



ISTANBUL
**GELISIM
UNIVERSITY**

SEPTEMBER 2026



ISTANBUL
GELİŞİM ÜNİVERSİTESİ

FACULTY OF APPLIED SCIENCES MONTHLY E-BULLETIN

Applied Science in Gelişim, For a Change In Your Life

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NEWS FROM IGU

IGU Strengthens Its Academic Performance in the URAP World Rankings

The results of the 2025-2026 World Rankings, prepared by the METU University Ranking by Academic Performance (URAP) Laboratory, have been announced. In the ranking, which evaluates universities worldwide based on academic performance indicators, Istanbul Gelisim University (IGU) ranked 2,112th globally, 58th among Turkish universities, and 11th among foundation universities.

Increase in Academic Performance Indicator Scores

An analysis of the academic performance indicators used by URAP reveals that IGU improved its scores across various criteria compared to the previous year. The university's Citation Score, Total Document Score, and Article Impact Score per Faculty Member all rose relative to the prior year. The gains recorded in these indicators were also reflected in IGU's Total Score. In a ranking system where the academic impact of scientific publications is just as important as their quantity, the rise in citation and article impact indicators stands out as a significant result regarding the visibility of IGU's scientific work.

IGU Ranks 11th Among Foundation Universities

According to the 2025-2026 results, IGU ranked 11th among foundation universities in Türkiye. Placing 2,112th worldwide, the university ranked 58th among all Turkish universities included in the list. The rise in scores recorded in the URAP data demonstrates that İGÜ is continuing its efforts to enhance its scientific output capacity and the impact of its academic work, in line with its vision of becoming a research university. The university continues to advance in this area through initiatives that support high-quality scientific output, strengthen research culture, and increase its international academic visibility.



NEWS FROM IGU

Student Orientation for the 2026–2027 Academic Year Was Held!

The Istanbul Gelisim University Student Orientation for the 2026–2027 Academic Year began with an opening speech by Abdülkadir Gayretli, Chair of the Board of Trustees, at the Mehmet Akif Ersoy Conference Hall in Section of Gelisim Tower.

As part of the program, Istanbul Gelisim University Vice Rector Prof. Dr. Serdar Egeli welcomed the new students to our university and wished them a successful academic year.

Prof. Dr. Kamil Kaya, Dean of the Faculty of Applied Sciences at Istanbul Gelisim University, provided information about the Faculty of Applied Sciences' educational structure, academic processes, and the opportunities available to students, and wished our students a successful and productive academic year.

We hope the new academic year will be filled with success, growth, and new experiences for all our students.



NEWS FROM FoAS

AI-Based Customer Support Systems to be Investigated Under the TÜBİTAK 2209-A University Students Research Projects Support Program!

The project titled "Analysis of AI-Based Customer Support Systems Using a Multi-Criteria Decision-Making Approach"—prepared within the scope of the 2025 call for the TÜBİTAK 2209-A University Students Research Projects Support Program—aims to evaluate the performance of AI-based chatbots using scientific methods.

To be conducted in the field of Management Information Systems, the project aims to identify the critical criteria affecting the performance of AI-based chatbots used in various sectors, particularly in daily life and e-commerce. The project is supervised by Asst. Prof. Ahmet Esad Yurtsever, with Ayşenur Hangül serving as the project coordinator and Elifnur Yenigün, Fatmanur Şimşek, and Rojin Yılmaz participating as researchers.

Following the identification of chatbot performance criteria, the research plans to calculate the weights of these criteria based on expert opinions using the Analytic Hierarchy Process (AHP) method. Additionally, the project aims to analyze data regarding chatbot experiences—gathered from a broad user base—using the TOPSIS method to evaluate the current performance of different chatbots.

The project seeks to identify the key performance criteria influencing user experience and to offer recommendations for the development of AI-based customer support systems based on the findings. Transforming the study's results into a scientific article and contributing to the digital transformation of customer services are also among the project's significant expected outcomes.



