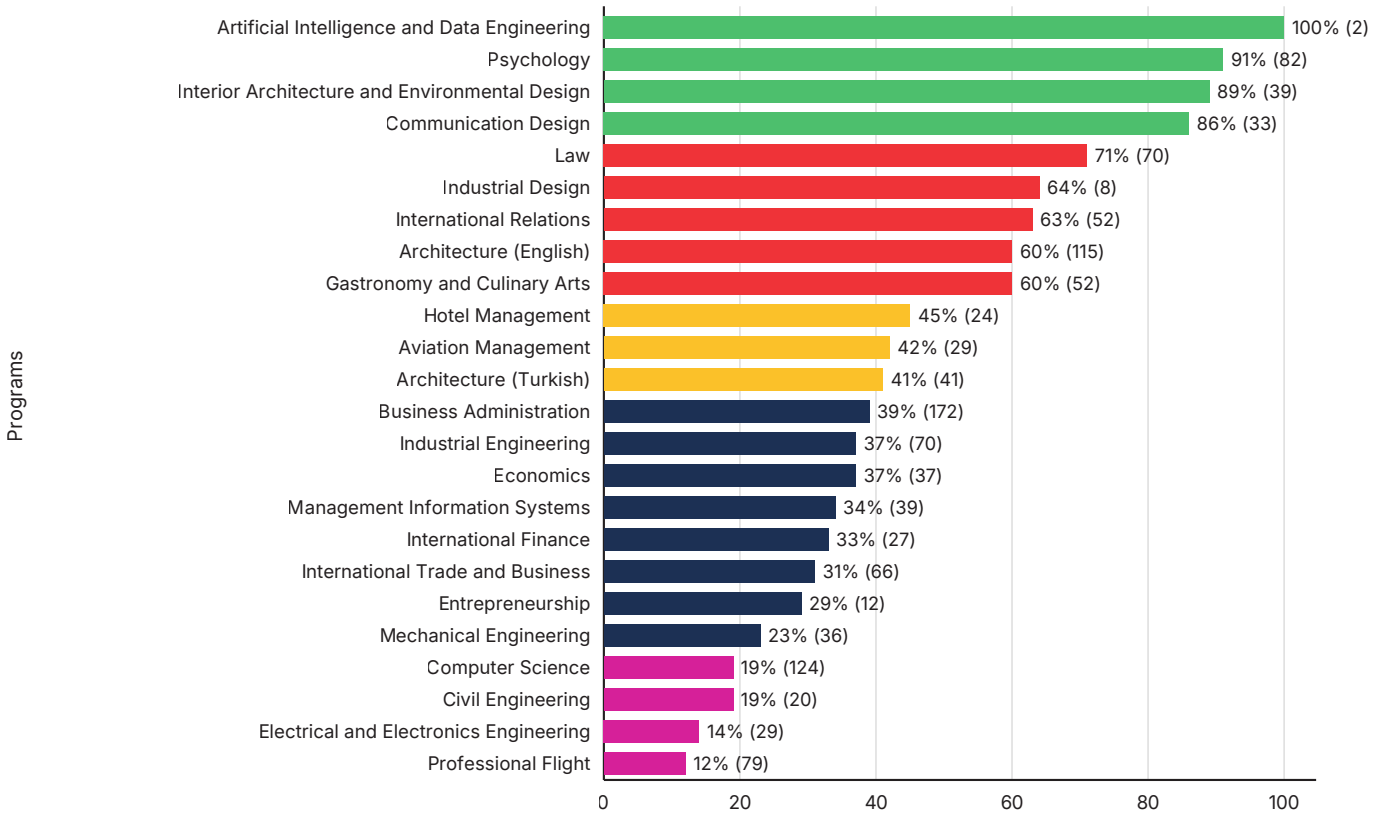
Total Student YDO Admissions (Woman Student Ratio - Undergraduate) (2024)

Faculty	Program	2023/24		2024/25	
		N	W %	N	W %
Faculty of Architecture and Design	Architecture (English)	116	60%	115	60%
	Architecture (Turkish)	38	40%	41	41%
	Communication Design	34	81%	33	86%
	Industrial Design	8	67%	8	64%
	Interior Architecture and Environmental Design	37	94%	39	89%
Faculty of Aviation and Aeronautical Sciences	Aviation Management	30	35%	29	42%
	Professional Flight	73	10%	79	12%
Faculty of Business	Business Administration	159	36%	172	39%
	Economics	33	31%	37	37%
	Entrepreneurship	7	29%	12	29%
	International Finance	28	43%	27	33%
	International Trade and Business	71	30%	66	31%
	Management Information Systems	37	30%	39	34%
Faculty of Engineering	Artificial Intelligence and Data Engineering	0	-	2	100%
	Civil Engineering	28	12%	20	19%
	Computer Science	116	16%	124	19%
	Electrical and Electronics Engineering	41	13%	29	14%
	Industrial Engineering	55	37%	70	37%
	Mechanical Engineering	41	18%	36	23%
Faculty of Law	Law	74	67%	70	71%
Faculty of Social Sciences	International Relations	52	56%	52	63%
	Psychology	78	92%	82	91%
Faculty of Applied Sciences	Gastronomy and Culinary Arts	49	55%	52	60%
	Hotel Management	26	47%	24	45%
	ÖzU Total	**1231**	**43%**	**1258**	**45%**

Highlighted parts - Percentage of women: Light colour: between 20-40% or between 60-80%.
Dark colour: below 20% or above 80%

Only registered students are included.

Total Registered YDO Admissions (Woman Student Ratio - Undergraduate) (2024)



% = percentage of women, (n) = number of total students in the program

Students who are not registered and those who left the university permanently are excluded from total numbers.

