

# GENDER EQUALITY PLAN

2026 - 2028



BURSA ULUDAĞ  
UNIVERSITY



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# RECTOR'S APPROVAL AND COMMITMENT STATEMENT

Bursa Uludağ University operates under the understanding that academic and scientific quality can only be sustained within a fair, inclusive, and merit-based institutional structure. Gender equality is an integral part of this understanding; it is a fundamental principle that affects the entire institutional structure and practices. As the Rectorate of BUU, we define gender equality not only as an ethical stance, but also as a “strategic lever” that enhances research quality, prevents talent loss, and strengthens institutional sustainability.

At the national level, the principle of equality enshrined in the Constitution of the Republic of Türkiye and the higher education legislation established by the Council of Higher Education (YÖK) form the basic framework for universities' responsibilities in the field of gender equality. At the international level, the adoption of gender equality plans as an eligibility criterion under the EU's Horizon Europe Program encourages a more systematic and traceable approach to institutional practices in this area.

This document is an official statement of commitment that meets the basic requirements of the EU Horizon Europe (public disclosure, senior management approval, resource allocation) and carries BUU's responsibilities under the Higher Education Law No. 2547 and YÖK Quality Standards to international standards. Our university believes that scientific production can only reach its highest level in an egalitarian ecosystem where the potential of all individuals is fully reflected.

In this context, as the Rectorate of Bursa Uludağ University, we commit to:

- Integrating the Gender Equality Plan into the university's strategic management and quality processes,
- Supporting the implementation with regular monitoring and evaluation mechanisms,
- Ensuring that gender equality becomes a permanent principle in the institutional culture.

Prof. Dr. Ferudun YILMAZ  
Rector



## EXECUTIVE SUMMARY

This plan has been prepared in coordination with the Sustainability Office, the Center for Women and Family Studies Application and Research (BUKAM), and the Project Development and Coordination Office, in line with the objectives of our university's 2024-2028 Strategic Plan and 2026 Performance Program. The main objective of the plan is to strengthen gender equality at BUU at the institutional level; to establish balanced representation in decision-making processes, fair career development, and a safe academic environment.

The Gender Equality Plan aims to make BUU the best working and learning environment for everyone, prevent talent loss, and ensure diversity in decision-making processes. The Plan centers on SDG 5 (Gender Equality), aiming for an inclusive transformation that reduces inequalities (SDG 10) and strengthens justice (SDG 16).

Compared to the previous Gender Equality Plan (2022–2025), the plan includes significant structural improvements. The approach, which focused primarily on raising awareness and data production in the previous period, has been strengthened in this plan period with data-driven monitoring, concrete targets, and shared institutional responsibility. In the new plan period, data collection mechanisms have been transformed into a “360-degree monitoring” system, “implicit bias” training has been made mandatory, and concrete targets such as at least 40% representation in leadership positions have been set, aiming for a significant improvement in institutional capacity.

Gender equality in higher education is not limited to increasing representation rates. Areas such as academic promotion processes, access to management positions, distribution of research funds, and workplace safety are the institutional dimensions where gender inequalities are most visible. This plan aims to provide systematic and measurable improvements in these areas.

The Gender Equality Plan is structured under the headings of Institutional Commitment, Governance and Resources, Data Collection and Monitoring Mechanisms, Education and Awareness Raising, Strategic Action Areas, Monitoring, Evaluation, and Revision. This structure aims to systematically integrate gender equality into BUU's quality assurance and strategic management cycles.

Center for Women and Family Studies  
Sustainability Office  
Project Development and Coordination Office

## 1. INTRODUCTION

Bursa Uludağ University (BUU) is a well-established state university that embraces academic and scientific quality within an inclusive institutional framework. The university considers it a fundamental institutional obligation to conduct its educational, research, and administrative activities based on the principles of equality, merit, and quality. In this context, gender equality is addressed not only at the level of individual rights, but also as a structural policy area that directly affects the quality of institutional decision-making processes, human resource management, and academic performance.

The structural operational processes of higher education institutions, academic career development, distribution of administrative duties, determination of research priorities, and evaluation mechanisms necessitate the consideration of gender equality. Therefore, gender equality should be addressed in universities not through declarations of good intent, but through institutional policy documents, monitoring mechanisms, and accountable governance structures.



BUU's 2024–2028 Strategic Plan defines strengthening institutional capacity, increasing transparency in governance processes, and effective use of human resources as priority objectives among the university's fundamental goals. Gender equality is directly related to these goals and is a complementary element of the fair, inclusive, and qualified institutional structure envisioned in the strategic plan.

This Gender Equality Plan (GEP) for the 2026–2028 period has been prepared in line with:

- The mandatory process and content criteria defined under the EU Horizon Europe program,
- National legal and strategic documents applicable in Turkey,
- BUU's strategic planning, performance management, quality, and sustainability policies.

The plan builds on the implementation of the previous period (2022–2025) while adopting a more systematic, measurable, and trackable approach to strengthening institutional capacity.

## 1.1 Legal Framework and Core Values

Legal and strategic basis of Bursa Uludağ University Gender Equality Plan;

**Constitution of the Republic of Turkey (Article 10):** The provision that women and men have equal rights and that the state is obliged to implement this equality.

**Law on the Protection of the Family and the Prevention of Violence Against Women No. 6284:** Prevention of violence and provision of safe working/learning environments.

**Higher Education Council (YÖK) quality and equality approaches:** Emphasis on inclusivity, representation, and institutional responsibility in higher education.

**Women's Empowerment Strategy Document and Action Plan (2024–2028):** National policy framework for empowering women in education, decision-making, and leadership.

