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mükemmeliyet

Bilkent University UNAM

Gender Equality Capacity Assessment And Questionnaire Analysis Report

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1. Gender Equality and Capacity Assessment

Current State Analysis

UNAM operates with the mission of contributing to our country by establishing internationally competitive R&D capacity and educational competence in the fields of nanoscience, nanotechnology, biotechnology/nanobiotechnology, materials science/engineering, and related disciplines — all within a multidisciplinary ecosystem, guided by qualified human resources and a management approach based on intellect and knowledge.

As a strong team committed to collaboration and co-creation, where everyone acts with care, respect, and constructiveness, and where a culture of cooperation is deeply valued, UNAM promotes an inclusive and diversity-driven approach. In line with its institutional values and policies, several practices have been implemented within the framework of Gender Equality. A few examples of these are presented below.

Gender Equality Plan (GEP)

As UNAM, the Gender Equality Plan (GEP) has been developed to define the principles and actions aimed at promoting gender equality. As an institution that fosters an environment of equal opportunity in all its activities, UNAM aims, through its GEP, to facilitate mechanisms that enhance this environment and to improve existing policies that support gender equality through its operations.

In line with the commitments outlined in the GEP, UNAM has adopted the following non-discrimination statement:

“UNAM hires researchers, technical and administrative staff and admits students (MSN students are admitted with the collaboration with the university) without regard to gender identity, race, color, age, national or ethnic origin or sexual orientation, to all the rights, privileges, and activities generally made available to staff and students at UNAM. It does not discriminate on the basis of gender identity, race, color, age, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs.”

The efforts undertaken as part of the actions targeted in the Gender Equality Plan are presented below.

1.1. Objective 1: Institutionalization

Gender Equality Committee (GEC)

As the first step of the goals and actions defined in the Gender Equality Plan (GEP), UNAM established the Gender Equality Committee on December 1, 2024.

All decisions taken by UNAM’s management are made in alignment with the principles of gender equality. The Committee works in coordination with the relevant university-level committee to ensure the implementation, coordination, and monitoring of gender equality policies by UNAM’s administrative staff and researchers.

In its regular meetings, the Committee evaluates the needs and proposed actions raised by its members and initiates relevant work accordingly.

1.2. Objective 2: Data Collection and Monitoring

Current Statistical Data on Gender Distribution

As of September 2025, the statistical data on gender at UNAM are presented below:

Table 1. Gender distribution among staff categories.

	Women		Men		Total
	#	%	#	%	#
Board of Governance	1	11%	8	89%	9
Management	0	0%	4	100%	4
Administrative Personnel	18	78%	5	22%	23
Researchers	14	39%	22	61%	36
Technical Personnel	8	24%	25	76%	33
Total	41	39%	64	61%	105

Table 2. Gender distribution among staff education levels.

	Women		Men		Total
	#	%	#	%	#
High School	1	14%	6	86%	7
Associate Degree		0%	2	100%	2
BSc	16	47%	18	53%	34
MSc	8	53%	7	47%	15
PhD	16	37%	27	63%	43
Total	41	41%	60	59%	101

Table 3. Gender distribution for students disaggregated with the degree pursued.

	Women		Men		Total
	#	%	#	%	#
PhD	18	39%	28	61%	46
MS	16	38%	26	62%	42
Total	34	39%	54	61%	88

Gender Equality Capacity Assessment Survey

In line with its sensitivity and institutional policy on gender equality, UNAM conducted an internal survey on April 4, 2025, to raise awareness and identify existing perceptions and needs related to gender equality. The findings serve as a reference for shaping future initiatives and activities under the GEP.

The relevant survey results are included in Section 2.

1.3. Objective 3: Organizational Culture, Capacity Building, and Work-Life Balance

1.3.1. Encouraging Female Candidates in PI Recruitment

Recognizing the global underrepresentation of women in the workforce—particularly in science and technology—UNAM emphasizes gender balance in its recruitment strategy. Within the framework of its vision to generate high-impact, high-value scientific outcomes through competitive R&D, UNAM promotes equal opportunities for women in research staff hiring.

All PI recruitment announcements specifically encourage applications from female candidates, regardless of nationality, and this statement is prominently included in job postings.

1.3.2. UNAM Scholarship for Young Women

The bold and young women scientists shape the future of science and technology. UNAM believes in their potential and supports them through a dedicated scholarship program designed to help them realize their academic and professional aspirations.

This program supports young female researchers pursuing MSc and PhD degrees, encouraging them not only to succeed academically but also to push the boundaries of science and inspire others. During admission interviews, eligible candidates are informed about the opportunity to apply for this scholarship.

More information: <https://unam.bilkent.edu.tr/en/unam-scholarship-opportunities/>

1.3.3. Inspiring Women in Science: Career Journeys, Experiences, and Achievements

UNAM celebrates International Women’s Day every year. UNAM organized a special event titled “Inspiring Women in Science” on March 14, 2025, upon the recommendation of the Gender Equality Committee. The event aimed to highlight the accomplishments, challenges, and career journeys of women in science and attracted significant interest and participation.

Four distinguished scientists shared their personal stories and reflected on the opportunities and challenges faced by women in academia, offering inspiring messages particularly directed at young female researchers. The exchange of ideas focused on actions needed to enhance women’s representation in science.

