



GENDER EQUALITY PLAN
2022 - 2025



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Preface

At Bursa Uludağ University, we consider gender equality as a core value and an integral part of our mission. As an institution that aims for excellence in education, research, and social contribution, we believe that creating an inclusive and equitable environment is critical for institutional success and society's overall development. Gender equality is a social justice requirement and is essential for all individuals to realize their potential. At the same time, it is of great importance in improving the quality of education and research, improving institutional performance, and contributing to social development.

Our commitment to gender equality is aligned with the United Nations Sustainable Development Goals (SDGs), especially SDG 5, which aims for gender equality. It is also linked to other goals, such as SDG 10, which seeks to reduce inequalities, and SDG 16, which supports the provision of justice. Our university's Gender Equality Plan aims to create a fair academic and professional environment where all individuals, regardless of gender, have equal opportunities. This plan reflects our commitment to integrating gender equality into all our processes, from governance to recruitment, from career development to research, and student support. With this approach, we fulfil our responsibilities and contribute to global efforts for a more just and sustainable world.


Prof. Dr. Ferudun Yılmaz
Rector



Introduction¹

Gender equality is a fundamental principle that profoundly informs the values and mission of our university. As an institution dedicated to excellence in education, research, and community engagement, we recognize that fostering a diverse and inclusive environment is not only essential to achieving our broader goals but also vital to the overall progress of society. Gender equality is a matter of social justice and human rights, ensuring all individuals can reach their full potential. It is also a critical factor in enhancing the quality of education and research, improving institutional performance, and contributing significantly to the social and economic development of the communities we serve.

Our commitment to gender equality is aligned with the UN Sustainable Development Goals (SDGs), particularly SDG 5, which focuses on achieving gender equality and empowering all women and girls. However, our approach is broader and recognizes the interconnectedness of SDG 5 with other goals, such as SDG 10, which aims to reduce inequalities within and between countries, and SDG 16, which promotes peaceful and inclusive societies, provides access to justice for all and builds effective, accountable, and inclusive institutions. By embracing these goals, we recognise that gender equality is not an isolated issue but is deeply intertwined with broader efforts to create a more just and equitable world.

Our University's Gender Equality Plan (GEP) has been carefully designed to promote an equitable academic and professional environment where all individuals, regardless of gender, have equal opportunities to succeed and contribute. This plan reflects our deep commitment to integrating gender equality into the fabric of our institution, ensuring that it permeates every aspect of university life. From governance and recruitment to career development, research practices, curriculum design and student support services, our GEP aims to embed gender equality into our institutional structures and processes.

By aligning our GEP with these international frameworks and goals, we are not only meeting our responsibilities as a higher education institution but also contributing to the global movement towards a fairer and more sustainable future. Our plan demonstrates our commitment to fostering a culture of respect, inclusion and fairness that benefits all members of our university community. Through this plan, we aim to lead by example, demonstrating the power of education to drive social change and create a world where everyone, regardless of gender, has the opportunity to thrive.

¹ This report is an updated version of the 2022-2024 report. As of 2025, the new report will be published with a new action plan.



1. BURSA ULUDAG UNIVERSITY GENDER EQUALITY POLICY

In 2017, Member States reached the European Consensus on Development, "Our world, our future, our dignity", which set up the framework for the EU response to the 2030 Agenda for Sustainable Development, adopted by the United Nations in 2015. The 2030 Agenda of the UN lays out the 17 Sustainable Development Goals (SDGs); its 169 targets and 195 nations agreed that they can change the world for the better. The EU has committed to implementing the SDGs both in its internal and external policies and playing an active role in maximizing progress towards the SDGs.

Sustainable Development Goal 5 (SDG 5) concerns gender equality, with the official wording of "Achieve gender equality and empower all women and girls". Based on the fact that gender inequality is a significant problem locally, nationally and globally, gender equality policies both in society and working environments deserve vital attention.

Bursa Uludağ University (BUU), with its vision of producing universal knowledge, contributing to society by educating qualified students through providing quality service and integrating with the industrial city, Bursa, aims to create a gender-equal working environment on the campus. BUU Gender Equality Plan places ensuring gender equality on the BUU campus as a priority.

