

Başkent University Gender Equality Plan BÜGEP (2025–2030)

Official Policy Statement & Implementation Framework

1. Introduction & Policy Alignment

- Başkent University recognizes **gender equality** not only as a **fundamental human right** but also as a **prerequisite for excellence in science, education, and societal development**. Universities are transformative institutions that shape future generations; therefore, ensuring equal opportunities for women and men in all areas of academic and administrative life is a cornerstone of Başkent University's mission and vision.
- This Gender Equality Plan (GEP) is designed as an **institutional roadmap** for achieving gender equality and inclusivity. It integrates the requirements and best practices established at the European and national levels with the University's internal strategic priorities, quality assurance commitments, and social responsibility mandate.

1. Introduction & Policy Alignment – cont.

The GEP is grounded in the following frameworks:

- **EU Gender Action Plan III (GEP III, 2021–2025):** Provides a comprehensive framework for mainstreaming gender across education, research, and institutional governance. GEP III emphasizes measurable targets, gender budgeting, and the integration of gender-sensitive perspectives in both policy and practice.
- **EIGE’s Institutional Transformation Framework:** Offers methodological guidance on developing and implementing gender equality action plans, highlighting structural, personnel, and output dimensions. This ensures that gender equality is addressed in representation, culture, values, and outcomes.

1. Introduction & Policy Alignment – cont.

The GEP is grounded in the following frameworks:

- **Başkent University Strategic Plan 2023–2033:** Emphasizes sustainability, innovation, societal service, and global competitiveness. Gender equality is embedded within these themes as a driver for achieving excellence, improving institutional reputation, and contributing to national and international development goals.
- **Quality Assurance General Policy (BÜGEP-04):** Embeds fairness, inclusivity, and continuous improvement into the University's quality cycle of planning, implementation, monitoring, and evaluation. The GEP builds on this quality culture by positioning gender equality as a measurable and auditable dimension of institutional performance.
- **Institutional Self-Evaluation Report (2024):** Highlights inclusivity, leadership accountability, and accreditation-driven transformation. The GEP aligns with the University's quality assurance commitments and supports its accreditation processes by ensuring compliance with **European Research Area (ERA)** and **Horizon Europe** eligibility requirements.

1. Introduction & Policy Alignment – cont.

In this context, the Başkent University GEP will serve as a **dual-purpose policy instrument**:

- **As a quality policy** – integrated into strategic management, accreditation, and performance monitoring systems (STRASIS and FARSIS), ensuring sustainability and accountability.
- **As a social responsibility commitment** – reinforcing Başkent University's role as a national leader in promoting gender equality in higher education and contributing to Türkiye's compliance with European Higher Education Area (EHEA) and United Nations Sustainable Development Goal 5 (Gender Equality).