**Horizon Europe (2021–2027):** Eligibility criteria requiring public universities to have a GEP.

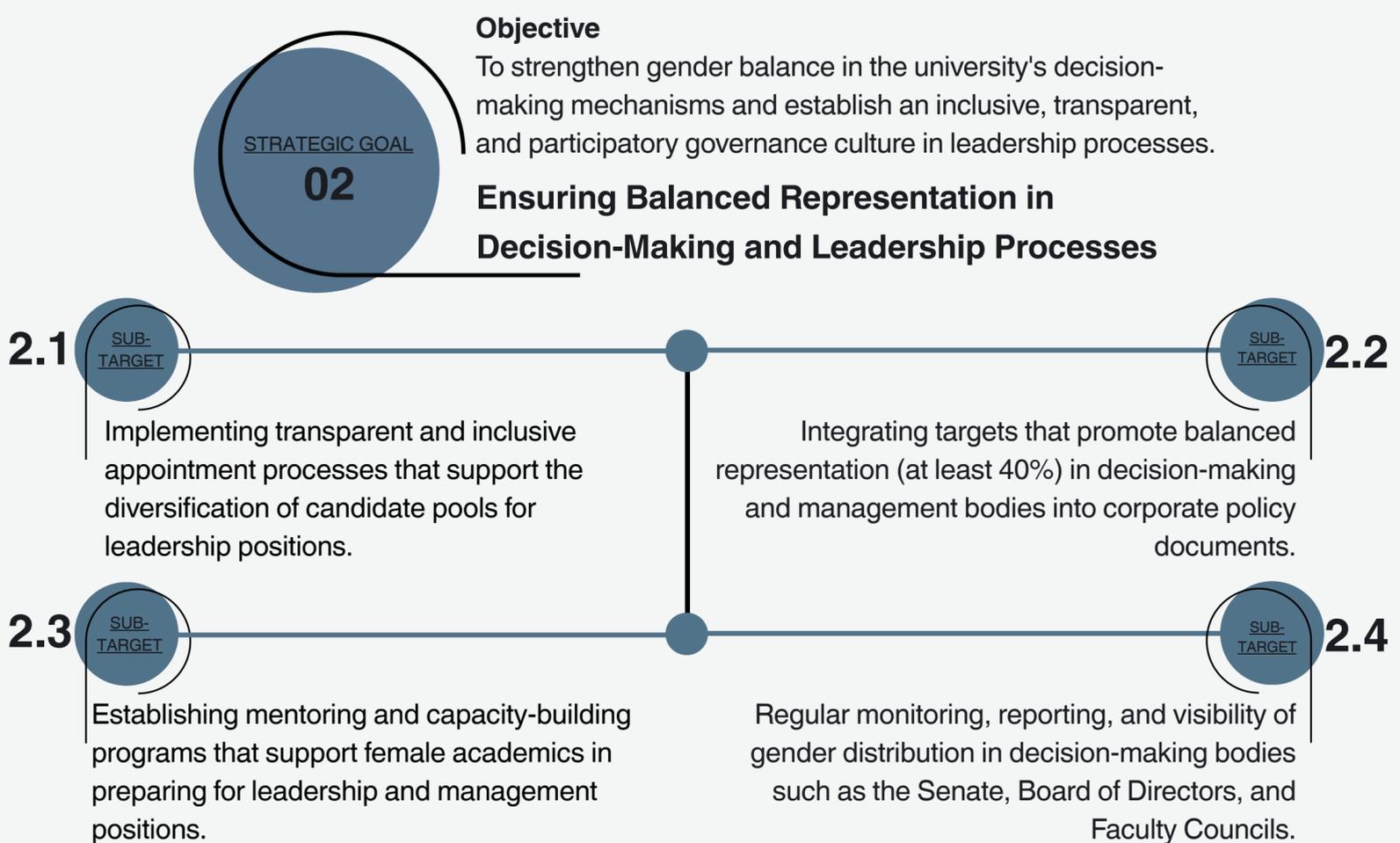
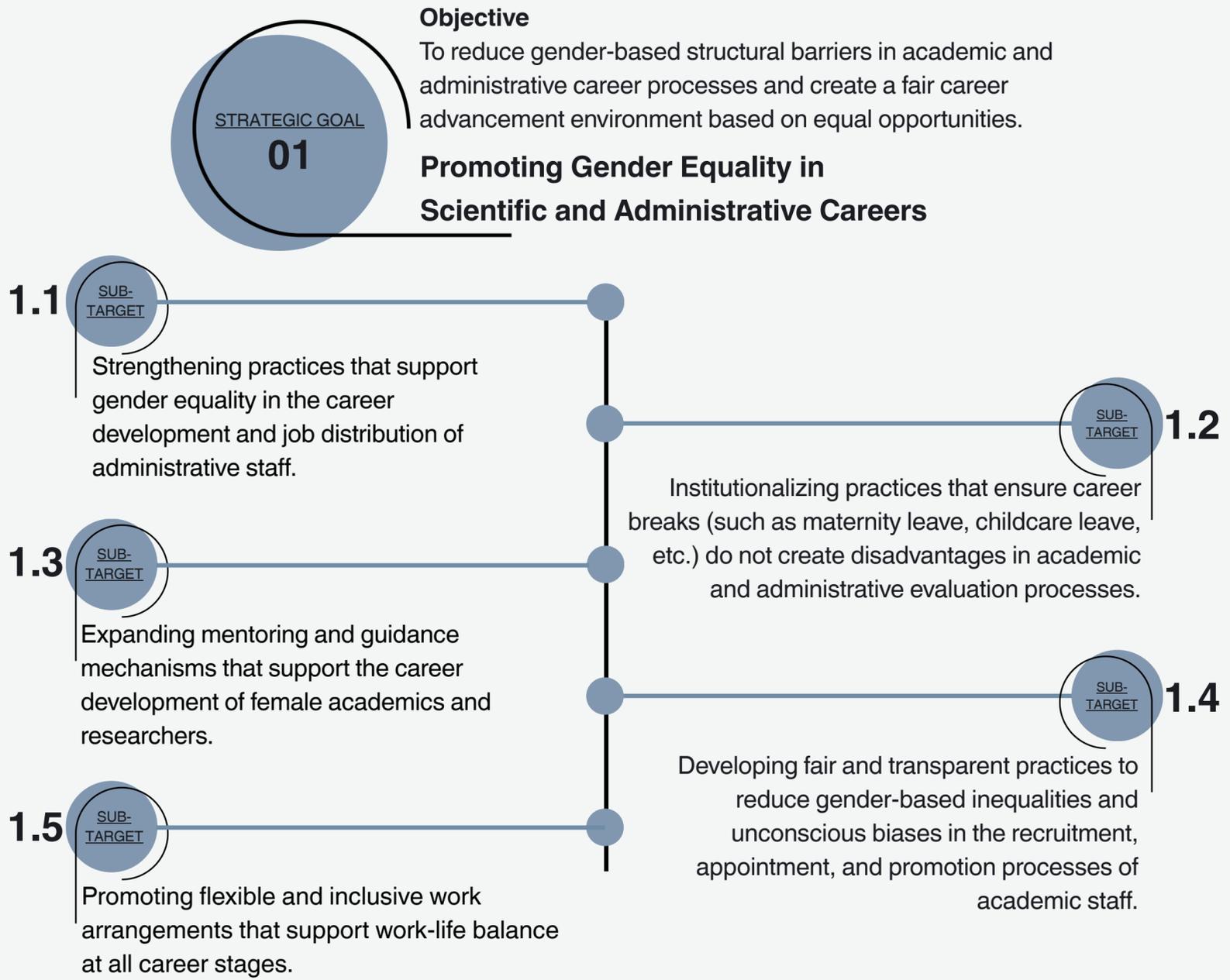
**ERA Policy Agenda (2025–2027):** Consideration of intersectional inequalities and an institutional transformation approach.



This plan has been prepared in accordance with the fundamental values of Bursa Uludağ University, namely ethical responsibility, participation, transparency, scientific freedom, and sustainability.



## 1.2 Bursa Uludağ University Gender Equality Plan Goals

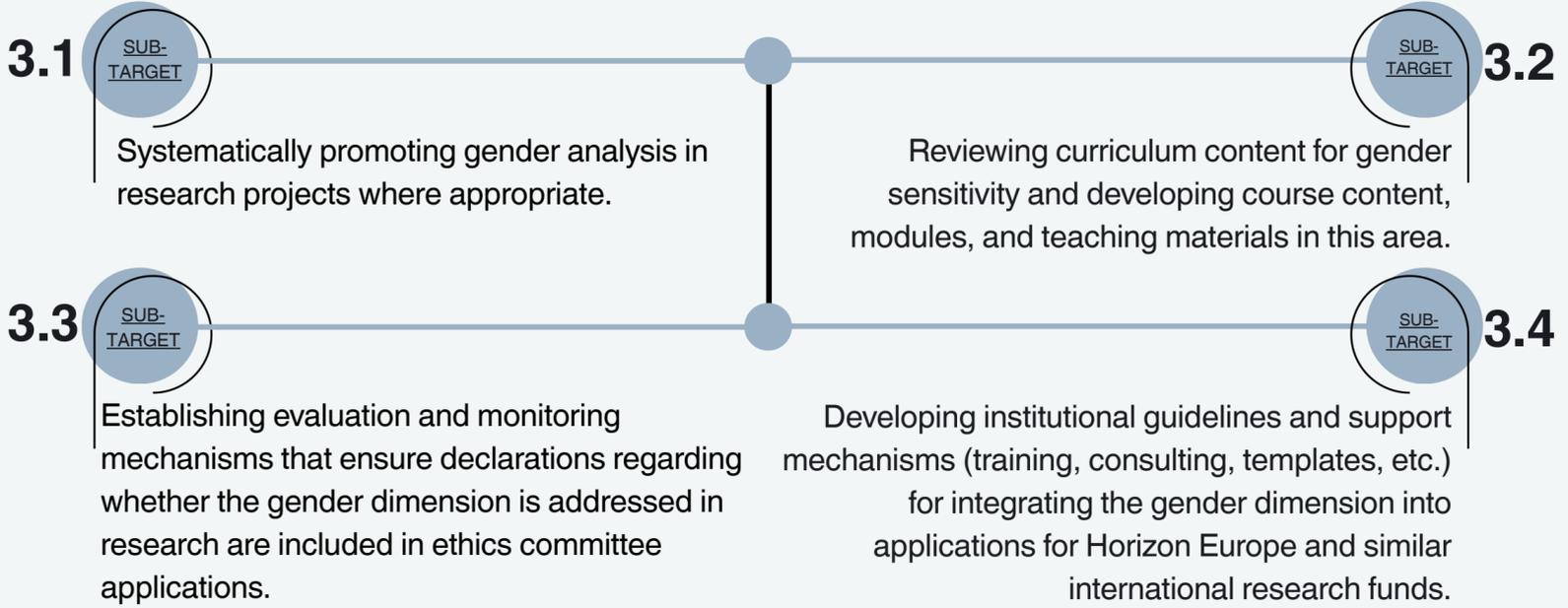


STRATEGIC GOAL  
**03**

**Objective**

To enhance scientific quality and social impact by addressing the gender dimension in research, innovation, and education activities in a comprehensive and interdisciplinary manner.