TÜBİTAK

2209-A

Üniversite Öğrencileri Araştırma Projeleri
Destekleme Programı

NEWS FROM FoAS

Istanbul Gelisim University's Aircraft Maintenance and Repair Department Represented at the Aviation Departments Introductory Seminar!

The "Aviation Departments Introductory Seminar," organized online by the Tulpar Aviation Society on August 4th, brought together prospective students interested in aviation education with academics and industry representatives. Res. Asst. Gizem Bedenli Hızalan represented the Aircraft Maintenance and Repair Department of the Istanbul Gelisim University Faculty of Applied Sciences at the seminar. During the presentation, participants received detailed information regarding the department's curriculum, practical training opportunities, laboratory infrastructure, internship processes, industry collaborations, and post-graduation career prospects. Furthermore, the critical role of aircraft maintenance and repair in aviation safety was highlighted, and questions from prospective students concerning the department and the profession were answered. The presentation delivered on behalf of the Istanbul Gelisim University Aircraft Maintenance and Repair Department played a significant role in showcasing the university's approach to applied education and its qualified academic staff to prospective students. The event concluded successfully, marked by strong participant interest and active engagement during the Q&A session.

Such promotional activities continue to share Istanbul Gelisim University's academic expertise in aviation with a wider audience while helping prospective students make informed choices.



**HAVACILIK BÖLÜMLERİ
TANITIM SEMİNERİ**

Tulpar ile gökyüzüne doğru tercih!

4 Ağustos Salı
20:00
Google Meet

Dr. Kamile Uysal
Öğretmen Pilot
KTO Karatay Üniversitesi- KARFA Uçuş
Akademi

Doç. Dr. Fulya Aybek Çetrek
Hava Trafik Kontrolü Bölümü
Eskişehir Teknik Üniversitesi

Dr. Öğr. Üyesi Selvi Vural
Havacılık Yönetimi Bölümü
Gümüşhane Üniversitesi

Öğr. Gör. Murat Can Soydan
Sivil Havacılık Kabin Hizmetleri Bölümü
Amasya Üniversitesi

Ars. Gör. Gizem Bedenli Hızalan
Uçak Bakım ve Onarım Bölümü
Istanbul Gelisim Üniversitesi

TULPAR

ACADEMIC ARTICLES

Scopus Q1 Article Published by Asst. Prof. Büşra Selenay Önal from the Aircraft Maintenance and Repair Department

An article titled “Clean Technology Assessment of Green and Grey Hydrogen Pathways: Energy–Exergy Benchmarking Against Natural Gas Power Generation,” co-authored by Asst. Prof. Büşra Selenay Önal from the Aircraft Maintenance and Repair Department and Zafer Utlu, has been published in the journal Clean Technologies. The study conducted a comparative analysis of green and grey hydrogen-based power generation systems against natural gas-based electricity generation in terms of energy and exergy performance. Evaluating natural gas combustion, grey and green hydrogen combustion, and hydrogen fuel cell systems, the study demonstrated that fuel cell-based systems, in particular, achieve higher energy and exergy efficiency.

Furthermore, the study highlighted that the use of hydrogen does not guarantee decarbonization on its own; it emphasized the importance of jointly evaluating the hydrogen production method and the final energy conversion technology to ensure thermodynamically efficient and low-carbon energy production.

Access Link:

Website: <https://www.mdpi.com/2571-8797/8/4/118>

PDF Version: <https://www.mdpi.com/2571-8797/8/4/118/pdf>



ACADEMIC ARTICLES

The article titled “The Female Face of the Digital World: From Cooperatives to Global Financial Freedom” was published in the SCOPUS-Q1 indexed journal Social Sciences

The article titled “The Female Face of the Digital World: From Cooperatives to Global Financial Freedom” co-authored by Res. Asst. Dr. Nuran Akdağ from the Aircraft Maintenance and Repair Department and researchers from various international universities was published in the indexed journal Social Sciences in 2026.