2. Institutional Context & Gender Baseline

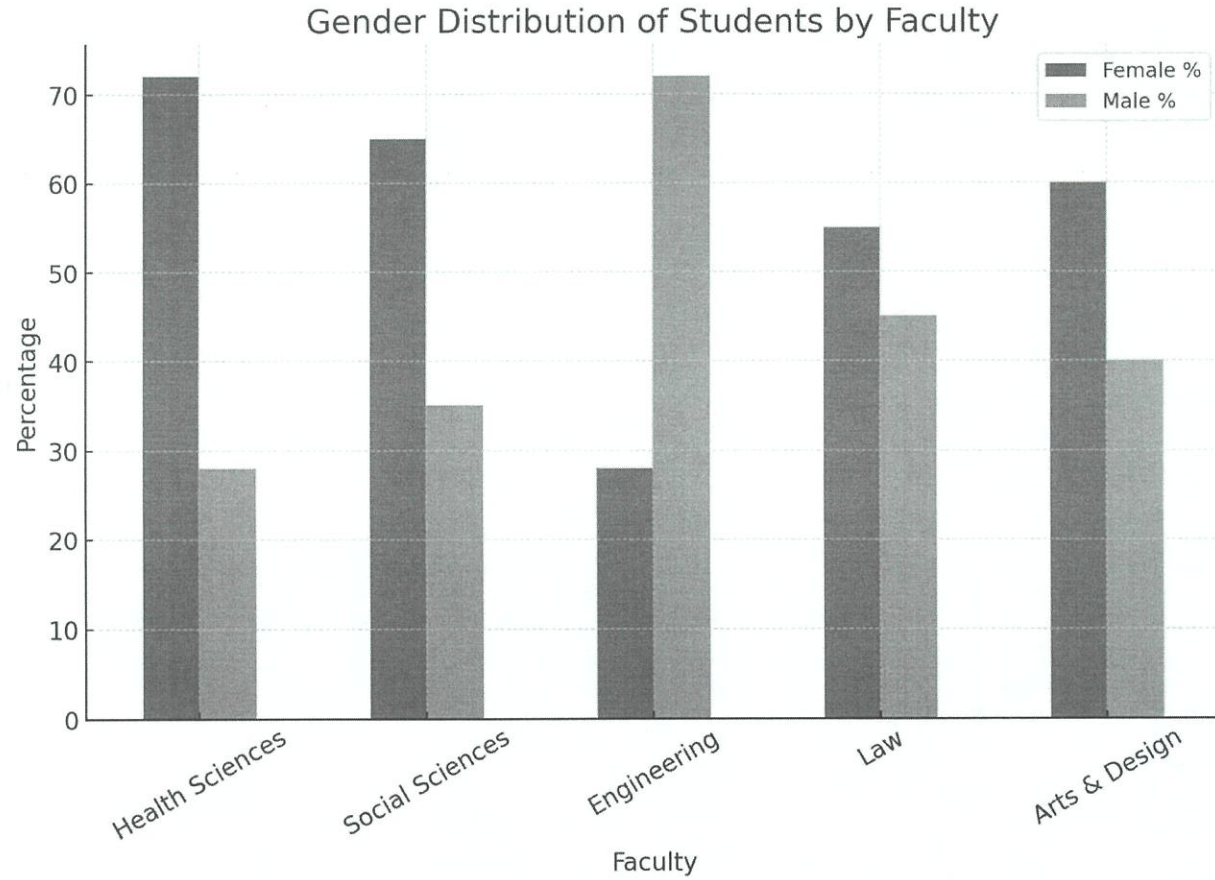
Başkent University, established in 1994 as Türkiye's first foundation university in the field of health, currently educates **17,106 students** across **46 associate, 86 bachelor, 105 master's, and 38 doctoral programs**, supported by **1,848 academic staff** and **7,010 administrative staff**. Its multi-campus structure (Ankara, Adana, Alanya, İstanbul, İzmir, Konya) and strong network of research centers position the University as a major actor in higher education and health sciences in Türkiye.

2.1 Gender-disaggregated Student Profile

- **Female students** constitute a clear majority in **health sciences, nursing, education, and social sciences**. These patterns reflect broader national and global trends where women tend to dominate care-related and social disciplines.
- **Male students** are more heavily represented in **engineering, computer science, and some natural sciences**, indicating persistent gender GEPs in STEM fields.
- This uneven distribution of students across disciplines creates long-term structural effects on the labor market, research output, and innovation ecosystems, reinforcing gendered professional pathways.



