

5 GENDER
EQUALITY



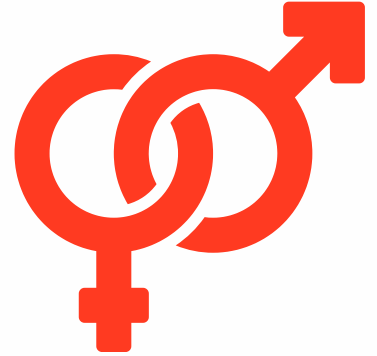
GENDER EQUALITY REPORT 2025



ISTANBUL GELISIM UNIVERSITY



SDG 5 GENDER EQUALITY

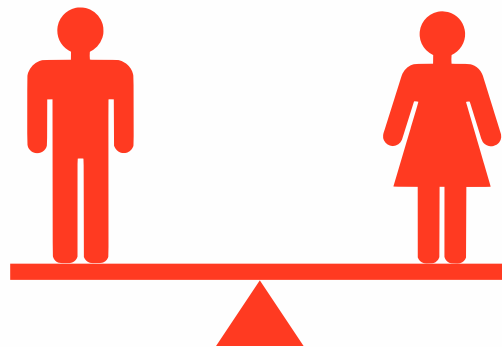


GENDER EQUALITY

Sustainable Development Goal 5 aims to achieve gender equality and empower all women and girls. Universities contribute through education, research, equitable employment, decision-making processes and community engagement.

STRATEGIC FOCUS OF THE REPORT

Under its 2024–2028 Gender Equality Action Plan, Istanbul Gelisim University provides a coordinated framework for recruitment and career development, work–life balance, equal representation, education and research, and the prevention of violence and discrimination. This report brings together verifiable activities and indicators for 1 January–31 December 2025.



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IGU'S INSTITUTIONAL PROFILE VISION OF IGU

Istanbul Gelisim University (IGU) is a foundation university based in Istanbul, established in 2008 and granted university status in 2011. Since its foundation, IGU has operated with the mission of enhancing quality, accessibility, and diversity in higher education. The university considers education, research, and community service as its core areas of activity. IGU aims to educate students as internationally competent individuals who adhere to scientific ethical values, think creatively, and are conscious of sustainability. To this end, it continuously updates its student-centered educational programs and focuses on graduating qualified individuals who meet the needs of the modern era.

IGU's core values include respect for individual differences, openness and transparency, an interdisciplinary approach, the principle of sustainability, collaboration with the real sector, and a commitment to continuous improvement. IGU contributes to knowledge production by conducting research activities both nationally and internationally and strengthens its societal impact through social responsibility projects and public-private partnerships. Within the framework of its 2024– 2028 Strategic Plan, IGU envisions generating a global impact in the field of higher education and contributing to societal development through qualified knowledge.

IGU'S INSTITUTIONAL CAPACITY

- Year of Establishment: 2008 (Vocational School), 2011 (University status)
- Number of Faculties: 7
- Number of Institutes: 1
- Number of Schools: 1
- Number of Vocational Schools: 2
- Number of Research Centers: 22
- Number of Laboratories and Workshops: 152
- Total Number of Students (2025): 39,081
- Total FTE (Full Time Equivalent) Number of Students (2025): 22,135
- Campus Location: Avcılar, İstanbul, Türkiye
- Library Facilities: 1 main library and 4 branch libraries
- Strategic Plan Period: [2024–2028](#)



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ACKNOWLEDGEMENTS

We would like to thank IGU's valuable academicians, administrative unit managers, employees, dear students, graduates, internal and external stakeholders who contributed to the creation of the report. We would also like to thank all members of the university, university stakeholders who have embraced all existing sustainability-related goals in the content of the report, who have carried out studies in this direction, and the university Board of Trustees and the Rector's Office for providing endless support for these studies.

Istanbul Gelisim University



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Istanbul Gelisim University (IGU) advances gender equality through research, access to education, women's participation in academic and institutional life, and support for a safe learning and working environment. This report presents the university's 2025 activities and gender-disaggregated institutional data under the SDG 5 headings used on its sustainability website.

Established as a vocational school in 2008 and granted university status in 2011, IGU had 7 faculties, 1 graduate school, 1 school and 2 vocational schools, 22 application and research centres, and 39,081 students at the end of 2025. Its Gender Studies Center works with academic and administrative units to bring gender equality into education and public engagement.

The [2024–2028 Gender Equality Action Plan](#) coordinates recruitment and careers, work–life balance, leadership, research and teaching, and the prevention of violence and discrimination. Institutional profile source: [2025 Institutional Internal Evaluation Report, pp. 3–4](#).

5.1 Research on gender equality

IGU's 2025 research addresses gender in professional experience, communication, migration, health and education. The records below include journal articles, conference contributions, book chapters and master's theses. The [Institutional Open Access Repository](#) makes academic work available and supports access to research beyond the university.

Figure 1 presents the annual distribution of 222 unique Scopus-indexed publications identified in the university's institutional repository for 2021–2025, with each publication counted once.