Access Link:

DOI: 10.3390/socsci15090599

<https://www.mdpi.com/2076-0760/15/9/599>



social sciences

ACADEMIC ARTICLES

Res. Asst. Niger Hacı's New Study Was Published!

The study titled "A Study on the Language Preference Features Offered to Users on Digital Streaming Platforms," authored by Res. Asst. Niger Hacı from the FAS Department of English Translation and Interpretation and Asst. Prof. Türkan Öykü Büyükçelikok from the İGÜMYO Department of Public Relations and Advertisement, has been published in the 31st issue of the journal Academic Sensitivities.

Access Link:

<https://dergipark.org.tr/tr/pub/akademik-hassasiyetler/article/1826531>



ACADEMIC BOOKS

Book Chapter on Data-Driven Marketing by Asst. Prof. Pinar Bacaksız Sanlısoy Published

Asst. Prof. Pinar Bacaksız Sanlısoy, a faculty member in the Department of Electronic Commerce and Management, authored a chapter titled "The Transformative Power and Strategic Importance of the Human Factor in Data-Driven Marketing" for the book Data-Driven Decision Making, edited by Assoc. Prof. Tutku Tuncalı Yaman.

In her work, Sanlısoy examines the evolving strategic importance of the human factor within marketing processes increasingly characterized by the use of data and technology. The chapter evaluates big data analytics, artificial intelligence, customer segmentation, personalization, and digital marketing practices, highlighting that data alone does not generate meaning; rather, marketing decisions derive value from human competencies such as creativity, empathy, ethical judgment, consumer psychology, and strategic interpretation.

Furthermore, the study emphasizes the importance of human-technology collaboration in building customer experience, trust, and brand value within data-driven marketing, offering a perspective on integrating technological capabilities with human competencies.



ACADEMIC BOOKS

The Book Chapter by Asst. Prof. Banu Kayınova Titled “Defining Responsible Artificial Intelligence Use in Higher Education” Was Published

The book chapter titled “Defining Responsible Artificial Intelligence Use in Higher Education,” authored by Dr. Banu Kayınova, a faculty member in the Department of Information Systems and Technologies at Istanbul Gelisim University’s Faculty of Applied Sciences, has been published in the academic book *Responsible Artificial Intelligence Use in Academia: From Ethical Awareness to Transformative Practice*, edited by Dr. Hatice Büber Kaya.

Serving as the book's opening chapter, the study examines the use of artificial intelligence in higher education not merely in terms of technological capabilities, but within a framework of ethics, transparency, accountability, human-centricity, and academic responsibility. The chapter presents a framework for conceptualizing responsible AI usage within the higher education context. The work addresses contemporary topics such as AI literacy, the integration of generative AI into teaching and learning, academic integrity, human-AI collaboration, research and data management, institutional AI governance, digital ethics, inclusive learning, and responsible innovation in higher education in a holistic manner through the contributions of various academics.

Kayınova’s study aims to contribute to the development of a shared understanding regarding the ethical and responsible use of rapidly proliferating AI applications in higher education.



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EVENTS

İGÜ Welcome Fest Held With an AREM & ARMAN Concert!

Organized by Istanbul Gelisim University (IGU) to mark the start of the new academic term, IGU Welcome Fest drew a large turnout of students. AREM & ARMAN took the stage during the concert program held as part of the event.

The program, which took place on Thursday, September 24, at the Rectorate Concert Area, kicked off with a warm-up DJ performance. AREM & ARMAN then took the stage, offering students an enjoyable experience with their musical performance.

The concert, held as part of İGÜ Welcome Fest, not only enabled students to begin the new academic term with a social and cultural activity but also brought vibrancy to campus life. The event concluded with students coming together amidst music and entertainment.