Following the approach of the Gender Equality Policy of the United Nations Human Rights Commission, the BUU Gender Equality Policy contains a policy common for all BUU stakeholders, academic staff, administrative staff and students. The idea is here to make women's, as well as men's concerns and experiences, an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes, and this in all activities in the university, so that women and men benefit equally, thereby ensuring that inequality is not perpetuated. The protection of women's human rights and the elimination of discrimination against women is the main logic of the plan. The ultimate goal is to achieve gender equality.

2. BURSA ULUDAG UNIVERSITY GENDER EQUALITY PLAN OBJECTIVES

Three objectives underpin the European Commission's strategy on gender equality in research and innovation policy:

- (i) Fostering equality in scientific careers.
- (ii) Ensuring gender balance in decision-making processes and bodies.
- (iii) Integrating the gender dimension in research and innovation content.

Following the Commission's strategy, the BUU Gender Equality Plan includes the following objectives for ensuring a gender-equal working environment in both scientific and administrative work processes:



Objective 1. Creating gender-equal working environments for academic staff

Target 1.1. Monitoring gender equality in scientific careers

Target 1.2. Supporting gender equality research at BUU

Target 1.3. Ensuring the academic staff is aware of the gender equality plan/policy/objectives/actions of BUU

Target 1.4. Providing timely evidence on gender equality among academic staff based on related dimensions (see 4. Dimensions and Actions).

Target 1.5. Applying and monitoring related actions and reporting the results (see 4. Dimensions and Actions).

Objective 2. Creating gender-equal working environments for administrative staff

Target 2.1. Monitoring gender equality in administrative careers

Target 2.2. Ensuring the administrative staff is aware of the gender equality plan/policy/objectives/actions of BUU

Target 2.3. Providing timely evidence on gender equality among administrative staff based on related dimensions (see 4. Dimensions and Actions).

Target 2.4. Applying and monitoring related actions and reporting the results (see 4. Dimensions and Actions).

Objective 3. Building gender-equal learning environments for students

Target 3.1. Monitoring gender equality in learning environments

Target 3.2. Supporting gender equality training at BUU

Target 3.3. Ensuring students are aware of the gender equality plan/ policy/objectives/ actions of BUU

Target 3.4. Providing timely evidence on gender equality among students based on related dimensions (see 4. Dimensions and Actions).

Target 3.5. Applying and monitoring related actions and reporting the results (see 4. Dimensions and Actions).

Objective 4. Ensuring gender equality in top management decision-making

Target 4.1. Monitoring gender balance among top management staff

Target 4.2. Ensuring top management to be aware of gender equality plan/ policy/ objectives/ actions of BUU

Target 4.3. Providing timely evidence on gender equality among top management staff based on related dimensions (see 4. Dimensions and Actions).

Target 4.4. Applying and monitoring related actions and reporting the results (see 4. Dimensions and Actions).

3. SITUATION ANALYSIS IN BURSA ULUDAG UNIVERSITY

The BUU Gender Equality Plan, whose main frame is conducted above, is embodied to prevent all types of gender-based discrimination, action, and behaviour. The problems and solutions stated in this plan are based on the data and situation analysis. BUU GEP includes the principle of execution, information, and progress details. For an introductory study, a gender equality survey has already been completed. In this section, data related to gender equality and diversity is introduced. This information will be renewed on a yearly basis. As a note, the early results of the gender-equal survey provide evidence about the balance of gender inside the campus means of numbers. Based on this data, gender balance has already been achieved in our university in terms of the number of students and academic and administrative staff. For further studies, perception analysis and much deeper surveys have been included in actions (see 4. Dimensions and Actions). Note that all data represented here is based on August 2024.

