



UNIVERSITY OF HEALTH SCIENCES

GENDER EQUALITY PLAN (GEP)

2025-2027



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Introduction

University of Health Sciences (SBU) has developed the “Gender Equality Plan” based on an approach that prioritizes fairness and inclusivity for all individuals. The primary objective of this plan is to solidify the university’s goal of becoming a secure, inclusive institution that offers equal academic development opportunities for everyone. SBU believes that equality and diversity are fundamental values that enhance scientific productivity, encourage academic achievement, and foster a more inclusive working and learning environment.

Equality policies adopted in higher education and research not only maximize the potential of researchers but also contribute significantly to the development of academic competencies. Moreover, these policies help strengthen a culture of inclusive dialogue and institutional solidarity.

The foundation of this plan lies in promoting equal opportunities and ensuring continuous improvement of practices and activities for all members of the university. Numerous studies in the academic field have highlighted institutional barriers that individuals may face in advancing their careers. These barriers often manifest as discriminatory practices, harassment, challenges in achieving a work-life balance, and unequal access to professional development opportunities.

SBU views the elimination of such barriers as a critical responsibility to advance scientific progress. In this regard, comprehensive plans and practices are implemented with a holistic approach to create a safe, inclusive, and equitable work and learning environment. The university remains committed to fostering an academic climate where all members can fully realize their potential.

SBU is committed to placing equal opportunities at the core of all institutional processes. To this end, the university pledges to allocate all necessary resources to ensure the effective implementation of the Equal Opportunities Action Plan. SBU pledges to allocate all necessary resources for the effective implementation of the Equal Opportunities Action Plan. To support the implementation of the plan and to overcome any potential obstacles, a robust coordination structure will be established.

As a newly established university, SBU is in the process of building an institutional framework for equal opportunities. Relevant units will work in close collaboration to ensure that the perspective of equal opportunities is integrated into all institutional policies, procedures, and decision-making mechanisms.

DATA COLLECTION AND MONITORING

For the purposes of coordination and evaluation, reliable data from each department and unit within SBU will be continuously collected to monitor the progress of reporting and preventive measures. Data on all levels of SBU members will be gathered, analyzed, and statistically assessed. To evaluate the current situation at SBU and to identify areas for improvement, the data used in this analysis will be obtained from various academic and administrative units.

GEP-SBU was approved by the Senate dated 09.07.2025 and numbered 17-14.



Student Statistics (2024–2025 Academic Year)

| Type of Education | Woman | Men | Total |
|-------------------|---------------|--------------|---------------|
| Associate Degree | 4.765 | 2.267 | 7.032 |
| Bachelor's Degree | 11.348 | 5.846 | 17.194 |
| Master's Degree | 394 | 84 | 478 |
| Doctorate (PhD) | 664 | 229 | 893 |
| Total | 17.171 | 8.426 | 25.597 |

Data Source: Öğrenci Bilgi Sistemi Public Stats,
https://obs.sbu.edu.tr/oibs/public_stats/index.aspx#