NEWS FROM OUR ALUMNI

Zehra Sümeyye Oturakçı

When I first started at Istanbul Gelisim University, I didn't imagine those four years would fly by so quickly. At the start, I wasn't entirely sure what lay ahead, what field I'd want to work in upon graduation, or where I saw myself in the future. Now, looking back as I graduate, I realize that these four years gave me more than just a major and a diploma; they provided me with diverse experiences and helped me get to know myself better. During my time in the Translation and Interpreting Department, I discovered that translation is a far broader field than I had initially thought. Throughout my studies, we worked with various types of texts, engaged in translation practice, mastered terminology, and often discussed how a single text might not have just one "correct" translation. Thanks to practical courses in particular, I learned that translation involves much more than simply knowing English; it requires research, the ability to find reliable sources, and a deep understanding of the text's context. Beyond my coursework, I also sought out diverse experiences during my university years. Completing my mandatory internship at a translation agency gave me a firsthand look at professional workflows. Taking on various roles within the university allowed me to hone my communication skills and gain insight into the working world. These experiences ensured that upon graduation, I possessed not only a diploma but also practical experience relevant to my future career.



University life and my time in the department... To be honest, it wasn't all sunshine and rainbows. We had our ups and downs, and plenty of moments where we wondered, "How will this actually be useful in the real world?" Yet, what truly defines a university isn't its buildings or flawless systems; ...it is about the space you carve out for yourself within that structure. Amidst the heavy course load, what gave me the most breathing room was pursuing topics that genuinely interested me. One of my distinct experiences was participating in a TÜBİTAK project. I worked on the use of artificial intelligence in translation, terminology and corpus studies, and the evaluation of translation quality through various methods. While this process initially seemed quite different—and somewhat challenging—it eventually led me to reflect on how the translation profession might evolve alongside technology.

NEWS FROM OUR ALUMNI

Thanks to the unwavering support and guidance of Res. Asst. Niger Hacı, throughout the TÜBİTAK project, I did more than just attend theoretical classes; I gained hands-on experience, conducted research in the field, and ultimately capped it all off by presenting at a scientific conference (ASES). This experience gave me far more than just a diploma. Of course, university life wasn't solely about classes, projects, and fond memories. There were times when we felt exhausted or struggled to meet deadlines for assignments and exams, and moments when we wondered, "What will I do after graduating from this department?" For me, perhaps one of the most significant aspects of university was gradually finding the answers to these questions myself. I realized that, alongside translation, I could explore interests in education, academia, technology, and other professional fields. Now, as I graduate, I see a vast difference between the Zehra who started university and the Zehra I am today. I may not know exactly what path lies ahead, but I have a much clearer understanding of what I love, the areas in which I want to develop, and the kind of professional life I envision for myself. I would like to thank the instructors who contributed to this process—which has constituted a significant part of my life over the past four years—as well as the friends with whom I attended classes and prepared for exams, and everyone who provided me with diverse experiences.

GUEST WRITER

From AI Competence to Educational AI: A Framework for Empowering Educators

Artificial intelligence (AI) is increasingly transforming educational systems and redefining how educators teach, assess, and support learning. AI-powered technologies offer significant opportunities, including personalized learning experiences, automated feedback, intelligent content creation, and enhanced administrative efficiency. However, the successful integration of AI into education depends not only on technological availability but also on educators' readiness to adopt and use these tools effectively, ethically, and confidently.



**Dr. Öğr. Üyesi Zahra TALEBI
GHahremanlouy OLYA**

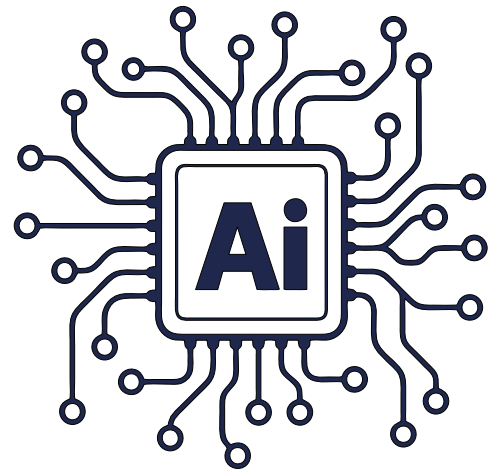
Educational AI readiness is a complex construct shaped by cognitive, organizational, cultural, and psychological factors. Among the most influential determinants are AI competence, ethical awareness, organizational support, school digital culture, technological self-efficacy, and technology anxiety. Together, these factors form an interconnected framework that explains how educators develop the confidence, competence, and preparedness necessary for effective AI integration.