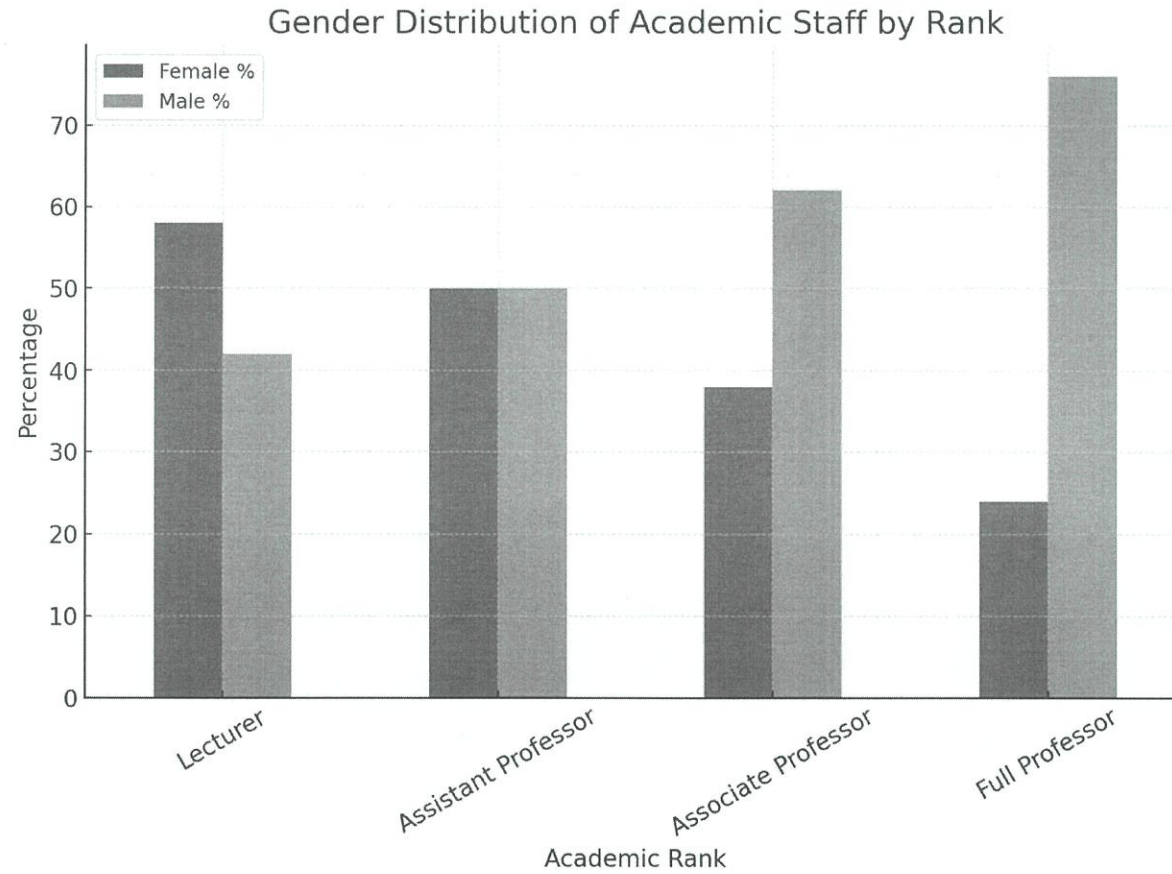
2.1 Gender-disaggregated Student Profile



2.2 Academic Staff and Leadership

- Among **lecturers and assistant professors**, number of female faculty members approach parity with male colleagues. In some faculties, female faculty members constitute more than 50 per cent of the Faculty members.
- As academic rank increases, the proportion of female faculty members decreases: **fewer women occupy associate professor positions, and women are significantly underrepresented among full professors and faculty deans.**
- Leadership positions at the University (rectorate, vice-rectors, faculty deans, institute directors, and board members) are still disproportionately male. This phenomenon, known as the “**leaky pipeline**”, highlights how systemic barriers—such as work-life balance, promotion criteria, implicit bias, and mentorship GEPs—constrain women’s progression to the highest academic and administrative levels.