Ratio of Women in Application and Admission (Program Level: Graduate) - (Graduate School of Science and Engineering) (2024)

			2023				2024			
Faculty	**Program**	**Thesis / Non-thesis**	**Application N**	**Application W %**	**Admission N**	**Admission W %**	**Application N**	**Application W %**	**Admission N**	**Admission W %**
Graduate School of Science and Engineering	**Architecture**	Thesis	15	53%	9	56%	16	50%	14	57%
	Artificial Intelligence	Thesis	55	29%	28	25%	73	26%	54	26%
	City and Architecture	Non-thesis	6	0%	2	0%	0	-	0	-
		Thesis	6	67%	4	50%	4	75%	0	-
	Civil Engineering	Non-thesis	9	22%		-	1	0%	1	0%
		Thesis	18	0%	6	0%	31	19%	11	18%
	Computer Science	Non-thesis	26	31%	9	22%	17	35%	8	50%
		Thesis	51	22%	31	19%	61	20%	51	24%
	Data Science	Non-thesis					75	36%	66	36%
		Thesis	98	33%	71	35%	70	24%	57	26%
	Electrical and Electronics Engineering	Non-thesis	13	8%	10	0%	7	29%	5	40%
		Thesis	32	22%	19	16%	41	20%	36	19%
	Financial Engineering	Non-thesis	68	29%	34	21%	45	29%	28	29%
		Thesis	36	42%	11	27%	29	38%	13	46%
	Industrial Engineering	Non-thesis	13	23%	3	67%	8	38%	7	43%
		Thesis	24	46%	16	56%	37	32%	28	36%
	Mathematics	Thesis	3	67%		-	8	25%	4	50%
	Mechanical Engineering	Non-thesis	10	0%	6	0%	4	25%	3	33%
		Thesis	28	21%	19	21%	30	13%	23	9%
	Physics	Thesis	4	50%	1	100%	6	17%	2	50%
		ÖzU Total	**515**	**29%**	**279**	**27%**	**563**	**28%**	**411**	**29%**

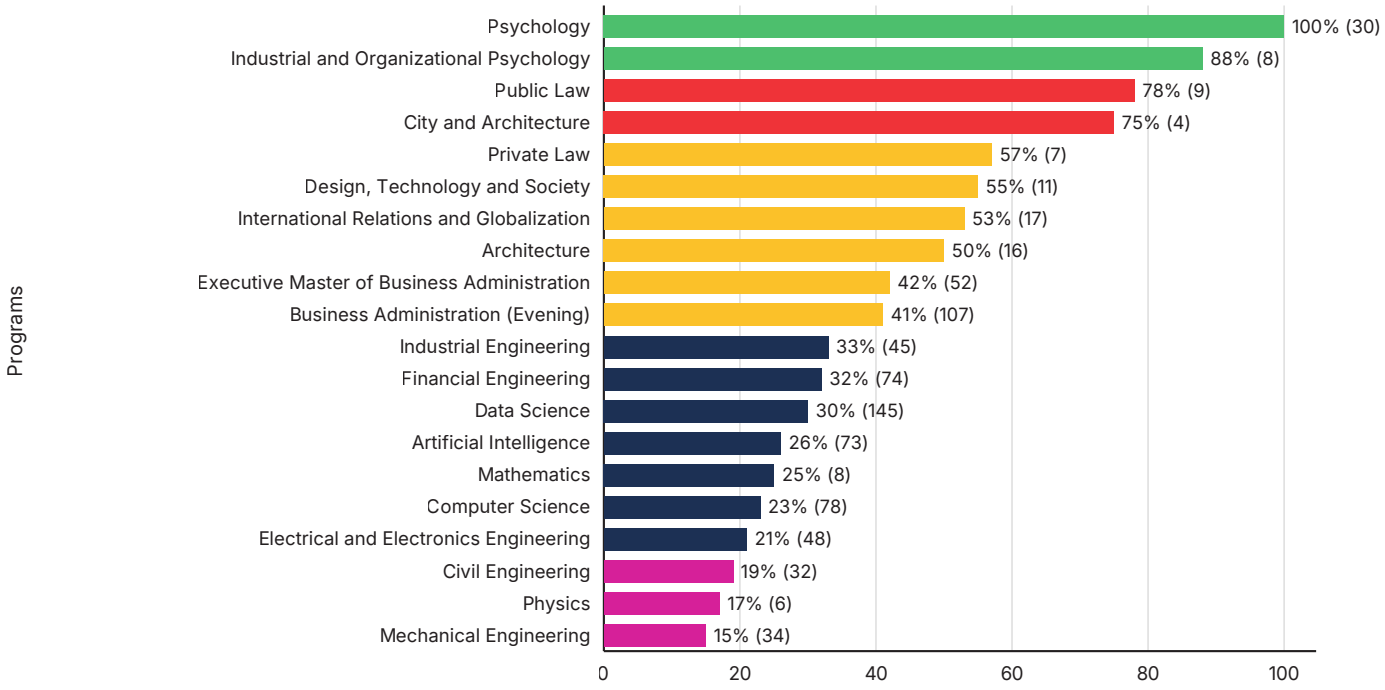
Highlighted values: number of admitted students > 7 and the absolute difference between applied W % and admitted W % is 4% or higher.