**Systematic Integration of Gender Dimensions into Research, Innovation, and Education Content**

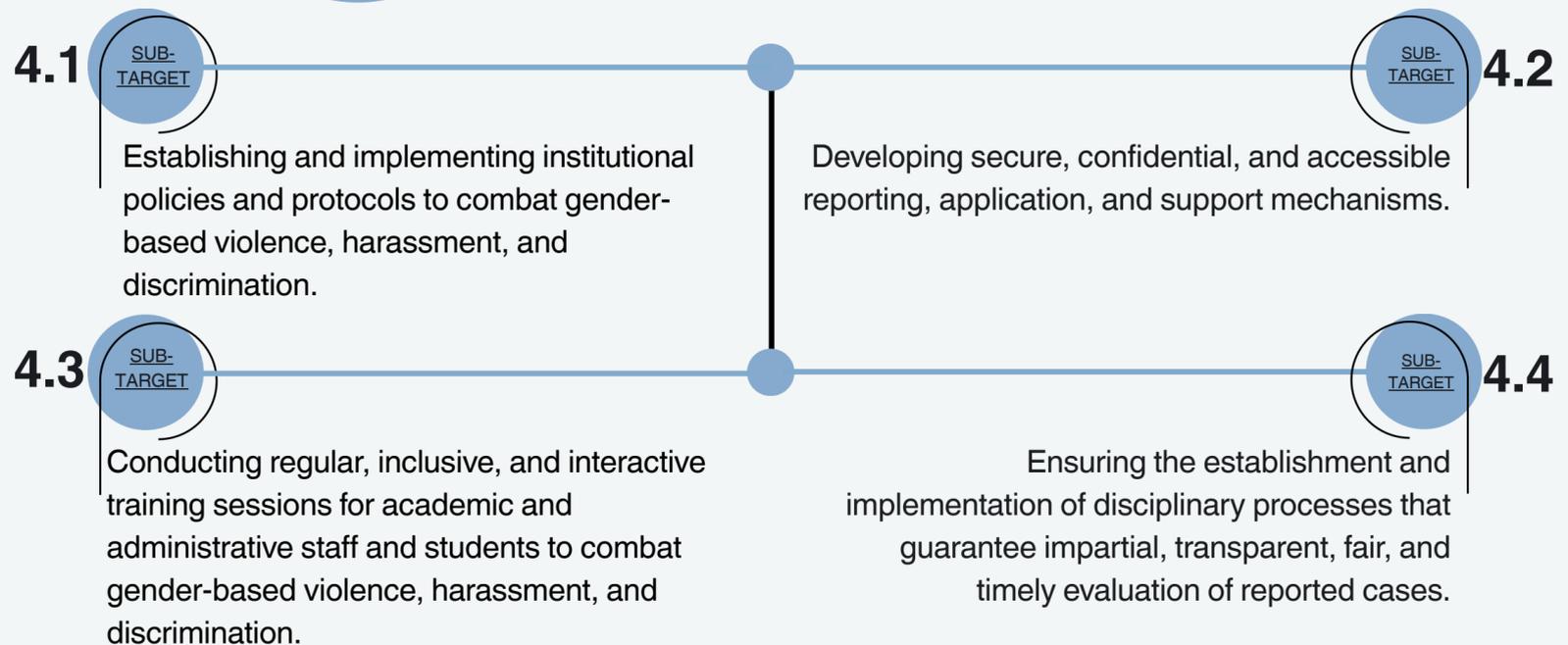


STRATEGIC GOAL  
**04**

**Objective**

To provide a safe and supportive working and learning environment based on a zero-tolerance policy towards all forms of discrimination, gender-based harassment, and violence.

**Establishing a Safe, Inclusive, and Gender-Sensitive Campus Environment**



STRATEGIC GOAL  
**05**

**Objective**

To establish a transparent, sustainable, and data-driven monitoring and evaluation system to enhance the effectiveness of gender equality policies.

**Data-Driven Monitoring, Evaluation, Reporting, and Strengthening Organizational Learning Capacity**

**5.1**

SUB-TARGET

The regular, systematic, and secure collection of gender-disaggregated data on academic and administrative staff and students.

**5.2**

SUB-TARGET

Developing, implementing, and regularly monitoring key performance indicators (KPIs) that measure the progress of actions identified under the Gender Equality Plan.

**5.3**

SUB-TARGET

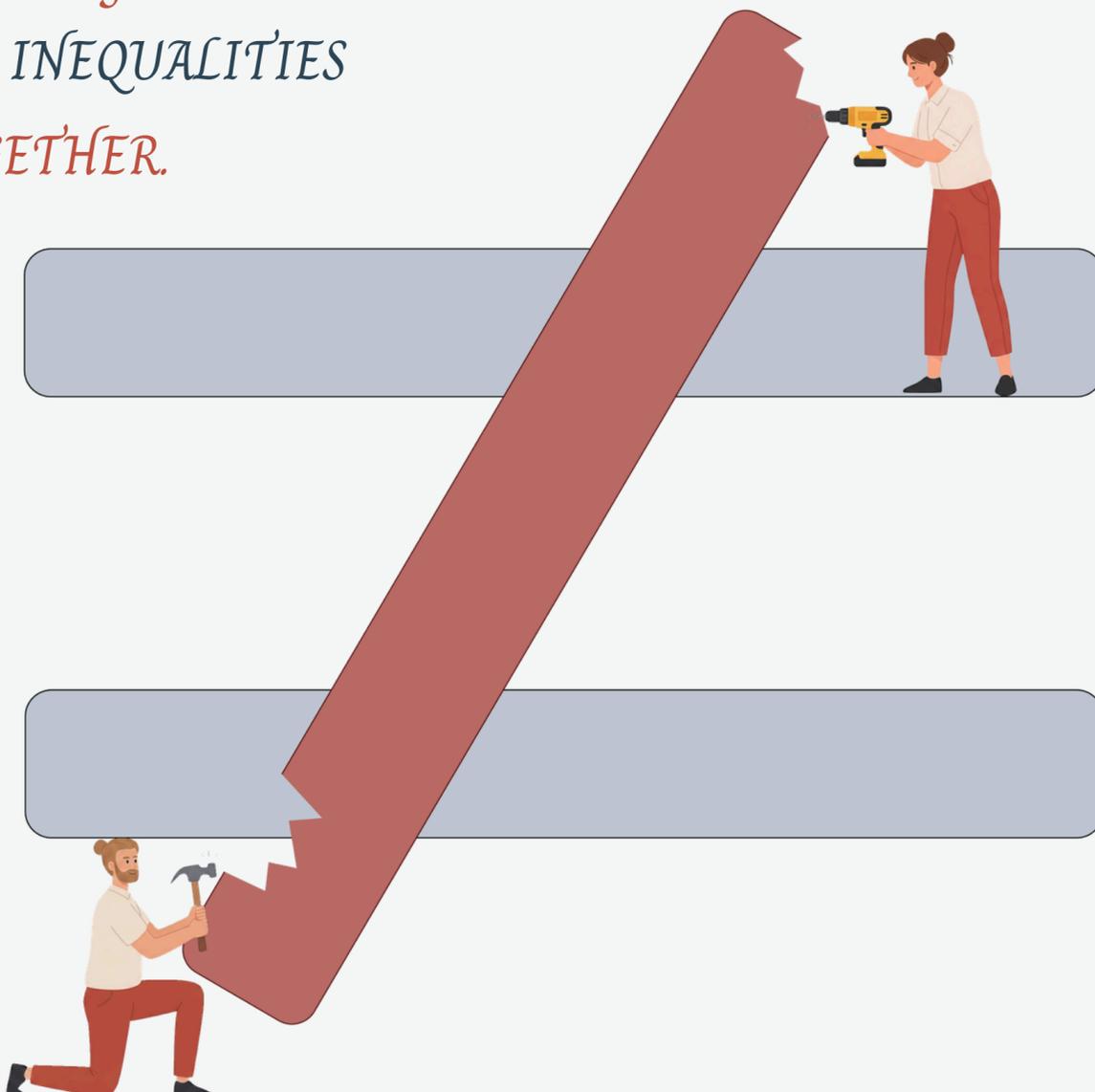
Preparing annual Gender Equality Plan monitoring reports, sharing them with relevant stakeholders, and effectively using them in corporate planning and decision-making processes

**5.4**

SUB-TARGET

Periodic review and updating of the Gender Equality Plan based on monitoring and evaluation results.

*WE CHALLENGE  
INEQUALITIES  
TOGETHER.*



## 2. GOVERNANCE AND RESOURCES

### 2.1. Gender Equality Commission

Gender equality governance has been gradually institutionalized at Bursa Uludağ University.