Table 1. Academic Administrative Staff

MANAGEMENT TASK	Female	Male	Total
RECTOR	-	1	1
VICE RECTOR	-	3	3
HEAD OF DEPARTMENT ATTACHED TO RECTORATE	1	3	4
DEAN	4	11	15
VICE DEAN	15	15	30
INSTITUTE DIRECTOR	1	3	4
INSTITUTE VICE DIRECTOR	3	2	5
HEAD OF DEPARTMENT	117	180	297
HEAD OF DEPARTMENT OF ART	1	-	1
VICE DIRECTOR OF CONSERVATOIRE	1	-	1
DIRECTOR OF CONSERVATOIRE	-	1	1
VICE DIRECTOR OF CENTER	11	15	26
CENTER DIRECTOR	3	20	23
VICE DIRECTOR OF VOCATIONAL SCHOOL	9	20	29
VOCATIONAL SCHOOL DIRECTOR	1	14	15
HEAD OF PROGRAM	46	41	87
ULUTEK GENERAL DIRECTOR	-	1	1
VICE DIRECTOR OF SCHOOL	1	1	2
DIRECTOR OF SCHOOL		1	1
TOTAL	214	332	546

Table 2. Administrative Management Staff

MANAGEMENT TASK	Female	Male	Total
HEAD OF INFORMATION PROCESSING DEPARTMENT	-	1	1
FARM MANAGER	-	1	1
INSTITUTE SECRETARY	2	3	5
FACULTY SECRETARY	3	12	15
GENERAL SECRETARY	-	1	1
VICE GENERAL SECRETARY	1	-	1
VICE DIRECTOR OF HOSPITAL	2	3	5
HOSPITAL DIRECTOR	1	-	1
LEGAL COUNSELLOR	-	1	1
HEAD OF ADMINISTRATIVE AND FINANCIAL AFFAIRS DEPARTMENT	-	1	1
HEAD OF LIBRARY DOCUMENTATION DEPARTMENT	-	2	2
HEAD OF STUDENT AFFAIRS DEPARTMENT	1	-	1
HEAD OF PERSONNEL DEPARTMENT	-	1	1
HEAD OF HEALTH, CULTURE AND SPORTS DEPARTMENT	-	1	1
HEAD OF STRATEGY DEVELOPMENT DEPARTMENT	-	1	1
BRANCH MANAGER	10	21	31
CHIEF DIRECTOR OF UNIVERSITY HOSPITALS	-	1	1
HEAD OF CONSTRUCTION AND TECHNICAL DEPARTMENT	-	1	1
SCHOOL SECRETARY	5	13	18
TOTAL	25	64	89

Table 3. Managerial Staff Working in Co-ordination Offices

MANAGEMENT TASK	Female	Male	Total
R&D DEPUTY COORDINATOR	1	3	4
R&D COORDINATOR	1		1
SCIENTIFIC RESEARCH PROJECTS (BAP) COORDINATOR	2		2
BUU YLSY COORDINATOR		1	1
DISABLED STUDENT UNIT COORDINATOR		1	1
ERASMUS COORDINATOR		1	1
FARABI INSTITUTION COORDINATOR		1	1
LEGAL COORDINATOR		1	1
INTERNAL CONTROL COORDINATOR	1		1
OCCUPATIONAL HEALTH AND SAFETY COORDINATOR		1	1
COORDINATOR (1416)		1	1
CORPORATE COMMUNICATION COORDINATOR		1	1
VOCATIONAL SCHOOLS COORDINATOR		1	1
MEVLANA INSTITUTION COORDINATOR		1	1
ORHUN COORDINATOR	1		1
OYP COORDINATOR		1	1
SECONDOS COORDINATOR	1		1
SPORTS COORDINATOR		1	1
TEKNOFEST INSTITUTION COORDINATOR		1	1
INTERNATIONAL ACADEMIC RELATIONS COORDINATOR		1	1
ULUYOS COORDINATOR	1		1
TOTAL	8	17	25

