

REDUCED INEQUALITIES REPORT 2025

ISTANBUL GELISIM UNIVERSITY

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EST. 2008

10 REDUCED INEQUALITIES

SUSTAINABLE DEVELOPMENT GOALS

ISTANBUL GELISIM UNIVERSITY

SDG 10
REDUCED INEQUALITIES REPORT

SDG 10: REDUCED INEQUALITIES

SDG 10, one of the United Nations Sustainable Development Goals, aims to reduce existing inequalities within and among countries and societies and to strengthen a more inclusive social structure. In addition to inequalities in income distribution, differences related to gender, disability, migration status, and socioeconomic conditions can create various barriers that prevent individuals from benefiting equally from opportunities to participate in education, health, employment, and social life. Therefore, SDG 10 is based on the development of inclusive approaches that support individuals' access to rights, resources, and opportunities without discrimination.



Within this framework, reducing inequalities is not considered limited to eliminating economic disparities; it also encompasses strengthening social protection mechanisms that enable individuals to participate in social life on equal terms, promoting equal opportunities, and developing policies and practices aimed at preventing discrimination. Taking into account the needs of different social groups and strengthening access to rights and opportunities for individuals in disadvantaged positions are among the key components of this goal.

Universities contribute to the achievement of SDG 10 not only through their educational and research activities but also through inclusive education practices, scholarships and various support mechanisms, accessible and disability-friendly physical infrastructure, institutional policies that take diversity into account, and equality-oriented initiatives. Furthermore, scientific knowledge produced and community-based activities carried out at universities enable the inequalities faced by different groups to be made visible and facilitate the development of proposed solutions to address these inequalities.

In this regard, SDG 10 addresses the reduction of inequalities as interconnected elements of social justice, equal access to opportunities, inclusiveness, and sustainable development. At the core of this goal lies the creation of a fairer social structure in which individuals can benefit from rights and opportunities regardless of their differences, participate actively in social life, and receive support when they belong to disadvantaged groups.

IGU'S INSTITUTIONAL PROFILE

VISION OF IGU

Istanbul Gelisim University (IGU) is a foundation university based in Istanbul, established in 2008 and granted university status in 2011. Since its foundation, IGU has operated with the mission of enhancing quality, accessibility, and diversity in higher education. The university considers education, research, and community service as its core areas of activity. IGU aims to educate students as internationally competent individuals who adhere to scientific ethical values, think creatively, and are conscious of sustainability. To this end, it continuously updates its student-centered educational programs and focuses on graduating qualified individuals who meet the needs of the modern era.

IGU's core values include respect for individual differences, openness and transparency, an interdisciplinary approach, the principle of sustainability, collaboration with the real sector, and a commitment to continuous improvement.
IGU contributes to knowledge production by conducting research activities both nationally and internationally and strengthens its societal impact through social responsibility projects and public-private partnerships. Within the framework of its 2024–2028 Strategic Plan, IGU envisions generating a global impact in the field of higher education and contributing to societal development through qualified knowledge.

IGU'S INSTITUTIONAL CAPACITY

- Year of Establishment: 2008 (Vocational School), 2011 (University status)
- Number of Faculties: 7
- Number of Institutes: 1
- Number of Schools: 1
- Number of Vocational Schools: 2
- Number of Research Centers: 22
- Number of Laboratories and Workshops: 152
- Total Number of Students (2025): 39,081
- Total FTE (Full Time Equivalent) Number of Students (2025): 22,135
- Campus Location: Avcılar, Istanbul, Türkiye
- Library Facilities: 1 main library and 4 branch libraries
- Strategic Plan Period: 2024–2028

ABOUT THE REPORT

Istanbul Gelisim University (IGU) adopts the principle of equality for all individuals, without discrimination on the basis of language, religion, race, gender, or any other grounds, and shapes its management and educational approach in line with this fundamental principle. Inclusiveness and accessibility are among the university's priority values, and various practices are implemented in accordance with this approach.

This report, prepared within the scope of Sustainable Development Goal (SDG) 10, Reduced Inequalities, provides an overview of the activities carried out and improvements implemented at Istanbul Gelisim University. In this respect, the report serves as an assessment of the university's approach to equality, inclusiveness, and accessibility as reflected in its institutional practices. The report also aims to provide insight into the current state of the university's institutional structure by presenting selected statistics on its student and employee profiles. By evaluating these data and activities together, the report seeks to provide a comprehensive overview of the initiatives undertaken by IGU to reduce inequalities and the improvements implemented in this regard. Within this framework, the report aims to make the university's institutional approach to equality and inclusiveness more visible and to provide a basis for evaluating related activities in the context of SDG 10. This approach is consistent with the framework of SDG 10, which focuses on promoting equal opportunities, strengthening inclusive participation in social and economic life, and reducing discrimination.

ACKNOWLEDGEMENTS

We would like to thank IGU's distinguished academics, administrative unit managers, staff, dear students, alumni, and internal and external stakeholders who contributed to the preparation of this report. We would also like to extend our sincere gratitude to all university members and stakeholders who have embraced the existing sustainability-related goals addressed in this report and undertaken initiatives in this direction, as well as to the University Board of Trustees and the Office of the Rectorate for their continuous support of these efforts.

Istanbul Gelisim University

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10.1 IGU Research on Reducing Inequalities

10.1.1. Number of Scopus-Indexed Publications

Istanbul Gelisim University (IGU) demonstrates a strong and decisive growth performance in both quantitative and qualitative terms under SDG 10 (Reduced Inequalities) of the United Nations Sustainable Development Goals by fully aligning its sustainable development-oriented higher education and research vision with global standards.

When IGU's 5-year (2021–2025) Scopus publication performance under SDG 10 is examined holistically, it is observed that following an initial baseline performance of 13 publications in 2021, the output expanded to 20 publications in 2022 and reached its historic peak with 36 publications in 2023. Following a period of strategic consolidation and data index alignment in 2024 (10 publications), the number of high-quality scientific publications indexed in the Scopus database directly focusing on SDG 10 recorded a distinct 80% increase in 2025, rising to 18 publications.

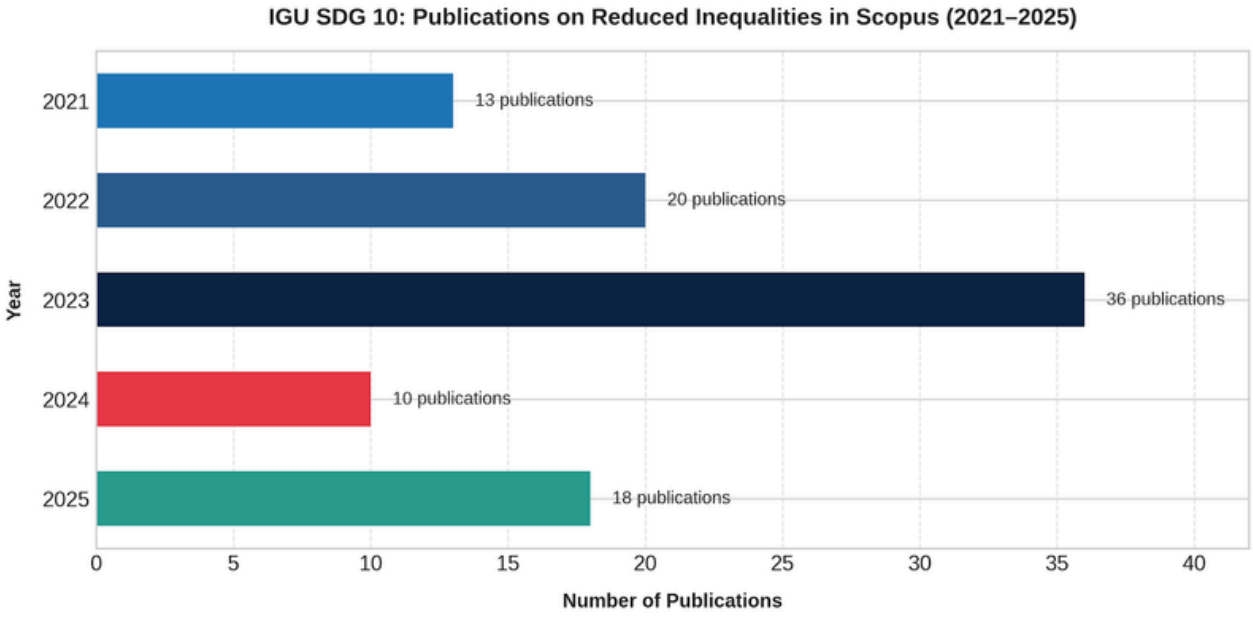


Figure 1: Comparison of Scopus-Indexed Publications by Istanbul Gelisim University within the Scope of SDG 10 (Reduced Inequalities) (2021–2025)

A search query string fully aligned with UN SDG 10 targets, such as "reduced inequalities", "social inclusion", "gender equity", and "disability access", was utilized for data extraction from Scopus. The temporary slowdown in 2024 following the peak in 2023, and the subsequent recovery reaching 18 publications in 2025, stem from our "strategic consolidation" approach focusing on high-quality publications (Q1/Q2) rather than sheer quantity, as well as periodic reflections in Scopus indexing timelines. Indeed, the fact that 44.4% of the 2025 publications are featured in Q1 journals and the 61.1% Open Access rate confirm the qualitative leap and institutional transparency achieved beyond mere quantitative metrics.

