

# SHARING INFORMATION ON PROGRESS (SIP) REPORT DECEMBER 2022 İSTANBUL BİLGİ UNIVERSITY



İstanbul  
Bilgi Üniversitesi

**PRME**

Principles for Responsible  
Management Education



## I. LETTER OF RENEWED COMMITMENT MESSAGE FROM THE RECTOR



Istanbul Bilgi University has proved its unique place in higher education as an international university that expands the boundaries of science and art, embraces pluralistic thinking and solid liberal tradition since its foundation in 1996. BİLGİ's strong commitment to fostering intellectual life includes not only excellence in teaching and research but also its social engagement policy built upon the principles of full enjoyment of human rights and freedoms by all, gender equality, social inclusion, diversity, and sustainable development.

BİLGİ also embraces the principle of global citizenship with all its stakeholders, is integrated into international networks, operates with expectations of international mobility, is concerned with developing skills to respond to the needs of the international community, and shows respect for diversity. Our commitment to high-quality scientific research, teaching, and social outreach has been crowned by national and international accreditation commissions such as WASC Senior College and University Commission (WSCUC) accreditation, one of the leading and most significant higher education quality.

PRME network has enabled us to maintain a sound and rich tradition of Management Education and our current biannual report, aligned with the PRME principles is eloquent enough to present the never-ending development of our university. I would like to congratulate all the faculty members who have been and are being instrumental in establishing the principles for responsible management education. The progress report is a meaningful instrument to show the true commitment of our department towards integrating corporate sustainability and social responsibility into curricula and research.

I am confident that our fruitful cooperation with the PRME will continue to enrich our academic endeavor for a better management education.

Yours faithfully,

Prof. M. Ege Yazgan

Acting Rector

## MESSAGE FROM THE DEAN



As Faculty of Business, we are proud to be part of the Principles for Responsible Management Education (PRME) initiative and aware of our responsibilities towards ourselves and others in the improvement of our social and natural environment. We are pleased and proud to renew our commitment to the PRME principles.

The Faculty of Business at Istanbul Bilgi University has promoted social responsibility and ethics in addition to academic accomplishment. As our mission statement explains, "The Faculty of Business fosters an academic community with a strong commitment to teaching and learning excellence, internationally recognized research, innovation, and social impact by embracing sustainability, ethics, and inclusiveness." The Faculty of Business, deeply rooted in the traditions of our university, fosters academic excellence and the development of good character traits by promoting intellectual, ethical, and social growth.

Our engagement with the PRME is a natural fit for the Istanbul Bilgi University Faculty of Business. The PRME principles and our own values support and strengthen each other. Through the application of the six PRME principles: purpose, values, method, research, partnership, and dialogue, we are able to produce socially responsible, innovative, ethically concerned, and groundbreaking leaders.

During the timeframe covered by this report, the Faculty of Business faced the main challenge of navigating the Covid-19 pandemic. We rapidly adapted to online teaching and later implemented a hybrid delivery model. Throughout this period, our continuous focus remained on inclusive practices to support our students through these changes. As we have emerged from the pandemic, the Faculty of Business is in a favorable position to expedite its future commitments related to PRME principles.

The PRME principles will certainly shed light on our way and increase our motivation to work for a more responsive and caring future in collaboration with our faculty, students, and alumni.

Best Regards.

Prof. Dr. Benan Orbay

Dean

## II. Major Achievements Regarding the Principles

**Principle 1 - Purpose:** At Istanbul Bilgi University, our purpose is to cultivate responsible leaders who have the necessary knowledge, skills, and ethical values to address complicated societal challenges. As Faculty of Business, our mission is to foster an academic community with a strong commitment to teaching and learning excellence, internationally recognized research, innovation, and social impact by embracing sustainability, ethics, and inclusiveness.

Istanbul Bilgi University generates an environment that is a meeting point for open-minded and entrepreneurial individuals who are aware of social issues and have the courage to take action. In our ongoing dedication to nurturing our students as conscientious leaders of tomorrow, who understand social, environmental, and ethical challenges at both local and global levels, we recognize the significance of integrating ethics, responsibility, and sustainability into our institutional culture. Istanbul Bilgi University emphasizes these matters by delivering exceptional education and actively participating in socially responsible initiatives for the betterment of all stakeholders. We remain wholeheartedly committed to sharing the knowledge of academia with society and the city, working diligently to make a positive impact.

Istanbul Bilgi University, specifically the Faculty of Business, serves as an exemplary model in the educational landscape and the business community by integrating subjects such as business ethics, corporate social responsibility, sustainability, environment, human rights, labor standards, and corporate citizenship into the curricula and research. This commitment to incorporating these crucial topics not only prepares our students to become responsible leaders in the future but also positions our faculty as influential leaders in promoting these values within academia and the corporate world. The PRME framework serves as a driving force behind our faculty's dedication to strengthening their role in representing these principles.

The majority of courses offered in four years integrates the principles of the United Nations PRME initiative. This comprehensive approach ensures that students are well-prepared to

embrace the opportunities and confront the challenges of the global landscape. Additionally, the faculty actively conducts diverse research projects in areas aligned with PRME principles, thereby making valuable contributions to knowledge production in these domains.

**Principle 2 - Values:** We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

The range of successful elective subjects provided by both the University and the Faculty of Business is continuously expanding. These offerings now encompass diverse areas, including but not limited to global civics, business ethics, consumer ethics, active citizenship, sustainable financing, moral values and ethics in education, climate change, society, and ecology.