More information: <https://unam.bilkent.edu.tr/en/2025/03/14/international-womens-day-at-unam-inspiring-women-in-science-panel-draws-great-interest/>

1.4. Objective 4: Combating Against Gender-Based Violence and Sexual Harassment

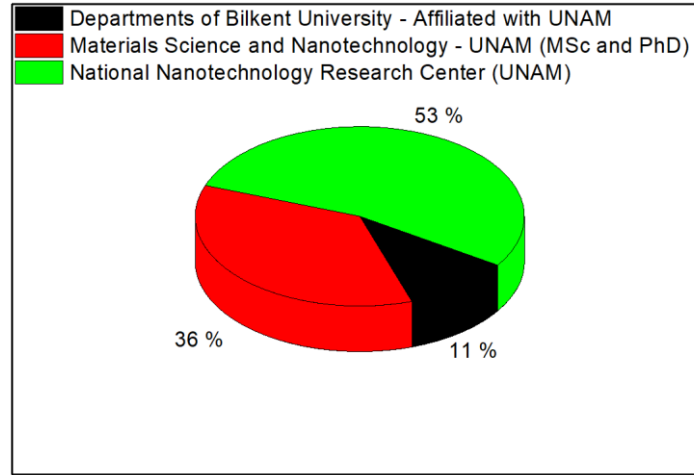
In all large-scale events it organizes, UNAM raises awareness about its Gender Equality Plan, the activities of the Gender Equality Committee, and the university’s Sexual Harassment and Assault Reporting and Prevention (SHARP) Unit. UNAM members are regularly informed through various communication channels.

2. Questionnaire Analysis Report

This section gives the findings of the Questionnaire conducted on April 4, 2025. The questionnaire aimed to evaluate participants' knowledge, attitudes, and institutional practices regarding gender equality. Below are the analysis and comments on the results, categorized by questionnaire sections.

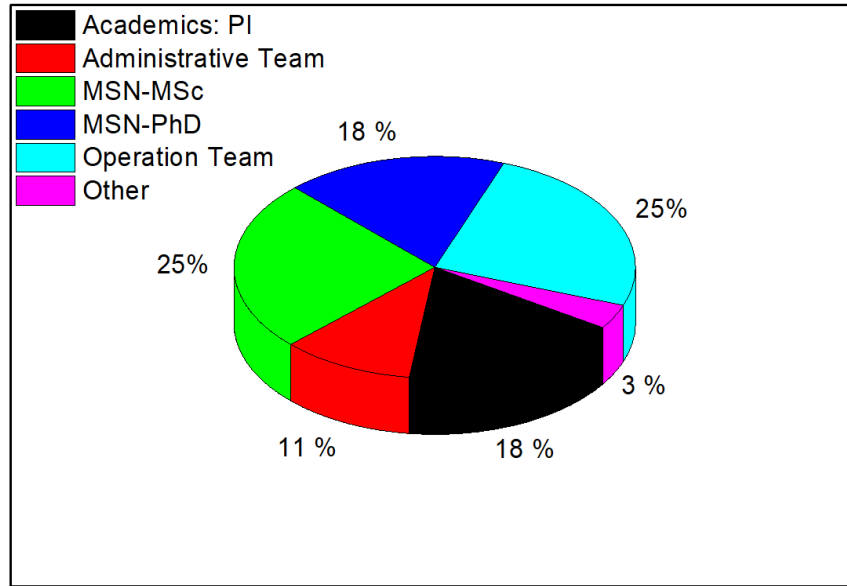
2.1. General Information

53% of participants are from UNAM, 36% are from UNAM-MSN students, and 11% are from the Departments of Bilkent University (affiliated with UNAM) (Graph 1).



Graph 1. Participants' institutions.

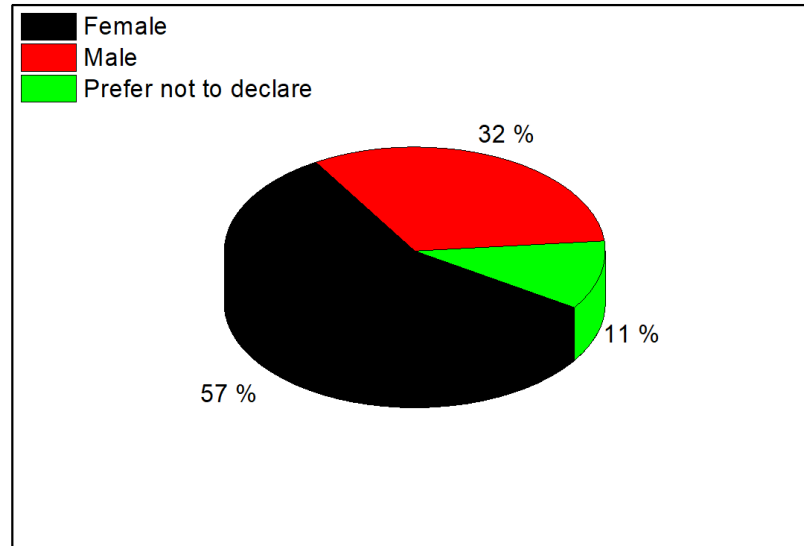
The majority of participants are MSN-MSc students and operation team members (25% each), followed by PIs and MSN-PhD students (18% each) (Graph 2).



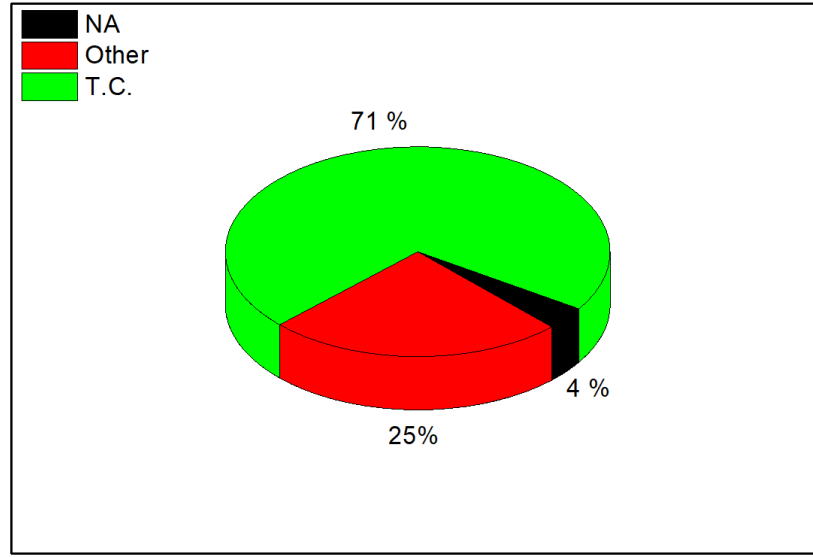
Graph 2. Participants' duties.