At the foundation of this framework lies AI competence, which refers to educators' knowledge, skills, and understanding of artificial intelligence, including its applications, limitations, and broader implications. Educators with stronger AI competence are more capable of recognizing the educational value of AI technologies and are therefore more willing to incorporate them into teaching and learning processes. A deeper understanding of AI reduces uncertainty, increases confidence, and facilitates informed decision-making regarding the use of emerging technologies in educational settings. Beyond enhancing technical understanding, AI competence also contributes to the development of ethical awareness. As AI systems become increasingly involved in educational decision-making, concerns related to data privacy, algorithmic bias, transparency, accountability, and educational equity have gained growing importance. Educators who possess greater AI competence are generally more aware of these ethical challenges and are better prepared to evaluate the potential benefits and risks associated with AI applications. This awareness promotes responsible and informed technology use, strengthening educators' readiness to integrate AI in ways that align with ethical and educational values.

GUEST WRITER

AI competence also plays a crucial role in strengthening technological self-efficacy, which refers to an individual's belief in their ability to use technology effectively. Educators who understand AI technologies are more likely to feel capable of applying them in professional contexts. Familiarity with AI tools reduces perceptions of complexity and uncertainty, leading to stronger confidence in one's technological abilities. As a result, AI competence serves as an important foundation for building the self-confidence required for successful AI adoption. While individual competence is important, institutional factors significantly influence educators' readiness as well. Organizational support, including administrative encouragement, professional development opportunities, technological infrastructure, resource availability, and institutional guidance, can strengthen educators' willingness to engage with innovative technologies. When educators perceive that adequate support systems are available, they are more likely to experiment with new tools and overcome barriers associated with technology integration. Such support also contributes to stronger technological self-efficacy by creating an environment where educators feel supported rather than isolated in their efforts to adopt AI.

Organizational support further contributes to the development of a positive digital culture within educational institutions. Schools and universities that encourage innovation, collaboration, technology use, and continuous professional learning create favorable conditions for digital transformation. A strong digital culture establishes norms that promote experimentation and acceptance of emerging technologies, making AI adoption more likely. Through supportive leadership and shared technological values, organizational support indirectly enhances educators' readiness by fostering a culture that embraces innovation. A positive digital culture also plays a direct role in strengthening technological self-efficacy. According to Bandura's Social Cognitive Theory, individuals develop self-efficacy through successful experiences, observation of competent peers, social encouragement, and supportive learning environments. Educators working in digitally advanced institutions are more likely to observe effective technology integration, collaborate with experienced colleagues, and participate in professional learning communities. These experiences enhance their confidence and reinforce their perceptions of technological competence.



GUEST WRITER

In addition to influencing self-efficacy, digital culture can directly increase readiness for educational AI. When technology use becomes a normal and valued aspect of institutional practice, educators are more likely to perceive AI as a useful and appropriate tool for teaching and learning. Institutions that actively promote digital innovation create opportunities for educators to explore AI applications, experiment with new approaches, and develop positive attitudes toward technological change. Among all factors influencing AI readiness, technological self-efficacy serves as one of the most important mechanisms. Educators who believe in their ability to use technology effectively are more likely to engage with AI tools, persist when challenges arise, and successfully integrate AI into their professional practice. Consequently, technological self-efficacy acts as a key pathway through which AI competence, organizational support, and digital culture contribute to educational AI readiness.