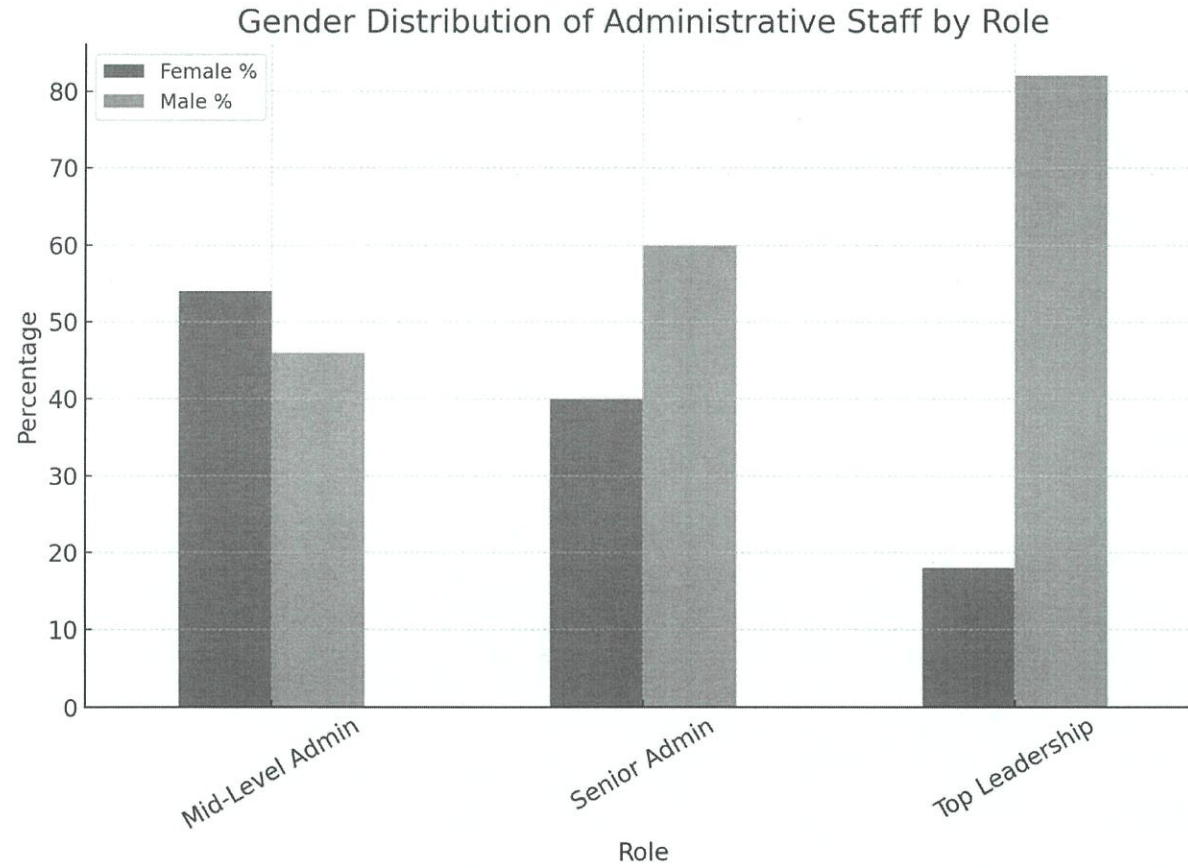
2.2 Academic Staff and Leadership



2.3 Administrative and Support Staff

- Gender distribution among administrative staff is relatively balanced at entry and mid-management levels, with women comprising **over 50% in certain units** such as student services, health administration, and finance.
- At **senior administrative and top management levels**, however, the balance shifts, with women holding only around **one-fifth of top leadership roles**.
- This imbalance limits women's influence on institutional decision-making and reduces the visibility of female leadership models for students and junior staff.

2.3 Administrative and Support Staff



2.4 Existing Institutional Units and Capacities

- **TOCAM (Toplumsal Cinsiyet Araştırmaları Merkezi / Center for Gender Studies):** Focuses on research, policy analysis, and dissemination of knowledge on gender equality. It provides a hub for interdisciplinary collaboration and offers expertise in gender mainstreaming.
- **BÜKÇAM (Kadın-Çocuk Sağlığı ve Aile Planlaması Araştırma ve Uygulama Merkezi):** Established in 2001, BÜKÇAM conducts applied research and policy-oriented projects on women's and children's health, reproductive rights, and family planning. Its health focus links gender equality with public health outcomes.
- Together, these centers provide **institutional capacity** to implement gender-sensitive research, policy interventions, and training programs. However, their activities remain underutilized in strategic decision-making and require stronger integration into University-wide governance structures.