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Scopus-indexed publications by year

2021–2025

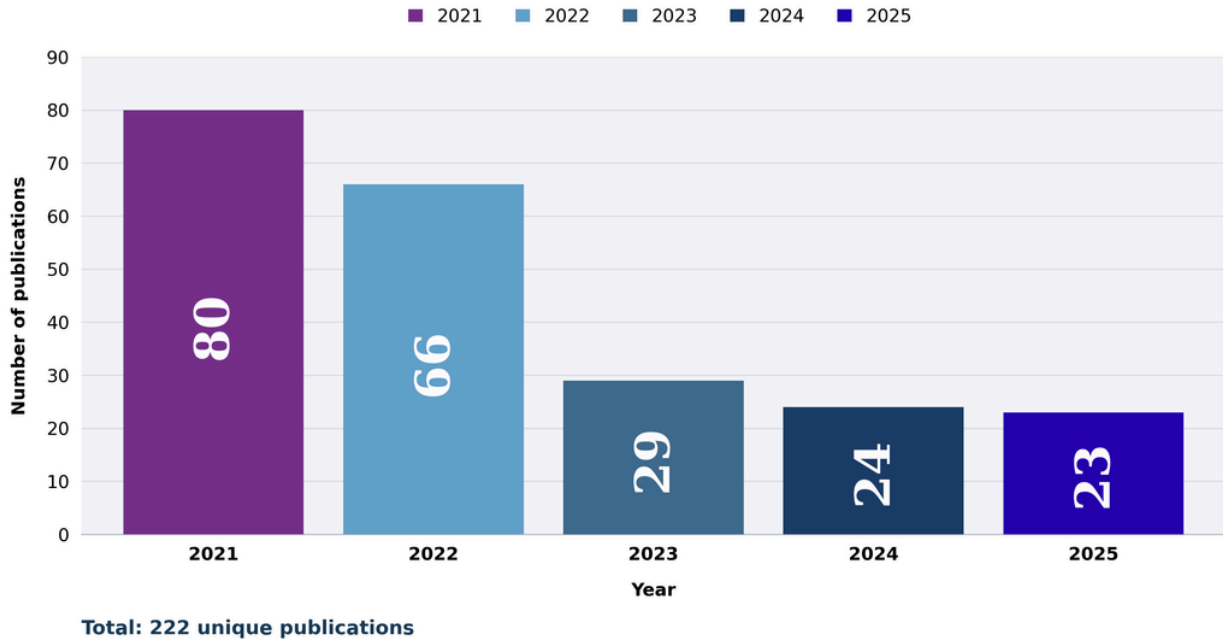


Figure 1. Annual distribution of Scopus-indexed publications in the compiled repository records, 2021–2025.

Journal articles and works recorded in the open-access repository in 2025:

- Akgün, D., & Derin Sağlam, Ö. (2025). Toplumsal Cinsiyet Eşitsizliği Bağlamında Kadın Güvenlik Görevlilerinin Mesleki Deneyimleri [Professional experiences of women security officers in the context of gender inequality]. *Istanbul Gelisim University Journal of Social Sciences*, 12(2), 739–759. <https://doi.org/10.17336/igusbd.1545858>
- Kanbur, B. N., & Örüklü, C. (2025). Effectiveness of the Sexually Transmitted Diseases Education Programme for Adolescents. *Istanbul Gelisim University Journal of Health Sciences*, 27, 1077–1089. <https://doi.org/10.38079/igusabder.1679112>

- İşler Sevindi, M., & Akalın, A. (2025). Netflix dizisi Adolescence (2025) bağlamında Incel ve Red Pill akımlarının kurgusal temsili [Fictional representation of the incel and Red Pill movements in Netflix's Adolescence (2025)]. Selçuk İletişim, 18(2), 590–613. <https://doi.org/10.18094/josc.1699644>
- Tunç Subaşı, S., & Yücel Atalay, Y. G. (2025). Man's tongue, woman's poison: Deadloch, a feminist crime comedy in the genre of police crime drama. Fiscaeconomia, 9 (Gender Special Issue), 191–207. <https://doi.org/10.25295/fsecon.1704449>
- Ghanbarlou, R. M., & Sığın, A. (2025). A qualitative study on the reflections of Turkish TV series in Iranian newspapers. Akademik Hassasiyetler, 12(27), 268–288. <https://doi.org/10.58884/akademik-hassasiyetler.1476341>
- Yücel, Y. G. (2025). “Geçmiş geri almak!”: Feminist arşivciliği parantezden çıkarmak [“Taking back the past!”: Bringing feminist archiving out of the margins; book review]. Arşivde Kadın ve Toplumsal Cinsiyet Dergisi, 2(4), 1–7.

Conference contributions in 2025:

- Aydın, K., Akçadağ Alagöz, E., Gümüş, İ., Kaya Deniz, A., & Makar Çelik, Z. (29–30 September 2025). Türkiye kooperatifçiliğinde güncel konular ve geleceğe yönelik eğilimler: 2025 perspektifi [Current issues and future trends in Turkish cooperatives: A 2025 perspective]. 27th International Turkish Cooperatives Congress, Istanbul.
- Yüceol, N. (2–5 September 2025). Addressing the imposter phenomenon in working life in the context of gender equality: A systematic literature review. Turkish Academy of Management Annual Conference, Budapest.