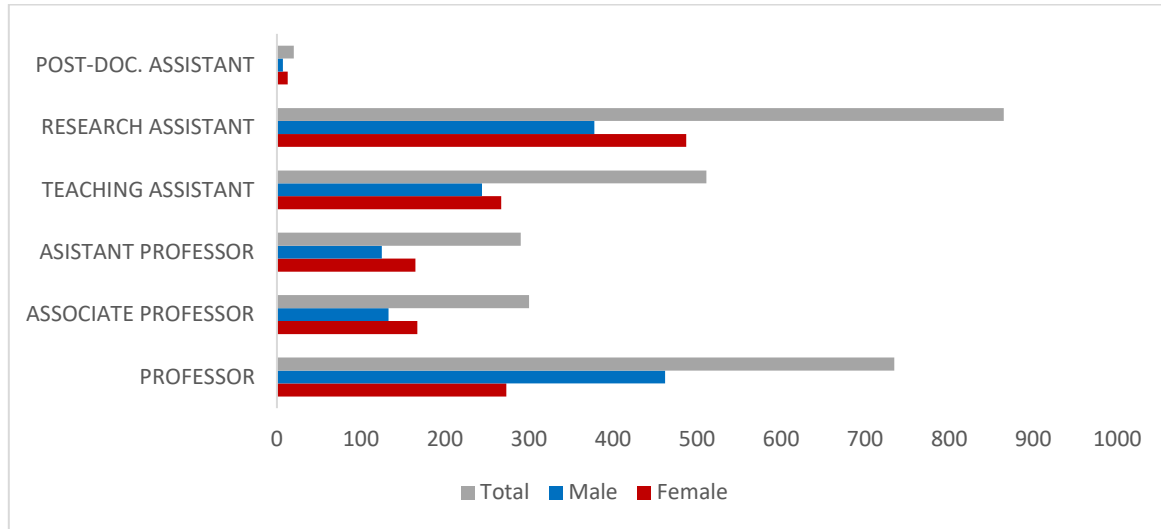


Figure 1. Academic Staff (Title Based)

Table 4. Faculty Academic/Administrative/Other Personnel

FACULTY	Academic			Administrative			Other			General Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
STATE	16	14	30	5	3	8	5	1	6	26	18	44
CONSERVATOIRE	11	5	16	6	5	11	5	4	9	22	14	36
DENTISTRY	107	71	178	9	10	19	11	7	18	127	88	215
SCIENCE AND LITERATURE	113	112	225	15	16	31	15	7	22	143	135	278
FINE ARTS	16	9	25	5	3	8	4	4	8	25	16	41
LAW	28	28	56	4	5	9	5	5	10	37	38	75
ECON. & ADMIN. SCIENCES	63	82	145	6	17	23	18	7	25	87	106	193
THEOLOGY	16	78	94	7	23	30	6	6	12	29	107	136
INEGOL BUSINESS	8	12	20	6	6	12	4	2	6	18	20	38
ARCHITECTURE	23	5	28	5	4	9		4	4	28	13	41
ENGINEERING	79	144	223	11	13	24	23	14	37	113	171	284
HEALTH SCIENCES	28	4	32	6	5	11	4	1	5	38	10	48
SPORT SCIENCES	10	14	24	3	4	7	4	4	8	17	22	39
MEDICINE	594	502	1096	11	9	20	5	3	8	610	514	1124
VETERINARY MEDICINE	50	67	117	10	21	31	21	28	49	81	116	197
AGRICULTURE	58	67	125	11	27	38	18	26	44	87	120	207
TOTAL	1220	1214	2434	120	171	219	148	123	271	1488	1508	2996