Ratio of Women in Application and Admission (Program Level: Graduate) - (Other Graduate Schools) (2024)

			2023				2024			
Faculty	**Program**	**Thesis / Non-thesis**	**Application N**	**Application W %**	**Admission N**	**Admission W %**	**Application N**	**Application W %**	**Admission N**	**Admission W %**
Graduate School of Business	Business Administration (Evening)	Non-thesis	69	55%	25	64%	107	41%	22	50%
	Executive Master of Business Administration	Non-thesis	47	36%	29	45%	52	42%	18	28%
Graduate School of Social Sciences	Design, Technology and Society	Thesis	12	67%	8	50%	11	55%	7	86%
	Industrial and Organizational Psychology	Non-thesis	5	80%		-	0	-	0	-
		Thesis	11	91%	6	100%	8	88%	0	-
	International Relations and Globalization	Thesis	21	48%	5	80%	17	53%	7	57%
	Private Law	Non-thesis	2	100%	1	100%	3	100%	0	-
		Thesis	26	65%	23	70%	4	25%	0	-
	Psychology	Non-thesis	20	70%	2	100%	11	100%	6	100%
		Thesis	51	86%	6	83%	19	100%	11	100%
	Public Law	Non-thesis	4	25%	3	33%	3	67%	0	-
		Thesis	18	61%	14	57%	6	83%	0	-
		ÖzU Total	**286**	**62%**	**122**	**62%**	**241**	**54%**	**71**	**61%**

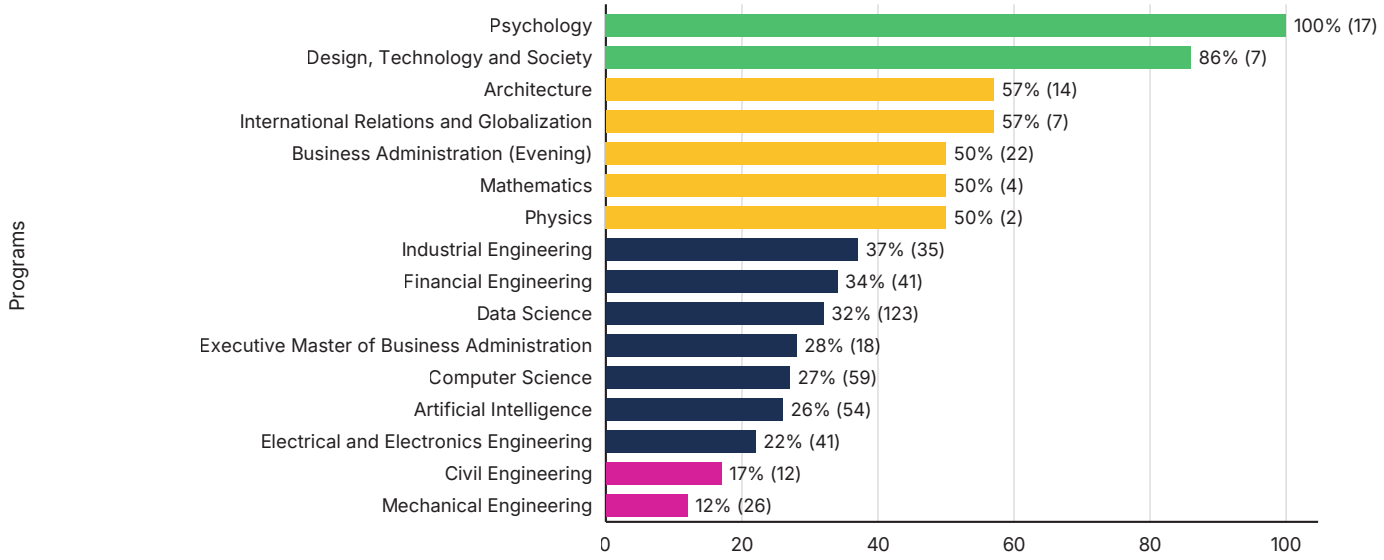
Highlighted values: number of admitted students > 7 and the absolute difference between applied W % and admitted W % is 4% or higher.

Application (Woman Student Ratio - Graduate) (2024)



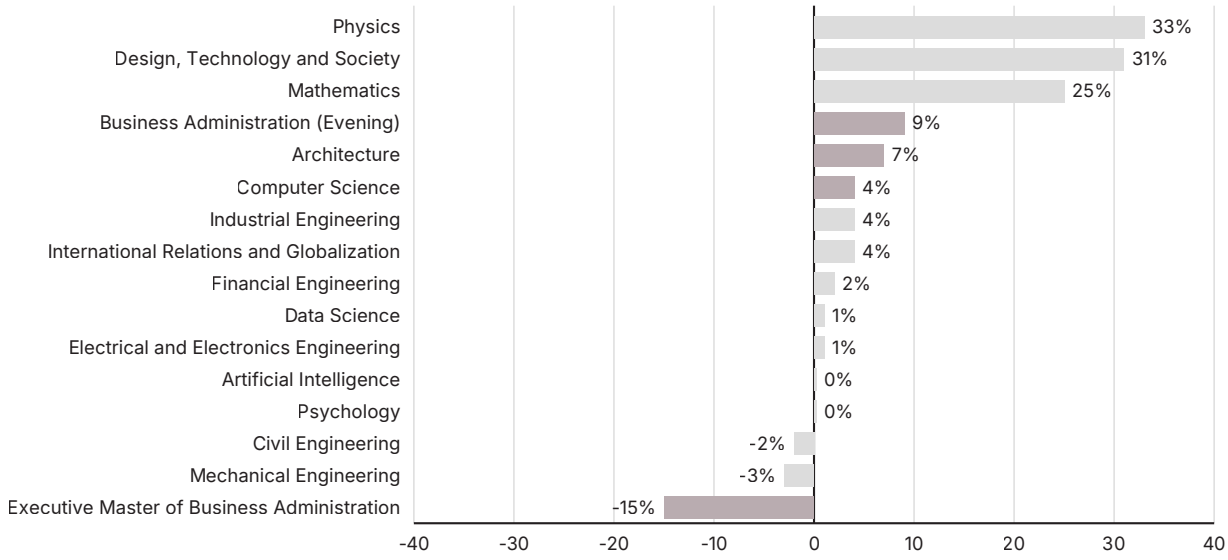
% = percentage of women, (n) = number of applicants to the program