Not all influences on readiness are positive, however. Technology anxiety represents a significant psychological barrier that can hinder AI adoption. Feelings of worry, fear of failure, perceived incompetence, and resistance to technological change may reduce educators' willingness to engage with AI tools. High levels of anxiety can weaken confidence, limit experimentation, and discourage technology use, ultimately reducing readiness for educational AI. Technology anxiety may also diminish the positive effects of technological self-efficacy. Even when educators possess strong technological skills and confidence, excessive anxiety can prevent these strengths from translating into actual implementation. Therefore, reducing technology-related fears and uncertainties is essential for maximizing the benefits of technological competence and self-efficacy.

Overall, educational AI readiness emerges from the interaction of multiple factors rather than a single determinant. AI competence enhances ethical awareness and technological self-efficacy, organizational support fosters both self-efficacy and digital culture, and digital culture further strengthens confidence and readiness. At the same time, technology anxiety can undermine these positive influences. Understanding these relationships provides valuable insights for educational institutions seeking to prepare educators for the growing role of artificial intelligence in teaching and learning. As AI continues to shape the future of education, efforts to improve AI competence, strengthen ethical awareness, provide organizational support, cultivate positive digital cultures, enhance technological self-efficacy, and reduce technology anxiety will be essential. By addressing these interconnected factors, educational institutions can empower educators to adopt AI responsibly, confidently, and effectively.

CULTURE, ART & LITERATURE

ARTS AND CULTURE EVENTS IN ISTANBUL

SEPTEMBER 2026



1. Festival – Istanbul Cultural Route Festival

Date: September 26 – October 4, 2026

Venue: Various cultural and arts venues across Istanbul

Organized by the Ministry of Culture and Tourism as part of the Türkiye Cultural Route Festival, this Istanbul event runs from late September into October. The festival program, featuring a diverse range of activities such as concerts, exhibitions, theater performances, talks, and workshops, can be viewed on the official website.

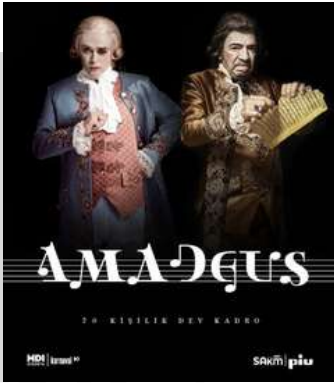


2. Concert – Dominic Miller

Date: September 25, 2026, 21:00

Venue: Zorlu PSM, Turkcell Platinum Stage

Guitarist and composer Dominic Miller, renowned for his long-standing collaboration with Sting, performs in Istanbul with a musical style that blends jazz, Latin, and contemporary classical influences. Featuring a guest appearance by Fikri Karayel, the concert offers an opportunity to experience the artist's solo works and his distinctive guitar interpretations.



3. Theater – Amadeus Farewell Tour

Date: September 14, 2026

Venue: Atatürk Cultural Center, Türk Telekom Opera Hall

Directed by Işıl Kasapoğlu, this production of Peter Shaffer's play—which explores the themes of admiration, envy, and artistic rivalry between Mozart and Salieri—is featured in the September schedule as part of its farewell tour. Starring Selçuk Yöntem and Tansu Biçer, the production brings music and theater together on the same stage



4. Istanbul Libraries – IMM Atatürk Library

Opening Hours: Daily 09:00–21:00

Location: Gümüşsuyu, Miralay Şefikbey Street No. 6, Beyoğlu, Istanbul

Serving readers and researchers with its collections of books, periodicals, and digital resources, the Atatürk Library is a key cultural destination in Istanbul for reading and research. Housing a collection of rare works as well, the library offers a wealth of resources for those interested in literature and urban history.

ERASMUS +

As an English Translation and Interpreting student, I had the opportunity to study in Poland under the Erasmus program during the 2025-2026 academic year. I was excited before leaving for Erasmus because it would be the first time I lived abroad for such an extended period.