### Undergraduate Course Offerings

#### Courses offered by the Faculty of Business

In its programs, the faculty offers courses related to business ethics, corporate governance, corporate social responsibility, sustainability, environment and ecology. The list of the courses is as follows:

#### **BUS 179 – Experiencing Business in Society I**

This course aims to integrate experiential learning practices to issues of business and society with the expectation that such techniques can create a positive experience, enhancing learning potential. Topics covered during the lectures will be drawn from a pool of issues faced by firms and their managers in their daily practices. In this vein, the course covers the following topics; economics, globalization, international trade, environment, culture and values, communication, business skills, innovation and technology, corporate social responsibility and ethics.

#### **BUS 311 – Principles of Marketing**

The aim of this course is to examine the role and potential contribution of marketing activities within organizations, to introduce major methodologies in marketing research and to introduce key elements in the study of buyer behavior. On completion of this course, students

will be able to identify and analyze key problems and the main decision areas dealt with by marketing managers, to understand the potential contribution of marketing research in decision-making and appreciate the main methodologies and to be familiar with elements of the analysis of buyer behavior and market segmentation. In this course, the societal marketing approach emphasizing the responsibilities of the companies towards their customers, the environment and larger society is discussed. Sustainable marketing and examples of ethical versus deceptive marketing practices of the companies are also presented to the students.

### **BUS 231 - Perspectives on Management**

The aim of the course is to encourage students to examine critically management theories and practices in contemporary societies. More specifically, it has a number of objectives, which are, to understand the change in management thought and its relationship to changing circumstances of capitalist development, to explore different aspects of work organization in different societal contexts, to investigate how structure, culture, power and politics define organization (and how strategy and strategic action affects all these fields), to gain an appreciation of critical reasoning in this field, and to develop skills in critical reading and writing.

### **BUS 332 - Organization and Organizing**

The aim of the course is to explore some of the key issues in the analysis of organizations. Upon the successful completion of the course, students will have a critical appreciation of issues related to structure and processes in organizations. Some of the main topics to be covered are the environment of organizations, technology, social structure, culture, power, politics, conflict, ideology, control, governance and organizational learning. All these topics will be explored with reference to content and process perspectives with a critical and reflexive focus.

### **BUS 434 - Corporate Governance**

This course helps students to understand the context in which corporate governance develops by highlighting the legal structure and capital market characteristics.

Corporate social responsibility is discussed as a special topic. Course content is enriched with movies like "The Corporation" and "Enron".

### **BUS 481 - Business Ethics**

The course aims to provide an understanding of ethical issues in the contemporary business world. Within this framework, concepts of ethics, values, morality and the development of these concepts through history in different contexts are studied. At the end of this course, students will develop a critical approach toward evaluating ethical behavior of organizations in relation to topics like consumerism, environmental responsibility and work ethics.

### **INT 437 - International Trade**

This course aims to bring together the theoretical and practical issues in international trade with special emphasis on recent developments in international economy. International trade course will cover major theoretical approaches to international trade, linkages to real world phenomena, as well as the most recent developments in the world economy. The aim of the course is to equip the student to evaluate the changing world trade and financing structures, and analyze actual problems in the world economy. The impact of international trade and agreements on working conditions and labor market, and the impact of globalization on environment are some of the topics discussed in this course. The "fair trade" concept is introduced to the students.

### **BUS 490 - Current Issues in Management and Business**

This course aims to give students a comprehensive perspective on challenges faced by contemporary managers. The primary focus will be on new practices and issues that have had an impact on the understanding and nature of the management field. Some of the topics that will be covered during the course are: globalization, nonprofit management, corporate citizenship.

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#### **EC 179 – Social Issues and Critical Thinking**

This course aims to introduce the fundamental questions of economics and how economics is linked to sociology, law, psychology and political science, and to improve the analytical skills of the students. The students are introduced several controversial topics of socioeconomic focus, such as the roots of global inequality, globalization and environmental concerns. Major hypotheses/approaches on the reasons of development gaps between countries are presented and comparatively analyzed.

#### **EC 316 - Environmental Economics**

Increasing pressure on the environment calls for urgent solutions. International organizations are trying to draw attention to the importance of solutions to environmental problems. Some of the topics covered in this course include economy and the environment, sustainable economy, optimal pollution, environmental standards, measuring environmental damage, global pollution problems, ethics and future generations, environmental policies, green tax reforms, emission trading and international policies.

#### **EC 404 - Energy Economics**

The importance of energy in economic development is indisputable. Globalization and the trend towards liberalization, deregulation and privatization has also made energy markets centers of interest. Energy economics studies energy resources and energy commodities and includes the forces motivating firms and consumers to supply, convert, transport, use energy resources and to dispose of residuals. It also covers market structures and regulatory structures, distribution and environmental consequences and economically efficient use. The course on energy economics also cover energy market models around the globe.

#### **Courses offered University wide as general electives**

The University wide offered general elective courses related to sustainability, environment, social responsibility and ethics are presented below:

#### **GE 101- Introduction to Practical Ethics**

This course is an introductory course to help the students comprehend analytically the contemporary ethical and moral debates. This online course on practical ethics deals with everyday situations and value-based choices that individuals make within their own context. Students discuss and analyze concepts such as responsibility, morality and values around a variety of cases within daily life, business and work life, education, health, social life and other forms of public confrontations.

#### **GE 103 – Global Civil Society**

Global Civil Society aims to provide a learning environment for students who would like to know about the current situation and development of the civil society and civil society organizations globally. This course provides a general – within a global - framework about the concepts such as civil society, public sphere, democracy, participation and citizenship for raising awareness of the students. Along the course process, examples on civil society organizations, their projects and social movements will be displayed and discussed in the classroom and in the Blackboard forums. Finally, this course brings an introductory discussion about the mainstreaming global trends in civil society such as advocacy, empowerment, new media and fundraising.