The age range of the questionnaire participants was 22 to 60 years.

57% identify themselves as female, 32% as male, and 11% are Turkish citizens (Graph 3-4).



Graph 3. Participants' gender distribution.

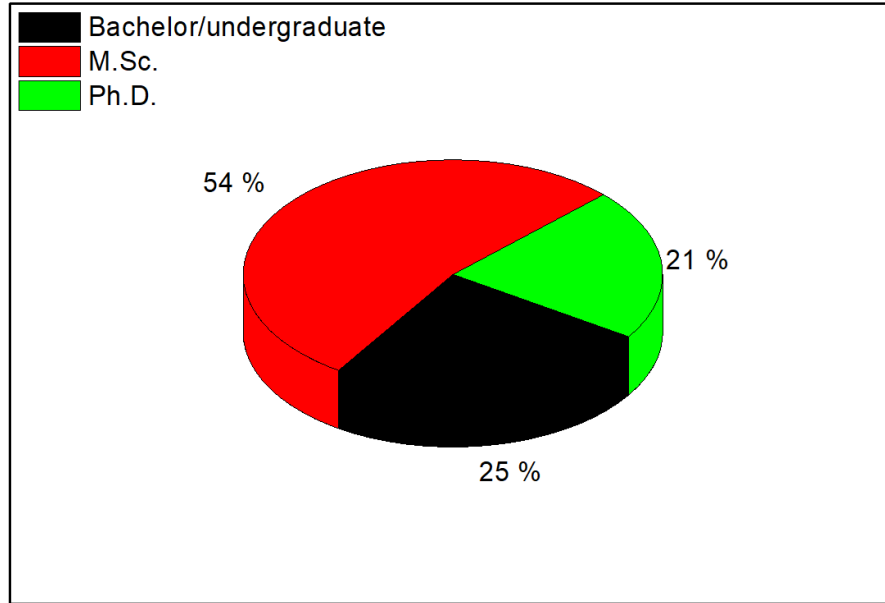


Graph 4. Participants' nationalities.

The group is mainly young, academically qualified, and internal to the institution, indicating an enthusiasm for learning and development.

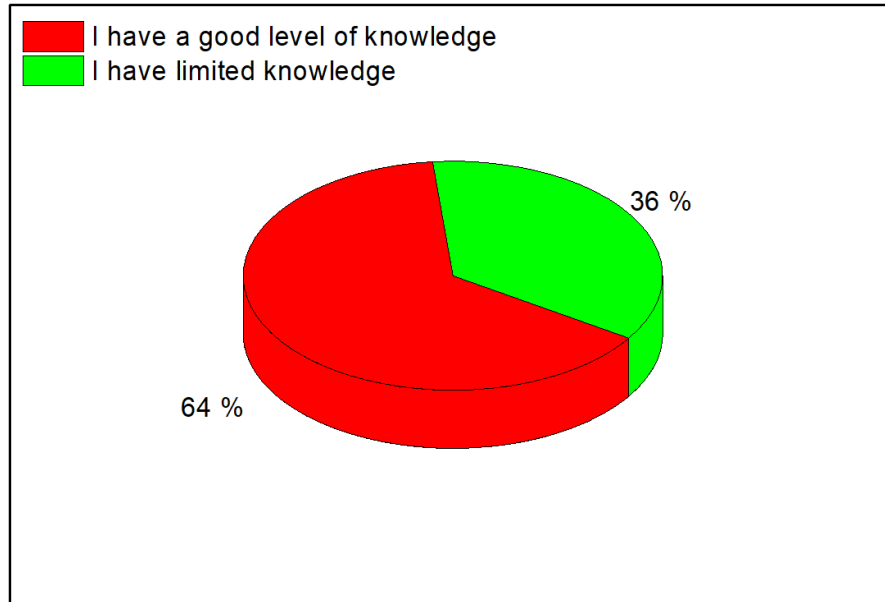
2.2. Educational Background and Previous Experience in Training for Gender Equality

The participants mainly hold master's degrees (54%), followed by bachelor/ undergraduate degrees and PhDs (25% and 21%) (Graph 5).

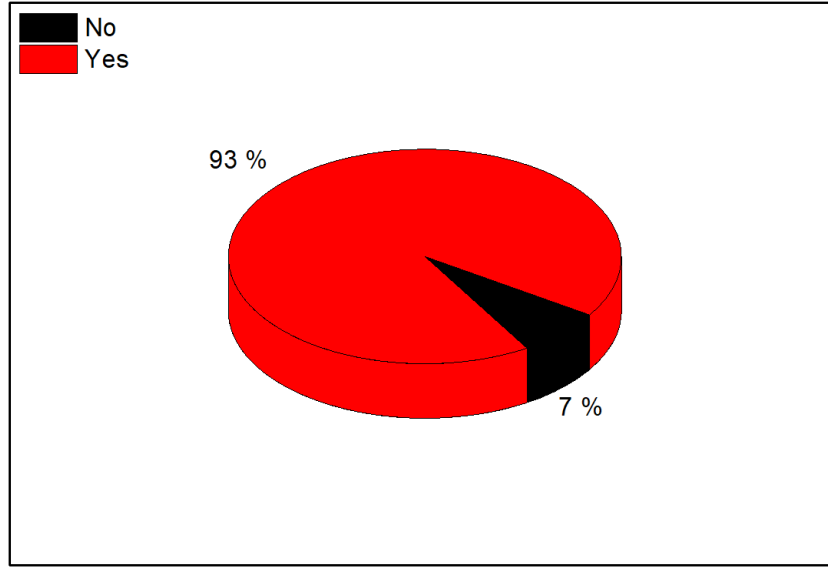


Graph 5. Participants' education levels.