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2.5 National and International Policy Context

- In Türkiye, the **Higher Education Quality Council (YÖKAK)** encourages universities to adopt institutional gender equality plans, especially for international project eligibility (e.g., **Horizon Europe**).
- Internationally, Başkent University's participation in EU-funded programs and global academic networks requires demonstrated commitment to gender equality. GEP thus becomes both an **eligibility condition** and a **strategic opportunity** to enhance international reputation and competitiveness.

2.6 Key Challenges Identified

- **Horizontal segregation:** Overrepresentation of women in health and education, underrepresentation in engineering and STEM.
- **Vertical segregation:** Declining female representation with seniority (lecturer → assistant professor → professor → leadership).
- **Leadership GEP:** Limited female presence in top academic and administrative governance.
- **Cultural barriers:** Persistence of gender stereotypes and unequal expectations regarding care responsibilities.
- **Research GEPs:** Limited integration of sex/gender analysis in scientific research and project design.

2.7 Opportunities for Transformation

- Leveraging TOCAM and BÜKÇAM as institutional hubs for **gender training, research integration, and policy advocacy**.
- Utilizing existing **quality assurance structures (STRASIS, FARSIS, BÜGEP)** to institutionalize gender equality metrics.
- Embedding GEP into the University's **Strategic Plan 2023–2033** as a long-term sustainability and excellence driver.
- Strengthening Başkent's national and EU positioning by aligning with **EIGE and Horizon Europe GEP requirements**.



3. Strategic Objectives (Expanded)

Başkent University's Gender Action Plan is structured around five mutually reinforcing strategic objectives, aligned with the **EU Gender Action Plan III (GEP III)** and **EIGE's institutional transformation model**. Each objective is designed to address specific challenges identified in the institutional context and to transform them into opportunities for excellence and sustainability.



3.1 Institutional Transformation

- **Aim:** To integrate gender equality into the **core governance, decision-making, and quality assurance systems** of Başkent University.
- **Rationale:** Institutions are not gender-neutral; without systematic reform, inequalities become embedded in rules, procedures, and culture. Başkent University's Strategic Plan 2023–2033 emphasizes sustainability, innovation, and global competitiveness. Gender mainstreaming strengthens all three by ensuring inclusivity, fairness, and accountability.
- **Key Actions:**
 - Integration of gender equality KPIs into the University's performance monitoring systems (**STRASIS** and **FARSIS**).
 - Adoption of a **gender-sensitive budgeting approach** to allocate adequate human and financial resources for GEP activities.
- **Expected Outcomes:** Gender equality becomes an institutional quality policy, monitored annually, with measurable improvements across governance structures.

3.2 Balanced Representation & Leadership

- **Aim:** To ensure **equitable representation of women and men in academic and administrative leadership** positions by 2030.
- **Rationale:** Although women represent a strong share of students and junior faculty, their numbers decrease at higher academic ranks and leadership roles (the “leaky pipeline” effect). This vertical segregation undermines equality and wastes talent.
- **Key Actions:**
 - Advancement of **gender-sensitive promotion and hiring policies**, including clear criteria and anti-bias mechanisms.
 - Setting a **target of at least 40% female representation** in decision-making bodies (Senate, committees, boards) by 2030.
 - Launch of **leadership mentoring programs** for women academics and administrators, modeled on best practices from European universities.
- **Expected Outcomes:** A visible increase in women leaders, improved gender balance in senior roles, and a stronger role-model effect for future generations.