I spent about four months away from my family, friends, and familiar routine. Adjusting wasn't easy at first; I faced some accommodation issues, encountered unexpected expenses, and occasionally struggled financially. Trying to handle everything on my own in a new country proved more difficult than I had initially imagined. However, as time went by, I grew accustomed to both the city and my new routine. Outside of classes, I had the chance to meet students from various countries. Being in the same environment as people from diverse cultures and spending time with them was one of the best aspects of the Erasmus experience. Constantly using English in my daily life was also a rewarding experience for me. I also had the opportunity to travel during my free time.



In addition to Poland, I visited Germany, Austria, the Czech Republic, Slovakia, Hungary, Denmark, and Italy. In every country I visited, I had the chance to explore different cities, see new places, and get to know different cultures up close. I also participated in volunteer work during my Erasmus period. I took part in aid initiatives organized for animal shelters, helping to collect and transport supplies and assisting with the care of the animals. This, too, was a wonderful experience for me. For me, Erasmus was not just about studying; it was also about experiencing what it is like to live in a different country. Of course, there were challenging moments, but the beautiful memories I created and the experiences I gained far outweighed them. Looking back, I am so glad I participated in this program, and I feel lucky to have been able to take advantage of this opportunity.

Merve Koç
English Translation and Interpreting

NEWS FROM SECTOR

AI warning from Nobel laureate economist

Nobel Prize-winning economist Joseph Stiglitz has warned that while artificial intelligence offers significant opportunities, its unchecked development could exacerbate income inequality and create economic risks. Stiglitz noted the potential for an "AI bubble" to form in the sector and emphasized the need to manage this transformation through public policy.

Access Link:<https://www.marketingturkiye.com.tr/haberler/nobel-odullu-ekonomistten-yapay-zeka-uyarisi>

Turkish Airlines era begins on Liverpool jerseys

Turkish Airlines will become a principal partner of Liverpool FC starting June 1, 2027. Beginning with the 2027/28 season, the Turkish Airlines logo will appear on the front of the men's, women's, and academy team jerseys. The five-year deal is reported to be valued at over £300 million.

Access Link:<https://www.marketingturkiye.com.tr/haberler/liverpool-formasinda-turk-hava-yollari-donemi-basliyor/>

Media and communication cooperation between Türkiye and Azerbaijan to be strengthened

A delegation led by Prof. Dr. Ferhat Pirinççi, Deputy Head of the Presidency's Directorate of Communications, met with Ahmet İsmayilov, Chairman of the Azerbaijan Media Development Agency, during their visit to Azerbaijan.

Access Link:https://www.aa.com.tr/tr/gundem/turkiye-ve-azerbaycan-arasinda-medya-ve-iletisim-isbirligi-guclendirilecek/4057084?utm_source=chatgpt.com

Q2 report card for the startup ecosystem released: AI leads in deal count, delivery sector leads in volume

According to a report prepared by the KPMG Türkiye M&A and 212 teams, the Turkish startup ecosystem reached a volume of \$559 million across 40 transactions in the second quarter of 2026. While acquisitions accounted for 81.4% of the total volume, artificial intelligence ranked first in terms of the number of transactions.

Access Link: <https://www.marketingturkiye.com.tr/haberler/startup-ekosisteminde-2-ceyrek-karnesi-aciklandi-yapay-zeka-adette-teslimat-sektoru-hacimde-lider/>

Sabiha Gökçen Airport surpasses 33 million passengers

Faruk Kacır, General Manager of Sabiha Gökçen Airport Authority (HEAŞ), shared operational data for the first eight months of 2026. Kacır announced that the airport served 33,156,610 passengers during the January-August period and that 188,833 flights were carried out safely and on time.

Access Link: <https://www.airporthaber2.com/sabiha-gokcen-haberleri/sabiha-gokcen-33-milyon-yolcu-yu-asti.html>



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