In 2025, 61.1% (11 publications) of the 18 high-quality scientific publications were contributed to the global literature under Open Access status. This high Open Access rate directly aligns with the objective of democratizing knowledge, eliminating data and resource access inequalities particularly for researchers in developing countries and institutions with limited means, and sharing scientific knowledge without barriers on a global scale. Leading the transparent and unrestricted sharing of scientific knowledge, IGU exponentially increases the global visibility, citation potential, and impact area of its academic outputs while making a direct institutional contribution to establishing equal opportunity in science.

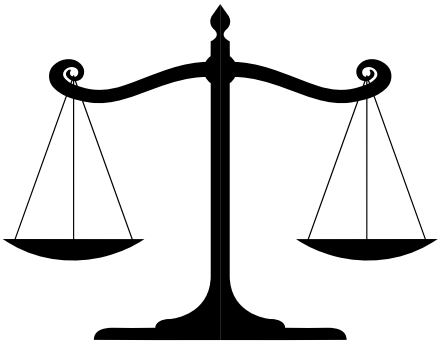
This five-year comparative trajectory represents a concrete achievement of the university's institutional mechanisms encouraging high-quality academic output, its interdisciplinary research climate, and its scientific approach centered on social benefit. All qualified studies published in the Scopus database between 2021 and 2025 in line with IGU's vision of Reduced Inequalities (SDG 10) can be accessed via the [Reduced Inequalities Scopus Publications] link.

Table 1. Thematic Focus of Scopus-Indexed Research Publications in 2025

No.	Research Title	Authors	Journal / Publication Outlet	Thematic Focus	Access Status	Scopus Link
1	Achieving sustainable economic development amidst conflicts: a study of the role of ease of doing business in development plan	Udemba, E.N., Alola, U.V., Qin, Y.	Humanities and Social Sciences Communications	Economic Development & Inclusiveness	Open Access	Scopus Link
2	Gender diversity in endodontics: Women's representation at recent biennial meetings	Karadayi, A., Basturk, F.B.	International Endodontic Journal	Gender Equality	Open Access	Scopus Link
3	Combating money laundering in the age of digital transformation: A comparative study between Türkiye and Nigeria	Diop, M.B.	Journal of Economic Criminology	Digitalization & Financial Justice	Open Access	Scopus Link
4	Post-disaster impacts on food security and nutritional demands of vulnerable groups	Başyiğit, B., Karimidastjerd, A., Cetinkaya, T., ...Basdogan, S., Toker	Environmental Research Communications	Vulnerable Groups in the Aftermath of Disasters	Open Access	Scopus Link
5	Inflation and consumption inequality	Daşdemir, E.	SN Business and Economics	Consumption & Income Inequality	—	Scopus Link
6	Reducing Gender Inequality Through Women Political Participation and Female Labor Force: The OECD Case	Çakır-Gündoğdu, B., Gündoğdu, E.	Generos	Women's Employment & Political Participation	Open Access	Scopus Link
7	Analysis of Price Bubbles in Borsa Istanbul (BIST) Liquid Banking Sector Stock Market	Topcu, M.	ECONOMICS - Innovative and Economics Research Journal	Financial Stability	Open Access	Scopus Link

9	The impact of wealth inequality on inflation and unfair competition among consumers	Daşdemir, E.	*Manchester School*	Servet Eşitsizliği & Rekabet	-	Scopus Link
10	Is Ageing Related to Poverty? A Case Study in Turkish Older Population	Sönmez, S., Akdeniz, Ş., Tufan, İ., ...Ayan, F.S., Faezi, S.A.	*Sosyoekonomi*	Yaşlılık Yoksulluğu & Sosyal Güvenlik	Open Access	Scopus Link
11	THE IMPACT OF ENVIRONMENTAL, SOCIAL AND GOVERNANCE (ESG) PILLAR SCORES ON BANKING SECTOR...	Öcal, H., Yilmaz, T., Kamil, A.A.	*European Journal of Business Science and Technology*	ÇSY (ESG) & Sürdürülebilir Bankacılık	Open Access	Scopus Link
12	AI-Driven Healthcare: Achieving Sustainable Development Goal 3 Through Smart Technologies	Akıf, B., Büyüksaatçi Kiriş, S.B.	*Using AI to Achieve the SDGs*	Sağlıkta Dijital Fırsat Eşitliği	-	Scopus Link
13	Women's representation at Turkish endodontic society meetings	Karadayi, A., Altıntas, E.İ., Basturk, F.B.	*Turkish Endodontic Journal*	Sağlık Akademisinde Kadın Temsili	Open Access	Scopus Link
14	Assessing the dynamic nexus between international trade, foreign direct investment, economic growth...	Fumey, M.P., Yeboah, E., Victor Bekun, F.V., Gündüz, S., Cavdar, S.C.	*Energy and Environment*	İklim & Büyüme Eşitsizliği	-	Scopus Link
15	Ecological footprint and income inequality in South Africa: a hidden dynamic?	Eyüboğlu, S., Uzar, U., Alola, A.A.	*Management of Environmental Quality*	Ekolojik Ayak İzi & Gelir Eşitsizliği	-	Scopus Link
16	Inclusive pedagogies in multilingual classrooms: teachers' perspectives on supporting students with learning disabilities	Zhang, J., Kariveliparambil, A., Jeena, K.G., ...Cyriac, J., Ahmad, M.S.	*Journal of Multilingual and Multicultural Development*	Özel Eğitim & Kapsayıcı Pedagoji	-	Scopus Link
17	The role of environmental tax policy, natural resource rents... in advancing clean energy consumption	Zhang, W.-L., Fumey, M.P., Yeboah, E., ...Victor Bekun, F.V., Moro, K.D.	*International Journal of Sustainable Development and World Ecology*	Temiz Enerjiye Erişim Eşitliği	-	Scopus Link
18	Compulsory guests of Türkiye: A meta-synthesis study on teachers' experiences with refugee students	Yağan, E., Özgenel, M., Taktak, M.	*South African Journal of Education*	Mülteci Eğitimi & Sosyal Uyum	Open Access	Scopus Link

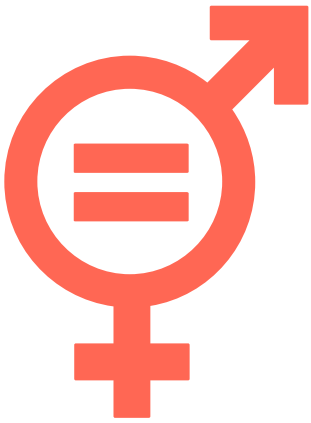
An examination of the thematic content of research conducted in 2025 reveals that Istanbul Gelisim University approaches the issue of reducing inequalities not as an isolated concept, but through an extensive, multidimensional, and holistic interdisciplinary vision spanning economic systems, social justice systems, environmental rights, and quality education. The rich scientific depth reflected in these studies is manifested in five key strategic focus areas:



1. **Economic Balance, Financial Justice, and Market Structures:** The research examines the unequal burden of macroeconomic shocks on individuals and market injustices. Within this scope, a broad range of issues has been investigated, from the inclusive role of ease of doing business in national development plans during periods of crisis and conflict to the distorting effects of inflation on income, consumption, and wealth distribution. Furthermore, evidence-based findings have demonstrated the balancing role of anti-money laundering mechanisms in the digital age, speculative bubbles in capital markets, and Environmental, Social, and Governance (ESG) criteria in the banking sector in promoting fairer financial systems and sustainable market stability.