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3.3 Safe & Inclusive Environment

- **Aim:** To create a **zero-tolerance campus culture** against harassment, discrimination, and gender-based violence.
- **Rationale:** A safe and inclusive environment is a prerequisite for equality in education and work. Institutional culture must actively protect rights, dignity, and well-being.
- **Key Actions:**
 - Enforcement of a **Anti-Harassment and Anti-Discrimination Policy** ([https://www.baskent.edu.tr/belgeler/mevzuat/yonerge/Cinsel Taciz ve Saldiriya Karsi De_istek Ilkeleri Politika Belgesi.pdf](https://www.baskent.edu.tr/belgeler/mevzuat/yonerge/Cinsel_Taciz_ve_Saldiriya_Karsi_De_istek_Ilkeleri_Politika_Belgesi.pdf)).
 - Regular awareness campaigns, workshops, and **mandatory training** for students and staff on respectful communication, inclusion, and gender-based violence prevention.
- **Expected Outcomes:** A campus where all individuals—regardless of gender—feel safe, respected, and supported, reflected in periodic surveys and reduced incident rates.

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3.4 Capacity Building & Awareness

- **Aim:** To foster a university-wide culture of **gender sensitivity, inclusivity, and equality competence**.
- **Rationale:** Sustainable change requires building knowledge, skills, and awareness among all staff and students. This is in line with Başkent University's mission to "train individuals respectful of human and environmental rights".
- **Key Actions:**
 - Integration of **gender equality modules into curricula** across disciplines, ensuring students graduate with awareness of gender perspectives.
 - **Mandatory training programs** for all academic, administrative, and managerial staff on gender equality, unconscious bias, and diversity management.
 - Promotion of women's achievements in science, health, and innovation through **awareness campaigns, awards, and recognition programs**.
- **Expected Outcomes:** Staff and students equipped with gender competencies, increased awareness of equality issues, and recognition of women's contributions in all fields.

3.5 Research, Education & Societal Contribution

- **Aim:** To embed gender perspectives into **research design, innovation, and societal engagement**.
- **Rationale:** Gender-blind research risks producing biased results, limiting impact and applicability. EU research frameworks (e.g., Horizon Europe) require integration of sex/gender analysis. Başkent University can enhance its international competitiveness by embedding gender-sensitive methodologies.
- **Key Actions:**
 - Requirement that all **funded or supported research projects include sex/gender analysis** in their design, where relevant.
 - Strengthening interdisciplinary research on gender, health, and technology, with **TOCAM and BÜKÇAM** as leading hubs.
 - Building partnerships with **national and international gender equality networks**, ensuring Başkent University's active role in EU projects and policy platforms.
- **Expected Outcomes:** More gender-sensitive, inclusive, and innovative research outputs; increased participation in EU-funded projects; improved societal contributions aligned with **SDG 5**.

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4. Action Areas & Measures

Area	Measures	Responsible Unit(s)	Timeline	Indicators
Governance & Policy	Integrate GEP into Strategic Plan	Rectorate, Quality Commission	2025–2026	Quality Department, operational
Leadership Balance	Introduce gender quotas for committees & leadership positions	Rectorate, HR	2026–2028	40% female representation in leadership
Safe Campus	Launch harassment reporting system; awareness campaigns	TOCAM, Student Affairs	2025–2027	# of cases resolved; student survey results
Training & Awareness	Mandatory gender training for staff; gender-inclusive curriculum	HR, Academic Senate	2025–2029	% staff trained; # of gender modules introduced
Research & Innovation	Require gender dimension in funded projects; support gendered research	Research Directorate, TOCAM, BÜKÇAM	2025–2030	% projects with gender analysis; # of publications
Monitoring & Evaluation	Annual GEP report integrated into quality cycle	Gender Equality Office, Quality Commission	Annual	Publication of GEP progress reports

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5. Monitoring & Accountability

Başkent University's Gender Equality Plan (GEP) will be implemented as a **living document**, systematically monitored, evaluated, and continuously improved. The monitoring framework is designed in line with **EIGE's gender-responsive evaluation approach**, the University's **Quality Assurance General Policy (BÜGEP)**, and existing **STRASIS** (Strategic Planning & Monitoring) and **FARSIS** (Activity Reporting) systems.