64% stated they are well-informed about gender equality, and 93% support it (Graph 6-7).

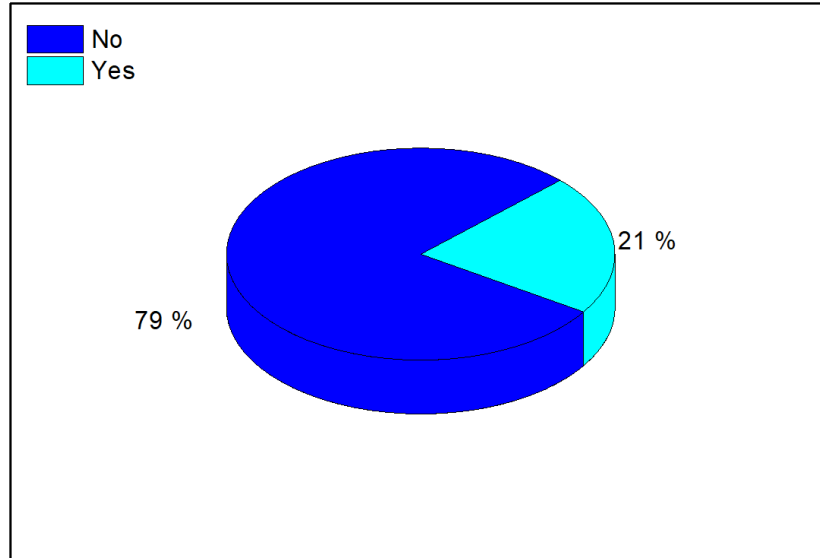


Graph 6. Participants' knowledge level of gender.

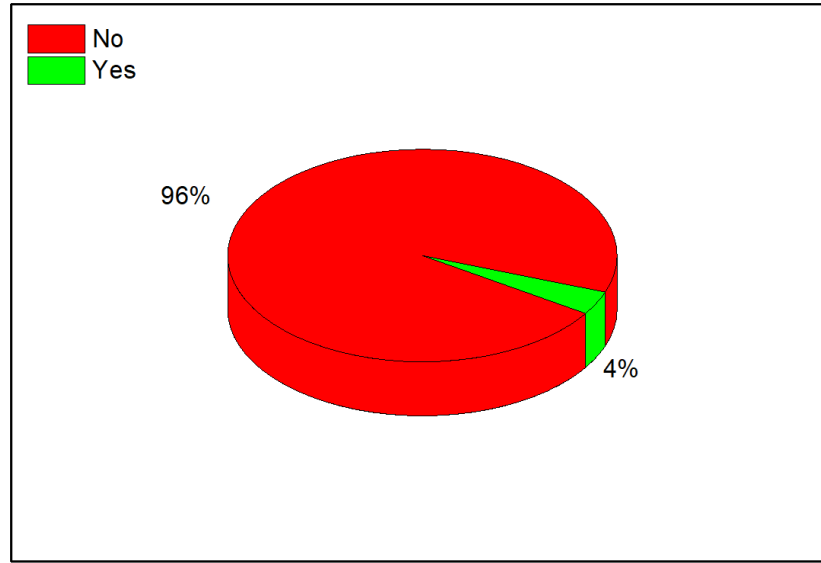


Graph 7. Participants' support rate of gender.

However, 79% have never received formal training on the subject, and only 4% received training in the past two years (Graph 8-9).

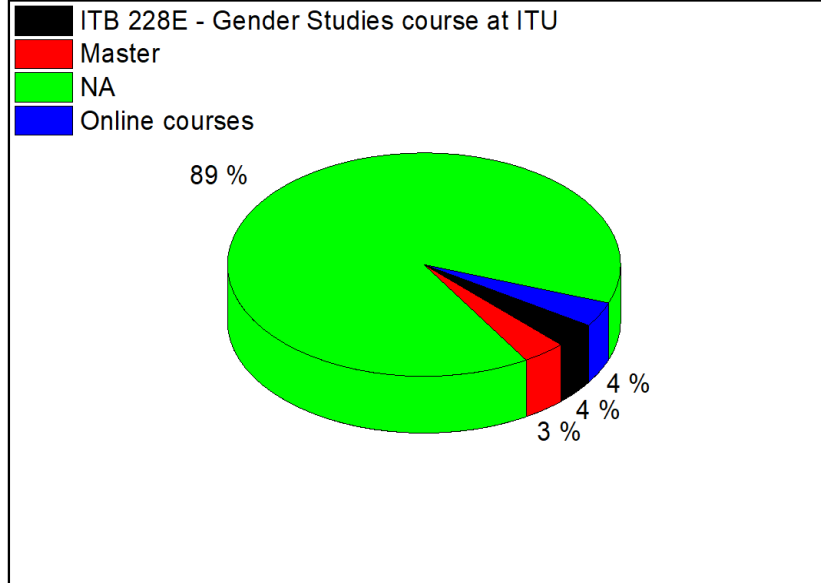


Graph 8. Participants' rate of receiving education on gender.



Graph 9. Participants' rate of receiving gender equality training in the past.

Most trainings were taken as part of undergraduate/ graduate courses or online programs (Graph 10).