The Commission works in coordination with the Directorate of Strategy Development, Quality Coordination, BUKAM, Sustainability Office, R&D Coordination, Directorate of Personnel, and relevant academic units.



#### Primary Responsibilities:

- Coordinate the implementation of the Gender Equality Plan,
- Collect annual data and prepare the GEP Monitoring Report,
- Plan training and awareness activities,
- Ensure coordination with faculty, institute, and administrative unit representatives,
- Submit policy recommendations to the Senate and Rectorate when deemed necessary.

## 2.2. Allocated Resources

In accordance with the 2026 Performance Program, a budget of 279,447,000 TL has been allocated for scientific research projects (BAP) and 34,650,000 TL for continuing education activities; these resources will also be used for gender equality-based research and training. In terms of personnel time and administrative capacity, staff have been assigned within BUKAM, the Sustainability Office, and the Project Development and Coordination Office.

**Human Resources:** Assignment of academic and administrative staff within the scope of the GEP.

**Training and Awareness:** Implicit bias training and capacity building activities.

**Research and Project Support:** Supporting research that incorporates the gender dimension through BAP and external funding.

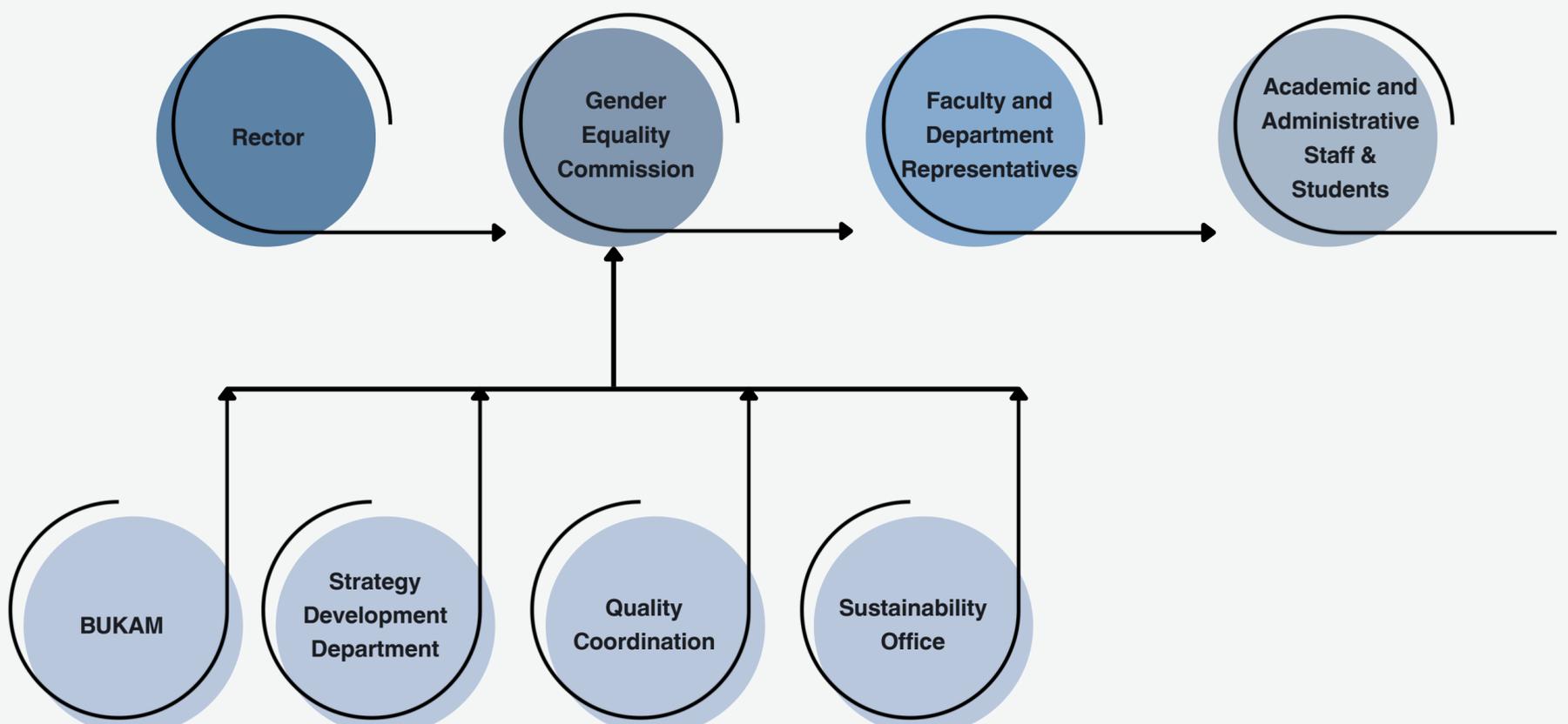
**Communication and Infrastructure:** Strengthening information, reporting, and monitoring infrastructure.

## 2.3. Corporate Coordination Network



The Gender Equality Office, planned to be established in 2026, will assign a Gender Equality Representative to each faculty and administrative unit to ensure the plan is implemented across the entire university. This structure acts as a bridge between units, ensuring that the plan is disseminated from the center to the units and strengthening institutional ownership through the “Ambassador System” approach, which envisions a multi-layered coordination network.

Schematically, this structure consists of: Rectorate → Gender Equality Commission/Office → Faculty and Unit Representatives → Academic and Administrative Staff & Students. This network is in a horizontal flow of information with Strategy Development, Quality Coordination, Sustainability Office, and BUKAM.



## 3. Data Collection and Monitoring Mechanisms

In order to effectively monitor gender equality at BUU, quantitative and qualitative data disaggregated by gender are systematically collected and analyzed. Institutional administrative records and feedback mechanisms are used in the data collection process. The monitoring process focuses on indicators such as the representation of women and men in decision-making mechanisms, their participation rates in education and research activities, and the distribution of duties and responsibilities.

The collected data is evaluated at regular intervals to make comparisons between periods, and the findings are used as input for the development of policies and practices. Data collection and monitoring activities are carried out in cooperation with the relevant units; full compliance with confidentiality, ethical principles, and personal data protection regulations is ensured throughout the process.



### 3.1. Current Situation Analysis

Of the 2,893 academic staff members working at BUU, 1,509 are women and 1,474 are men, showing that women are in the majority in all ranks (except for professors) (Table 1). When examining BUU's management levels, the Rector and three Vice Rectors are men, and there are 4 women among the 22 members of the Board of Directors. When examining the BUU Senate, 13 of the 54 members are women and 41 are men. Of the 20 coordinators working in the coordination offices, 6 are women and 14 are men. According to these data, men are more effective than women in all management levels (Table 2).