2. Environmental Rights, Climate Justice, and Green Innovation: Studies addressing the global and environmental dimensions of inequality have analysed the underlying dynamics of international trade and foreign direct investment in relation to ecological footprints and income distribution. Environmental tax policies that enable equitable access to clean energy technologies and green innovations, together with the fair distribution of natural resource revenues in ways that enhance societal benefits, have been brought to the forefront of academic research, demonstrating the strong and inseparable link between environmental sustainability and social justice.



3. Gender Justice and Academic Representation: In line with the strategy of reducing gender-based inequalities, the transformative potential of women's participation in the labour force and their representation in political decision-making mechanisms in OECD countries has been demonstrated in terms of addressing systemic inequalities. In addition, the representation of women scholars in academia, particularly in medicine and health sciences, has been analysed at both national and international levels, and concrete, field-oriented recommendations have been developed to increase women's representation in decision-making bodies.

4. Vulnerable Groups, Social Safety Nets, and Equal Opportunities in Healthcare: Research focusing on the most vulnerable segments of society has examined in depth the provision of food security and the fulfilment of the nutritional needs of vulnerable groups in post-disaster crises, poverty risks among ageing populations, and the protective capacity of social security systems. At the same time, equal opportunities created by artificial intelligence-powered smart healthcare technologies in access to healthcare services have been assessed, demonstrating that technology can be used as a strategic lever for social inclusion.





5. Inclusive Education, Refugee Integration Processes, and Special Education Pedagogy: Studies highlighting the inclusive power of education have modelled the integration processes of refugee students into the education system in Türkiye and teachers' field experiences in this area through comprehensive meta-synthesis research. Innovative and inclusive pedagogical strategies developed for individuals with learning difficulties in multilingual and multicultural classrooms have provided sustainable models that directly promote equal opportunities in education at both the practical and societal levels.

All these data and the academic depth of the research clearly demonstrate that, through its 80% increase in publications in 2025, its high Open Access rate of 61.1%, and its multidimensional research vision, Istanbul Gelisim University continues to contribute valuable insights to the global literature in line with SDG 10 (Reduced Inequalities) and remains committed to leading efforts to build a fairer, more inclusive, and sustainable future.

By placing the principle of Reduced Inequalities (SDG 10), the tenth of the United Nations Sustainable Development Goals, at the heart of its institutional identity, Istanbul Gelisim University (IGU) transforms the academic knowledge and research outputs it produces into societal benefits. The university conducts a wide range of academic events, workshops, symposia, and practice-oriented projects, extending from promoting a culture of scientific research across all areas of campus life to developing public policies targeting vulnerable and disadvantaged groups.



Within its student-centred research ecosystem, strengthening the research identities of undergraduate and associate degree students and leading projects focused on social inclusion, physical and digital accessibility, and the elimination of social inequalities have been established as institutional objectives. As a result of these committed policies, the number of applications submitted under the TÜBİTAK 2209-A/B University Student Research Projects programme gained significant momentum in 2025, reaching 263 projects. To increase the institutional visibility of completed and ongoing research projects, recognise student achievements, and promote knowledge sharing, the ProUD Platform was established and made available for student use.

Community engagement initiatives carried out within the university have been translated into practice through practice-oriented social responsibility projects supported by the Scientific Research Projects Coordination Office (BAP-K).

Table 2. Practice-Oriented Social Responsibility Projects

Project Code & Type	Project Title	Project Leader & Department	Approved Budget	Status	Project Aim and Summary
SLO-2025-202 (Undergraduate Project)	Gelisim Paw Houses	Assist. Prof. Dr. Serkan ÇAKMAK (Management Information Systems)	TRY 5,550.00	Closed	To provide durable shelters for stray cats on campus and raise awareness of animal welfare and social responsibility.
SGA-2025-215 (Standard Research Project)	Social Media Addiction and Cyberbullying Among High School Students	Assist. Prof. Dr. Bülent TANSEL (Psychology)	TRY 48,428.16	Closed	To develop a psychoeducational group intervention programme for high school counselling services to address cyberbullying and social media addiction.
SGA-2025-216 (Standard Research Project)	Digital Accounting Literacy and Social Sustainability	Assist. Prof. Dr. Mehmet Şirin YAKUT (Business Administration)	TRY 15,684.48	Ongoing	To examine the impact of digital transformation and literacy on social sustainability among accounting professionals.
THIZ-2025-227 (Rapid Support Project)	Mother Support Project (I Became a Mother)	Assist. Prof. Dr. Nurcihan TAN ERKOÇ (Medical Laboratory Techniques)	TRY 2,400.00	Ongoing	To provide psychosocial support to mothers during the postpartum period and offer guidance on maternal and infant health and proper nutrition.
SLO-2025-336 (Undergraduate Project)	Sustainable Awareness on Campus	Research Assistant Dr. Ayten Bengisu CANSEVER BAYHAN (Visual Communication Design)	TRY 1,173.00	Ongoing	To raise zero-waste awareness by visualising campus recycling waste data through graphic design, posters, and installations.
FLO-2025-342 (Undergraduate Project)	Producing Interior Decorative Objects from Waste Materials	Assist. Prof. Dr. Kadir ÖZ (Interior Architecture)	TRY 9,880.42	Ongoing	To transform industrial and household waste into aesthetically pleasing and functional interior objects in accordance with circular design principles.
FLO-2025-343 (Undergraduate Project)	AI-Assisted Pavilion Design in Sultanahmet Square	Assist. Prof. Dr. Minel KURTULUŞ (Interior Architecture)	TRY 6,633.00	Ongoing	To design a temporary exhibition structure for the historic Sultanahmet Square, incorporating artificial intelligence, digital participation, and environmental themes.

In line with the principles of equity in access to knowledge, equal opportunities, and inclusiveness in international scholarly publishing, the Scientific Journals Coordination Office (BDK) was established in 2025. Based on the principles of open science (Open Access) and free publishing that eliminates financial barriers, BDK ensures the fair and unrestricted sharing of academic knowledge on a global scale through its structure, which does not charge researchers any fees (APC-free) and prevents geographical and institutional biases through double-blind peer-review processes.

Operating under BDK, the Istanbul Gelisim University Journal of Social Sciences (IGUSBD) supports the global dissemination of knowledge through its non-profit, open-access structure, which adheres to COPE principles. Meanwhile, the Istanbul Gelisim University Journal of Health Sciences (IGUSABDER), indexed by DOAJ and TR Dizin, has been making scientific knowledge in the field of health accessible worldwide without barriers through its English-language publications since 2024. The Journal of Sustainable Economics and Management Studies (ECOMAN), which places social sustainability at the centre of its focus, and the International Journal of Engineering Technologies (IJET), which publishes interdisciplinary research in engineering in accordance with international ethical standards, contribute to the equitable distribution of knowledge across borders. In addition, ART/icle: Journal of Art & Design eliminates financial barriers to artistic and academic production through its free open-access approach. Similarly, the Journal of Sports Sciences and Innovative Research (InnovatioSports Journal), operating under the Faculty of Sports Sciences, makes innovative research in sports, recreation, and physical education fully accessible to all researchers.







Academic contributions to reducing inequalities are strengthened not only through scientific publications but also through conferences, symposia, and research-based events. These activities contribute to the scientific discussion of inequalities faced by different social groups, the wider dissemination of knowledge, and the development of solution-oriented approaches. In this context, examples of academic activities carried out in 2025 are presented below.

10.1.2. CiteScore (Proportion of Publications in the Top 10%)

Of the 18 publications indexed in the Scopus database under SDG 10 in 2025, 22.2% (4 publications) from Istanbul Gelisim University were published in journals ranked within the top 10% of their respective disciplines (Top 10 Percentile / CiteScore 90+ Percentile). Furthermore, 44.4% (8 publications) of the University's total SDG 10 publications were published in Q1 (top 25%) journals, confirming the momentum of quality-driven and impact-oriented growth in the University's research output.