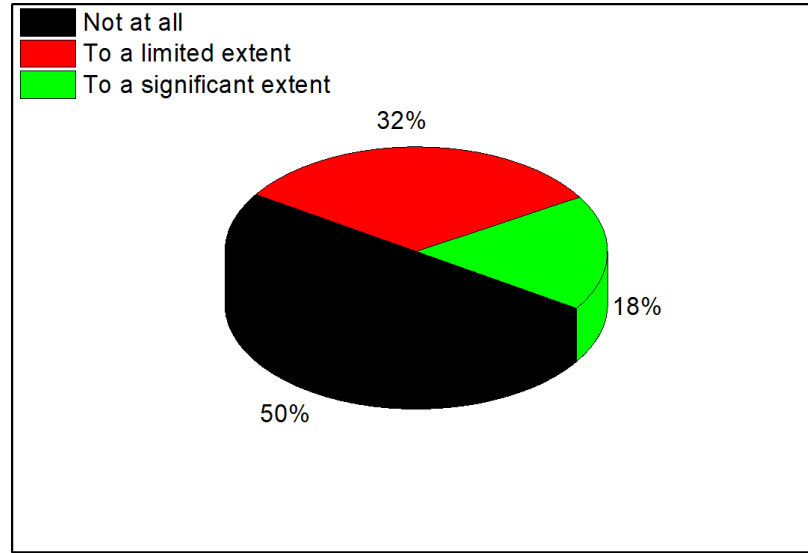


Graph 10. Sources of gender equality education.

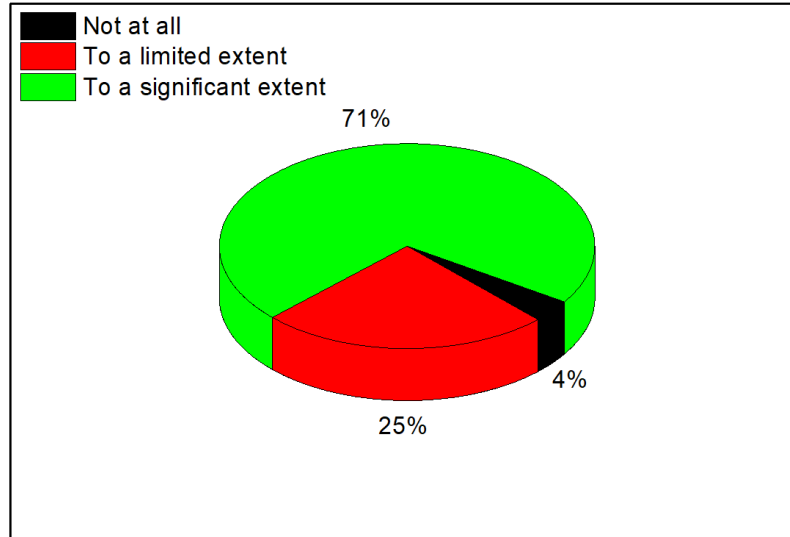
Despite supportive attitudes, there appears to be a significant gap in training and access to information.

2.3. Knowledge on Gender Equality and Women's Empowerment

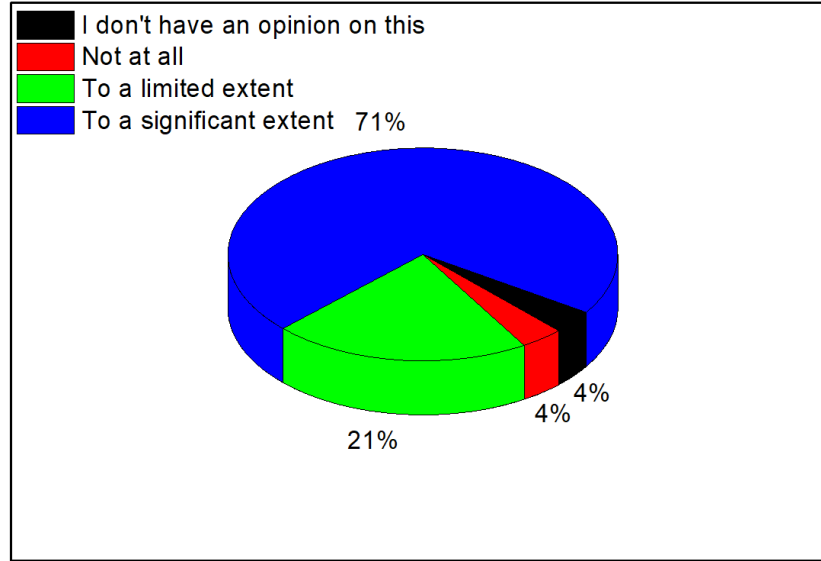
50% of the participants state that their daily work is unaffected by gender concerns, while the other 50% experience varying levels of concern (Graph 11). 71% believe there is a fair environment in their institution regarding gender equality (Graph 12). However, 21% think that women have fewer opportunities than men in their workplace (Graph 13).



Graph 11. Rate of experiencing gender-based concerns in the workplace.