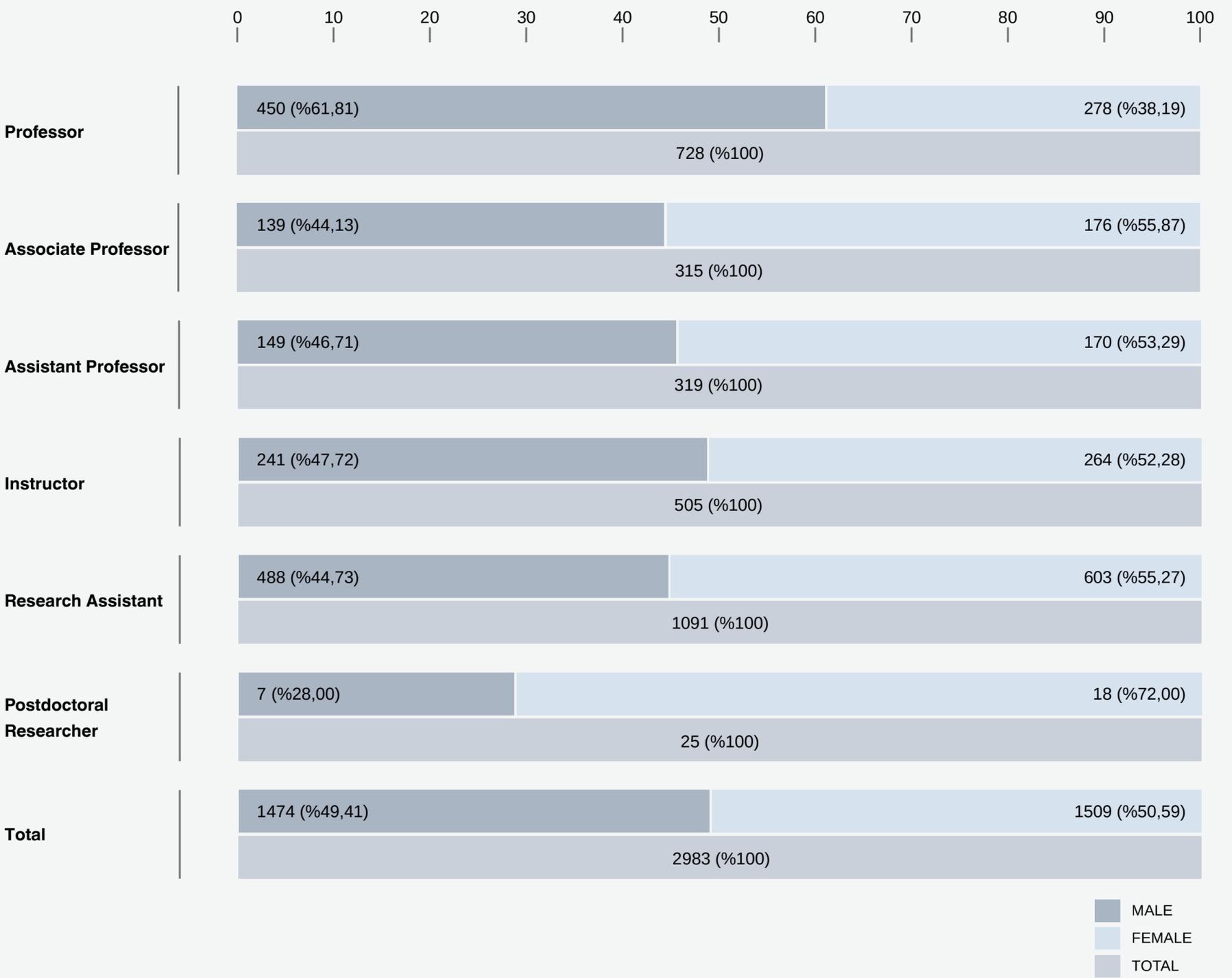
When BUU administrative staff are examined, 1,372 women and 900 men are employed according to service class. Again, in the analysis based on their status, it was determined that there are 1,095 female and 898 male staff members (Table 3). When evaluating BUU student numbers, out of a total of 26,034 students, 14,127 are male and 11,907 are female. Particularly in postgraduate education, the proportion of women (52%) is higher than that of men (48%).

When examining the number of projects carried out at BUU, it is seen that female researchers had 409 projects in 2025, while male researchers had 501 projects. However, when examining the types of projects, it is seen that female researchers received more funding than male researchers in EU projects, unlike TÜBİTAK and BAP projects (Table 5).

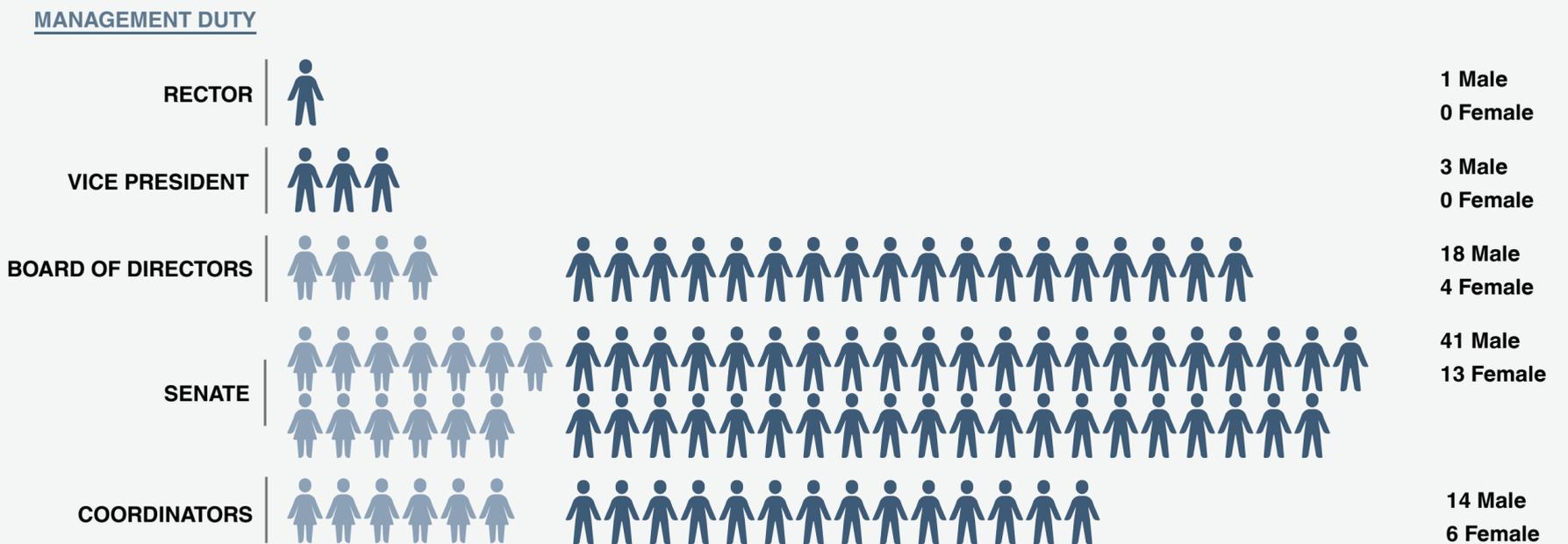
When examining the number of staff benefiting from Erasmus staff mobility, it was determined that a total of 128 people participated in 2024 and 2025. With the transition from 2024 to 2025, there was a 47% increase in the number of female staff benefiting from mobility and a 24% increase in the number of male staff (Table 6).

When examining the total number of students benefiting from Erasmus study and internship mobility, it was found that female students (285) participated more than male students (238) (Table 7).

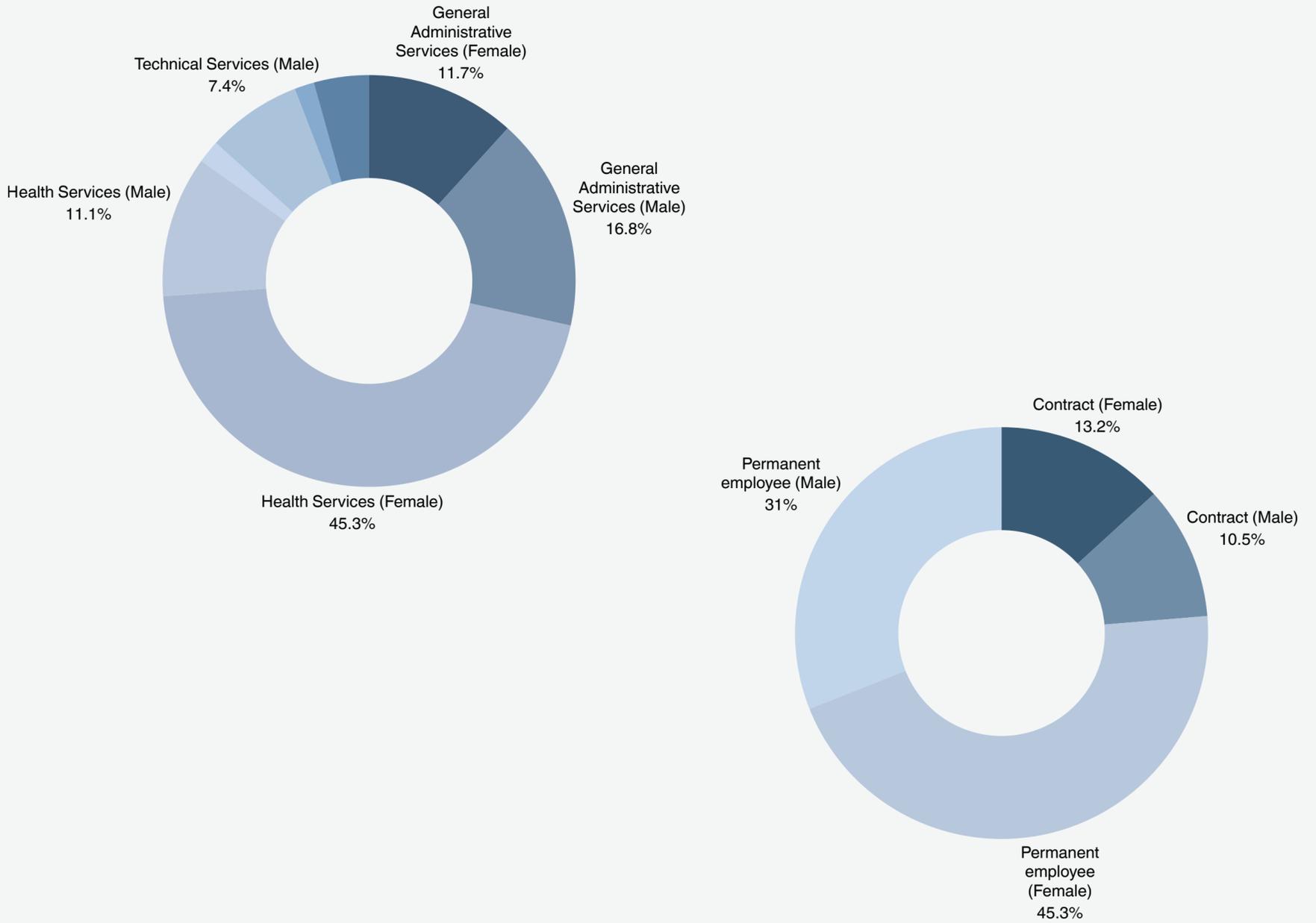
**Table 1: Gender Distribution by Academic Title at Bursa Uludağ University**