Table 3. Scopus-Indexed SDG 10 Publications and Journal Ranking Performance (2025)

Indicator Category	Scopus / SJR Review Results	Metric / Performance
Total Number of Scopus Publications (2025)	**18 Articles**	**18 Publications**
Publications in the Top 10% (Top 10% / CiteScore 90+ Percentile)	**4 publications are in the top 10% in their respective fields.**	**%22.2**
Total Number of Q1 (Top 25%) Publications	**8 publications were published in Q1 journals.**	**% 44.4**

The table presents the publication performance of Istanbul Gelisim University based on Scopus and SJR data for 2025. Of the 18 publications examined, 4 (22.2%) are ranked within the top 10% of their respective fields, while 8 (44.4%) were published in Q1 journals.

Table 4. Publications Ranked in the Top 10% Based on CiteScore Citation Percentiles (2025)

No	Publication Title	Journal Title	Publisher	CiteScore / Segment
1	Gender diversity in endodontics: Women's representation...	International Endodontic Journal	Wiley	Top 10% (Dentistry)
2	Ecological footprint and income inequality in South Africa...	Management of Environmental Quality	Emerald	Top 10% (Environmental Science)
3	Inclusive pedagogies in multilingual classrooms...	Journal of Multilingual and Multicultural Development	Routledge	Top 10% (Cultural Studies)
4	The role of environmental tax policy... in BRICS-T countries	International Journal of Sustainable Development & World Ecology	Taylor & Francis	Top 10% (Renewable Energy)

The table presents four research publications ranked within the top 10% of their respective subject areas according to CiteScore percentiles. It provides information on publication titles, journals, publishers, and subject-specific rankings, highlighting the disciplinary diversity of the University's research output.

10.1.2.1. FWCI (Field-Weighted Citation Impact)

FWCI is a key bibliometric metric that compares the citation counts of Istanbul Gelisim University's scientific publications in the field of SDG 10 (Reduced Inequalities) with the global average (1.00) for publications in the same discipline, of the same publication type, and published in the same year. According to the latest available Scopus data for 2025, the University's SDG 10 publications received a total of 24 citations during their initial citation cycles. The group of publications for which FWCI calculations were completed achieved an average FWCI score of 0.99, approaching the global average. Furthermore, 42.9% (3 articles) of the publications with calculated FWCI scores performed significantly above the global benchmark of 1.00, achieving a citation impact ranging from 39% to 74% above the global average.

Table 5. Scopus/SciVal FWCI and Citation Performance Distribution (2025)

No	Research Title	Journal / Publication Venue	Citation Count	Citation Percentile	FWCI Score
1	Combating money laundering in the age of digital transformation...	Journal of Economic Criminology	3	%75 (75th)	1.74
2	The role of environmental tax policy, natural resource rents...	Int. J. of Sustainable Dev. & World Ecology	6	%86 (86th)	1.49
3	The Impact of Financial Institution Quality and Financial Stability...	Sustainability (Switzerland)	6	%86 (86th)	1.39
4	Gender diversity in endodontics: Women's representation...	International Endodontic Journal	2	%68 (68th)	0.80
5	Inclusive pedagogies in multilingual classrooms...	Journal of Multilingual & Multicultural Dev.	1	%58 (58th)	0.65
6	Post-disaster impacts on food security and nutritional demands...	Environmental Research Communications	5	%80 (80th)	0.48
7	Analysis of Price Bubbles in Borsa Istanbul (BIST)...	ECONOMICS - Innovative & Econ. Res. J.	1	%58 (58th)	0.37

Calculated Average FWCI: 0.99 (World Average: 1.00)
Highest FWCI Score: 1.74
Total Number of Citations Received: 24 Citations
Percentage of Publications Exceeding the World Average: 42.9% (FWCI > 1.00)

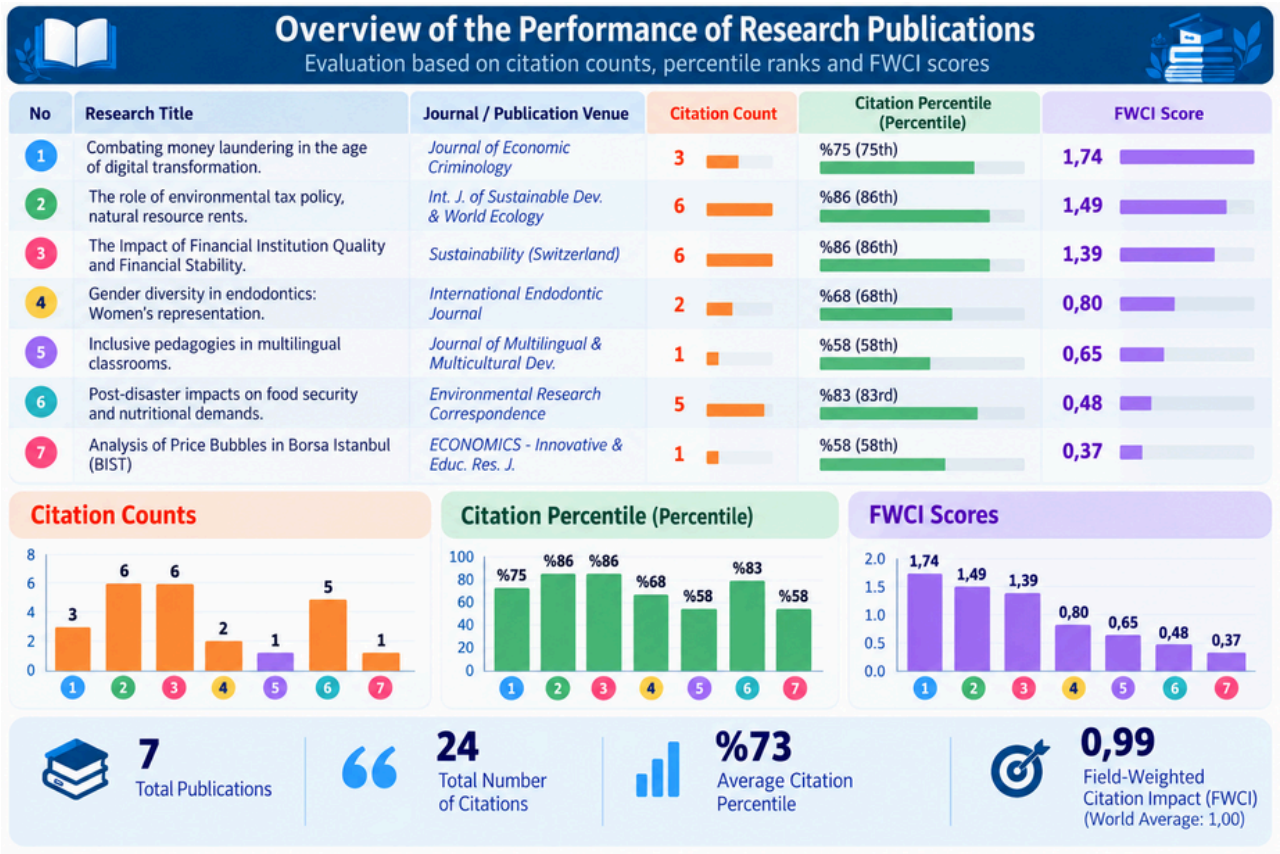


Figure 2. Research Publication Performance Summary of Istanbul Gelisim University by Citation Counts, Citation Percentiles, and FWCI Scores (2025)

The figure presents a comparative overview of the citation performance, citation percentiles, and Field-Weighted Citation Impact (FWCI) scores of Istanbul Gelisim University's research publications in 2025. The seven publications examined received a total of 24 citations, with an average citation percentile of 73% and an average FWCI score of 0.99. FWCI scores ranging from 0.37 to 1.74 indicate variations in citation impact across the publications. The fact that 42.9% (3 publications) exceeded the global FWCI benchmark of 1.00 demonstrates that some of the University's research outputs achieved an above-average citation impact in their respective fields. The figure also provides a basis for evaluating the citation performance and international academic visibility of the University's research outputs at the individual publication level.