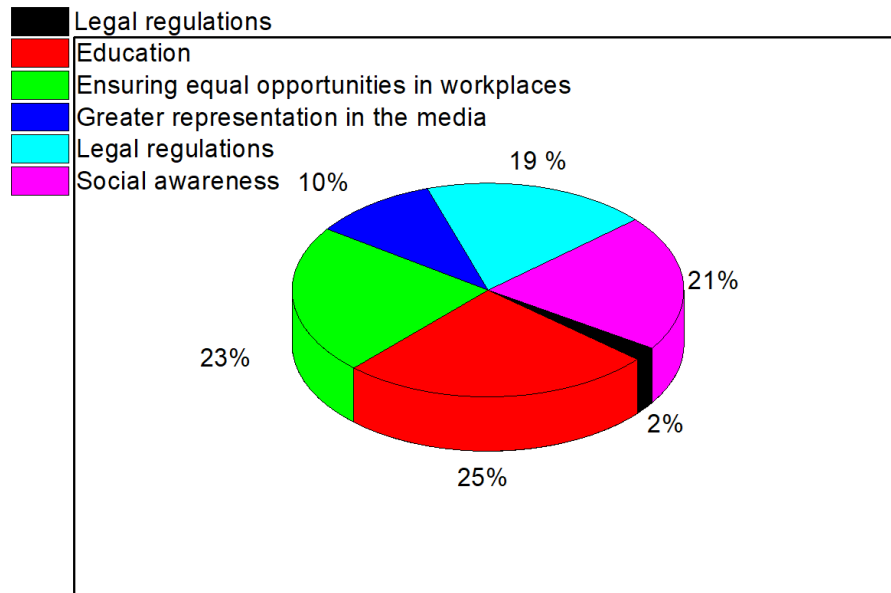


Graph 12. Rate of fairness of the workplace environment in terms of gender equality.



Graph 13. Rate of women having equal rights with men in the workplace.

25% of the participants believe education contributes to success in gender equality practices, while 23% cite equal opportunities in workplaces, and 21% highlight the rising importance of social awareness (Graph 14).



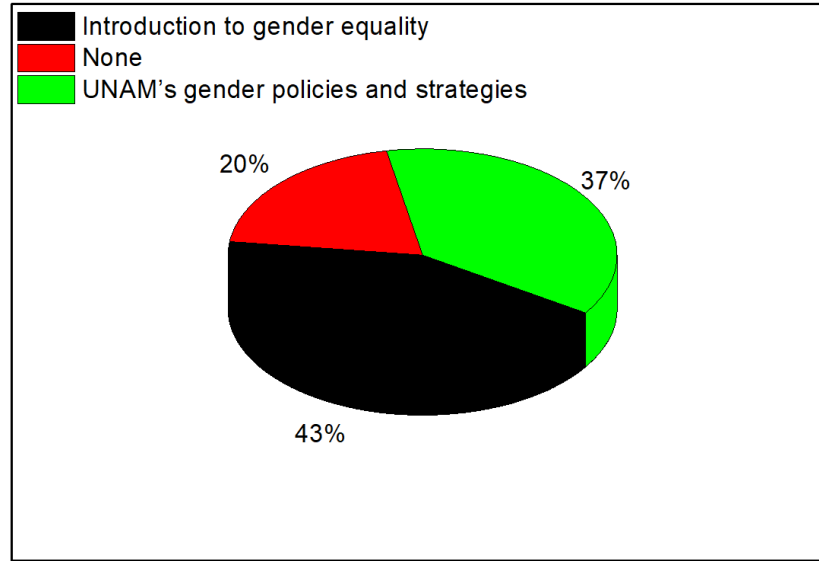
Graph 14. Rate of the ways to achieve gender equality.

Although institutional perception is mostly positive, the fact that some still experience gender-related concerns suggests that equality practices may not be reaching everyone equally.

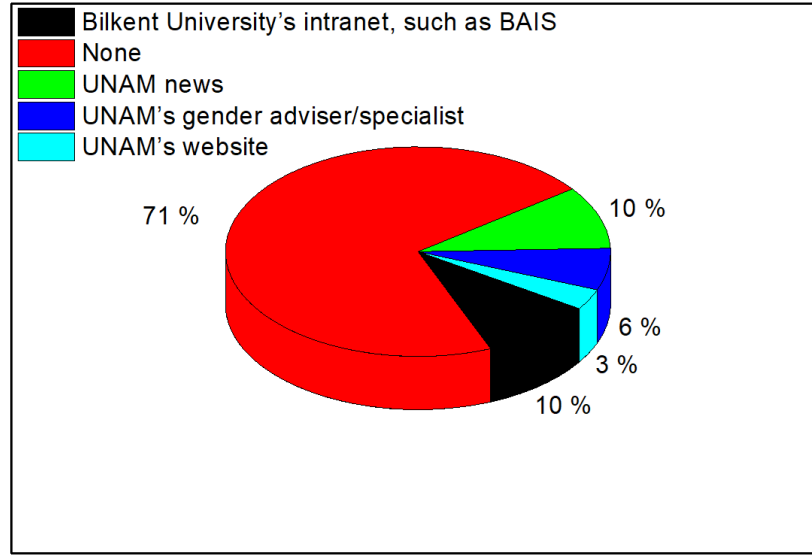
2.4. Methods of Learning and Needs

43% of participants want general knowledge on gender equality, and 37% want to learn about the UNAM's gender policies and strategies (Graph 15).

71% of participants do not use tools related to gender equality (UNAM's website, UNAM news, Bilkent University's intranet platforms, etc.). The most commonly used ones are UNAM news and the university intranet (Graph 16).

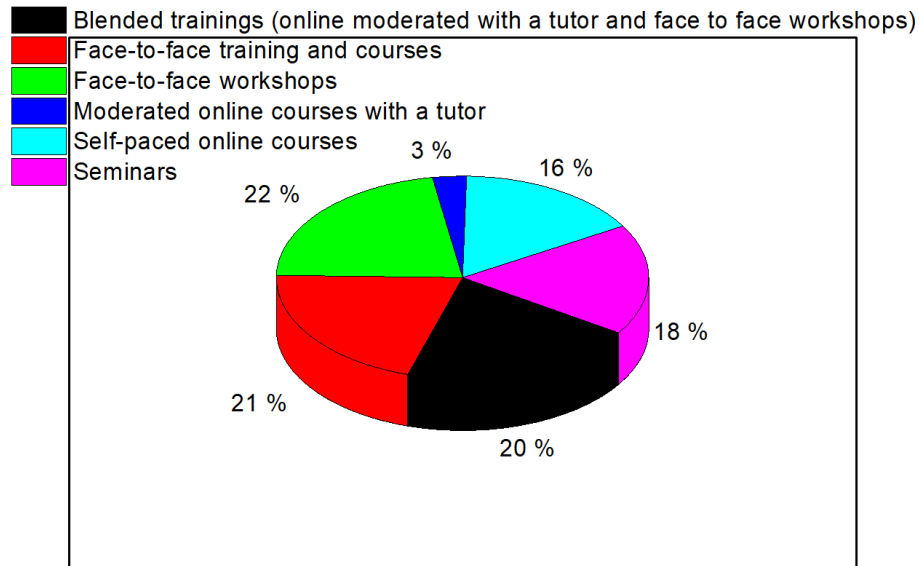


Graph 15. Participants' preferences for training on gender equality.