**Table 2: Gender Distribution by Management Role**



**Table 3: Gender Distribution of Administrative Staff at Bursa Uludağ University**



**Table 4: Gender Distribution of Students at Bursa Uludağ University**

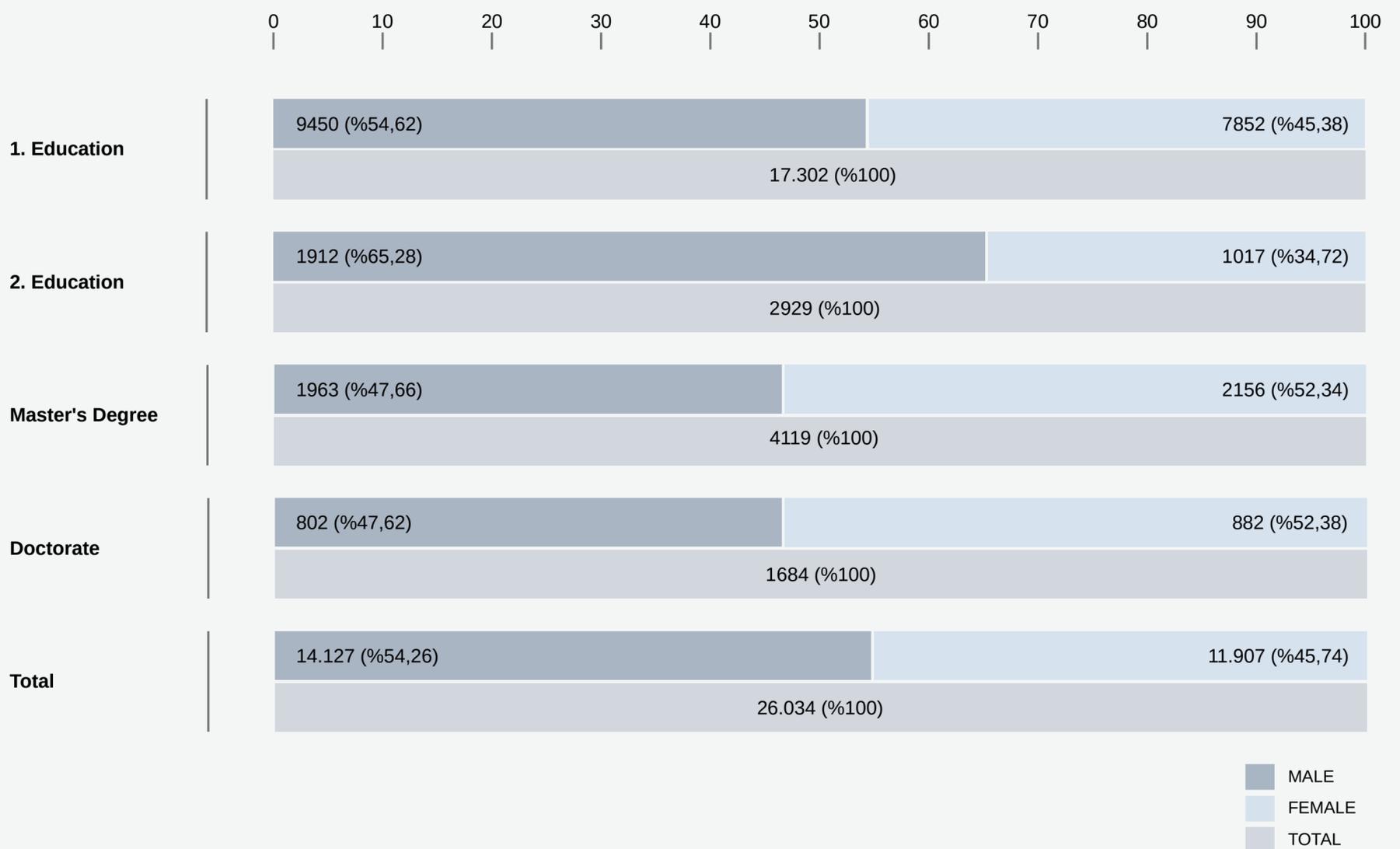


Table 5: Distribution of Projects by Gender/2025 Projects

PROJECT TYPE	FEMALE EXECUTIVE		MALE EXECUTIVE	
	Number (Quantity)	Budget (TL, Euro, or Dollar)	Number (Quantity)	Budget (TL, Euro, or Dollar)
EU Project	19	1.741.297,14 Euro + 32.208 Pound	12	1.050.146 Euro
TÜBİTAK Project	140	101.942.602,03	220	343.144.112,48
BAP	250	64.234.679,81	269	135.368.390,69
<b>TOTAL</b>	<b>409</b>	<b>166.177.281,84 TL + 1.741.297,14 Euro + 32.208 Pound</b>	<b>501</b>	<b>478.512.503,17 TL + 1.050.146 Euro</b>



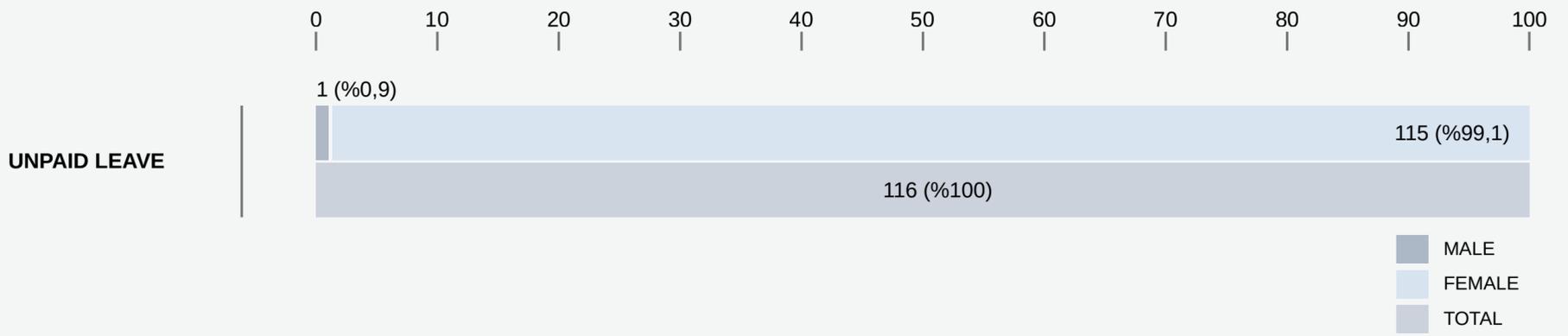
Table 6: Distribution of Erasmus Staff Mobility by Gender over the Years

ACADEMIC YEAR	FEMALE	MALE	TOTAL
2024	21	33	54
2025	33	41	74
<b>TOTAL</b>	<b>54</b>	<b>74</b>	<b>128</b>