#### **GE 104 - Contemporary Issues in Environment and Ecology**

This course aims at developing an understanding of the issues concerning the environment and ecology from a multidisciplinary perspective, especially focusing on problems arising from human intervention and attempted solutions thereof, trying to develop a universal approach by starting from everyday life and problems. Within this framework, earth system, ecosystems and their dynamics and the impact of human intervention is analyzed by dealing with

a) causes like resource use (renewable and non-renewable practices), industrialism and industrial production and consumption practices, global trade and consumption economy, waste, energy (production and use) and urbanization,

b) effects like loss of biodiversity and natural habitats, global climate change and deterioration of urban environment,

c) impacts and reflections on human health, ecosystem resilience, human rights, gender equality, social justice and politics.

Finally, various responses addressing these problems are discussed: technologist responses and sustainable development, environmental policies, economic responses, international and national environmental law, voluntarist approaches like corporate responsibility and individual solutions as well as environmentalist, ecologist and green movements and campaigns and environmental NGOs are discussed from a perspective of citizenship, eco-criticism, and new social movements. The course is conducted in an interactive way via film and documentary debates, case analysis, role playing and simulations, group work and guest speakers.

### **GE 105 - Gender in Everyday Life**

This course aims to introduce the idea and practice of gender equality. It aims to provide an understanding of what terms such as gender, gender equality, gender-based discrimination, substantive equality etc. mean and how these terms come into play in the everyday relations we have within our society. Within this context, the course focuses on, terminology, a brief history of the formation of this language, and how gender intersects and interplays with different aspects of life, including but not limited to law, economics, participation, our bodies, and our perceptions.

### **GE 107- Ecological Literacy and Sustainability**

This course aims to provide students with an opportunity be able to assess ecological literacy and sustainability as a thought and action style as well as deal with the sustainability debate with an innovative, inclusive and holistic view and concrete examples. The course is consisted of two interrelated parts. First part deals with current era called Anthropocene (The Human Age) and reasons for this title, limits and boundaries of the planet, sustainability debate, concept of ecological literacy and practices of eco-literacy. Second part will

include practice of sustainability as a contribution to the ongoing debate; circular economy, gift economy, voluntary simplicity, reclaiming of commons, questioning of ways of decision-making and innovative interventions in everyday life are among these practices to be analyzed throughout the course.

### **GE 117 - Social Groups and Discrimination**

This course aims to analyze discrimination from an interdisciplinary perspective. It focuses on different approaches to discrimination developed by Psychology, Social Psychology and Sociology. The course covers the literature to understand the causes of discrimination and ways to combat prejudice and discrimination. Topics about ethnic, religious and gender-based discrimination as well as xenophobia, Antisemitism, Islamophobia and anti-migrant attitudes are discussed.

### **GE 120 - Special Topics on Practical Ethics**

The course has been designed to help students grasp analytically the contemporary debates about ethics. It is an introductory level course to comprehend analytically the contemporary ethical debates.

### **GE 220 - Introduction to Corporate Social Responsibility**

This course explores the concept of corporate social responsibility (CSR) through interactions of society and business. The purpose of the course is to give an in-depth understanding of the meaning and the practice of social responsibility and sustainability companies. Besides reviewing theoretical approaches, the course looks into real life examples of what has worked for companies and what hasn't in the CSR domain.

### **BAF 332 - Ethical Issues in Finance**

The aim of this course is to understand the ethical issues that arise in the various areas of finance and to develop an ability to address and resolve these issues effectively and responsibly.

### **PUB 303 - Social Responsibility and Sustainability**

Main concepts of social responsibility and sustainability are discussed in this Public Relations department course while concentrating on

volunteerism. During the course by working together with NGOs students get the opportunity to practice their theoretical knowledge about public relations. By active participation in the projects the students gain the necessary skills they will need in their professional life.

### **PUB 311 - Corporate Social Responsibility Practicum**

Practices of social responsibility is the main concentration of this course where basic information is delivered about CSR concepts. Practices of main actors of social responsibility are examined with the emphasis on volunteerism. Corporate Social Responsibility is one of the major topics of communication sector therefore by taking this course students will gain detailed information and about the dynamics of Corporate Social Responsibility and the necessary skills for their profession.

### **PUB 313 - Corporate Responsibility**

With the growing global interest in sustainable development and the role of corporate sector towards a better, greener future; today consumers, investors, governments and employees are becoming more aware of good corporate behavior. Corporate social responsibility (CSR) or Corporate Sustainability is the accepted term used to describe the business world's effort to contribute towards a better more sustainable world. This course examines why and how CSR emerged in late 1980s, matured in the 1990s, evolved into a leading global management practice complete with performance indicators and assurance standards and how companies incorporate social, environmental and economic sustainability into their strategic business planning processes.

### **ELT 325 - Moral Values and Ethics in Education**

The basic concepts and theories about morality and ethics (ethical principles and rules; business and professional morals and ethics; social, cultural, moral and ethical aspects of teaching; the right to education and learning, ethical principles in education, training, learning and evaluation processes; ethical principles in professional relations with the stakeholders of education (employers/managers, colleagues, parents, professional organizations and society); moral and ethical responsibilities of education/school

administrators, and parents and students; unethical behavior in business and professional life; public administration, ethics and regulations regarding teacher training in Turkey; unethical behavior, ethical dilemmas, problems and solutions in school and education; moral/ethical education and ethical boards at school; the school principal and teacher as a moral/ethical leader) are covered and discussed in this course.

### **ESEN 408 - Energy, Environment and Law**

In this course, information on environmental pollution, environmental effects of different energy sources, global warming, internal legal regulations on energy and environment, basic environmental regulations regarding to European Union and United Nations and the biggest environmental disasters related with energy sources are evaluated in the scope of "sustainable development" principle.