Table 5. Vocational School Academic/Administrative/Other Staff

VOCATIONAL SCHOOL	Academic			Administrative			Other			General Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
BÜYÜKORHAN	3	5	8	2	1	3	3	4	7	8	10	18
GEMLİK ASIM KOCABIYIK	11	9	20	4	8	12	6	2	8	21	19	40
HARMANCIK	4	8	12		4	4	6	4	10	10	16	26
İNEGÖL	13	19	32	5	13	18	4	10	14	22	42	64
İZNİK	10	6	16	2	3	5	6	3	9	18	12	30
KELES SCHOOL	6	4	10	2	1	3	3	5	8	11	10	21
MENNAN PAŞINLI	1	4	5	1	2	3	1	3	4	3	6	9
MUSTAFAKEMALPAŞA	9	5	14	4	7	11	2	5	7	15	17	32
ORHANELİ	8	4	12	2	7	9	2	3	5	12	14	26
ORHANGAZİ YENİKÖY	2	15	17		7	7	3	2	5	5	24	29
ASİL ÇELİK												
HEALTH SERVICES	11	2	13	2	5	7	4	1	5	17	8	25
SOCIAL SCIENCES	14	17	31	3	11	14	5	6	11	22	34	56
SPORT SCIENCES	10	14	24	3	4	7	4	4	8	17	22	39
TECHNICAL SCIENCES E	24	36	60	7	15	22	9	3	12	40	54	94
SCHOOL OF FOREIGN	64	30	94	4	3	7	5	4	9	73	37	110
LANGUAGES												
YENİŞEHİR İBRAHİM	11	12	23		7	7	6	2	8	17	21	38
ORHAN												
TOTAL	201	190	391	41	98	139	70	61	131	312	349	661

Table 6. Institute Academic/Administrative/Other Staff General

Graduate School	Academic			Administrative			Other			General Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
EDUCATIONAL SCIENCES	2		2	2	5	7	2	1	3	6	6	12
NATURAL SCIENCES	6	5	11	5	4	9	1	2	3	12	11	23
HEALTH SCIENCES	1	1	2	3	4	7	3		3	7	5	12
SOCIAL SCIENCES	29	13	42	6	2	8	6	2	8	41	17	58
TOTAL	38	19	57	16	15	31	12	4	17	66	39	105

Table 7. Registered Students in Faculties

FACULTY	Female	Male	Total
STATE CONSERVATOIRE	40	39	79
FACULTY OF DENTISTRY	108	97	205
FACULTY OF EDUCATION	1968	1028	2996
FACULTY OF SCIENCE AND LITERATURE	2123	1337	3460
FACULTY OF FINE ARTS	178	65	243
FACULTY OF LAW	421	380	801
FACULTY OF ECON. & ADMINISTRATIVE SCIENCES	2269	3284	5553
FACULTY OF THEOLOGY	1271	925	2196
INEGOL BUSINESS FACULTY	504	586	1090
FACULTY OF ARCHITECTURE	235	170	405
FACULTY OF ENGINEERING	942	2909	3851
FACULTY OF HEALTH SCIENCES	613	202	815
FACULTY OF SPORT SCIENCES	171	395	566
FACULTY OF MEDICINE	459	559	1018
FACULTY OF VETERINARY MEDICINE	474	396	870
FACULTY OF AGRICULTURE	705	758	1463
TOTAL	12481	13130	25661

Table 8. Registered Students in Institutions

GRADUATE SCHOOL	Female	Male	Total
EDUCATIONAL SCIENCES	473	858	1331
NATURAL SCIENCE	1584	1085	2669
HEALTH SCIENCES	156	282	438
SOCIAL SCIENCES	1571	1807	3378
TOTAL	3784	4032	7816

Table 9. Registered Students in Vocational School

VOCATIONAL SCHOOLS	Female	Male	Total
HEALTH SERVICES VOCATIONAL SCHOOL	869	369	1238
TECHNICAL SCIENCES COLLEGE	1663	4644	6307
SOCIAL SCIENCES VOCATIONAL SCHOOL	2306	2839	5145
MUSTAFAKEMALPAŞA VOCATIONAL SCHOOL	336	357	693
KARACABEY VOCATIONAL SCHOOL	600	760	1360
INEGÖL VOCATIONAL SCHOOL	1266	1275	2541
IZNIK VOCATIONAL SCHOOL	506	366	872
YENİŞEHİR İBRARİM ORHAN VOCATIONAL SCHOOL	767	643	1410
ORHANGAZİ YENİKÖY ASİL ÇELİK VOCATIONAL SCHOOL	140	637	777
GEMLİK ASIM KOCABIYIK VOCATIONAL SCHOOL	447	838	1285
ORHANELİ VOCATIONAL SCHOOL	270	101	371
KELES VOCATIONAL SCHOOL	372	292	664
HARMANCIK VOCATIONAL SCHOOL	242	221	463
BÜYÜKORHAN VOCATIONAL SCHOOL	152	257	409
MENNAN PASİNLİ VOCATIONAL SCHOOL	63	71	134
TOTAL	9999	13670	23669