5.1 Multi-level Monitoring Structure

Operational Monitoring (Unit-level):

- Each faculty, institute, and administrative unit will designate a **Gender Focal Point** responsible for collecting gender-disaggregated data, reporting progress, and implementing GEP-related actions at the local level.
- These focal points will collaborate with **Birim Kalite Komisyonları** (Unit Quality Commissions) to ensure gender equality is integrated into all internal quality processes.

Central Monitoring (Rectorate-level):

- The **Gender Equality Office** will consolidate data from all units, prepare annual progress reports, and ensure alignment with strategic goals.
- This office will act as a bridge between TOCAM, BÜKÇAM, HR Directorate, Research Directorate, and the Quality Commission.

Strategic Oversight (Senate & Quality Commission):

- The University Senate will review and adopt the annual GEP Progress Report.
- The Quality Commission will ensure gender indicators are integrated into accreditation, audits, and institutional evaluations.

5.2 Data Collection & Indicators

- Data will be collected across **students, staff, leadership, research projects, and campus culture**.
- All data will be **disaggregated by gender, academic rank, administrative role, and faculty/discipline**, ensuring visibility of inequalities.
- Key performance indicators (KPIs) include:
 - Female representation in governance bodies.
 - Percentage of staff trained in gender equality.
 - Proportion of projects with gender dimension.
 - Reported cases of harassment resolved.
 - Student/staff satisfaction with inclusivity (survey-based).

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5.3 Reporting & Transparency

- An **Annual Gender Equality Progress Report** will be prepared and published openly on the University website.
- Reports will include:
 - Achievements against KPIs.
 - Challenges encountered and mitigation strategies.
 - Best practices and success stories from units.
- A **dashboard** will be developed within STRASIS to allow real-time tracking of gender indicators, accessible to internal stakeholders.

5.4 Evaluation Cycle

- **Mid-term evaluation (2027):** Independent review of GEP progress, involving external experts (e.g., YÖKAK, national women's NGOs, EU partners).
- **Final evaluation (2030):** Comprehensive assessment of GEP outcomes, benchmarked against EU GEP III goals and national higher education equality strategies.
- Evaluations will be **gender-responsive**, meaning they will assess not only quantitative outcomes but also cultural and behavioral change within the institution.

5.5 Continuous Improvement

- Findings from annual reports and evaluations will feed into the **Plan-Do-Check-Act (PUKÖ) cycle** of the University's quality management system.
- GEP actions will be updated annually to reflect new challenges, opportunities, and policy changes.
- Regular consultation with **students, staff unions, alumni, and civil society partners** will ensure participatory improvement.

5.6 Accountability & Enforcement

- The Rectorate and Senate will bear ultimate accountability for GEP implementation.
- Unit leaders (deans, directors, department chairs) will have **performance-based accountability**, with GEP outcomes included in their annual evaluations.
- Failure to meet GEP targets without justification may trigger **corrective actions**, such as targeted interventions, additional training, or resource reallocation.

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6. Expected Impact

- Başkent University, as one of Türkiye's leading foundation universities, has carried the mission of **excellence in education, pioneering research, and societal service** since its establishment in 1994. Within this institutional culture, **gender equality emerges not only as a fundamental human right but also as a strategic priority**—a prerequisite for ensuring academic quality, institutional sustainability, and societal well-being.
- The University acknowledges that **gender equality is directly linked to educational quality, innovation capacity, and global competitiveness**. Inequalities in representation, leadership, and research not only limit the potential of individuals but also reduce the efficiency and inclusivity of academic institutions. For Başkent University, promoting gender equality therefore means:
 - creating **equal opportunities** for students, staff, and researchers,
 - ensuring a **safe and inclusive learning environment**,
 - embedding **gender-sensitive perspectives** into curricula and research, and
 - contributing to Türkiye's alignment with **European Union standards and international commitments** such as the Sustainable Development Goals (SDGs).