Admission (Woman Student Ratio - Graduate) (2024)



% = percentage of women, (n) = number of students admitted to the program

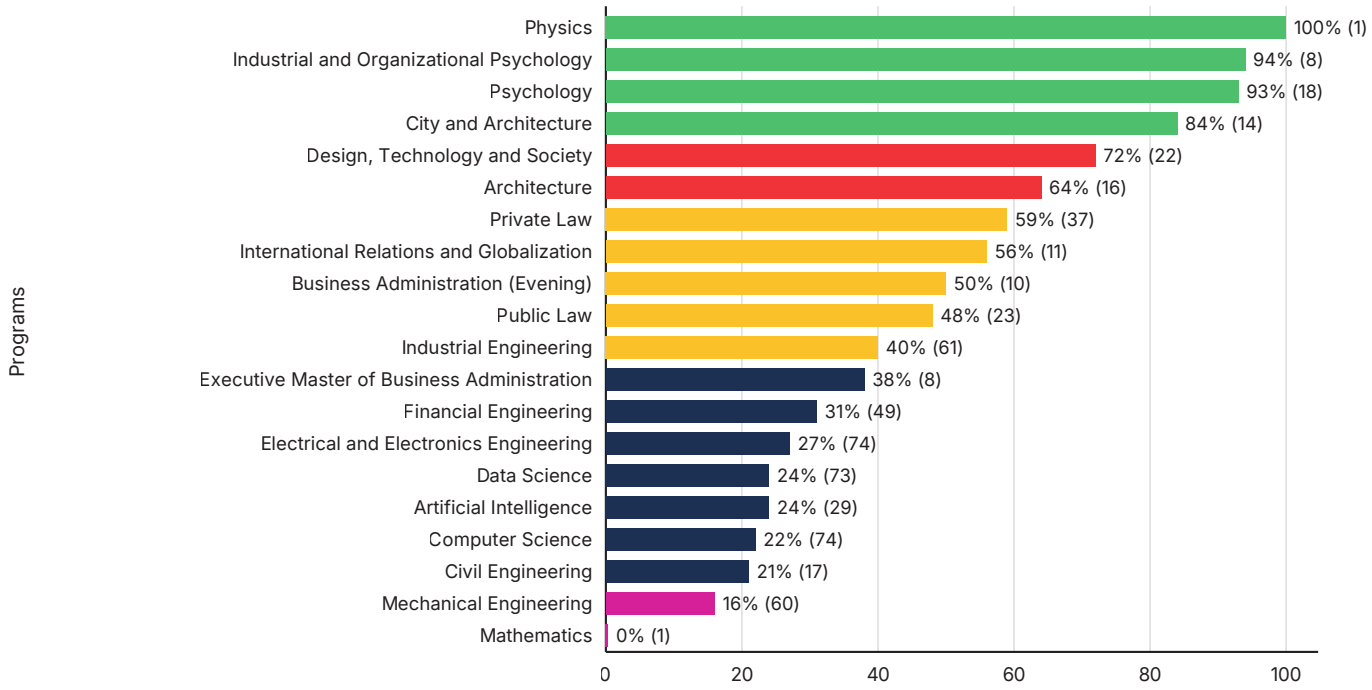
Application - Admission Difference (Woman Student Ratio - Graduate) (2024)



% represents the difference between the ratio of admitted women students and the ratio of women applicants (Admission W % − Application W %).

Dark highlighted bars: 1) number of admitted students is greater than 7 AND 2) the difference between the ratios of women applicants and admitted women is 4% or more.

Total Students (Woman Student Ratio - Graduate) (2024)



% = percentage of women, (n) = number of total students in the program

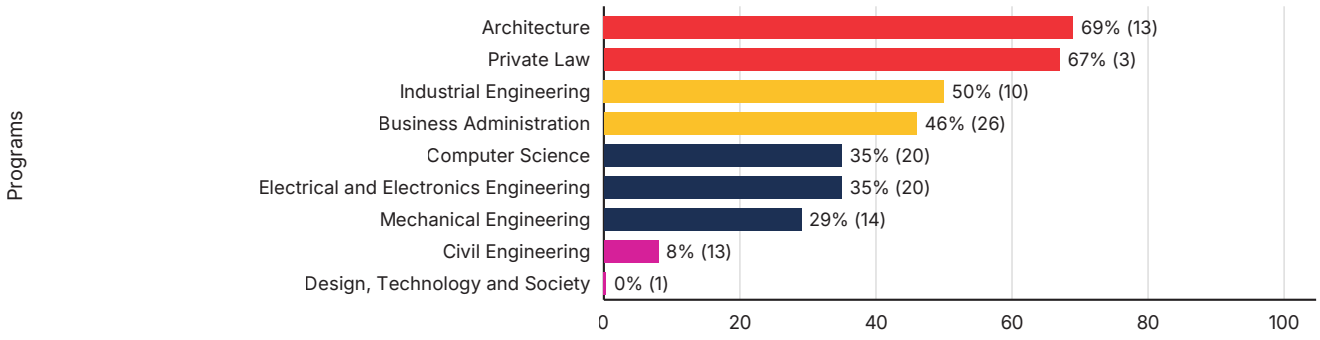
Students who are not registered and those who left the university permanently are excluded from total numbers.