- Yüceol, N. (12–14 December 2025). Digital transformation experiences, opportunities and challenges of female workers in business life: A rapid evidence assessment from a gender equality perspective between 2019–2025. 4th International Turkic and World Women's Studies Congress, Istanbul.
- Yücel Atalay, Y. G. (24–26 September 2025). Adım dergisinde aile, evlilik ve göçmen kadın emeği: Yedi dikenin çalılığında bir gül mü? [Family, marriage and migrant women's labor in Adım magazine]. 18th National Social Sciences Congress, Ankara.

Book chapters in 2025:

- Altınal, B. E. (2025). Çocuk gelişimine çok boyutlu bakış [A multidimensional view of child development]. In N. Elkin & T. Sarkavak (Eds.), Çocuk gelişimine çok boyutlu bakış (pp. 179–193). Istanbul Gelisim University Press.
- Zahoor, H. (2025). Contemporary research in health sciences. In F. Hatipoğlu (Ed.), Contemporary research in health sciences (pp. 5–23). All Sciences Academy.
- Tarhan, D. E. (2025). Kâmrân Birand'ın felsefî çalışmaları üzerine [On Kâmrân Birand's philosophical work]. In Z. B. Dalaman, G. Ak, & C. Avcil (Eds.), Cumhuriyet'in öncü kadınları: Tarih yazanlar, sınırları aşanlar (pp. 455–487). Atı Yayınları.

Master's theses completed in 2025:

- Bastem Delikaya, S. (2025). Türkiye'de yaşayan Uygur kadınlarının uyum sürecinin sosyolojik analizi: Küçükçekmece ve Zeytinburnu örneği [A sociological analysis of the adaptation of Uyghur women living in Türkiye: Küçükçekmece and Zeytinburnu] [Master's thesis, Istanbul Gelisim University].

- Cörüt, C. (2025). Türkiye'de büyükşehir belediyelerinin göç politikaları: Feminist bakış açısıyla bir değerlendirme [Migration policies of metropolitan municipalities in Türkiye: A feminist assessment] [Master's thesis, Istanbul Gelisim University].
- Shamsan, A. A. H. (2025). The consequences of women workplace culture in Arabic-speaking countries [Master's thesis, Istanbul Gelisim University].
- Tahir, S. (2025). The situation of women education in Afghanistan from 2001 to 2021 [Master's thesis, Istanbul Gelisim University].

At the 9 December 2025 [From Vulnerability to Resilience seminar](#), academic presentations and 2209-A student projects connected social work with cities, disasters and gender. The event brought student research into an interdisciplinary academic setting.

5.1.1 Proportion of female authors

IGU's [Gender Equality Policy](#) supports gender equality in scientific work and the regular monitoring of gender-related articles, projects and patents. The 2025 research record includes studies on women security officers, female workers' digital transformation, migrant women's labour and women's educational experiences, strengthening the visibility of gender-related scholarship.

Women's participation is also visible in innovation. The [university's announcement of 2 May 2025](#), citing the Turkish Patent and Trademark Office's 2025 University Innovation Map, reports at least one woman inventor in 115 of IGU's 125 patent applications from 2024, equivalent to 92%, compared with the stated national average of 66%. These figures describe patent applications involving women and retain their 2024 data year.





5.2 Proportion of first-generation female students

IGU's entry records show the participation of women whose families are entering higher education for the first time. Scholarship and student support opportunities help connect access to university with the resources needed to continue studying.

5.2.1 Proportion of women first-generation

In 2025, 3,867 women began bachelor's degree programmes at IGU. Of these, 3,342 were recorded as first-generation students, representing 86.42% of women entrants. Across women and men together, 7,719 of 8,686 entrants were first-generation students, a share of 88.87%.

2025 bachelor entrants	Women	Men	Total
All entrants	3,867	4,819	8,686
First-generation entrants	3,342	4,377	7,719

Source: the university's 2025 student entry and first-generation records supplied for SDG 5 reporting. The proportions above refer to the 2025 bachelor's entry population.

5.3 Student access measures

IGU combines gender-disaggregated entry records with scholarship support, peer guidance and educational resources. Its access measures support women's participation while helping students from different socioeconomic and educational backgrounds engage with university life.



5.3.1 Tracking access measures

The university recorded 3,867 women and 4,819 men entering bachelor's programmes in 2025, a total of 8,686 students. Women constituted 44.52% of this entry population. The institutional entry records distinguish women and men, enabling the university to examine access by gender.

2025 Bachelor's Entrants	Number	Share
Women	3,867	44.52%
Men	4,819	55.48%
Total	8,686	100%

The new-registration workbook provides a gender-disaggregated breakdown by academic unit, as shown below.