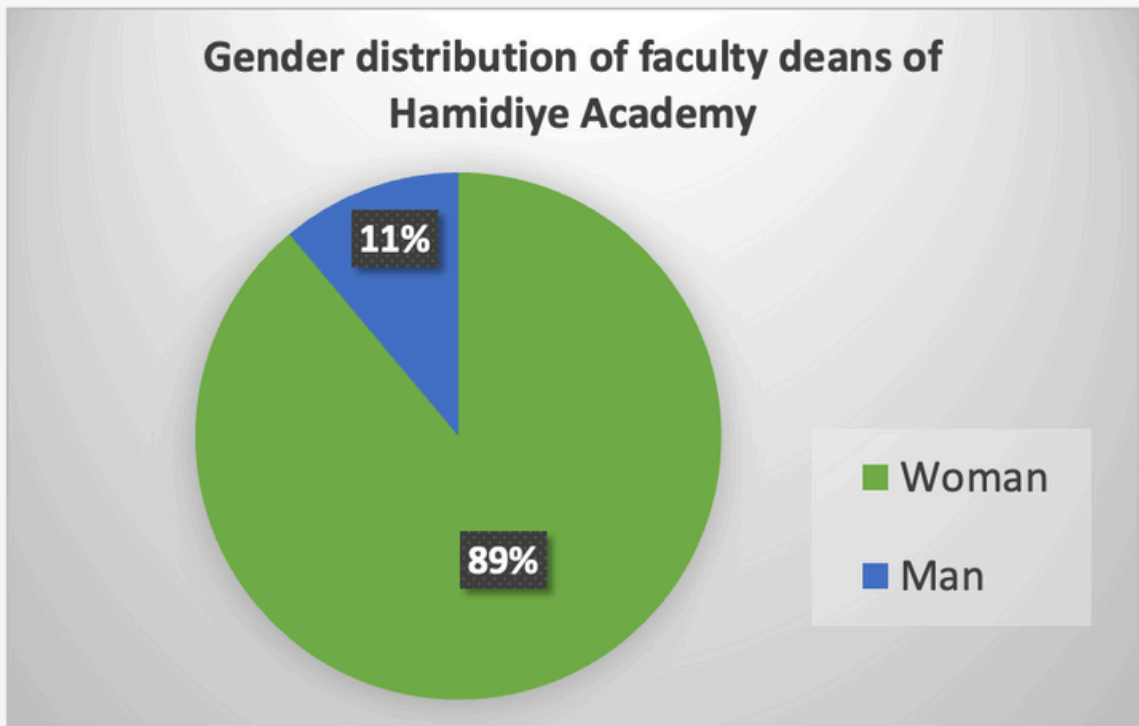


EDUCATION

SBU will review its current training plans to enhance educational opportunities, focusing broadly on equal opportunities and specifically on research and teaching practices that are sensitive to inclusivity. Educational activities that prioritize equal opportunities will include training programs aimed at preventing discrimination and increasing awareness of equal opportunities within academia.

The university will organize workshops and seminars focusing on research, teaching, knowledge transfer, and governance, sharing the latest developments in the field of equal opportunities. These training programs are designed to raise awareness among participants and encourage inclusivity in both research and teaching practices.

| Staff Statistics (2024–2025 Academic Year) | | | |
|--|-------|-------|-------|
| | Woman | Men | Total |
| Academic Staff | 2.001 | 2.235 | 4.236 |
| Administrative Staff | 409 | 593 | 1.002 |
| Toplam | 2.410 | 2.828 | 5.238 |
| Data Source: SBÜ 2024 Yılı İdare Faaliyet Raporu https://sgdb.sbu.edu.tr/uploads/63a61b0d-2177-74b6-6ea2-3a0814c8ac90/sbu2024fr.pdf | | | |



AREA 1: Work-Life Balance and Organizational Culture

SBU considers a priority to provide an environment where all staff and students can balance their professional and personal lives effectively. Policies on work-life balance are developed to enable academic and administrative personnel to manage their professional responsibilities alongside personal obligations in harmony.

The organizational culture at SBU is built on respect for inclusivity, and fairness, fostering an environment that encourages active participation from all stakeholders. In this context, supportive mechanisms such as flexible working models, family-friendly practices, and stress management programs are being implemented.

| Objective | Actions |
|---|--|
| 1. To increase awareness of equal opportunities across the university | - Organize seminars, workshops, and panels on the theme of equal opportunities |
| 2. To provide training for academic and administrative staff on equality policies | -Develop training programs on equal opportunities and inclusivity for staff |
| 3. To raise awareness among students | - Integrate an equal opportunities module into orientation programs |
| 4. To strengthen the emphasis on equal opportunities in institutional communication | - Share equal opportunities-themed content on the website, social media, and newsletters |
| 5. To support a safe campus environment | - Raise awareness on preventing behaviors that undermine equal opportunities |



Area 2: Equal Opportunities in Leadership and Decision-Making Processes

Our university places great emphasis on ensuring equal opportunities within leadership and decision-making mechanisms. A participatory representation approach that reflects diverse perspectives is adopted in management levels and strategic decision-making processes.