Ratio of Women in Application and Admission (Doctorate Level) (2024)

		2023				2024			
Faculty	**Program**	**Application N**	**Application W %**	**Admission N**	**Admission W %**	**Application N**	**Application W %**	**Admission N**	**Admission W %**
Graduate School of Business	Business Administration	22	41%	3	0%	26	46%	8	25%
Graduate School of Science and Engineering	Architecture	13	69%	11	82%	13	69%	7	86%
	Civil Engineering	17	18%	9	33%	13	8%	4	0%
	Computer Science	27	22%	14	14%	20	35%	17	35%
	Electrical and Electronics Engineering	12	50%	8	50%	20	35%	18	39%
	Industrial Engineering	11	27%	8	25%	10	50%	8	50%
	Mechanical Engineering	22	32%	14	36%	14	29%	12	33%
Graduate School of Social Sciences	Design, Technology and Society	13	38%	4	50%	1	0%	0	-
	Private Law	10	70%	5	40%	3	67%	1	0%
	Public Law	1	0%	1	0%	0	-	0	-
	ÖzU Total	**148**	**37%**	**77**	**38%**	**120**	**39%**	**75**	**39%**

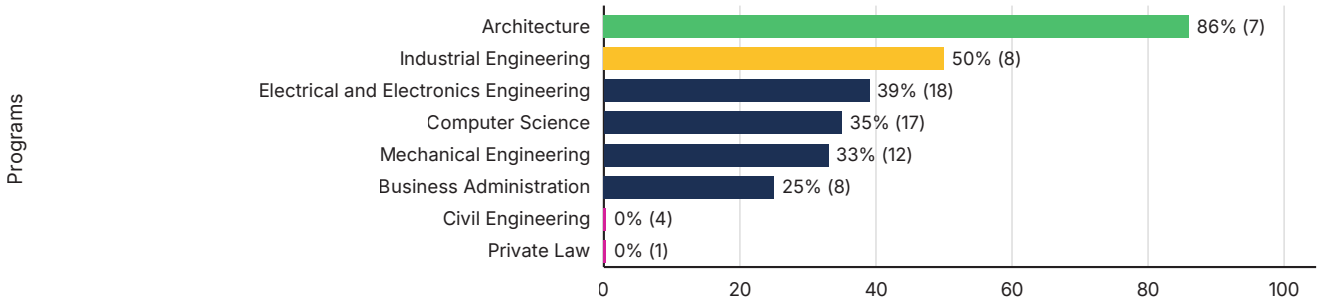
Highlighted values: number of admitted students > 7 and the absolute difference between applied W % and admitted W % is 4% or higher.

Application (Woman Student Ratio - PhD) (2024)



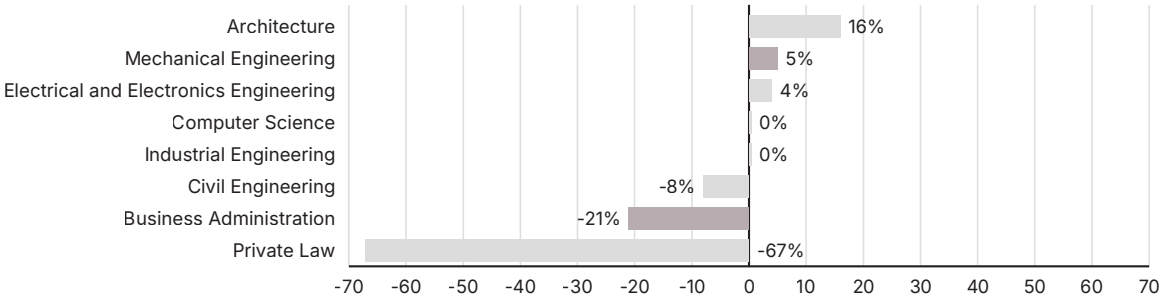
% = percentage of women, (n) = number of applicants to the program

Admission (Woman Student Ratio - PhD) (2024)



% = percentage of women, (n) = number of students admitted to the program

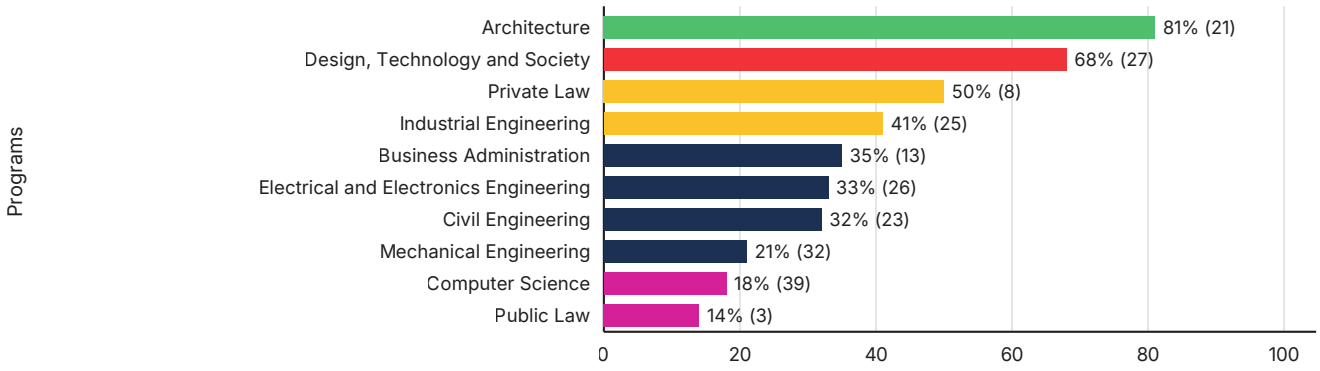
Application - Admission Difference (Woman Student Ratio - PhD) (2024)



% represents the difference between the ratio of admitted women students and the ratio of women applicants (Admission W % − Application W %).