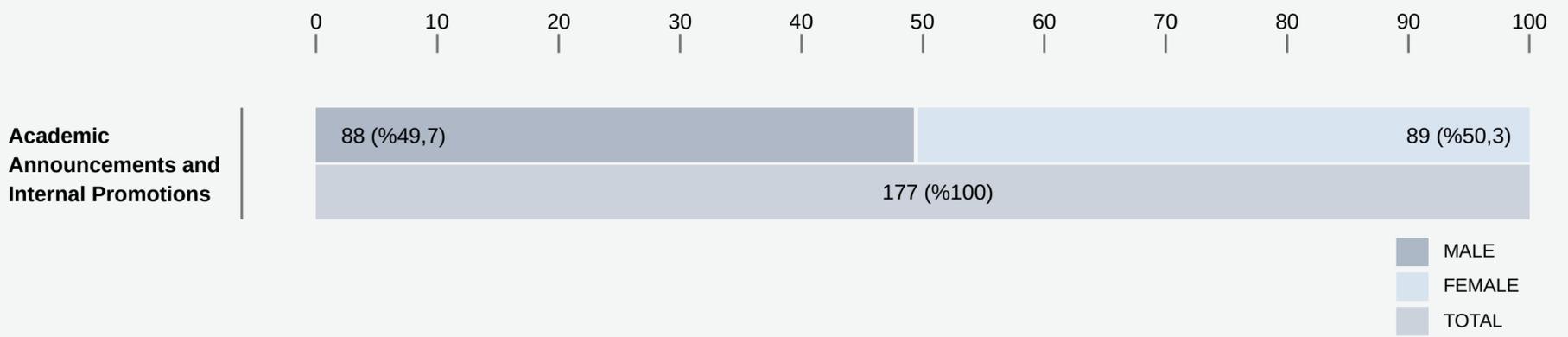
Table 7: Distribution of Erasmus Student Mobility by Gender over the Years

PROGRAM	ACADEMIC YEAR	FEMALE	MALE	TOTAL
EDUCATION	2023-2024	29	34	63
EDUCATION	2024-2025	87	74	161
EDUCATION	2025-2026	112	94	206
INTERNSHIP	2024	24	24	48
INTERNSHIP	2025	30	12	42
INTERNSHIP	2026	3	0	3
	<b>TOTAL</b>	<b>285</b>	<b>238</b>	<b>523</b>

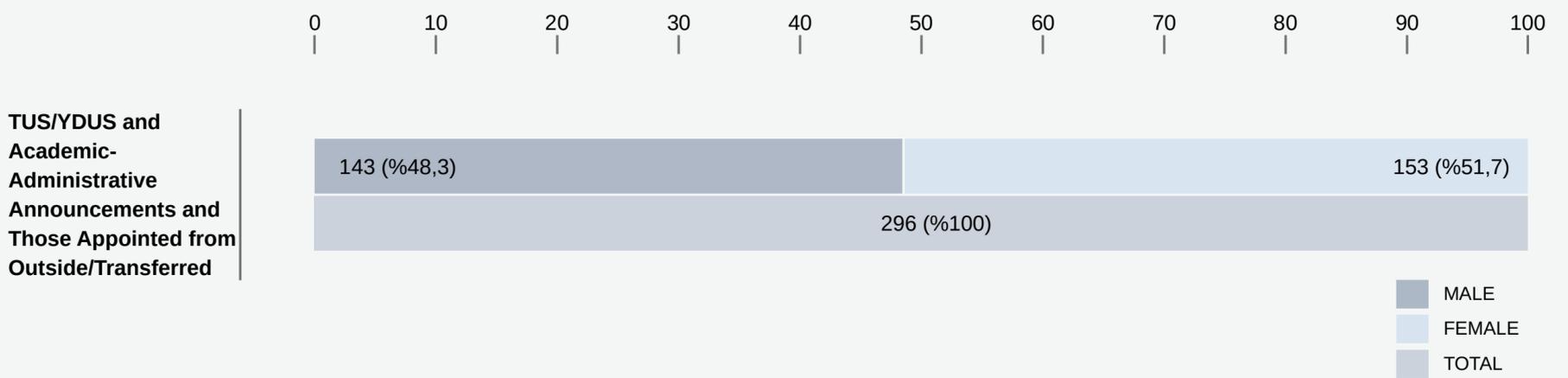
Data on Maternity Leave Usage by Academic and Administrative Staff in 2025 (By Mother and Father, Gender-Based Ratios)



Gender Distribution Rates in Promotion Processes for Academic and Administrative Staff in 2025



Gender Distribution Rates in Academic and Administrative Staff Recruitment for 2025



Our institution does not discriminate based on gender in its recruitment processes. All candidates are evaluated under equal conditions, based solely on their qualifications and suitability for the position.



## 3.2 Monitoring and Evaluation Indicators

The implementation process of the Gender Equality Plan will be monitored through a comprehensive monitoring and evaluation framework that assesses both quantitative and qualitative data generated within the university. This framework is based on a multidimensional analysis approach that focuses not only on outcome indicators but also on the functioning of processes, decision-making mechanisms, and the impact of institutional practices.

The monitoring system aims to identify gender-based differences that arise at different stages of the academic and administrative career cycle and to evaluate these differences along with their structural causes. In this regard, indicators related to recruitment, appointment, and promotion processes, representation in decision-making and management bodies, access to research funding, academic production, work-life balance practices, and a safe campus environment will be addressed holistically. This approach aims to provide a 360-degree assessment perspective on the institutional situation.

### Monitoring indicators;

1. Structural and institutional indicators (policy documents, representation in management and decision-making bodies),
2. Process and participation indicators (candidate pools, career progression times, mentoring and leadership programs),
3. Output indicators (research projects, funds, publications, and gender dimension in the curriculum), and
4. Perception and experience indicators (institutional climate, work-life balance, safe campus).

Within this scope, data produced by different units within the university will be collected, made comparable, and evaluated together in the monitoring process based on common definitions and standards. The findings obtained will be used as direct input for reviewing and updating the actions within the scope of the Gender Equality Plan.



## 3.3 Annual Reporting and Transparency

To monitor developments in gender equality and ensure accountability, annual reporting will be conducted during the 2026-2028 period in line with the specified indicators. These reports will include gender-disaggregated data, monitoring and evaluation findings, and the outcomes of the initiatives.

The annual reports to be prepared will be shared with relevant stakeholders and made public through the institution's official communication channels. The reporting process will be conducted in accordance with the principles of transparency, accuracy, and accessibility; the findings obtained will be used as fundamental input for the development of policies and practices.

## 4. Education and Awareness Raising

BUU will conduct regular training and awareness activities organized by the Gender Equality Commission for academic and administrative staff and students with the aim of establishing a culture of gender equality. Within this scope, training programs will be developed on gender equality, combating discrimination, and the use of inclusive language. A gender equality module will be added to the orientation processes for new staff, and special awareness training will be organized for managers. It is planned to provide mentoring support for female researchers.

Additionally, awareness will be raised across BUU through panels, seminars, and workshops; the sustainability of education will be ensured through digital educational materials and online resources. In this regard, the following are targeted:

- Inclusion in career planning courses,
- Creation of courses that can be added to the social transcript,
- Elimination of gendered language in theses to be produced.

### 4.1 Implicit Bias Training

BUU will organize implicit bias training for academic and administrative staff to reduce the impact of gender-based implicit biases in decision-making and evaluation processes. These trainings will address how unconscious biases are formed, how they manifest in academic and institutional contexts, and how they affect decision-making processes through case studies.

Training programs will prioritize personnel involved in recruitment, promotion, performance evaluation, and project evaluation processes; they will encourage the use of structured evaluation criteria and objective decision-making tools. The effectiveness of training will be monitored regularly, and content will be updated based on feedback.



## 4.2 Capacity Building Activities

In order to ensure the effective and sustainable implementation of the gender equality plan, activities will be carried out to strengthen BUU's institutional, human, and managerial capacity. In this context, until an independent gender equality commission is established, the competence of the units responsible for this area (Center for Women and Family Studies Application and Research and Sustainability Office) will be increased; human resources processes, decision-making mechanisms, and institutional policies will be reviewed from an equality perspective.

At BUU, work-life balance has been addressed, particularly in the context of parental leave and flexible working arrangements. In this plan, existing practices have been preserved and expanded to support academic career continuity. Considering that care responsibilities have been particularly concentrated on female academics in the post-pandemic period, a supportive and inclusive approach has been adopted in the institutional culture.

Training programs, trainer training programs, and guidance documents will be developed to increase the knowledge and expertise of academic and administrative staff; the capacity to produce and monitor gender-disaggregated data will be strengthened. In addition, good practices will be transferred to the institution through national and international collaborations.

It is planned to establish a unit within the Gender Equality Office to evaluate gender-based violence complaints and to manage the process in accordance with the relevant disciplinary regulations.