New Registrations by Academic Unit	Women	Men	Total
Faculty of Fine Arts	279	260	539
Faculty of Economics, Administrative and Social Sciences	1,394	1,906	3,300
Faculty of Engineering and Architecture	343	990	1,333
Istanbul Gelisim Vocational School	0	0	0
School of Health Sciences	0	0	0
Institute of Social Sciences	0	0	0

New Registrations by Academic Unit	Women	Men	Total
School of Physical Education and Sports	11	15	26
School of Applied Sciences	0	0	0
Institute of Science	0	0	0
Institute of Health Sciences	0	0	0
School of Foreign Languages	0	0	0
Vocational School of Health Services	0	0	0
Faculty of Dentistry	126	90	216
Graduate School	0	0	0
Faculty of Health Sciences	1,166	453	1,619
Faculty of Applied Sciences	493	750	1,243
Rectorate	0	0	0
Faculty of Sports Sciences	55	355	410
Total	3,867	4,819	8,686



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Gender-disaggregated application and award records are also available for the Come to Gelişim scholarship programme. In the 2024–2025 academic year, 84 women applied and 71 received scholarships, an award rate of 84.52% among women applicants. The following two-year records describe this scholarship programme.

Come to Gelişim Record	2023–2024	2024–2025
All applicants	162	142
Women applicants	93	84
Men applicants	69	58
All scholarship recipients	137	127
Women recipients	75	71
Men recipients	62	56

Sources: Institutional 2025 entry records and the [published Come to Gelişim application and scholarship chart](#).

5.3.2 Policy for women applications and entry

The [Policy of Support to Women and Learners with Disadvantages](#) establishes equal access, continuity of education and attention to individual needs. The [Policy of Equal Opportunity](#) commits the university to removing barriers and offering a learning environment in which every gender can participate equally.



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IGU's [non-discriminatory admissions framework](#) describes transparent application and enrolment processes and objective admissions criteria. The equality provisions within its [Additional Policies](#) oppose discrimination based on gender and other personal characteristics in university services. These commitments provide an institutional basis for women's access to education.

5.3.3 Women's access schemes

Come to Gelisim provides additional scholarship opportunities to applicants with talents, ideas, projects or achievements. The university's published records for the 2024–2025 academic year show that 71 women received this scholarship out of 127 recipients, representing 55.91% of awards. The [2025 Institutional Internal Evaluation Report, p. 79](#) separately records additional scholarship support for 143 students during calendar year 2025.

Direct evidence: the [Come to Gelisim programme description](#) and its [gender-disaggregated application and award chart](#). The academic-year figures and calendar-year total describe their respective reporting periods.

Peer guidance supports students' transition into university. At the [Faculty of Health Sciences orientation on 15 September 2025](#), the Mentor Student Community introduced itself to new students and offered support. Students also met academic units, counselling and career services, with women students sharing double-major and personal-development experiences.



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Educational access extends to digital learning resources. The [Open Online Course Policy](#) provides for free distance-learning opportunities, and the [Institutional Open Access Repository](#) makes academic resources available. In 2025, the library also announced [ProQuest e-book and business database trial access](#), including instructions for off-campus use.

Women's leadership and professional development were addressed through the [Today's Female Leaders Talk, Future Female Leaders Listen event](#) in March 2025. Women leaders from municipal social services and the automotive sector shared career experiences and discussed barriers and opportunities with students.

5.3.4 Women's application in underrepresented subjects

In 2025, IGU coordinated Cybershield Innovators with the Proficiency Institute and support from the European Institute of Innovation and Technology. The cybersecurity programme prioritised women participants and combined practical training, certification and career support. The [official application announcement](#) advertised 80 hours of online training from June to September 2025, with mentoring support and priority for women.

The [project meeting report of June 2025](#) describes applications from Türkiye and abroad and the development of the training and mentor arrangements. This is a concrete example of outreach that encourages women's participation in a technical field. The same university's [2025 women-inventor announcement](#) makes women's contribution to scientific and technological production publicly visible.



5.4 Proportion of senior female academics

IGU's 2025 personnel records provide gender-disaggregated figures for academic and administrative staff and their respective management groups.

5.4.1 Proportion of senior female academics

The university's 2025 management records include 27 women and 59 men in academic management. Women therefore constitute 31.40% of the 86 academic managers in this dataset. Administrative management includes 26 women and 29 men. Across these two management groups, 53 of 141 managers are women, a share of 37.59%.

2025 Management Category	Female	Male	Total
Academic Management	27	59	86
Administrative Management	26	29	55
Total	53	88	141

Academic staff

In 2025, IGU's academic staff comprised 401 women and 383 men, totaling 784 employees. Women accounted for 51.15% of academic staff.

Staff category	Female	Male	Total	Women's share
Academic staff	401	383	784	51.15%





Administrative staff

In 2025, IGU's administrative staff comprised 248 women and 196 men, totaling 444 employees. Women accounted for 55.86% of administrative staff.

Staff category	Female	Male	Total	Women's share
Administrative staff	248	196	444	55.86%

5.5 Proportion of women receiving degrees

IGU's 2025 graduate records describe women's participation at degree award across STEM, Medicine, and Arts & Humanities / Social Sciences. The departmental tables below identify the programmes included in each area.

5.5.1 Proportion of female degrees awarded

In 2025, bachelor's, master's and doctoral programmes recorded 3,695 graduates, including 2,057 women, a share of 55.67%. Women accounted for 135 of 613 STEM graduates (22.02%), 498 of 704 Medicine graduates (70.74%), and 1,424 of 2,378 Arts & Humanities / Social Sciences graduates (59.88%).