Table 10. Distribution of Women and Men Taking Maternity/Paternity Leave

	Female	Male	Total
ACADEMIC	7	1	8
ADMINISTRATIVE	29	1	30
TOTAL	36	2	38

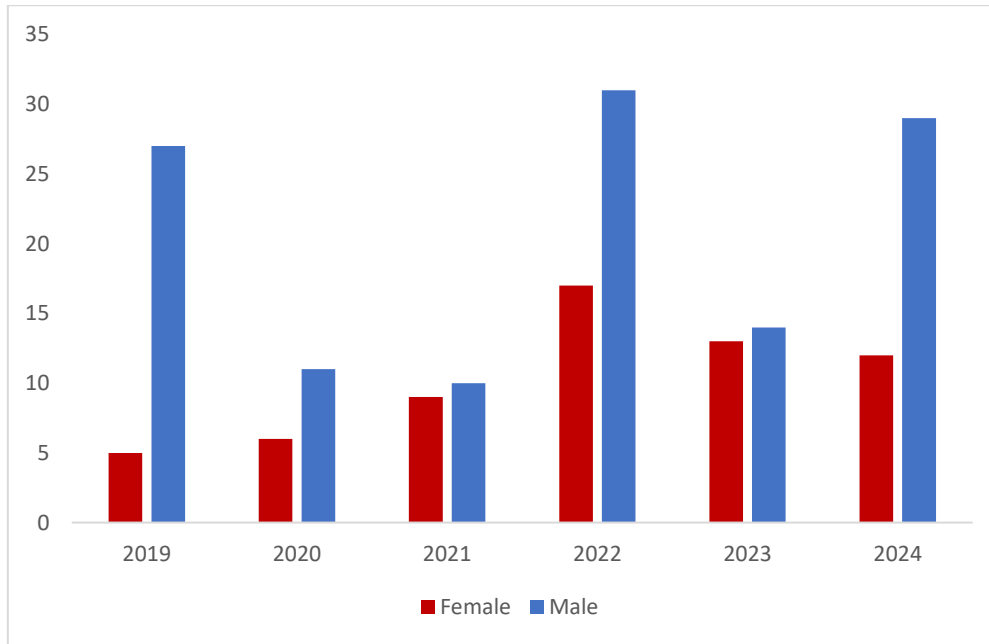


Figure 2. Gender Distribution of Inventors in National Patent Registrations

Table 11. 2023 Distribution of Project Coordinators by Women and Men

Project Type	Number of Female Coordinator	Female Coordinator Budget (Euro)	Number of Male Coordinator	Male Coordinator Budget(Euro)
EU	12	1,156,475	11	951,132
TÜBİTAK	43	940,194.12	87	4,872,598
BAP (SRP)	116	987,008.42	95	1,570,181
Total	171	3,083,677.54	193	7,393,911.24

Note: The budget has been reported based on the average exchange rate for the year 2023

3.1. Distribution of Women and Men Working and Studying at Bursa Uludağ University

When analysing the academic and administrative staff (Table 1, Table 2) of BUU, the number of male academic staff working in the senior positions is 332 and the number of female staff is 214; 25 of the 89 administrative management staff are female, and 64 are male. When analysing the coordinator ships (Table 3), 8 of the 25 coordinators are female, and 17 are male. 1372 of the 2721 academic staff working in the university are female, and 1349 are



male (Figure 1). 1220 of the 2434 academic staff working in faculties are female, and 1214 are male (Table 4); 201 of the 391 academic staff working in vocational schools are female, and 190 are male (Table 5); and 38 of the 57 academic staff working in institutes are female and 19 are male (Table 6). The data indicates that the proportion of female academic and administrative staff at BUU is nearly equal to that of male staff, with women having a slight advantage of 0.5%.