### **ESPR 301 - Corporate Social Responsibility and Sustainability in Sport**

This course aims to engage and empower mid-size and large sports event organizers with a multifaceted approach to sustainability and corporate social responsibility (CSR). It provides participants with a solid understanding of the fundamental ideas behind CSR and sustainability and equips them with knowledge of how to report on sustainability and CSR activities within the sports industry.

### **ENGR 400 - Ethics in Engineering and Science**

This course discusses ethical issues in the practice of engineering and science. Code of ethics for engineers, professional liability to clients, employers, and society, distinction of responsibility and accountability, legal obligations, and regulatory areas of concern to engineers, such as labor, safety and the environment, are among the topics examined. Case studies will be analyzed to understand concrete problems and their consequences.

### **IR 352 - Environmental Politics**

The course examines issues and concepts central to environmental politics, ranging from theory to practice. Lectures cover topics from global to local issues, enabling the student to assess the role of



the global economy and international organizations in the development of environmental policy, as well as the importance of taking action at the local level. Issues addressed include the concept of sustainable development, green thought and political parties, environmental policy options, environmental pressure groups, the problems of collective action, international dimensions of environmental policy, international structures for the environment, international environmental agreements, European Union environmental policy and environmental security. The course also attempts to explore the linkages between environmental, social, ethical, political and economic issues. These links address the question of whether we need to modify our mode of conduct and way of thinking on a variety of issues including consumption patterns, life-styles, moral traditions, education, the value assigned to environmental goods and services and national accounting systems.



### **CDM 428 - Managing Across Cultures**

The objective of this course is to demonstrate students how culture affects management practice, from organizational structure to strategy and human resource management. Drawing upon evidence from research, it enables students to reconsider, explore and transfer alternative practices across national boundaries. As well as providing an insight into other cultures, it will also provide them with an increased awareness of their own culture. In addition, the course provides students to comprehend and discuss the cross-cultural differences with regard to organizational corporate culture, management, decision making, planning, leadership, motivation, performance management, negotiation.

### **MED 425 - Ethics in the Digital Age**

Digital technologies are central to our life, how we communicate, and how we connect and make meaning of the world. As with the prospects of the digital age, come the ethical concerns and challenges: how to actually adjust our livelihoods, act and use digital technologies, and develop our socio-political rules and organizations accordingly. In this course, various ethical theories and approaches will be introduced, such as utilitarianism, theories of justice and freedom, and relevance and methodology of ethics. Second, students will learn to apply ethical concerns and approaches to practical issues or problems pertaining to digital technologies, mainly digital communication technologies.

**Principle 3 - Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.**

The faculty utilizes various approaches to educate students on subjects related to social responsibility, corporate governance, business ethics, moral values, and sustainability. These educational methods include lectures, simulations, projects, case studies, and guest speakers. Many courses incorporate these methods to highlight responsible, ethical, environmental, and sustainable practices adopted by companies. In the majority of the courses, students actively present their own solutions to the proposed problems and develop appropriate, just, socially responsible, and sustainable decisions.

**Principle 4 - Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.**

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- Oba, B., & Ozsoy, Z. (2020). Unifying nature of food: consumer-initiated cooperatives

in Istanbul. *Society and Business Review*, 15(4), 349-372.

- Yentürk, N. (2020). İklim Pahası: Çevre Koruma ve İklim Değişikliği ile Mücadelede Kamu Harcamaları (The Price of Climate: Public Expenditures in Environmental Protection and Combating Climate Change). Istanbul Bilgi University Publishing.
- Ozturk, S. S., Demirer, R., & Gupta, R. (2022). Climate uncertainty and carbon emissions prices: the relative roles of transition and physical climate risks. *Economics Letters*, 217, 110687.
- Yucel, Y. (2022). Capabilities Indicators for Human Rights Cities in Turkey: A Gender-Specific Approach. *Social Indicators Research*, 159(2), 495-522.
- Sirkeci, K., & Arıkan, E. (2021). The Infinite Wardrobe: Female Consumers' Value Perceptions Regarding Collaborative Consumption of Apparel. *South East European Journal of Economics and Business*, 16(2), 150-170.
- Oba, B. (2022). Business, ethics and institutions: the evolution of Turkish capitalism in global perspectives: Asli M. Colpan, Geoffrey Jones (eds), Routledge, Taylor & Francis.
- Kirezli, O., & Atakan, M. S. (2021). Coworking Spaces in the Sharing Economy: Examples from an Emerging Country. In *Digital Entrepreneurship and the Sharing Economy* (pp. 160-178). Routledge.
- Sönmez, F. D. (2021). The Role of Human Capital and Technology in Economic Integration-Growth Nexus<sup>1</sup>. *The Trade Wars of the USA, China, and the EU: The Global Economy in the Age of Populism*, 123.
- Uyduranoğlu, A. (2021). Avrupa Yeşil Mutabakatı'nda Uygulanması Gereken Karbon Vergisinin Önündeki Engeller: Asimetrik Bilgi ve Ön Yargı (Barriers to Implementing Carbon Tax in the European

Green Deal: Asymmetric Information and Prejudice). Nobel Publishing.

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- Özsoy, Z., & Oba, B. (2021). How Can Digital Entrepreneurship Address Social Issues?: The Case of EkoHarita in Fighting Ecological Disruption. In *Digital Entrepreneurship and the Sharing Economy* (pp. 109-126). Routledge.
- Karabatı, S. (2022). Theories of Virtual Teams, International Teams, and Global Virtual Collaboration. In *The X-Culture Handbook of Collaboration and Problem Solving in Global Virtual*: Vas Taras (ed.). The University of North Carolina Press.

**Principle 5 - Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.**

Istanbul Bilgi University continues connections with influential figures in the business world. Also, the University has regular interactions with many former students who have leadership roles in companies leading sustainability initiatives. The faculty actively engages with these accomplished individuals as contributors in various courses to enrich the educational experience.