10.2. First-Generation Students

Ensuring equal opportunities in access to higher education is directly linked to supporting First-Generation University Students, defined as individuals who are the first in their immediate families to pursue an undergraduate degree. Istanbul Gelisim University (IGU) embraces equitable and barrier-free access to quality higher education for all young people, regardless of their socioeconomic background or family educational history, as a fundamental principle of its institutional vision. The number of first-generation students enrolled at the University serves as a key institutional indicator of upward social mobility and social inclusion.

10.2.1. Proportion of First-Generation Students

According to 2025 data, 88.87% (7,719 students) of the 8,686 students newly enrolled in undergraduate programs at Istanbul Gelisim University (IGU) represent the first generation in their families to pursue higher education. This high proportion clearly demonstrates the University's significant role in facilitating upward social mobility for young people from families with no prior experience of higher education.

Table 6. Number and Proportion of First-Generation Students

Gender Category	Number of Newly Enrolled Undergraduate	Number of First-Generation Students	Proportion of First-Generation Students (%)
Male Students	4.819	4.377	90. 83%
Female Students	3.867	3.342	86. 42%
TOTAL UNDERGRADUATE STUDENTS	8.686	7.719	88. 87%

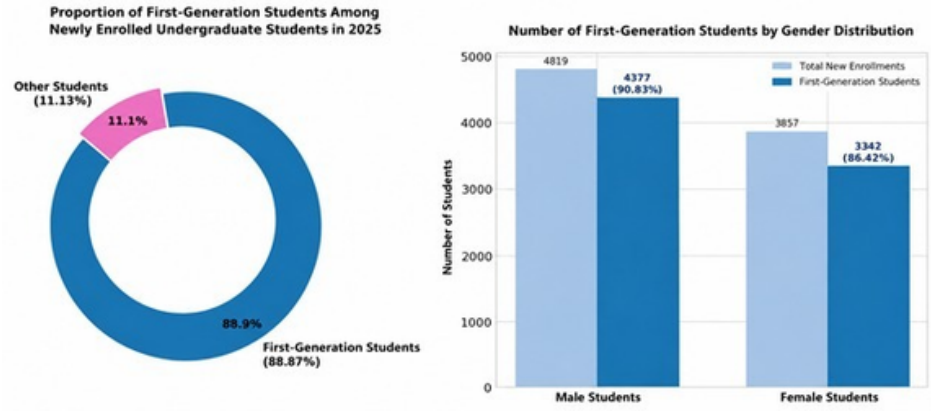


Figure 3. Number of First-Generation Students and Distribution by Gender

10.3. International Students from Developing Countries

Istanbul Gelisim University supports access to higher education for international students from developing countries in line with its commitment to equal opportunities and inclusion. Within this framework, the University monitors the proportion of international students from developing countries receiving significant financial support relative to the total student population.

10.3.1. Proportion of international students from developing countries

Istanbul Gelisim University (IGU) promotes inclusive access to higher education by providing educational opportunities for international students from diverse socioeconomic and geographical backgrounds. In line with Sustainable Development Goal 10 (Reduced Inequalities), the university monitors the representation of students from developing countries within its international student population. This approach reflects IGU's commitment to reducing inequalities in access to higher education and fostering an inclusive and internationally diverse academic environment.

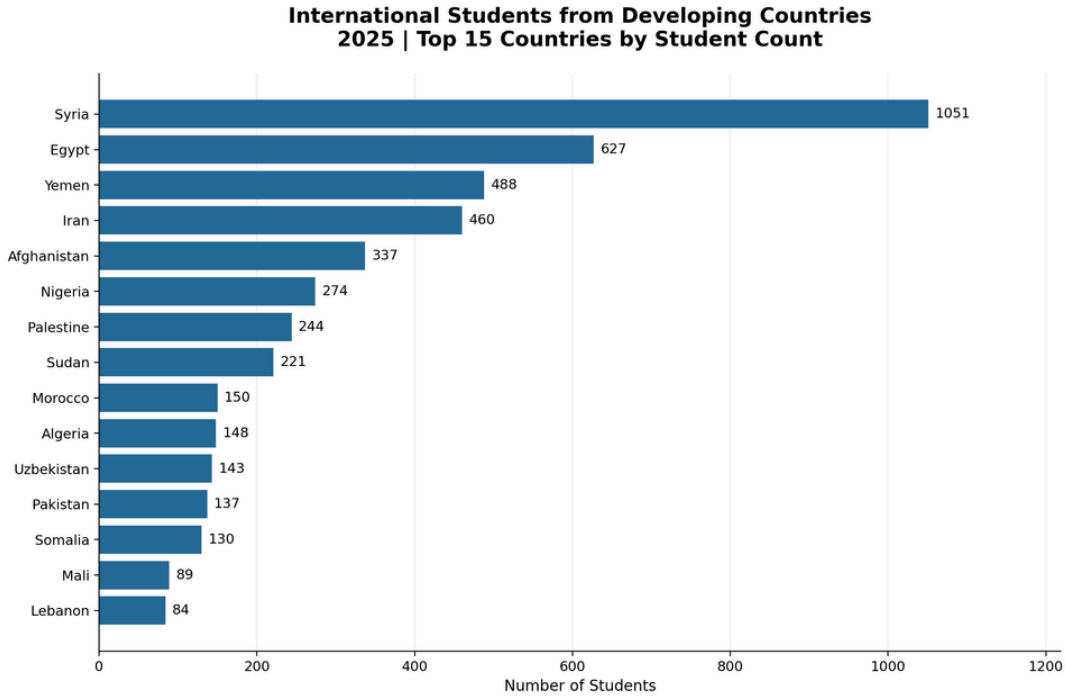


Figure 4. Distribution of International Students from Developing Countries by Country of Origin (2025)

The graph illustrates the distribution of international students from developing countries at Istanbul Gelisim University (IGU) in 2025. The highest numbers of students came from Syria (1,051), Egypt (627), Yemen (488), Iran (460), and Afghanistan (337). This distribution highlights the university's commitment to providing educational opportunities for students from diverse geographical backgrounds and promoting international student diversity.

In accordance with the Times Higher Education (THE) Impact Rankings methodology, international students' countries of origin are categorized based on the World Bank Country Income Classifications (FY 2025/2026). The target population encompasses students originating from Low-Income Countries (LICs) and Lower-Middle-Income Countries (LMICs).

According to institutional data for 2025, Istanbul Gelisim University hosts 5,199 international students, representing 23.49% of the total student headcount (22,135). Among all international students, 4,576 originate from World Bank-designated low-income and lower-middle-income developing countries.

- Proportion within International Student Population: 88.02% (4,576 / 5,199)
- Proportion within Total University Population (Headcount): 20.67% (4,576 / 22,135)

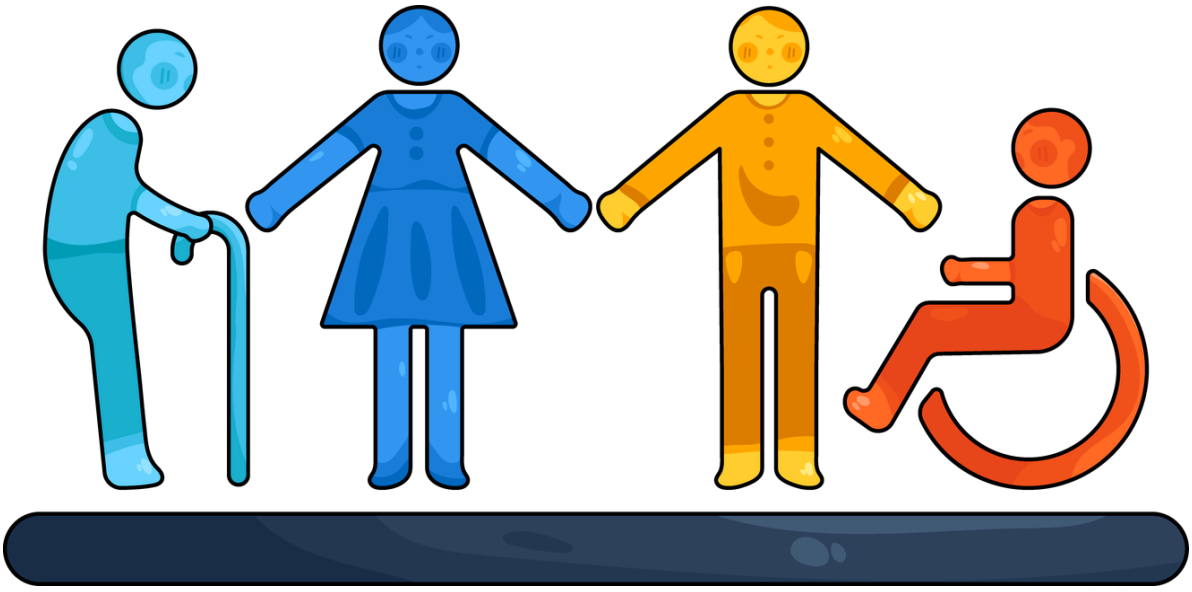


10.4. Proportion of Students with Disabilities

In 2025, Istanbul Gelisim University continued its efforts to support equal access to higher education and active participation in university life for students with disabilities, in line with its commitment to inclusive education and institutional accessibility. The university's approach in this area does not consider admission to higher education alone as a sufficient indicator of equality; rather, it addresses participation in learning processes, access to academic and social opportunities, access to information resources, and representation in institutional decision-making mechanisms as complementary dimensions of inclusion. Relevant Directive