2025 Degree Award Area	Total graduates	Female graduates	Women share
STEM	613	135	22.02%
Medicine	704	498	70.74%
Arts & Humanities / Social Sciences	2,378	1,424	59.88%
Total	3,695	2,057	55.67%





The complete institutional source records 7,545 graduates, including 4,116 women. This total includes 3,850 associate-degree graduates, of whom 2,059 are women. The three-area tables below cover bachelor's, master's and doctoral programmes. They retain faculty and school names from the source and combine degree levels within each department.

Source: The university's 2025 graduate records supplied for SDG 5 reporting. Departmental records and all three area totals are presented directly below.

2025 graduates in STEM

Faculty / School	Department	Total Graduates	Female Graduates
School of Physical Education and Sports	Coaching Education	53	12
School of Physical Education and Sports	Exercise and Sports Sciences	67	16
School of Physical Education and Sports	Exercise and Sports Sciences for Persons with Disabilities	45	12
Graduate School	Computer Engineering	4	1
Graduate School	Electrical and Electronics Engineering	5	3
Graduate School	Electrical and Electronics Engineering (English)	3	0
Graduate School	Movement and Training Sciences	19	5
Graduate School	Civil Engineering	18	3
Graduate School	Civil Engineering (English)	2	0





Faculty / School	Department	Total Graduates	Female Graduates
Graduate School	Mechatronics Engineering	3	0
Graduate School	Engineering Management	6	3
Graduate School	Aeronautical Engineering	5	1
Faculty of Engineering and Architecture	Computer Engineering	66	16
Faculty of Engineering and Architecture	Electrical and Electronics Engineering	42	5
Faculty of Engineering and Architecture	Industrial Engineering	26	15
Faculty of Engineering and Architecture	Civil Engineering	23	5
Faculty of Engineering and Architecture	Civil Engineering (English)	36	7
Faculty of Engineering and Architecture	Mechatronics Engineering	20	2
Faculty of Engineering and Architecture	Aeronautical Engineering	74	16
Faculty of Engineering and Architecture	Aeronautical Engineering (English)	24	2
Faculty of Engineering and Architecture	Software Engineering	35	8
Faculty of Applied Sciences	Aviation Electrical and Electronics	14	1
Faculty of Applied Sciences	Aircraft Maintenance and Repair	13	2
School of Applied Sciences	Aircraft Maintenance and Repair	7	0
School of Applied Sciences	Aircraft Airframe and Engine Maintenance	3	0
TOTAL		613	135





2025 graduates in Medicine

Faculty / School	Department	Total Graduates	Female Graduates
Faculty of Dentistry	Dentistry	71	41
Graduate School	Nutrition and Dietetics	18	17
Graduate School	Physiotherapy and Rehabilitation	17	8
Graduate School	Occupational Health and Safety (Distance Learning)	30	18
Graduate School	Occupational Health and Safety (Thesis)	6	1
Graduate School	Audiology	16	15
Faculty of Health Sciences	Nutrition and Dietetics	29	25
Faculty of Health Sciences	Nutrition and Dietetics (English)	18	13
Faculty of Health Sciences	Speech and Language Therapy	66	54
Faculty of Health Sciences	Occupational Therapy	10	10
Faculty of Health Sciences	Physiotherapy and Rehabilitation	17	13
Faculty of Health Sciences	Physiotherapy and Rehabilitation (English)	94	62
Faculty of Health Sciences	Nursing	64	42
Faculty of Health Sciences	Nursing (English)	35	27





Faculty / School	Department	Total Graduates	Female Graduates
Faculty of Health Sciences	Audiology	15	12
Faculty of Health Sciences	Perfusion	20	9
School of Health Sciences	Nutrition and Dietetics	13	11
School of Health Sciences	Nutrition and Dietetics (English)	35	32
School of Health Sciences	Speech and Language Therapy	11	8
School of Health Sciences	Occupational Therapy	7	7
School of Health Sciences	Physiotherapy and Rehabilitation	7	5
School of Health Sciences	Physiotherapy and Rehabilitation (English)	40	29
School of Health Sciences	Nursing	18	13
School of Health Sciences	Nursing (English)	36	23
School of Health Sciences	Audiology	8	2
School of Health Sciences	Orthotics and Prosthetics	1	0
School of Health Sciences	Perfusion	2	1
TOTAL		704	498





2025 graduates in Arts & Humanities / Social Sciences

Faculty / School	Department	Total Graduates	Female Graduates
School of Physical Education and Sports	Recreation	51	14
School of Physical Education and Sports	Sports Management	56	19
Faculty of Fine Arts	Gastronomy and Culinary Arts	58	34
Faculty of Fine Arts	Graphic Design	26	19
Faculty of Fine Arts	Interior Architecture	54	35
Faculty of Fine Arts	Interior Architecture and Environmental Design	107	80
Faculty of Fine Arts	Interior Architecture and Environmental Design (English)	13	12
Faculty of Fine Arts	Communication Design	3	1
Faculty of Fine Arts	Communication and Design	24	15
Faculty of Fine Arts	Radio, Television and Cinema	17	9
Faculty of Fine Arts	Cinema and Television	4	2
Faculty of Economics, Administrative and Social Sciences	Economics and Finance	12	8
Faculty of Economics, Administrative and Social Sciences	Economics and Finance (English)	19	8
Faculty of Economics, Administrative and Social Sciences	Public Relations and Publicity	24	16
Faculty of Economics, Administrative and Social Sciences	Aviation Management	53	23