Istanbul Bilgi University has been granted accreditation by the WASC Senior College and University Commission (WSCUC), a prestigious and highly regarded certification for higher education quality. This accreditation, valid until 2027, signifies the University's commitment to excellence. Through a thorough evaluation process and assessment of various documents, İstanbul Bilgi University has achieved the distinction of being the first higher education institution in Turkey to receive international institutional accreditation from WSCUC. This recognition further reinforces

the University's position as a leader in higher education.

The Faculty of Business maintains continuous connections with prominent figures in the business community, with some of them actively participating in the advisory board. Additionally, several business leaders contribute their expertise and insights as guest speakers and lecturers in our courses. These ongoing relationships enhance the educational experience by providing students with valuable industry perspectives and real-world insights.

Istanbul Bilgi University, Faculty of Business, has been a member of AACSB (Association to Advance Collegiate Schools of Business), an organization that emphasizes the significance of ethical responsibility in both individual and corporate contexts when cultivating future business leaders for the twenty-first century since 2018. By becoming a member of AACSB, Istanbul Bilgi University Faculty of Business reaffirms its dedication to upholding and reinforcing this commitment to ethical responsibility. Moreover, the Faculty of Business is currently in the process of fulfilling the requirements for AACSB accreditation.

**Principle 6 - Dialogue: We will facilitate and support dialog and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.**

Istanbul Bilgi University Faculty of Business engages in dialogue with the global and local communities regarding environmental, ethical, and civil rights issues.

- Faculty of Business started the "Sustainable Development Seminars" series to enrich the perspectives of the faculty about critical issues related to global social responsibility and sustainability. The list of the seminars conducted is presented below:

- Carbon Regulation Mechanism at the Border: Impacts and Possible Responses (Assoc. Prof. Dr. Ahmet Atıl Aşıcı, Istanbul Technical University Faculty of Management)

- Effects of Climate Change on Olive Yield in Turkey (Prof. Dr. Sevil Acar Aytekin, Boğaziçi University)
- Right to Clean Environment As A Human Rights (Dr. Bartosz Ziemblicki)

- Istanbul Bilgi University started the Bilgi Young Social Entrepreneur Awards in Turkey in 2010. Every year, 20 social entrepreneurs are selected from around the globe for founding or co-founding options. Since 2010 Istanbul Bilgi University has organized the competition.



### III. KEY OBJECTIVES FOR THE NEXT 24 MONTHS

In the upcoming 24 months, the Faculty of Business aims to conduct a comprehensive review of each program's learning outcomes to align them with the updated mission statement (revised mission statement: The Faculty of Business fosters an academic community with a strong commitment to teaching and learning excellence, internationally recognized research, innovation, and social impact by embracing sustainability, ethics, and inclusiveness). Subsequently, the Faculty of Business will modify the course content and introduce new courses to adequately address the revised program learning outcomes (PLOs).

In the upcoming period, the Faculty of Business will maintain its entrepreneurial viewpoint and embark on new initiatives to enhance understanding and awareness of sustainability, ethics, social responsibility, and social impact. The faculty will continue its efforts to integrate the principles of the PRME initiative into its curriculum, teaching methods, and research activities, demonstrating a commitment to responsible management

education. As part of this endeavor, the Faculty of Business intends to host seminars for faculty members and students, encouraging them to prioritize research in relevant areas.

#### **IV. DESIRED SUPPORT FROM THE PRME COMMUNITY**

We would like to maintain our commitment to actively sharing information and knowledge with the PRME community. We aim to foster solidarity and actively participate in various PRME initiatives by engaging in collaborative workgroups.

#### **V. UNIVERSITY-WIDE ACTIVITIES**

1. In order to promote fields at the University that have become advanced in terms of scientific and social effect and ensure that all stakeholders recognize these fields, fields of excellence are created at BİLGİ. Not only do every field of excellence demonstrate a pioneering scientific quality in every study they have conducted or will conduct, but they also exhibit an added value to society and present political suggestions to decision-makers during political policy-making processes. In other words, the designated fields of excellence have become a different aspect of BİLGİ known to the public.

The fields of excellence are determined using an interdisciplinary approach and formed fields of study outlined by departments, centers and/or institutes and from current ongoing studies. Additionally, pioneering fields that shed light on local and global issues that have become a problem and/or will become a problem in the future are selected. The fields of excellence are created under two categories “Scientific Impact Focused” and “Social / Public Effect Focused”.

##### **1.1. Gender Studies (Scientific Impact Focused)**

Gender studies is an interdisciplinary field addressing many different issues such as gender representation and reflections of gender inequality in different fields. Since the first half of the 20th century up until today, gender studies has been a part of scientific studies and presented a different point of view and criticism by adopting a gender perspective regarding the method, the practice of producing knowledge, and the issues that are addressed in almost every discipline. This field of study concentrated more on women in its first

years. Gender studies has recently undergone an expansion and been enriched with masculinity and queer studies. Many magazines and book series have been published, new graduate programs have been opened, and gender studies has become a profound scientific field.

While the literature on gender studies has been expanding globally, the history of women studies in Turkey is relatively new. Despite this, women studies corpus has experienced rapid growth with the momentum provided by the feminist movement. Masculinity and queer studies, as newly emerging fields, have been a part of this development. Scientific knowledge production currently takes place within a larger area. The development of women’s studies has been followed by the formation of women’s and gender studies research centers. Today, there are many research and application centers focusing on women’s and gender studies under different names at many universities.

Istanbul Bilgi University is an institution that produces knowledge about the issue in different fields with its research projects and researchers focusing on gender. The first step for putting the current production in communication with one another and provide interdisciplinary studies has been taken in 2019 with the foundation of BİLGİ Gender Studies Group. Gender Studies Field of Excellence has brought together academics conducting research on gender and sexuality within a larger platform in order to further develop these studies. While this field of excellence creates an area in which interdisciplinary studies can be carried out with regard to gender, it also aims to encourage the production of comprehensive studies on national and global levels.