In this regard, the development of accommodations tailored to individual needs in academic processes, the enhancement of physical and digital accessibility, the integration of student representation into quality assurance mechanisms, and the support of disability awareness initiatives through academic events constitute the main components of the university's inclusive approach. These practices reflect a holistic institutional understanding that does not reduce accessibility solely to the adaptation of physical spaces, but considers students' educational opportunities, participation, and representation together.

Within this framework, Istanbul Gelisim University's activities in 2025 demonstrate an implementation framework aligned with United Nations Sustainable Development Goal 10 (SDG 10: Reduced Inequalities), supporting students with diverse needs in benefiting from higher education opportunities and linking equal opportunities to the university's academic, social, and administrative processes. Thus, inclusiveness is addressed not merely through support services for specific student groups, but as an institutional responsibility extending across different areas of university life.



10.4.1. Proportion of Students with Disabilities

According to institutional data for 2025, 149 of the 22,135 students enrolled at Istanbul Gelisim University are students with disabilities, representing 0.67% of the total student population. The increase in this proportion from 0.45% in 2024 to 0.67% in 2025 indicates that the representation of students with disabilities within the university's student population has strengthened.

These data provide not only a numerical overview of the student profile but also an important institutional indicator that can inform the planning of the university's accessibility and inclusive education policies. Monitoring the distribution of students with disabilities within the total student population provides a data-driven basis for identifying varying needs across academic units, improving the accessibility of educational environments, and developing student-centred accommodations. In this respect, institutional monitoring processes support Istanbul Gelisim University in addressing equal opportunities through a holistic approach that extends from access to higher education to participation in university life.

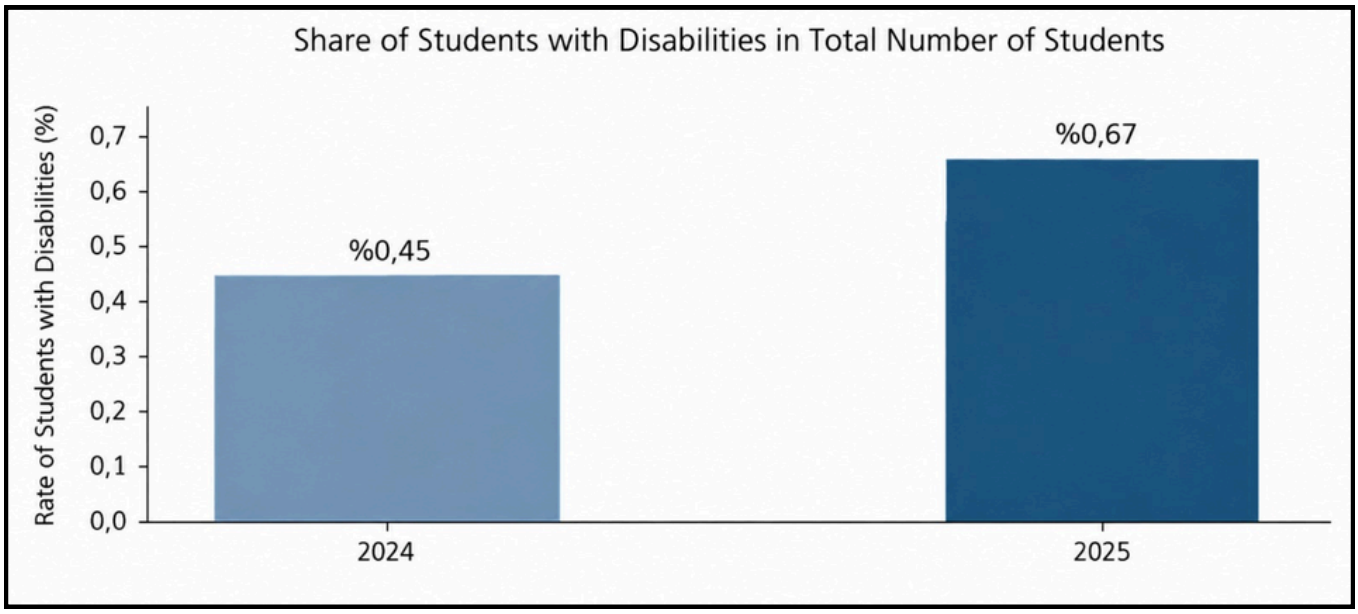


Figure 5. Proportion of Students with Disabilities in the Total Student Population

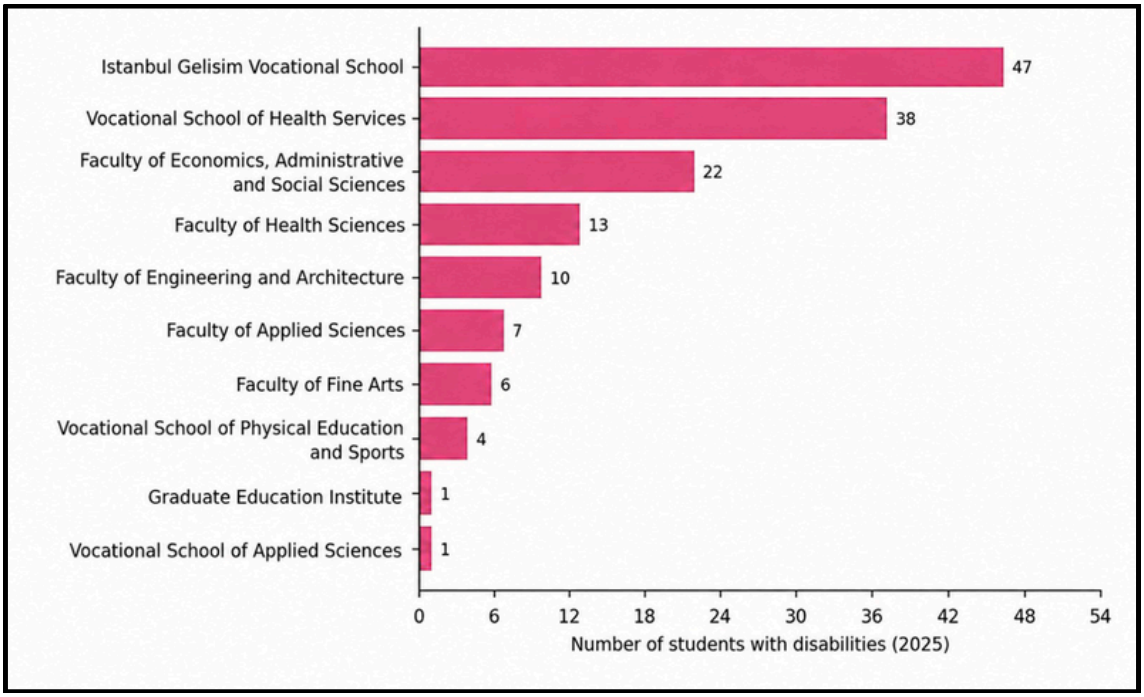


Figure 6. Distribution of Students with Disabilities by Academic Unit (2025)

The 2025 data show that students with disabilities are enrolled across different academic units at Istanbul Gelisim University, with a particularly notable level of representation in vocational education. A total of 47 students with disabilities are enrolled at Istanbul Gelisim Vocational School and 38 at the Vocational School of Health Services. Together, these two units account for 85 students, representing approximately 57% of all students with disabilities at the university.