The total number of undergraduate students in the faculties of BUU is 25,661. Of this number, 12,481 are female students, and 13,130 are male (Table 7). The number of female students studying in institutes is 3784, and the number of male students is 4032 (Table 8). The total number of students in vocational schools is 23,669 of which 9999 are female and 13,670 are male (Table 9). When the personnel taking paternity leave are examined, it is seen that only two male personnel took paternity leave (Table 10).

As shown in Figure 2, when analyzing the number of national patent inventors by year, most inventions made between 2018 and 2024 were by male faculty members.

In 2022-2023, there were four national design registrations, and these were made by male faculty members only. Fifteen faculty members made seven utility model registrations, twelve of the inventors are male, and three are female.

When analysing the number of BUU Projects (Table 11), 171 of the total number of projects in 2023 were carried out by female and 193 by male leaders. In the first six months of 2024, 99 project leaders were female, and 148 were male.

4. DIMENSIONS AND ACTIONS

In accordance with the European Commission Gender Equality Strategy for 2020-2025, the BUU Gender Equality Plan follows the following five thematic areas that have been recommended for content. The plan includes planned actions for the development of each dimension in the BUU campus for the period of 2022-2024. For the planned actions, the responsibilities have been assigned to:

- Rector
- BUU Women and Family Studies Application and Research Center (UKAM)
- BUU Sustainability Office
- BUU Career Application and Research Center (KARMER)
- BUU Continuous Education Application and Research Center (ULUSEM)

4.1. Work-life balance and organisational culture

Despite believing in and supporting gender equality, BUU lacks an organisation to develop, supervise and control the gender equality program. To provide this requirement, BUU established “Women and Family Studies Application and Research Center (UKAM) which will be affiliated with the BUU General Secretary. The members include representatives from academic staff, administrative staff and students. UKAM will meet on a regular basis to discuss GEP's progress. Members of the committee should have enough knowledge of



gender equality; preferably, members should have worked on this matter. All the work and meetings conducted by UKAM should be reported to the university administration.

Diagnosis: BUU already has some primary data to analyse gender-related problems. But to make progress and create a university community which ensures gender equality, BUU needs to collect more data and create a data collection. The data-collecting process requires the work of UKAM. That collection should comprise sex/gender-disaggregated data on personnel (academic and administrative) and students and annual reporting based on indicators.

Continuous Training: UKAM should start a constant training plan on gender equality coordinated by the BUU General Secretary to create awareness and inform academics, students, administrative staff, and other staff. All members of the university will be asked to attend this training mandatorily. The plan should be revamped on a regular basis.

Monitoring and Evaluation: All works and activities related to GEP should be filed in the University Annual Report and presented to the BUU Rectorate.

Table 12. Gender Equality Strategic Action Plan

Dimension	Thematic Area	Aim	Planned Actions	Time Planning	Responsibility	Performance indicator/measure
Organizational culture	Leadership	Determining the responsible mechanisms for gender equality actions	Establishment of Gender Equality Committee (GEC) ²	2025	Rector	Action reports of UKAM
Work life balance	Data collection process	Providing evidence for gender equality in BUU	Conducting comprehensive surveys about gender equality in campus	2022-2025	UKAM Sustainability Office	Survey results
Organizational culture	Gender equality awareness	Mainstreaming the gender equality awareness	Establishing working teams dedicated to specific gender equality topics	2025	UKAM	Establishment of at least 3 working teams

² Gender Equality Committee (GEC) has not been established yet. However, UKAM has taken on issues related to gender equality.

4.2. Gender balance in leadership and decision-making

Diagnosis: The under-representation of women in decision-making processes in BUU has been evidenced already with the analysis results of:

- 26% of the Board is composed of female representatives
- 18% of the Senate is composed of female representatives

The causes for the under-representation of women in decision-making processes and positions should be determined, and the mechanisms for supporting the fair representation of women in decision-making processes should be provided.