6. Expected Impact

- With this Gender Equality Plan (GEP), Başkent University formally commits to a **gender-transformative institutional transformation**. The GEP positions gender equality as a **cross-cutting value** embedded in the University's **Strategic Plan 2023–2033**, its **Quality Assurance General Policy (BÜGEP-04)**, and its mission to train globally competent graduates who uphold fairness, justice, and respect for human rights. It is both a **quality policy instrument**—ensuring compliance, monitoring, and accountability—and a **societal responsibility statement**, placing Başkent University at the forefront of gender equality in higher education.

6.1 Institutional Impact

- Creation of a **gender-transformative campus culture** where fairness, inclusivity, and equal opportunity are core values reflected in governance, administration, and student life.
- Improved **female representation in senior academic and administrative leadership**, breaking the existing “leaky pipeline” effect and ensuring that women have equal access to decision-making positions.
- Strengthening of institutional **quality assurance systems**, with gender equality embedded as a measurable performance dimension within STRASIS and FARSIS, ensuring sustainability and accountability.

6.2 Academic and Research Impact

- Enhanced **gender-sensitive curricula**, ensuring that students across all disciplines—including STEM—graduate with awareness and competence in gender equality issues.
- Systematic inclusion of **sex/gender analysis in research**, improving scientific validity, innovation capacity, and eligibility for EU research funding.
- Greater visibility of women researchers as **principal investigators and innovators**, especially in health sciences and technology, strengthening Başkent University's contribution to the European Research Area (ERA).
- Development of interdisciplinary research clusters through TOCAM and BÜKÇAM, advancing **cutting-edge knowledge** on gender, health, technology, and social transformation.

6.3 Societal Impact

- Establishment of Başkent University as a **role model in Türkiye** for promoting gender equality in higher education, inspiring other universities and research institutions.
- Stronger links with **civil society, municipalities, and NGOs**, enabling the University to play a leadership role in societal awareness campaigns and community engagement.
- Empowerment of students, particularly women, with **equal career opportunities**, thereby contributing to labor market equality in healthcare, engineering, law, and emerging fields.
- Reduction of gender-based barriers in academia contributes to greater **social inclusion**.



6.4 National and International Policy Impact

- Contribution to **Türkiye's national gender equality strategies**, supporting YÖKAK's institutional evaluation framework and harmonizing with Horizon Europe requirements.
- Strengthened compliance with **EU GAP III** priorities and the **European Institute for Gender Equality (EIGE)** recommendations, positioning Başkent University as a reliable partner in European projects.
- Tangible contribution to the **United Nations Sustainable Development Goal 5 (Gender Equality)** and indirect support to other SDGs, including **SDG 4 (Quality Education)**, **SDG 8 (Decent Work and Economic Growth)**, and **SDG 10 (Reduced Inequalities)**.
- Improved international reputation of Başkent University, attracting **more collaborations, research partnerships, and international students** who value inclusive and equality-driven institutions.

Conclusion

- With this Gender Equality Plan, Başkent University reaffirms its unwavering commitment to becoming a **gender-transformative institution** where equality, inclusivity, and respect for human dignity are embedded in every aspect of academic and administrative life. By aligning with European and international frameworks, integrating gender-sensitive policies into its Strategic Plan 2023–2033 and Quality Assurance system, and mobilizing the expertise of its dedicated research centers, the University positions itself as a **national leader and an international partner** in advancing gender equality.

Conclusion

- This plan is not a static document but a **living framework**, to be monitored, evaluated, and continuously improved through the participation of all students, staff, and stakeholders. Its successful implementation will foster a **fairer academic environment, stronger research outputs, balanced leadership, and greater societal impact**, while contributing to Türkiye's fulfillment of its commitments to the European Higher Education Area and the United Nations Sustainable Development Goals.
- Başkent University is committed to walking this path with determination, transparency, and collective responsibility, ensuring that **gender equality is not only a principle we declare but a reality we live and lead by.**



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