This distribution highlights the presence of students with disabilities in vocational and practice-oriented higher education programmes, while also emphasising the importance of considering the specific characteristics of different learning environments when implementing inclusive education approaches. In particular, practical courses, laboratory activities, and educational processes aimed at developing professional skills require accessibility to be addressed beyond physical spaces, encompassing teaching methods, learning materials, and accommodations tailored to individual needs. Monitoring the distribution of students with disabilities across academic units provides Istanbul Gelisim University with an important institutional data basis for planning accessibility practices in line with the characteristics of educational programmes and student profiles.

Table 7. Numerical and Percentage Distribution of Students with Disabilities by Academic Unit (2025)

Rank	Academic Unit / Faculty	Students with Disabilities (n)	Share of Students with Disabilities (%)	Share of Total Student Population (%)
1	Istanbul Gelisim Vocational School	47	31.54%	0.212%
2	Vocational School of Health Services	38	25.50%	0.172%
3	Faculty of Economics, Administrative and Social Sciences	22	14.77%	0.099%
4	Faculty of Health Sciences	13	8.72%	0.059%
5	Faculty of Engineering and Architecture	10	6.71%	0.045%
6	Faculty of Applied Sciences	7	4.70%	0.032%
7	Faculty of Fine Arts	6	4.03%	0.027%
8	School of Physical Education and Sports	4	2.68%	0.018%
9	Graduate Education Institute	1	0.67%	0.005%
10	School of Applied Sciences	1	0.67%	0.005%
	Grand Total	**149**	**100.00%**	**0.673%**

Note: Percentages are calculated using 149 students with disabilities and a total student population of 22,135. Minor differences in column totals may arise from rounding.

This table indicates that students with disabilities are predominantly concentrated in vocational schools (over 57%), while their representation at advanced levels of higher education, such as graduate studies (0.67%), remains considerably limited. Furthermore, the overall proportion of students with disabilities within the university's total student population (0.67%) suggests a need for more inclusive university-wide policies and guidance initiatives aimed at improving accessibility in higher education, enhancing campus infrastructure, and encouraging students to formally disclose their disability status.

10.5. Proportion of Employees with Disabilities

Istanbul Gelisim University considers accessibility practices that support the participation of employees with disabilities in working life as an essential component of its commitment to inclusive employment and equal opportunities. This approach emphasizes adapting working environments to accommodate diverse needs and supporting the accessibility of the university's shared facilities for both academic and administrative staff.

10.5.1. Proportion of Employees with Disabilities

The increase in the number of employees with disabilities from 3 to 5 during the 2024–2025 period, accompanied by an almost twofold increase in their proportion of total employment, represents a positive development in the University's inclusive employment indicators. This change indicates stronger proportional representation of persons with disabilities within the University's workforce and constitutes a meaningful indicator for monitoring and evaluating workforce diversity at the institutional level. The availability of comparable personnel data across years enables Istanbul Gelisim University to assess inclusive employment through measurable indicators. In this respect, the improvement in the numerical and proportional representation of employees with disabilities provides an important evidence base for evaluating the University's approach to equal employment opportunities and institutional inclusivity under SDG 10: Reduced Inequalities.



In line with its principles of an inclusive campus and equal opportunities, Istanbul Gelisim University supports access to higher education for students with disabilities (0.67% – 149 students), while also actively implementing institutional mechanisms aimed at increasing the proportion of employees with disabilities (0.41% – 5 employees). To ensure full compliance with the statutory 3% disability employment quota prescribed for institutions employing 50 or more staff members under Labour Law No. 4857 and relevant legislation, disability employment quota incentives and prioritisation mechanisms have been integrated into recruitment policies within the Department of Human Resources. Furthermore, it has been identified that a significant proportion of the relatively low representation reflected in the current data is attributable to employees choosing not to disclose their disability status in official records. Accordingly, a Confidential Voluntary Disability Status Disclosure and Data Update Initiative has been launched to address data sensitivity concerns and underreporting.

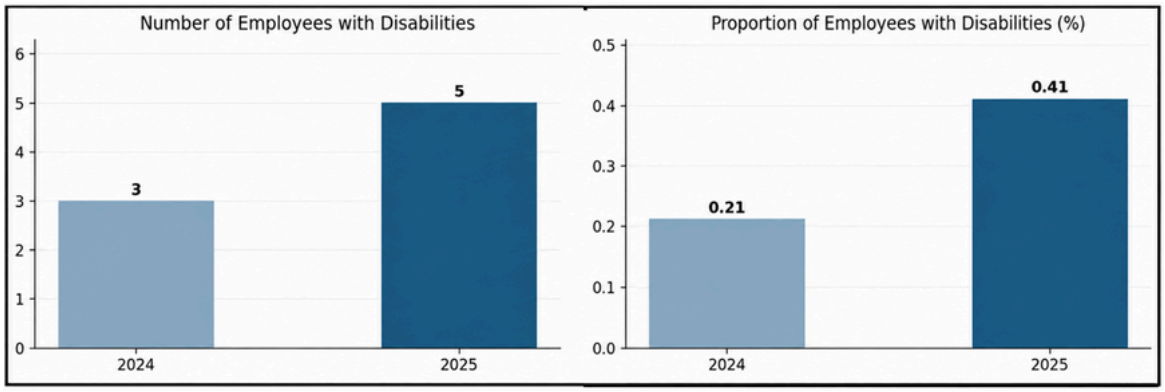


Figure 7. Changes in the Number and Proportion of Employees with Disabilities by Year (2024–2025)

An examination of the university's institutional staffing structure for the 2023–2025 period reveals that the proportion of female employees consistently remained within the range of 51%–53%, indicating that gender balance was maintained.

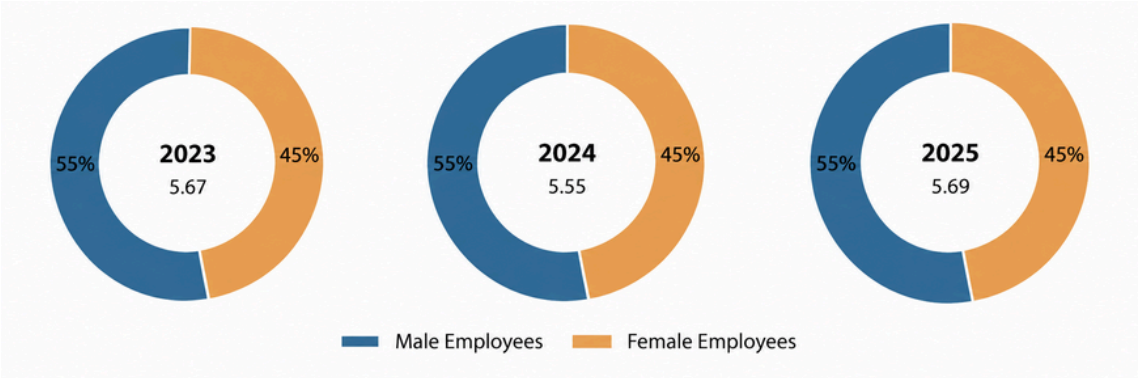


Figure 8. Proportional Distribution of Total Staff by Gender (2023–2025)

10. 6. Measures Against Discrimination

Istanbul Gelisim University (IGU) considers its commitment to equal opportunities in education, respect for diversity, and inclusivity among its core institutional values. Accordingly, the university recognizes the prevention of discrimination in access to higher education, the promotion of equal participation of different social groups in educational and working life, and the effective utilization of university resources by disadvantaged individuals as essential institutional responsibilities. IGU continues to strengthen the equality, diversity, and inclusion policies it has developed over the years within the framework of a sustainable institutional approach.

IGU's approach to combating discrimination and promoting equal opportunities is supported by its Equal Opportunities Policy, Gender Equality Policy, Women and Disadvantaged Students Support Policy, Respect for Diversity Policy, and other relevant institutional regulations. These policies provide a framework for upholding the principles of equal opportunities and inclusivity across various areas, ranging from student admission procedures and academic and social support services to accessibility practices, employment policies, and institutional reporting and application mechanisms.