Faculty / School	Department	Total Graduates	Female Graduates
Faculty of Economics, Administrative and Social Sciences	Aviation Management (English)	63	27
Faculty of Economics, Administrative and Social Sciences	English Language and Literature (English)	52	37
Faculty of Economics, Administrative and Social Sciences	Business Administration	25	10
Faculty of Economics, Administrative and Social Sciences	Business Administration (English)	89	30
Faculty of Economics, Administrative and Social Sciences	Logistics Management	24	10
Faculty of Economics, Administrative and Social Sciences	Logistics Management (English)	28	9
Faculty of Economics, Administrative and Social Sciences	Psychology	130	120
Faculty of Economics, Administrative and Social Sciences	Psychology (English)	86	70
Faculty of Economics, Administrative and Social Sciences	Radio, Television and Cinema	22	7
Faculty of Economics, Administrative and Social Sciences	Advertising Design and Communication	1	0
Faculty of Economics, Administrative and Social Sciences	Advertising	6	4
Faculty of Economics, Administrative and Social Sciences	Political Science and Public Administration	22	13
Faculty of Economics, Administrative and Social Sciences	Political Science and International Relations	30	13





Faculty / School	Department	Total Graduates	Female Graduates
Faculty of Economics, Administrative and Social Sciences	Political Science and International Relations (English)	32	18
Faculty of Economics, Administrative and Social Sciences	Sociology	16	16
Faculty of Economics, Administrative and Social Sciences	Tourism Guidance	14	7
Faculty of Economics, Administrative and Social Sciences	Turkish Language and Literature	19	16
Faculty of Economics, Administrative and Social Sciences	International Business and Trade	2	0
Faculty of Economics, Administrative and Social Sciences	International Logistics and Transportation	3	0
Faculty of Economics, Administrative and Social Sciences	International Logistics and Transportation (English)	2	0
Faculty of Economics, Administrative and Social Sciences	International Trade (English)	6	2
Faculty of Economics, Administrative and Social Sciences	International Trade and Finance	21	4
Faculty of Economics, Administrative and Social Sciences	International Trade and Finance (English)	19	10
Faculty of Economics, Administrative and Social Sciences	International Trade and Business	23	11
Faculty of Economics, Administrative and Social Sciences	New Media	4	2
Faculty of Economics, Administrative and Social Sciences	New Media and Communication	29	18
Faculty of Economics, Administrative and Social Sciences	Management Information Systems	58	21





Faculty / School	Department	Total Graduates	Female Graduates
Graduate School	Addiction Psychology	14	10
Graduate School	Child Development	20	20
Graduate School	Economics and Finance	18	6
Graduate School	Economics and Finance (English)	23	13
Graduate School	Gastronomy	22	16
Graduate School	Visual Communication Design	8	4
Graduate School	Security Studies	3	0
Graduate School	Public Relations and Publicity	2	2
Graduate School	Aviation Management	15	10
Graduate School	Business Administration	27	17
Graduate School	Business Administration (English)	46	24
Graduate School	Business Administration (Distance Learning)	4	2
Graduate School	Business Administration (Distance Learning, English)	1	1
Graduate School	Clinical Psychology	98	91
Graduate School	Architecture	9	7
Graduate School	Architecture (English)	3	2





Faculty / School	Department	Total Graduates	Female Graduates
Graduate School	Psychology	37	30
Graduate School	Health Management	30	21
Graduate School	Political Science and Public Administration	9	5
Graduate School	Political Science and Public Administration (English)	22	10
Graduate School	Political Science and International Relations	22	11
Graduate School	Sociology	13	9
Graduate School	Sports Management	16	5
Graduate School	Psychosocial Aspects of Sport	5	2
Graduate School	Tourism Guidance	42	10
Graduate School	Turkish Language and Literature	1	1
Graduate School	International Logistics and Transportation	18	9
Graduate School	International Trade and Logistics	13	10
Graduate School	New Media Communication and Journalism	10	5
Faculty of Engineering and Architecture	Architecture	45	21
Faculty of Engineering and Architecture	Architecture (English)	117	63
Faculty of Health Sciences	Child Development	41	38
Faculty of Health Sciences	Child Development (English)	6	6
Faculty of Health Sciences	Health Management	7	5





Faculty / School	Department	Total Graduates	Female Graduates
Faculty of Health Sciences	Social Work	13	12
School of Health Sciences	Child Development	8	7
School of Health Sciences	Child Development (English)	16	16
School of Health Sciences	Health Management	3	2
School of Health Sciences	Social Work	6	5
Faculty of Applied Sciences	Banking and Insurance	7	5
Faculty of Applied Sciences	Electronic Commerce and Management	2	1
Faculty of Applied Sciences	Gastronomy and Culinary Arts	28	17
Faculty of Applied Sciences	Gastronomy and Culinary Arts (English)	2	2
Faculty of Applied Sciences	Public Relations and Advertising	11	8
Faculty of Applied Sciences	Aviation Management	5	4
Faculty of Applied Sciences	English Translation and Interpreting	21	18
Faculty of Applied Sciences	Television Reporting and Programming	2	2
Faculty of Applied Sciences	New Media and Communication	19	12
Faculty of Applied Sciences	Management Information Systems	25	8
School of Applied Sciences	Banking and Insurance	6	1
School of Applied Sciences	Gastronomy	5	4
School of Applied Sciences	Gastronomy (English)	4	1





