



## Gender Equality Report

### Azerbaijan State University of Culture and Arts

This report evaluates the state of gender equality at Azerbaijan State University of Culture and Arts (ASUCA), highlighting strengths, identifying areas for improvement, and outlining strategies to achieve gender equity. Aligned with the United Nations Sustainable Development Goal 5 (SDG 5), this report reflects ASUCA's commitment to fostering a more inclusive environment that supports and empowers all students, staff, and faculty. SDG 5 aims to "achieve gender equality and empower all women and girls," which is critical in all sectors, including higher education. Gender equality in universities not only benefits individual students and staff but also drives innovation, collaboration, and societal progress. ASUCA is dedicated to embedding gender equality principles across all areas of academic and administrative operations. ASUCA acknowledges the importance of gender equality as fundamental to a productive, fair, and inclusive academic environment. We strive to support equal access to opportunities for all genders within our programs, policies, and practices, ensuring that gender-based barriers are actively addressed and eliminated.

ASUCA's student body reflects a roughly balanced gender representation, with an emphasis on recruiting both men and women across all disciplines. However, some traditional gender divides persist in certain fields. For instance, more females are enrolled in arts and humanities, while males are predominant in technical and management courses. Among academic staff, a near-equal gender distribution exists, yet leadership roles such as department heads or key administrative positions show a male-dominant trend. This indicates a need for targeted efforts to promote women into senior positions within both academic and administrative domains.

ASUCA ensures that admissions processes are gender-neutral, with scholarship opportunities accessible to all genders equally. However, we recognize a potential for improvement in encouraging female enrollment in underrepresented fields. While women are present in administrative and middle-management roles, their representation in high-level decision-making roles remains limited. Increasing female participation in university governance and leadership committees is essential to ensure gender-balanced decision-making.

Cultural expectations and stereotypes regarding gender roles can impact career paths for both students and faculty at ASUCA, affecting decisions to pursue specific fields or leadership roles. Addressing these stereotypes through awareness programs and sensitivity training is vital. Limited support structures such as childcare, parental leave, and flexible working conditions disproportionately affect female staff and may discourage them from seeking higher responsibilities. Preliminary assessments indicate that pay equity needs closer monitoring to address any potential gender-based discrepancies, particularly in administrative and senior academic roles.