Dark highlighted bars: 1) number of admitted students is greater than 7 AND 2) the difference between the ratios of women applicants and admitted women is 4% or more.

Total Students (Woman Student Ratio - PhD) (2024)



% = percentage of women, (n) = number of total students in the program

Students who are not registered and those who left the university permanently are excluded from total numbers.

Employment Outcomes of 2024 Graduates

	Woman	Man	ÖzU Overall
Total number of graduates	678	621	1,299
Number of graduates reached	467	430	897
Reach rate	69%	69%	69%
Graduates with a full-time employment record	271	254	525
Full-time employment rate	58%	59%	59%
Graduates employed before graduation or within 12 months after	240	232	472
Rate of graduates employed before graduation or within 12 months after	51%	54%	53%
First full-time job found before graduation	32%	47%	39%
First full-time job found within 12 months after graduation	68%	53%	61%

Rates are calculated over the graduates reached. The first-job breakdown is given over graduates with an employment record.

2. 2024-2025 ÖzU Gender Equality Plan Activity Report

Key Area	Objective	Measures	Activities
Key Area 1: Governing Bodies and Decision Makers	1A. Establish structures to support gender equality	1. Establishment of a Gender Equality Office. This office will advise and guide academic administrative units and students on gender equality.	• Consultancy services were provided to 18 academic and 7 administrative units, and 3 reports were prepared. • The office currently has one specialist. • A detailed budget was prepared to support the implementation of the office's activities. • The budget for 2025–2026 was approved.
		2. Appointment of Gender Equality Experts to act as coordinators between the senior executive bodies and all university units.	• Eight meetings were held with the Rectorate during the relevant academic term to facilitate the implementation of activities organized within the University.
		3. Start the process of establishing a unit to prevent discrimination, gender-based violence, sexual harassment and sexual assault, which will carry out activities for all members of the university, and write the policy document and directive of this unit.	• Following the establishment of the Unit for the Prevention of Discrimination and Violence (AŞÖB) on 11 March 2024, the relevant processes were transferred to the Unit, and support was provided for the necessary activities in line with the Unit's requests.
		4. All communication materials, texts and visuals inside and outside the university are created and regularly monitored with a gender equality perspective.	• As part of the activities organized by the Office, 15 visual and written materials were produced. • Consultancy was provided to the Corporate Relations and Integrated Communications Unit on this matter.
		5. Assessment of physical spaces in terms of gender and reporting of recommendations for improvement based on these assessments.	• Work was initiated on reports concerning the improvement of breastfeeding rooms, the installation of sanitary pad disposal boxes, and the renaming of restrooms, as part of the assessment of physical spaces from a gender perspective and the development of recommendations for improvement.
	1B. Promote gender equality in institutional culture, processes and practices	1. Regular collection of gender-disaggregated quantitative & qualitative data at the university, which is analyzed and reported to provide a snapshot of the state of the university in terms of gender equality. Incorporate these reports and the GEP into the programs of senior decision-making and governing bodies.	• Qualitative and quantitative data on gender were collected by the Planning and Analysis Office. • The data collected annually were compiled into reports and shared with the Rectorate. • Work was carried out to integrate the data into TCER.
		2. Hold regular meetings with senior managers to increase ownership and impact of the GEP and communicate the inclusive gender balance policy adopted by the organization.	• Information sessions were held with 7 administrative units to support the implementation of the Gender Equality Plan. • Information on the Gender Equality Plan continued to be provided through meetings with academics from different faculties. • The identification and documentation of potential contributions by academics within the scope of the Gender Equality Plan was completed in collaboration with the Faculty of Law.
		3. Incorporate gender equality policies and practices into the quality assurance system.	• No work was carried out within this scope during the relevant academic term.
		4. Share the institutional gender equality policy with members of the university and the public through online and printed materials.	• Work was carried out to update the Office's existing website in order to promote and raise awareness of the Gender Equality Policy. Subsequently, design work was conducted for the website content. • The updated content was uploaded to the Office's website.

Key Area	Objective	Measures	Activities
		5. Encourage senior managers and decision makers to attend seminars and trainings on gender equality.	• The online gender equality training developed for all employees was launched.
Key Area	**Objective**	**Measures**	**Activities**
Key Area 2: Career Development	2A. Promote gender and gender-sensitive career development	1. Conduct empowerment activities for researchers in the early stages of their careers and organize training activities to increase the leadership skills of these academics.	• As a pilot study, meetings were held with research assistants from the Faculty of Law to provide guidance on strengthening their work from a gender perspective. • Consultancy was provided to 25 researchers at the master's and doctoral levels to strengthen their research.
		2. Provide training to support funding and grant applications of women researchers especially in STEM (Science, Technology, Engineering, Mathematics) fields.	• There are no targets under the Gender Equality Plan (GEP) for the relevant academic term.
		3. Share career stories of people who can be role models for women researchers working in all scientific fields.	• A series of awareness talks featuring leading women academics in their respective fields was initiated with Prof. Dr. Özlem Yenerer Çakmut, Dean of the Faculty of Law, with the aim of promoting gender equality in academic fields and providing role models for women researchers.
	2B. Develop sensitivity and awareness on gender equality	1. Implement training to increase sensitivity and awareness among academic and administrative staff on gender equality.	• The Basic Online Gender Equality Training was made a mandatory institutional training. • As part of the "Rights of Working Women" training, a training session on women's rights in the workplace was completed in collaboration with the Faculty of Law and Human Resources. • A pilot empowerment-oriented self-defense training based on gender equality was conducted for female academic and administrative staff.
		2. Organize and/or support activities to raise awareness of academic and administrative staff on gender equality.	• A series of awareness talks for academic and administrative staff was initiated with Prof. Dr. Özlem Yenerer Çakmut, Dean of the Faculty of Law. • An awareness seminar titled "Inequalities, the Right to Health, and Solidarity: Discussing Breast Cancer through the Lens of Gender Equality" was organized, focusing on gender equality and the right to health. • Participation as a speaker was provided in two panels organized by the International Finance Corporation (IFC). • Support was provided for an event on women's entrepreneurship organized by the Faculty of Business. • A webinar titled "Invisible Labor: The Emotional and Mental Load of Domestic Work" was held. • Work was initiated to establish an Equality Ambassadors system for employees.
		3. Production of printed materials for academic and administrative staff to raise their awareness on gender equality.	• Awareness materials developed through the Basic Online Gender Equality Training were disseminated together with the training content. • The content development for a communication campaign aimed at raising awareness of gender equality was completed and presented.
Key Area	**Objective**	**Measures**	**Activities**
Key Area 3: Recruitment and Work-Personal Life Integration	3A. Develop gender-sensitive processes in recruitment, career progression and appointments	1. Collect gender-based quantitative and qualitative data on issues such as number of employees, promotion and appointment. The data collected will be reported and shared to improve the processes of the relevant units.	• Qualitative and quantitative gender-disaggregated data were collected by the Planning and Analysis Office. The collected data were compiled into a report and shared with the Rectorate. • Work was carried out to update and expand institutional data on gender distribution in decision-making mechanisms, internal employee satisfaction surveys, and employment rates.
		2. Prepare a questionnaire for academic or administrative staff who leave the university in order to learn and analyze the reasons for	• The reasons for departure of employees leaving the University are collected through a survey.