Faculty / School	Department	Total Graduates	Female Graduates
School of Applied Sciences	Gastronomy and Culinary Arts	7	4
School of Applied Sciences	Gastronomy and Culinary Arts (English)	18	11
School of Applied Sciences	Public Relations and Advertising	8	4
School of Applied Sciences	Aviation Management	8	3
School of Applied Sciences	English Translation and Interpreting	15	10
School of Applied Sciences	Business Information Management	2	1
School of Applied Sciences	Media and Communication	3	0
School of Applied Sciences	Translation and Interpreting (English)	3	3
School of Applied Sciences	Television Reporting and Programming	3	1
School of Applied Sciences	International Trade	1	1
School of Applied Sciences	New Media and Journalism	2	0
School of Applied Sciences	New Media and Communication	5	3
School of Applied Sciences	Management Information Systems	6	2
TOTAL		2,378	1,424

5.6 Women's progress measures

IGU supports women's progress through equal opportunity and anti-harassment policies, parental leave, academic and career guidance, and student participation. Its 2025 activities connect these commitments with education, professional life and public discussion.





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5.6.1 Policy of non-discrimination against women

The [Gender Equality Policy](#) commits IGU to equal career opportunities and the removal of barriers associated with gender roles. The [equality and wage-discrimination provisions in Additional Policies](#) oppose gender discrimination in services and employment. These policy commitments support women's participation across academic and administrative life.

Gender equality is also addressed in the curriculum through six distinct undergraduate courses across three faculties. Five courses are open to students from all programmes, while Sociology of Gender is offered to Sociology students. Gender and Media is offered in two faculties, giving seven faculty–course combinations.

Course	Faculty	Program	Level
Media and Gender	Fine Arts	All programs	Undergraduate
Gender, Prejudice and Discrimination	Economics, Administrative and Social Sciences	All programs	Undergraduate
Gender and Politics	Economics, Administrative and Social Sciences	All programs	Undergraduate
Gender and Media	Economics, Administrative and Social Sciences; Applied Sciences	All programs	Undergraduate
Sociology of Gender	Economics, Administrative and Social Sciences	Sociology	Undergraduate
Sociology of Gender and Identity	Applied Sciences	All programs	Undergraduate



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Course Evidence: [Gender and Media in the programme outcomes record](#) and [Sociology of Gender and Identity record](#). A further postgraduate example is the [Gender Conflicts course](#). The undergraduate course list comes from the university's curricular records.

The [2024–2028 Gender Equality Action Plan](#) assigns responsibilities and monitoring measures across recruitment, leadership, work–life balance, research and teaching, and prevention of violence. According to the university's personnel records, women accounted for 649 of 1,228 employees in 2025 (52.85%), compared with 737 of 1,428 employees in 2024 (51.61%). During 2025, the Gender Studies Center connected these commitments with student and public engagement. The 7 March International Women's Day panel addressed psychological, physical and digital violence, reporting channels, support and legal rights. Source: the Center's 2025 activity records. A published contemporary account appears in the [March 2025 faculty bulletin](#).

The [Legal, Psychological and Communication Perspectives on Combating Violence Against Women panel](#) on 18 November 2025 brought academic and professional speakers together to discuss representations of violence, psychological and sociological dimensions, and legal rights and application procedures.

The [Canva Poster Design Workshop 2](#) is recorded in the university's 2024–2025 event list on 5 March 2025 (record 337). Organised with the Advertising Department, it linked International Women's Day with practical visual communication. The [International Women's Day Student Poster Online Exhibition](#) in May 2025 gave students' equality-themed work a public platform.



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The [Interdisciplinary Symposium on Independent Living, Urban Life and Health II](#) on 15 May 2025 examined the relationship between cities and gender within a wider discussion of independent living and health. The [From Vulnerability to Resilience seminar](#) on 9 December 2025 linked cities, disasters and gender with academic and 2209-A student project presentations.

Cultural activities included the [Persepolis screening and discussion](#) on 15 December 2025, addressing gender, migration, identity, ethnicity and intersectionality, and the Küçük Virjin theatre performance on 17 December 2025, recorded in the [December 2025 research centres bulletin, p. 15](#).

The university's 2025 activity records also include the 26 December feminist and semiotic analysis workshop on Hitchcock's Rear Window and Marnie, which examined women's representation, the gaze and feminist film theory. These activities broadened the educational formats through which students engaged with gender equality.

5.6.2 Non-discrimination policies for transgender

IGU's [Respect for Diversity Policy](#) provides for fair treatment regardless of sex, sexual orientation and other personal characteristics. It addresses discrimination, harassment, bullying and victimisation and promotes a safe learning and working environment. The [Policy of Equal Opportunity](#) establishes gender inclusiveness and equal participation in learning.