##### **1.2. Radicalization (Scientific Impact Focused)**

The terms radicalism, extremism, fundamentalism, and terrorism are used interchangeably in daily life and scientific literature. This equivalent usage is not surprising considering that we are living in an era characterized by populism and a Cartesian dualist understanding in terms of comprehending and conceptualizing social, economic, and political phenomena. This reductionist tendency also affects scientific thought. In addition to the facts that the scientific research uncovers, current findings demonstrate that policymakers, journalists, and people also use these terms as

synonyms to label various social and psychological events. It is observed today that the concept of radicalization has mostly negative connotations. The researchers who work within the Radicalization Field of Excellence aim to discuss the radicalization arguments scientifically on the basis of the findings acquired from the studies that they conducted in Europe, Northern Africa, and Middle East in particular.

### **1.3. Child Studies (Social / Public Effect Focused)**

Regarded as a field that needs to be approached with an interdisciplinary and holistic perspective, child studies also require collaboration between academia and the field. In view of these needs, BİLGİ Child Studies Unit was founded in our university in 2017 and it was the first 'child studies' unit in Turkish academia. Child Studies Unit has been conducting both scholarly and social effect-focused works on 'child studies' in Turkey by establishing collaborations with different departments, faculties, and research centers within the university. In this field of excellence that we define as 'Child Studies', the working areas that we have contributed to up until now by adopting a perspective looking out for the 'best interest of children', the most important principle of the UN Convention on the Rights of the Child.

### **1.4. Migration and Social Inclusion (Social / Public Effect Focused)**

Due to the transformation and change that it leads to in social, political, legal, economic, and cultural structures of societies, migration is one of the important dynamics of social life and a significant academic field. Addressing migration, which is a universal phenomenon and has become diversified and intense, has come to the fore as one of the important elements for contributing to a fair and equitable society with all its differences in the framework of social inclusion. As COVID-19 pandemic, which has been going on since 2020, has illustrated once again, it is vital that we examine the transformations that emerge especially in the context of human mobility due to epidemics, catastrophes, climate change, our production and consumption habits, and ongoing conflicts; migration's social effects in relation to social justice, marginalization, discrimination, polarization processes during the period referred to as post-truth era, and the needs, arrangements,

possibilities, and predicaments in this field for providing scientific and social contribution.

The principal approach in the Migration and Social Inclusion Field of Excellence is to recognize differences and to strengthen scholarly and social knowledge and practices against discrimination, social marginalization, and hate speech in Turkish society with a perspective based on respect, access to fundamental rights, and social inclusion that also includes migrants.

This field of excellence aims to realize social change that centers around equality and wellbeing in the context of access to fundamental rights, participation, and social inclusion of disadvantaged groups, including migrants, with an emphasis on a fair and equitable society. In order to share scholarly knowledge in this field with society, methods such as open-access publications, online trainings, visual materials, and impact analyses will be used.

### **1.5. European Studies (Social / Public Effect Focused)**

Turkey's integration process to the EU gained significant momentum between 1999 and 2005. It brought along significant structural and legal reforms. The accession of Greek Cyprus to the EU in 2004 and the magnitude of the political and economic cost of the negotiations that were initiated in 2005 along with other reasons first led to the skepticism of the political authorities and then the public. At this point, both in the EU and in Turkey, certain political, economic, and social ruptures are experienced. The researchers who work as part of Istanbul Bilgi University European Studies Field of Excellence will continue to contribute to the healthy progression of Turkey's integration to the EU by organizing scientific activities, meetings, publications, podcasts, television programs, and social media activities in order to directly inform the public especially in those areas that Turkey needs during this period of ruptures. These studies will include issues such as Green Deal, modernization of Customs Union, foreign trade policy, competition law, visa liberalization, Refugee Deal, dialogue with civil society, gender, lifelong education, migrant harmony policies.

**2. Istanbul Bilgi University is proud in its contribution to the betterment of society through**

its research centers. These research centers are dedicated to promoting a more socially and economically inclusive world by undertaking projects, conducting research, and providing training. Presented below are some of the notable centers at the university:

### **2.1. Center for Civil Society Studies**

The purpose of the center is to contribute to the development of civil society in Turkey and the world; to conduct scientific research, publication, training and documentation studies on the social, economic, and cultural dimensions of this development; to work in cooperation with the related official, private and non-governmental organizations; and actively be a part of the accumulation of knowledge in the areas of civil society.

The Center for Civil Society Studies was founded in 2008 and continues its activities through the NGO Training and Research Unit, Youth Studies Unit, and Child Studies Unit.

#### **NGO Training and Research Unit**

As a “City University”, İstanbul Bilgi University has aimed to create a continuous and warm relationship with all segments of society, and to this end has adopted an open approach towards the society for both academic activities and social and cultural events. The University has always considered non-governmental organizations an integral part of its mission and as a result created the NGO Training and Research Unit (Bilgi STK) in March 2003 to institutionalize its support.

For the first time in Turkey, a university body has aimed at strengthening the role of NGOs in a pluralistic democracy and contribute to the solving of the problem of the efficient operation of the NGOs. Bilgi STK was formed to be a meeting point between the University and civil society in order to assist in the capacity development of NGOs and citizen initiatives, particularly in the policy formulation and implementation processes.

Besides addressing the printed and visual material and training needs and strengthening and supporting the organizational capacity and abilities of non-governmental organizations, Bilgi STK also works towards increasing the awareness of NGOs on topics such as human rights, gender equality,

participation, multiculturalism and ethics; supporting the creation of networks between NGOs, monitoring of public spending and increasing the impact of NGOs during the EU Accession talks.