Key Area	Objective	Measures	Activities
		their departure. Reporting the results to senior managers.	
	3B. Integration of work and personal life	1. Gender Equality Office monitors issues related to work- personal life integration.	• Monitoring the continuity of existing policies continued.
		2. Analyze the services and arrangements for work-personal life integration at the University to assess whether they are adequate and to ensure that they are improved where necessary.	• An analysis was conducted to assess the adequacy of existing initiatives and identify additional initiatives that need to be implemented.
		3. Structural support for academic and administrative staff in areas such as childcare and/or care for family members with special needs.	• A monitoring study was initiated for academic and administrative staff with childcare responsibilities. The report prepared within this scope was presented to senior management, and structural support was established in 8 areas. • A report was prepared to strengthen the capacity of breastfeeding rooms. • Consultancy was received from Philips Avent to strengthen the capacity of breastfeeding rooms, and a collaboration was established. As part of this collaboration, products were provided to 110 employee parents. • A Working Parents Guide was prepared in collaboration with the Human Resources Department. The guide was disseminated among employees.
		4. Consideration of arrangements for flexible working hours, such as part-time and remote working.	• The report was prepared to cover flexible working arrangements, such as part-time and remote work.
Key Area	**Objective**	**Measures**	**Activities**
Key Area 4: Research and Researchers	4A. Considering gender and gender perspective in research processes	1. Gender disaggregation and analysis of all data on activities, such as funds applied for and received, publications, excellence evaluation and patent applications.	• The relevant data are collected by the Technology Transfer Office as part of internal reporting and are not included in other reporting processes.
		2. Encourage gender disaggregation of research data, where possible and relevant.	• There are no targets under the Gender Equality Plan (GEP) for the relevant academic term.
		3. Raise awareness among researchers about the extent to which gender-related issues may be relevant to the purpose and scope of projects planned or carried out at the university.	• Consultancy was provided to 12 stakeholders to support the integration of a gender equality perspective into projects planned or implemented within the University.
		4. Encourage the inclusion of a gender dimension in research activities.	• There are no targets under the Gender Equality Plan (GEP) for the relevant academic term.
		5. Facilitate communication among researchers who are interested in gender issues in order to enable multidisciplinary and interdisciplinary work.	• Consultancy was provided to 12 academics conducting research on gender-related issues. • Meetings organized by the Technology Transfer Office were attended to connect with academics working in the field and establish opportunities for collaboration.
		6. Possible and relevant, encourage the consideration of sex/gender factors in the planning, implementation and evaluation of the results of research activities.	• There are no targets under the Gender Equality Plan (GEP) for the relevant academic term.
Key Area	**Objective**	**Measures**	**Activities**
	5A. Including sex and gender	1. Preparation of guidelines and organization of activities to ensure	• There are no targets under the Gender Equality Plan (GEP) for the relevant academic term.