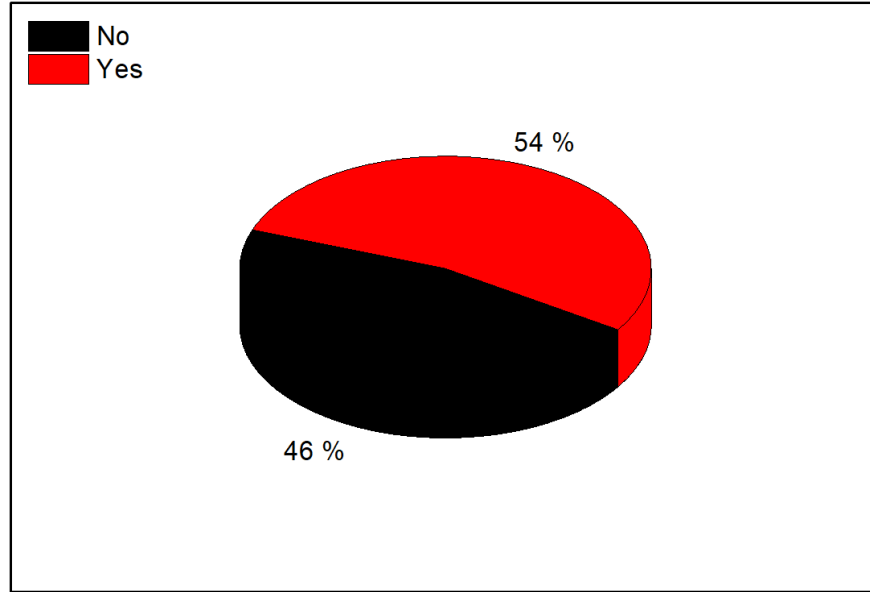
Graph 16. Participants' sources about gender equality in workplace.

The learning methods include face-to-face workshops (22%), in-person training/courses (21%), and blended training (online moderated with a tutor and face-to-face workshops) (20%) (Graph 17) are preferred among the participants.

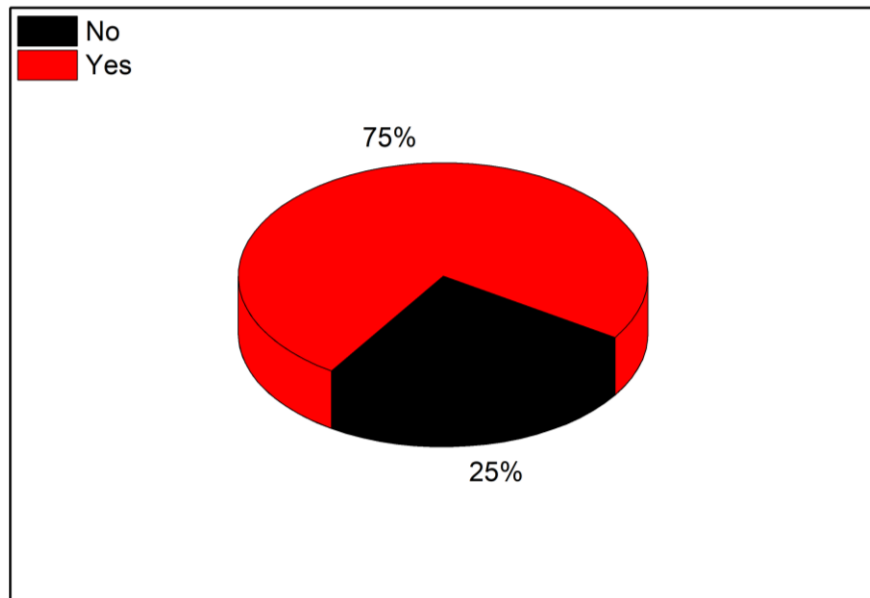


Graph 17. Participants' preferences for training methods on gender equality.

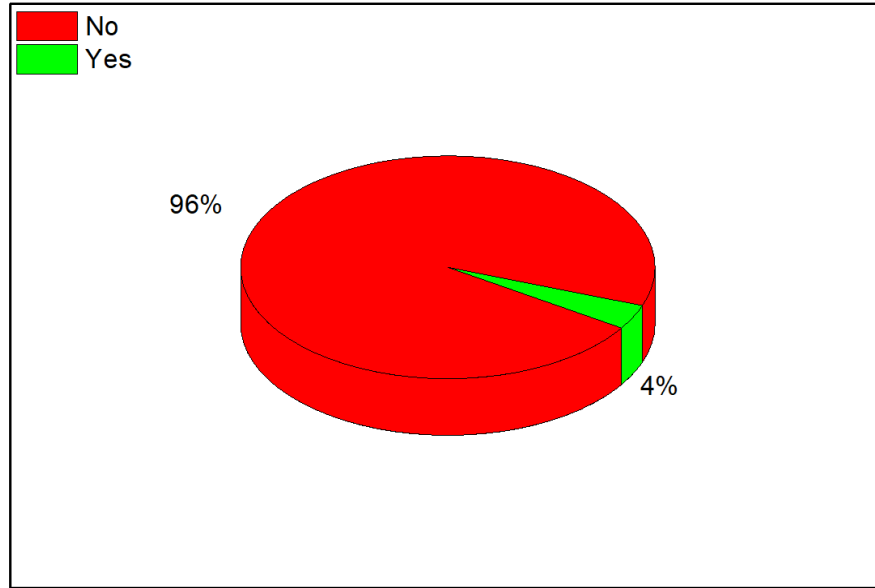
46% of participants are unaware of the SHARP (Sexual Harassment Reporting and Prevention Unit), and 75% want to learn more about it (Graph 18-19). Most have never received support from this platform (Graph 20).