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The [Policy Against Sexual Harassment and Mobbing](#) applies across the student and staff community and provides procedural, psychological and legal support. The Policy Against Sexual Harassment and Mobbing was first published on 10 October 2024. Together, these policies form the university's broader framework for gender inclusion, dignity and protection from discriminatory treatment.

5.6.3 Maternity policy

IGU's [Maternity Policy](#) provides maternity and breastfeeding leave, protection of employment-related rights and continuity of salary progression after return. It applies to university staff and sets out arrangements for pregnancy, childbirth and the postnatal period.

5.6.4 Childcare facilities for students

IGU addresses parenting and care responsibilities through student support and education on family and child well-being. The [Policy of Support to Women and Learners with Disadvantages](#) provides for needs-based support, accessible resources and continuity of participation. The [Student Support and Rewarding Policy](#) directs the university to identify personal or academic difficulties early and provide support.

The [Family Year Awareness Event](#), held on campus on 9 April 2025 by the Child Development and Social Work departments and the Anti-Addiction Coordination Office, included family health and parenting responsibilities, with professionals from the Istanbul Provincial Directorate of Family and Social Services.

In May 2025, IGU and Bakırköy Municipality launched the [I Became a Mother project](#). Academics prepared guidance on maternal health and baby care, with a booklet and care supplies intended for free delivery to mothers in need. This community initiative contributes parenting information and practical support.



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5.6.5 Childcare facilities for staff and faculty

IGU's support for employees with care responsibilities includes the [Maternity Policy](#), which provides breastfeeding time and care-related leave, and the [Flexible Working Policy](#), which sets out mutually agreed working arrangements according to the role and institutional needs.

Work-life balance is a strategic objective of the [2024–2028 Gender Equality Action Plan](#), including post-childbirth working conditions and the review of child-care leave. The [Gender Equality Policy](#) also includes the development of physical support such as lactation rooms among its policy objectives.

The university's activity records include Who Has Free Time? Time Poverty and Gender, held on 5 November 2025. The event examined time use from a gender perspective, bringing the unequal distribution of care and other responsibilities into academic discussion. Source: 2025 institutional activity records.

5.6.6 Women's mentoring schemes

Women's professional development is supported through role-model encounters alongside university mentoring and career guidance. The [Today's Female Leaders Talk, Future Female Leaders Listen event](#) connected students with women leaders in March 2025. Speakers discussed their career journeys, leadership and challenges in working life. The [official event list, record 355](#) dates this event to 14 March 2025.

Peer support was visible at the [15 September 2025 Faculty of Health Sciences orientation](#), where the Mentor Student Community presented its support for new students. This university-wide mechanism supports adaptation and participation, including opportunities available to women students.



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The [How Can I Become an Academician event](#), reported on 16 April 2025, provided mentoring to full-scholarship Radio, Television and Cinema students on academic careers, postgraduate study and project development. It forms part of the department's continuing guidance for scholarship students.

The university's 2025 records also include Women's Participation in Working Life and Decision-Making: Glass Ceilings or Glass Cliffs?, held on 8 October. It addressed barriers to women's leadership and participation in professional life. Source: the university's 2025 activity records.

5.6.7 Track women's graduation rate

IGU records degree awards by gender and department. In 2025, 2,057 women and 1,638 men completed bachelor's, master's or doctoral programmes, giving a total of 3,695 graduates. Women account for 55.67% of this graduate population. The institutional source including associate programmes records 4,116 women and 3,429 men among 7,545 graduates.



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2025 degree award population	Women	Men	Total
Bachelor's, master's and doctoral	2,057	1,638	3,695
Associate degrees	2,059	1,791	3,850
All recorded graduates	4,116	3,429	7,545

Source: institutional 2025 graduate records. The figures describe the composition of graduates by gender.

The [Policy of Support to Women and Learners with Disadvantages](#) requires attention to continuity of women's participation. In 2025, academic support was delivered through assigned advisors and a digital counselling module. The [2025 Institutional Internal Evaluation Report, Academic Support Services section](#) describes PERSİS records for individual and group appointments, student academic information and the recording of counselling evaluations. These arrangements support the monitoring of academic progress and timely guidance.

5.6.8 Policies protecting those reporting discrimination

The [Policy Against Sexual Harassment and Mobbing](#) protects the confidentiality of victims and complainants, encourages access to administrative and legal remedies, and provides support and protective measures when needed. The [Respect for Diversity Policy](#) addresses victimisation and measures against discriminatory behaviour.





The [Satisfaction and Complaint Management Policy](#), revised in June 2025, provides for fair, objective and impartial handling of stakeholder complaints and for tracking each stage of the process. These policies provide routes for students and staff to raise concerns and receive institutional support.

The [18 November 2025 violence-prevention panel](#) included a practical explanation of women's legal rights, the institutions to which they can apply and the steps involved in seeking support, making reporting and protection mechanisms more visible to students.

5.6.9 Paternity policy

Section 6 of IGU's [Maternity Policy](#) provides five days of leave following a spouse's delivery. It also includes paid leave provisions for the treatment of children with disabilities or chronic illnesses. These arrangements support employees' participation in parenting and care.





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