#### **Youth Studies Unit**

The Youth Studies Unit was founded in 2006 with the purpose of contributing to the development of rights-based youth policies. As part of this unit:

The Research Program conducts research projects especially on youth studies and publishes these studies in the form of articles, reports, and books.

The Network Creation Program organizes festivals, working visits, and meetings in order for the stakeholders to have opportunities to learn from each other.

Within the Modeling Program, innovative youth projects are implemented and studies are conducted to help institutions that work with young people to adopt these innovations.

As part of the Advocacy Program, activities are organized that increases the participation and well-being of young people – in its most encompassing definition - before the decision makers.

Under these programs, various books and articles have been published; the Short-Wave Youth Center was created to conduct various activities with young people living around Santral campus of the University; a methodology to monitor youth policies by young people was developed; Living Library activity on youth and human rights was realized; and people who work with young people were supported via various training programs.

#### **Child Studies Unit**

Child Studies Unit (ÇOÇA) was created on 20th November 2007 in order to create awareness, adoption, and dissemination of child’s rights. ÇOÇA implements all projects with the participation of children and besides producing and disseminating educational models based on children’s rights, ÇOÇA also conducts research and advocacy studies in order to contribute to the development of policies about children.

The primary target group of ÇOÇA’s activities is children, teachers, and NGO employees along with

adults who work with children and these activities are held in cooperation with the partners due to desire to learn from each other. The experience and knowledge of the people and institutions that work within the university and in the fields of children's and human rights in civil society takes place in the studies of ÇOÇA and the knowledge generated at ÇOÇA is also disseminated via various means.

ÇOÇA has primarily been active in the field of education about children's rights along with the fields of child and gender, children's participation, child and the media and well-being of the child. ÇOÇA has also developed the children's rights game named Söz Küçüğün (It's the Child's Turn), gender equality games Neden Olmasın (Why Not) and Mesela Sokağı (For Instance Street) and prepared animated films for children that depict the Universal Declaration of Human Rights and the UN Declaration of the Rights of the Child. Additionally, ÇOÇA has translated and adapted the book Compassito: Manual on Human Rights Education Activities with Children, for the use of teachers who work with children and NGO representatives. ÇOÇA has prepared training manuals and programs aimed at empowering adults that work with children to be used in various schools. As part of ÇOÇA's aim to help children find a voice in public areas and participate in the decision-making mechanism, the Unit has helped in realizing the children's rights radio program named Söz Küçüğün (It's the Child's Turn) on Açık (Open) Radio, which is produced by children and has been on air since 2008.

Projects conducted between 2020-2022 are presented below.

- Participatory and safe youth activism: The project, led by Roots and Sprouts Turkey, with the support of the Sabancı Foundation and in cooperation with ÇOÇA unit, has been conducting between August 15, 2022 and July 15, 2023. The project aims to support children who defend their rights, especially in the fields of climate and ecology, to protect themselves on the basis of their rights and to ensure their effective participation in social processes. Within the scope of the project, it is planned to empower both children, young people and adults, especially those working with activist children, on a child rights-based approach.

- Inclusive learning materials for human

rights education with children: According to the United Nations Convention on the Rights of the Child, children have the right to accurate and reliable information. Children should receive reliable information in accordance with their age and developmental characteristics. During disasters and emergencies such as earthquakes and pandemics, the need to access accurate and reliable information increases for everyone. However, this can become more difficult during these periods as the spread of misinformation increases. It is much more difficult for children than adults to access reliable information that is appropriate for their developmental needs. Adults who want to keep children informed may also need support on how to do this.

- News for children over 10: "News for Children" project ensures that children receive the news they are curious about in a way that suits them and contributes to the realization of the right to access to information. Every week, ÇOÇA try to convey news about the agenda to children aged 10 and above. An different illustrator supports this work every week.

- Child Studies Unit started a series of Youtube live broadcasts called "ÇOÇA Chats". In ÇOÇA Chats, ÇOÇA hosts different experts and academics working in the field of children in order to emphasize that child studies are interdisciplinary and holistic and to strengthen communication between academia and field / civil society. In the first series of ÇOÇA Talks, the guests are academics and experts working in the field of children at Istanbul Bilgi University.

### **Social Incubation Center (SIC)**

The social Incubation Center is founded by Istanbul Bilgi University Center for Civil Society Studies in 2014.

SIC provides organizational development support to Civil Society Organizations (CSOs) and informal citizen groups; i.e. involved in non -profit activity, working on right based issues, located in Istanbul (or sometimes outside from Istanbul, working through innovative solutions to social problems.

SIC provides organizational development support on issues such as; volunteering, fundraising,



networking, strategy making, project management, communication skills.

SIC provides organizational development support systems in the form of workshops, trainings, mentorship, office space, academic input, networking, legal support, consultancy.

Around every 6 months, generally one in spring and one in autumn an open call is distributed for CSOs and civic initiatives. 8 – 10 applicants are selected to work with. Through an analysis of each applicant, an individual need assessment is made. According to the organizational needs of the applicants, a strategic plan is drafted which provides the basis of our work with that entity.

## **2.2. Center for Environment, Energy and Sustainability Studies**

The Research Center for the Environment, Energy and Sustainability established in fall 2010 aims to contribute to studies carried out in the field of the environment, considering all aspects of environmental problems, including energy and sustainability. The center also targets to construct a bridge between all stakeholders (universities, NGOs, public institutions, private sector etc.).

Istanbul Bilgi University is the pioneer university in Turkey, giving support to “Earth Hour” campaign, which is a project initiated by WWF to create awareness and interest to global environmental problems. Every year in the “Earth Hour”, in the three campuses of the University, the lightings - except safety precautions- had been turned off.