Key Area	Objective	Measures	Activities
Key Area 5: Curriculum	dimensions into the curriculum	that gender is taken into account and included in the design of teaching activities and materials.	
		2. Encourage the inclusion of gender issues in the curriculum.	• Meetings were held with academics from the Faculty of Law. In this context, academics were encouraged to integrate gender-related perspectives into field-specific courses.
		3. Encourage the creation of courses that aim to increase gender equality sensitivity among students.	• Consultancy was provided for the "Gender and Law" seminar course.
Key Area	**Objective**	**Measures**	**Activities**
Key Area 6: Students	6A. Raising students' awareness of gender equality	1. Encourage student clubs to organize gender-related activities in their fields of activity.	• A strategy was developed to establish collaborations with student clubs. • In this context, communication was established with active student clubs. • A total of 35 events related to gender equality were organized by student clubs.
		2. Implement trainings to raise awareness and sensitivity among students on gender equality.	• The Basic Online Gender Equality Training was finalized, with the aim of making the training mandatory for all students. • A guest lecture titled "Women's Rights and Sustainability in Aviation" was delivered as part of the Sustainability course at the Faculty of Aviation. • The "Equal Pay for Equal Work" seminar was organized in collaboration with the Learning and Teaching Office.
		3. Organize and/or support activities to raise students' awareness on gender equality.	• Participation was provided in the Equality in Education and Employment Peer Learning Platform developed by the International Finance Corporation (IFC). • Work was carried out on gender-responsive data and increasing the number of women transitioning into employment in STEM fields. • An awareness seminar titled "Inequalities, the Right to Health, and Solidarity: Discussing Breast Cancer through the Lens of Gender Equality" was organized, focusing on gender equality and the right to health. • The "Care Work and Mental Workload-Focused Ideathon – Gender Ideathon" was held. • Work was initiated to establish an Equality Ambassadors system for students. • A webinar titled "Invisible Labor: The Emotional and Mental Load of Domestic Work" was held.
		4. Production of printed materials for students to raise their awareness on gender equality.	• Gender equality awareness materials were disseminated together with the Basic Online Gender Equality Training. • A section introducing ÖzU Gender Office and its activities was recreated in the guide prepared by the Dean of Students for incoming students.
	6B. Engage students in knowledge production in the field of gender	1. Share career stories of people who can be role models for women students in all scientific fields.	• A series of awareness talks featuring individuals who can serve as role models for female students and share their career journeys was initiated with Prof. Dr. Özlem Yenerer Çakmut, Dean of the Faculty of Law. • A guest lecture titled "Women's Rights and Sustainability in Aviation" was delivered as part of the Sustainability course at the Faculty of Aviation. Subsequently, Serçin Taşköprü, a Senior Engineer at Boeing, was invited to the course to share her career journey with female students in the field.
		2. Encourage the involvement of students in projects and research conducted at the University on gender related issues.	• There are no targets under the Gender Equality Plan (GEP) for the relevant academic term.
		3. Encourage students to produce projects and research on gender-related issues.	• There are no targets under the Gender Equality Plan (GEP) for the relevant academic term.

Key Area	Objective	Measures	Activities
Key Area 7: Knowledge Transfer for Gender Equality	7A. Collecting, disseminating and transforming knowledge on gender equality	1. Make the activities carried out in the field of gender equality and within the scope of GEP visible through public reports and sharing these reports with external stakeholders to set a good example.	• Activities organized by the Office were regularly shared on the Office's website and social media channels.
		2. Establish the ÖzU Gender Audit program and support external stakeholders to evaluate their gender equality capacities in this context.	• Following the specialist's integration into the Social Sustainability team, the work was transferred to the team.
		3. Support external stakeholders to develop gender equality plans and/or trainings, with the support of internal stakeholders.	• Training on stereotypes and unconscious biases was delivered to Fiba under the theme of gender equality. • The "Dikkat Mutfakta Erkek Var" training was delivered to Garanti Bank on the topic of gender inequality. • Participation as a speaker was provided in a webinar on law with a focus on gender equality. • A presentation on the Gender Equality Plan and related activities was delivered to the University of Lodz in Poland. • A "Non-Violent Masculinities" workshop by Gary Barker was conducted on masculinity and gender inequality. • Participation as a speaker was provided in the "Gender Equality and Our Rights" webinar organized by the Women's Self-Defense Academy, focusing on gender equality and rights. • Support was provided for the "Seeing and Doing in Entrepreneurship: Pursuing New Value with Women" webinar organized by the Faculty of Business. • Participation as a speaker was provided in the "Gender Equality Conversation" organized for the Turkishe team, focusing on gender inequality and everyday life. • Basic Gender Equality Training was delivered to the 10,000 Women Entrepreneurs Association. • Support was provided for the SKD Türkiye Sustain Hub training program. • The "Care Work and Mental Workload" report was published. • The "Violence in the Workplace" report, jointly prepared by the International Labour Organization and Özyeğin University, was published.
		4. Production and delivery of support programs to strengthen the gender equality capacities of external stakeholders.	• A presentation on the Gender Equality Plan and related activities was delivered to the University of Lodz in Poland. • Consultancy was provided on gender equality plans and the activities they aim to implement. • A presentation on the gender equality initiatives carried out at our University was delivered to three universities through the International Finance Corporation (IFC). • Participation as a speaker was provided in two panels organized by the International Finance Corporation (IFC). • Consultancy was provided to Protel and the Women in Technology Association on their gender-focused initiatives. • An application was submitted to an Istanbul Development Agency project in collaboration with the Kodluyoruz Association and the Faculty of Engineering to support and empower women in engineering. The application was not approved. • Discussions were held with the University of Padua in Italy regarding a joint project on women's right to safe travel.
		5. Development,implementation and dissemination of innovative methods for enhancing gender equality capacity in participatory and transformative forms.	• As part of the Equality in Education and Employment Peer Learning Platform developed by the International Finance Corporation (IFC), work was initiated to increase the representation of women in STEM fields and develop collaborations in this area. In addition, participation was provided in gender-responsive data trainings and webinars organized by the IFC.

Key Area	Objective	Measures	Activities
			• Participation was provided in the UN Global Compact's International Women's Day webinar. • Participation was provided in the "Marriage, Family, and Conflicts: Private and Public Spheres and Inequalities" webinar organized by Koç University. • Meetings were held with UNDP to discuss planned future initiatives, and a meeting was attended to explore potential collaboration opportunities. • Arca Begüm Bayır, Gender Equality Specialist, delivered a presentation at the Socio-Legal Studies Association Conference. In addition, participation was provided in presentations on other international initiatives in the field of gender equality to gather information for the development of future training and collaboration activities. • Participation was provided in gender-responsive data literacy and data analysis trainings organized by the Gender Equality Monitoring Association (CEİD). Based on the knowledge gained, an assessment of internal institutional datasets was conducted.




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