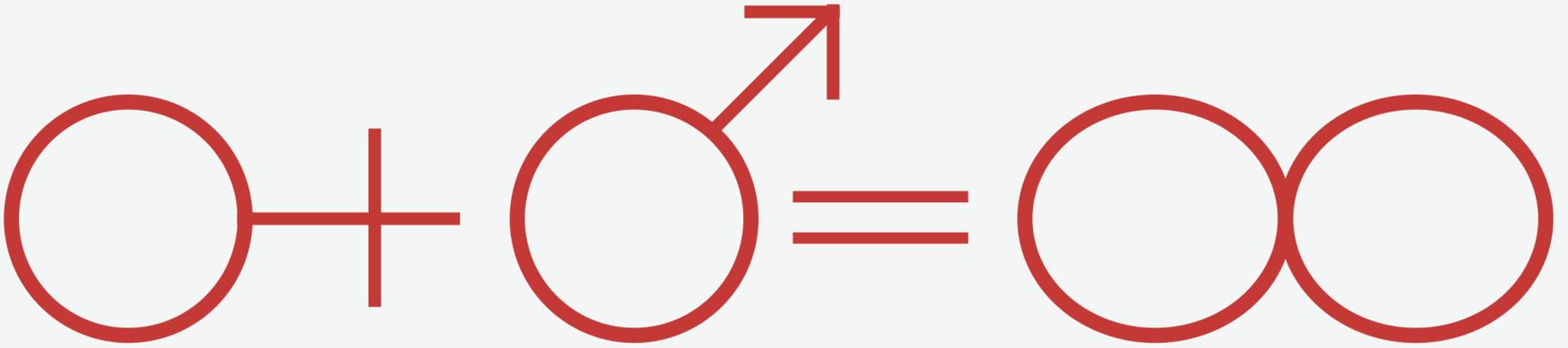
The preparation of a University Action Plan in line with Women-Friendly Campuses will be evaluated by the next GEP.

It is anticipated that gender equality research will be prioritized in projects supported by the Scientific Research Projects unit.



## 5. STRATEGIC ACTION AREAS

In BUU's 2024–2028 Strategic Plan, the action areas included in the previous Gender Equality Plan have been strengthened with clear objectives, responsibilities, timelines, and performance indicators in line with Horizon Europe requirements. Each thematic area includes new interventions aimed at increasing institutional capacity while maintaining the continuity of existing practices.



### 5.1. Work-Life Balance and Corporate Culture

At BUU work-life balance has been addressed, particularly in the context of parental leave and flexible working arrangements. In this plan, existing practices have been preserved and expanded to support academic career continuity. Considering that care responsibilities have been particularly concentrated on female academics in the post-pandemic period, a supportive and inclusive approach has been adopted in the institutional culture.

Information activities regarding maternity and childcare leave included in the previous plan will be completed during this period using a reintegration approach. The aim is to facilitate a return to academic productivity after leave and to reduce the negative effects of career breaks.

### 5.2. Gender Balance in Leadership and Decision-Making Processes



BUU's Gender Equality Plan regularly monitored gender distribution in management and decision-making bodies; however, this monitoring was not supported by concrete targets and performance indicators. In line with the Horizon Europe approach, structural measures to ensure balanced representation in decision-making processes were developed during this plan period.

In this context, while preserving the principle of merit-based appointment, the aim is to diversify candidate pools, prepare female academics for leadership positions, and increase transparency in decision-making processes.

### 5.3. Equal Opportunity in Hiring and Career Development

BUU is further strengthening the merit-based hiring and promotion principles outlined in its current plan during this period. The aim is to reduce the impact of implicit biases in hiring and career development processes and to institutionalize an evaluation system based on equal opportunities.

Within this framework, it is a fundamental principle that career interruptions (such as maternity leave, childcare leave, etc.) should not create a disadvantage in the evaluation processes.



### 5.4. Integration of the Gender Dimension into Research and Curriculum



BUU's previous Gender Equality Plan addressed the gender dimension in research and teaching activities under the heading of capacity building. During this plan period, the goal is to systematically integrate the gender dimension into research design and curriculum content.

This approach aims to improve research quality, reduce the risk of bias in scientific outputs, and strengthen success in Horizon Europe project applications.

### 5.5. Combating Gender-Based Violence and Harassment

BUU previously addressed this issue within the framework of raising awareness. During this planning period, however, gender-based violence and sexual harassment are being addressed through a comprehensive approach encompassing institutional policy, prevention, protection, and sanctions. A unit is planned to be established within the Gender Equality Office to evaluate reports of gender-based violence. This approach considers a safe campus environment a prerequisite for academic freedom and scientific production.



## 6. MONITORING, EVALUATION, AND REVISION

The BUU Gender Equality Plan is not a static document; it is a policy tool that is monitored, evaluated, and developed annually. The effectiveness of the plan is ensured through regular monitoring and evaluation processes.



### 6.1. Key Performance Indicators (KPI)

#### STRATEGIC GOAL 1

##### Gender Equality in Scientific and Administrative Careers

Sub-goal	KPI	Definition	Data Source	Measurement	Responsible
1.1	Percentage of women in hiring and promotions	Percentage of female academics hired/promoted during the relevant year	Personnel Department	Annual	Personnel Department
1.2	Gender-balanced jury ratio	At least 40% female jury ratio	Faculty Registrations	Annual	Faculties
1.3	Number of people receiving reintegration support after a career break	Personnel benefiting from post-maternity/ paternity leave support	Personnel Department	Annual	Personnel Department
1.4	Number of female academics participating in the mentoring program	Annual mentoring beneficiaries	BUKAM	Annual	BUKAM
1.5	Percentage of female managers in administrative positions	Chief, director, department head, etc.	Personnel Department	Annual	Personnel Department
1.6	Flexible/hybrid work application coverage rate	Percentage of staff benefiting from flexible working arrangements	Personnel Department	Annual	Rector's Office

#### STRATEGIC GOAL 2

##### Balanced Representation in Decision-Making and Leadership Processes

Sub-goal	KPI	Definition	Data Source	Measurement	Responsible
2.1	Percentage of women in the Senate and Board of Directors	Percentage of women among total members	Secretariat	Annual	GEC
2.2	Number of women participating in leadership training	Participants in the training/mentoring program	BUKAM	Annual	BUKAM
2.3	Board representation ratio meeting the 40% target	Threshold ratio within committees	GEP Monitoring	Annual	GEC

## STRATEGIC GOAL 3

### Gender Dimension in Research, Innovation, and Education

Sub-goal	KPI	Definition	Data Source	Measurement	Responsible
3.1	Percentage of projects with a gender dimension	Share in total projects	Project Office	Annual	Project Office
3.2	Gender declaration rate in ethics committee applications	Percentage of applications containing a declaration	Ethics Committees	Annual	Ethics Committee
3.3	Number of updated courses/curricula	Lessons with gender-sensitive content added	Faculties	Annual	Faculties

## STRATEGIC GOAL 4

### Safe and Inclusive Campus

Sub-goal	KPI	Definition	Data Source	Measurement	Responsible
4.1	Number of policies/protocols in effect	Harassment/violence policies	Office of Legal Affairs	Annual	Office of Legal Affairs
4.2	Number of active reporting mechanisms	Hidden/accessible channels	Office of Legal Affairs	Annual	Office of Legal Affairs
4.3	Number of training sessions and number of participants	Staff + students	General Secretary	Annual	General Secretary
4.4	Case evaluation period (days)	Average completion time	Office of Legal Affairs	Annual	Office of Legal Affairs

## STRATEGIC GOAL 5

### Data-Driven Monitoring and Organizational Learning

Sub-goal	KPI	Definition	Data Source	Measurement	Responsible
5.1	Number of gender-disaggregated datasets	Academic, administrative, student	Strategy Dev. Department	Annual	Strategy Department
5.2	Defined and monitored KPI ratio	Total KPI monitoring rate	GEP Monitoring	Annual	GEC
5.3	Number of published GEP monitoring reports	Publicly available report	Institutional website	Annual	GEC
5.4	Number of updated actions/KPIs	Output reflected in revisions	GEP Documentation	Biannual	GEC

## 6.2. Annual Evaluation and Revision Mechanism

The implementation status of the BUU Gender Equality Plan will be evaluated annually. Based on the evaluation results:

- The action plans will be updated as necessary,
- Resource allocations will be reviewed,
- Newly emerging needs will be integrated into the plan.

This process will be operated as an improvement cycle that supports organizational learning and continuously develops BUU's capacity in the field of gender equality.