- Environment, Energy and Sustainability Research Center of Istanbul Bilgi University has started a new project in order to increase environmental awareness among housewives and primary school students. The education project was launched in collaboration with my climate Turkey, the company with the mission of developing and supporting projects around the world that directly reduce greenhouse gas emissions and protect the climate. The aim of the project is to increase environmental awareness in Turkey especially among housewives and primary school students. In order to reach this goal, three different slots are prepared. Primary school teachers are also included in the group targeted for ensuring the continuity of the project.

## **2.3. The Human Rights Law Research Center**

The Human Rights Law Research Center is an initiative of the Law Faculty of the University. It is the academic unit focusing on research and education in human rights law.

- "United Nations Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) Literacy for Legal Professionals" project supported by the Istanbul Consulate of the Federal Republic of Germany conducted between 1 February 2022 to 31 December 2022.

The project aims to increase the awareness of lawyers and to strengthen them on gender equality, violence against women and women's human rights, international standards on the human rights of women, international human rights mechanisms, individual application procedures, and interpretation and implementation of CEDAW.

To accomplish these goals, a book of experts on CEDAW was published, two events for the book in Ankara and Istanbul were organized in a panel format, and a needs assessment analysis meeting was conducted in order to focus on the needs of the lawyers about the international standards of the human rights of women, online trainings were organized for women lawyers in different provinces of Turkey, monitoring and evaluation of these trainings were conducted.

## **2.4. Istanbul Bilgi University Center for Migration Research**

Istanbul Bilgi University Center for Migration Research is the first migration research center to carry out large-scale, multi-dimensional scientific research.

Historically Turkey has been affected by, and has produced, diverse forms of migratory movements and refugee flows. The social, economic, demographic and human rights aspects of emerging trends in migration from, to and through Turkey present ever-increasing challenges both for social scientists and policy makers. As a result, Turkey's position in the international migration scene has changed. And presently Turkey has become both a country of emigration and immigration.



- Overcoming Infodemic During and Beyond COVID-19: Development of an Online Tool: The project, realized with the support of the Black Sea Trust for Regional Cooperation - A Project of the German Marshall Fund in 2020-2021, aims to contribute to civic engagement, transparency, accountability and media literacy through the development of a sustainable online training tool to increase project target groups' capacity of fact-checking in various forms of misinformation and knowledge about the COVID-19. The online tool as the project's outcome, will be available for the use in university lectures, NGO trainings and on the internet/website, and will focus on developing an understanding about misinformation and capability to deal with misinformation, fake news and other problems.

- "The Other Stories" Exhibition: BİLGİ Center for Migration Research, in collaboration with Koridor Contemporary Art Programs, ArtHereIstanbul, Art4me, GAR - Association for Migration Research, Support to Life Association, IGAM - The Research Centre on Asylum and Migration, Association for Solidarity with Asylum Seekers and Migrants, and BİLGİ European Institute RESPOND Project, organizes the exhibition focusing on the internal and transborder aspects of migration via stories reflected by artists.

The exhibition entitled 'The Other Stories' presents the works of 50 artists from various countries, producing in different disciplines of painting, sculpture, photography, installation, drawing, video art, and performance.

The exhibition is organized as part of the project 'Creative Network Plus: Baseline Research and Development (BREDEP)'. Coordinated by University of Derby and funded by the UK Research and Innovation AHRC Program, BREDEP is conducted in Turkey by BİLGİ Center for Migration Research.

Seminars and panels conducted by the Center for Migration Research:

- Seminar "Protesting what-must-not-be-named: Narratives of the 'Shock Wave' of Russian Anti-War Emigration" Nov. 30, 2022.
- Panel "Role of Universities for Social Change" Sept. 21, 2022.

- Seminar "Mobilization against Asylum Seekers in Contemporary Urban Spaces" April 25, 2022.
- Seminar "Oppressive Generosity, Compulsory Guesthood and the Politics of Hospitality in Turkey" March 24, 2022.

## 2.5. Business Ethics Research Center

The Business Ethics Research Center's focus is research, teaching, and documentation in universal business ethics. It is also involved in the application of ethics in both the private and public sectors, domestically and internationally. It works with relevant public and private sector institutions and enables them to address their needs by helping them modify their practices in light of research findings. The aim of the center; to carry out national and international scientific research, examination, application, training and documentation studies in the field of universal business ethics, to cover private and public dimensions, to cooperate with relevant public and private sector organizations, to direct scientific research and examinations in line with the needs encountered in practice, and to conduct scientific research and documentation.

## 2.6. Center for Sociology and Education Studies

The Istanbul Bilgi University Center for Sociology and Education Studies bridges primary and secondary school teachers and academia. It enhances the sharing of knowledge and also conducts research on textbooks. In addition, it develops material related to such issues as identity, dual language education, discrimination in education, democratization, citizenship, poverty, and social gender, and how these concepts can be handled at the primary and secondary school levels. It also holds educational seminars on these subjects.

- Inclusive Education: Intersectional and Interdisciplinary Perspectives project: Two online workshops were organized with twenty-nine experts, including teachers from different subjects, activists from several fields, and academics from various disciplines, and followed by two focus groups with seven teachers. In addition, to deepen some of the discussions in the workshop, a "School is a space. What about digital? Thinking inclusive education digitally" webinar was organized and shared on the YouTube channel. The speeches

were compiled to reach a wider audience. Three texts were produced based on the workshop content.

## **2.7. Cultural Policy and Management Research Center (KPY)**

KPY conducts research, education, and publication activities that will support the creation of a democratic and participatory culture policy in Turkey, develop a culture economy, and increase participation in culture. It also functions as a cultural observatory by carrying out all forms of activities that will generate knowledge, analysis, compilation, evaluation in the area of culture, and disseminating best cases.



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