Table 13. Gender Balance and Leadership Development Action Plan

Dimension	Thematic area	Aim	Planned actions	Time planning	Responsibility	Performance indicator/measure
Gender balance in decision making	Leadership	Improving gender balance in decision making processes	Ensuring the maintenance of gender balance	2022-2025	Rector	All commissions to have at least 40% female members
Gender balance in leadership and decision-making	Training	Decreasing the knowledge gap on gender equality of top management staff	Planning gender equality training programs for top management staff	2025	UKAM Sustainability Office ULUSEM	At least 50% of top management staff attend to training

4.3. Gender equality in recruitment and career progression

Diagnosis: Data concerning gender equality in recruitment and career progression have not been provided at BUU. The data should be collected as empirical evidence, and top management should be informed, and advice should be presented about improving gender equality in progressions

Table 14. Gender Equality in Career Progression and Recruitment Action Plan

Dimension	Thematic area	Aim	Planned actions	Time planning	Responsibility	Performance indicator/ measure
Gender equality in career progression	Time-bound status	Balancing the career progression among men and women	Determination of time-bound status of women and men in career progression in relation to academic staff	2025	Rectorship	-Survey results -Advice to top management
Gender equality in recruitment	Gender balance	Balancing the recruitment among men and women	Gender equality in recruitment	2025	Rectorship	-Survey results -Advice to top management

4.4. Integration of the gender dimension into research and teaching content

Diagnosis: Although the researchers of BUU have valuable studies about gender-related fields, systematic data collection has yet to be provided. BUU researchers need to be supported and encouraged to conduct gender-related research.

Contributing to the research capacity of BUU academic staff concerning gender equality is one of the objectives of BUU GEP. The researchers in BUU will be supported for conducting gender-related fields of research.

Activities to integrate the gender dimension in teaching will include mainstreaming gender awareness in all curricula and developing new knowledge and training methods for students and researchers in fields where sex and gender analysis are of relevance.

Table 15. BUU Gender Equality Plan: Enhancing Research and Education Capacity

Dimension	Thematic area	Aim	Planned actions	Time planning	Responsibility	Performance indicator/measure
Integration into teaching content	Training	Decreasing the knowledge gap on gender equality of academic staff	Planning gender equality training programs for academic staff	2025	UKAM Sustainability Office Quality Coordination Unit	At least 50% of academic staff attend to training
Integration into research content	Data collection	Determination of research capacity of BUU on gender-related issues	Collecting data from the researchers of BUU about their gender-related studies	2025	Rectorship	BUU Gender-related Issues Research Report
Integration into research content	Research	Promoting gender equality research in BUU	Organization of research workshops on gender equality	2025	UKAM Sustainability Office	At least 100 researchers attend to workshops
Integration into teaching content	Curriculum	Integrating gender equality issues in teaching content	Providing curriculum for gender equality training	2025	UKAM Sustainability Office All Faculties	At least 50 academicians include the curriculum in their teaching content

4.5. Actions against gender-based violence

Diagnosis: A systematic data collection has not been provided about the gender-based violence in BUU. Awareness and training activities should be organized for BUU staff, both academic and administrative, to offer individual actions against gender-based violence.

Table 16. Actions and Strategies Against Gender-Based Violence at BUU

Dimension	Thematic area	Aim	Planned actions	Time planning	Responsibility	Performance indicator/measure
Gender based violence	Data collection	Determination of gender-based violence perceptions of BUU staff	Collecting data from academic and administrative staff of BUU about their perceptions via surveys	2022-2025	UKAM Sustainability Office	-Survey results -BUU Gender Based Violence Report
Gender based violence	Awareness	Increasing awareness on gender-based violence	Preparation of online contents on gender-based violence	2022-2025	UKAM Sustainability Office	Receiving at least 1000 interactions on social media content sharing Presentation of online contents via social media accounts
Gender based violence	Training	Decreasing the knowledge gap on gender-based violence	Including gender-based violence topic to the gender equality training programs	2022-2025	UKAM Sustainability Office ULUSEM	At least 50% of academic staff attend to training