To this end, a promotion system based on the principles of merit and fairness is implemented, and transparent, equitable criteria are developed for access to leadership positions. In addition, leadership development programs are offered to strengthen the competencies of potential leaders. This approach aims to establish a sustainable structure that enhances the contributions of diverse groups within administrative processes.

| Objective | Actions |
|--|--|
| 1. Promote equal opportunities in leadership positions | - Develop policies and guidelines that support equal opportunities in managerial roles |
| 2. Enhance equal opportunities in decision-making mechanisms | - Implement structural arrangements to increase representation of diverse groups in decision-making bodies |
| 3. Launch leadership development programs | - Design leadership training programs with a focus on equal opportunities for potential managers |
| 4. Ensure transparency in promotion processes | - Establish open, measurable, and fair evaluation criteria for academic and administrative promotions |
| 5. Increase awareness of equal opportunities in leadership | - Provide training programs on equal opportunities for individuals in leadership positions |

Area 3: Equal Opportunities in Employment and Career Development

SBU implements comprehensive policies to ensure equal opportunities in recruitment, promotion, and career planning processes. Objective, transparent, and fair criteria are applied in the selection of academic and administrative staff.

The university aims to create an environment where all employees and students have equal access to opportunities that allow them to develop their skills and realize their potential. Strategies to support professional development include mentorship programs, career counseling, and continuous education initiatives. This approach not only promotes individual success but also enhances institutional efficiency and effectiveness.

| Objective | Actions |
|---|---|
| 1. Strengthen equal opportunities in recruitment processes | - Ensure that all job postings emphasize the principle of equal opportunities |
| 2. Ensure fairness and transparency in promotion and advancement | - Base career progression criteria on clear, measurable, and standardized benchmarks |
| 3. Provide equal access to professional development opportunities | - Launch mentorship and career counseling programs for all employees |
| 4. Develop career policies sensitive to work-life balance | - Prepare guidelines that include flexible working models and family-friendly practices |

Area 4: Integration of Equal Opportunities Dimension into Research and Educational Content

Considering the dimension of equal opportunities in research and teaching activities is one of the main principles of SBU. During curriculum development processes, inclusive content is prepared to address the needs of every individual.

In research projects, analyses that reflect the impacts of equal opportunities and the use of methodologies that promote equality are encouraged. This approach contributes to producing scientific knowledge from a more inclusive perspective and supports students in gaining a multidimensional understanding.

| Objective | Actions |
|--|--|
| 1. Promote inclusive approaches in research projects | - Consider the perspective of equal opportunities in research proposals and evaluations |
| 2. Conduct awareness and capacity-building activities for academics | - Support faculty members in producing inclusive content through trainings, workshops, and seminars |
| 3. Establish a monitoring mechanism for equal opportunities in research and education processes | - Prepare annual evaluation reports on the integration of equal opportunities in research activities and outputs |
| 4. Ensure active participation of the university in scientific and social projects advancing equal opportunities, particularly in areas such as economic empowerment, health, and entrepreneurship | - Monitor project applications submitted in these priority areas |

Area 5: Violations Against Equal Opportunities and Preventive Mechanisms

Our university has developed comprehensive policies and practices to prevent violations of equal opportunities. To ensure the safety of all stakeholders, a zero-tolerance policy has been adopted against discrimination, mobbing, harassment, and all similar adverse behaviors.

In this context, awareness-raising trainings, information campaigns, and a robust reporting/complaint mechanism have been established. Internal guidance and support services are also provided to prevent potential victimization and to ensure rapid intervention when necessary. These policies form part of Health Sciences University's vision to create an inclusive and safe working and learning environment.

| Objective | Actions |
|--|---|
| 1. Establish an institutional policy on the prevention of harassment and violence | - Prepare a comprehensive institutional policy and procedural guideline covering harassment, mobbing and all forms of violence |
| 2. Organize awareness-raising trainings and seminars | - Launch "Safe Campus and Equal Opportunities" themed training programs for all staff and students |
| 3. Develop reporting and complaint mechanisms | - Establish a reliable, accessible, and confidential complaint submission system |
| 4. Increase awareness and sensitivity among all stakeholders regarding the prevention of harassment and violence | - Organize awareness and sensitivity trainings to support a comprehensive fight against harassment and violence |