Graph 18. Participants' awareness about SHARP.



Graph 19. Participants' requests for information about SHARP.

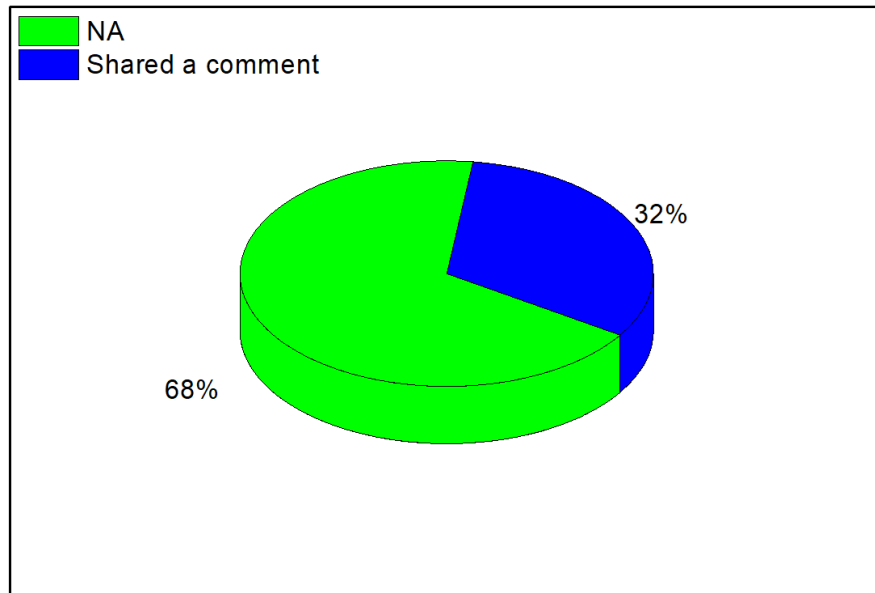


Graph 20. Rate of receiving support from SHARP.

Although there is high interest in training, participants lack access to adequate and accessible resources. Awareness-raising efforts about SHARP should also be increased.

2.5. Highlights from Additional Feedback

68% of participants have shared some comments (Graph 21). The analysis of these comments is listed below:



Graph 21. Rate of additional comments from

UNAM is specified as reliable and fair, but the lack of female academics in science and engineering is noticeable, similar to the situation worldwide.

It is suggested that gender equality training be made mandatory, especially for individuals from countries with fewer advantages than Türkiye. The ethical dimension of this suggestion should be discussed.

Participants emphasized the influence of societal roles and biological/ social factors, and proposed gender-sensitive policies accordingly.

3. Questionnaire Outcomes and Recommendations

Comparison with UNAM-GEP (Gender Equality Plan)

The Questionnaire results were compared with the actions outlined in the Gender Equality Plan (GEP), which was documented on January 13, 2023. The GEP aims to embed gender equality into the institutional culture, and the Questionnaire findings largely align with these goals.

The GEP includes actions related to the SHARP unit to ensure a safe and productive working environment for staff and students. Some of the goals are increasing SHARP's visibility within UNAM, organizing training activities, and fostering societal awareness. The Questionnaire shows that many participants need to have awareness of SHARP, and the Gender Equality Plan and the Gender Committee.

The GEP's goals are realistic and detailed. One of the planned actions—establishing the Gender Equality Committee (GEC) under the UNAM Directorate—has been implemented, although it may still need to be more widely announced, including students.

A majority of the participants do not use gender equality-related tools and have no awareness about gender equality, suggesting that more communication and dissemination actions are needed in the GEP's implementation.

The GEP also recognizes the low number of female research leaders as a global issue in STEM fields. The Questionnaire participants stated this concern, showing both institutional and individual awareness.

Lastly, most participants prefer face-to-face education and seminars, which align well with the training and awareness-raising goals of the GEP.

Planned Actions in Line with Gender Equality Principles:

1. **The policy of encouraging female candidates in PI recruitment** will continue, with updates made as needed based on identified needs.
2. **The UNAM Scholarship Program for Young Women** will be maintained, and female candidates will be actively encouraged to apply.
3. **Gender-based statistical data** will be updated periodically, depending on institutional needs and priorities.
4. Starting from 2025, an **annual email update** regarding the activities of the Gender Equality Committee and the SHARP unit will be sent every September to the general communication group, which includes researchers, students, and professional staff.

5. Depending on emerging needs, **general and/or targeted training sessions** on gender-related issues will be organized with the involvement of subject-matter experts.
6. Beginning in 2025, during **UNAM Welcome Day**—an orientation event for newly admitted MSc and PhD students in the Materials Science and Nanotechnology (MSN) Program—an **introductory presentation** will be delivered about the activities of the Gender Equality Committee and the SHARP unit.
7. **General and/or targeted surveys** may be conducted, as needed, to assess awareness and identify specific needs.
8. On the occasion of **International Women’s Day (March 8)** and in response to identified needs, **seminars, training sessions, and related events** will be organized to inform and encourage participation of UNAM members.