IGU continued its initiatives in line with the principles of equality, diversity, and inclusion throughout 2025. In this context, the coordination of student support services, the academic and linguistic integration of international students, financial support opportunities, accessibility measures, and institutional arrangements addressing the diverse needs of employees constitute different dimensions of the university's approach to combating discrimination. These initiatives are undertaken with the aim of ensuring the continuity of policies and support mechanisms developed in previous years while strengthening equal, equitable, and inclusive participation in university life.



10.6.1. Non-Discriminatory Admission Policy

Istanbul Gelisim University (IGU) considers equal opportunities in access to higher education, the prevention of discrimination, and inclusivity among the fundamental elements of its institutional approach. As a foundation higher education institution, IGU conducts its student admission and registration processes in accordance with applicable national legislation, higher education regulations, and institutional policies, adhering to the principles of transparency, impartiality, reliability, and objective assessment. This approach aims to ensure equal opportunities for individuals from diverse socioeconomic and cultural backgrounds in accessing higher education and to prevent discriminatory practices that may arise from personal or social differences.

The legal foundations of IGU's non-discriminatory student admission approach include the principle of equality before the law enshrined in Article 10 of the Constitution of the Republic of Türkiye and the examination, selection, and placement procedures conducted pursuant to Article 7 of Law No. 6114 on the Services of the Measurement, Selection and Placement Center. Within this framework, student admissions are based on the principle of non-discrimination on the grounds of language, religion, race, gender, political opinion, philosophical belief, religious denomination, ethnic origin, disability, or similar personal or social characteristics. The prior determination of application requirements, transparency of evaluation criteria, and equal and objective assessment of applicants in accordance with relevant legislation constitute the fundamental components of the university's admission approach based on equal opportunities.

IGU's Equal Opportunities Policy and Internationalization Policy constitute part of the institutional foundations of its inclusive approach to student admission processes. These policies complement each other by supporting access to higher education opportunities for individuals from diverse social, economic, and cultural backgrounds and fostering an educational environment that respects diversity within the university.



The admission of domestic students to higher education is carried out in accordance with the centralized examination and placement system administered by the Measurement, Selection and Placement Center (ÖSYM) and relevant legislation. This system supports the principles of objectivity and transparency in access to higher education by ensuring that applicants are evaluated according to publicly announced placement requirements. The university considers the accessible communication of admission requirements and registration procedures, as well as informing prospective students about application and placement criteria, an integral part of its institutional approach.

International student admission procedures are carried out in accordance with the Directive on the Admission of Students from Abroad or Foreign Nationals and the relevant regulations governing the admission of international students to graduate programs. Applications from candidates representing different countries and educational systems are assessed in accordance with the announced admission requirements and evaluation criteria. The establishment of institutional procedures governing the required application documents, admission criteria, and registration processes supports applicants' access to relevant information and ensures that applications are evaluated under predictable and transparent conditions. These practices reflect IGU's inclusive approach to facilitating access to higher education for students from diverse cultural and national backgrounds, in line with its internationalization objectives.

Click here for the Application and Registration Process.
Click here for the Admission Criteria.

Access to higher education and equal participation in university life for students with disabilities are addressed within the framework of Article 15 of Law No. 5378 on Persons with Disabilities and the Regulation on Consultation and Coordination for Persons with Disabilities in Higher Education Institutions. These regulations provide the fundamental legal basis for preventing discrimination on the grounds of disability, ensuring equal opportunities in education, and fostering an accessible learning environment. In line with these principles, IGU aims to support the participation of students with diverse needs in academic and social life through its Disability Consultation and Coordination Unit and relevant student support mechanisms. The institutional regulations outlined in IGU's Regulations on Students with Disabilities further reinforce the University's approach to reducing barriers that students may encounter throughout their educational experience and maintaining accessibility practices at the institutional level.



IGU's non-discriminatory student admission approach is based on upholding the principles of equality, transparency, and objective assessment in the application and placement processes of domestic and international students. Supported by national legislation, institutional directives, and equal opportunities policies, this approach aims to prevent discriminatory practices in access to higher education for different social groups and to ensure that admission processes are conducted under transparent, predictable, and fair conditions.

10.6.2. Access to University Track Underrepresented Groups Applications

Istanbul Gelisim University systematically measures and monitors the application, admission, and enrollment processes of women, persons with disabilities, low-income individuals, ethnic/international minorities, refugee/asylum-seeking students, and other potentially underrepresented groups through its institutional information systems.

- Students from Developing Countries: According to 2025 data, 5,199 (23.49%) of the 22,135 students enrolled at the university are international students from developing countries.
- Monitoring Applications and Admissions by Gender: In 2025, of the 8,686 newly enrolled undergraduate students, 3,867 were female students (44.52%) and 4,819 were male students (55.48%). At the faculty level, the proportion of female students among newly enrolled students was 72.02% in the Faculty of Health Sciences, 58.33% in the Faculty of Dentistry, and 25.73% in the Faculty of Engineering and Architecture.

10.6.2.1. Gender Equality in Access to Higher Education

Gender equality in access to higher education is important for ensuring that different social groups can benefit from educational opportunities and for monitoring inequalities in participation across academic fields. Istanbul Gelisim University provides data to assess the gender dimension of participation in higher education by monitoring the gender distribution of its student population and the representation of female students across different academic units.

An examination of the university's enrolled student data for 2023 and 2024 indicates that female students accounted for approximately 46% of the total student population. The gender distribution of students newly enrolled in undergraduate programs in 2025 provides an opportunity to assess the profile of students entering higher education.



According to 2025 data, of the 8,686 students newly enrolled in undergraduate programs at Istanbul Gelisim University, 3,867 were female students (44.52%) and 4,819 were male students (55.48%). This distribution indicates that male students accounted for a proportionally higher share of newly enrolled students.

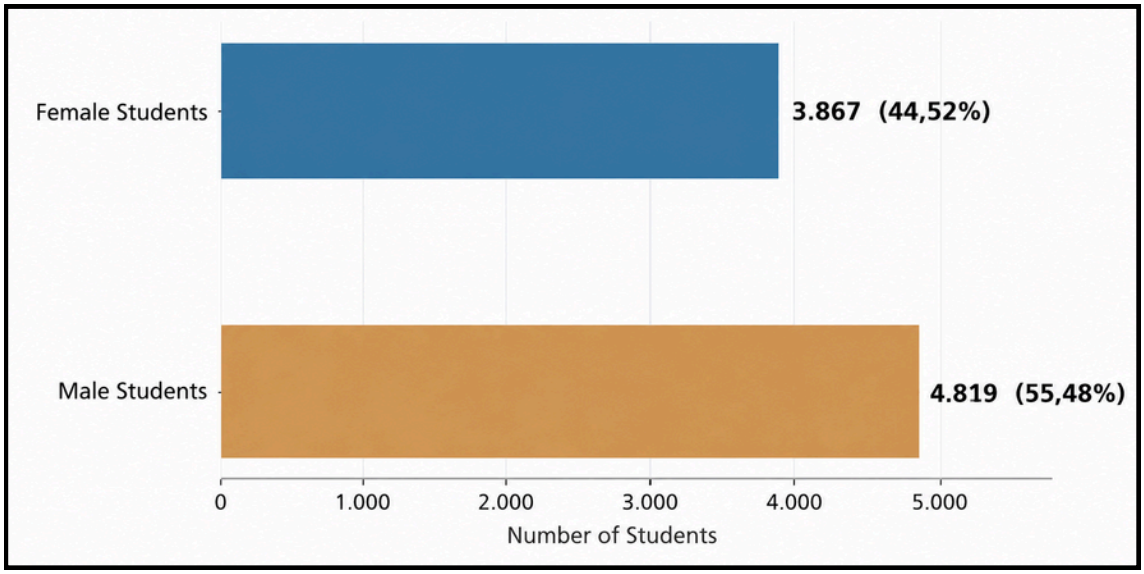


Figure 9. IGU's 2025 New Student Profile by Gender

Monitoring new enrollment data by gender is important not only for understanding the composition of the student population entering the University but also for assessing the representation of female and male students across different academic fields.

10.6.2.2. Female Student Representation by Academic Unit

An examination of Istanbul Gelisim University's enrolled student data for 2024, categorized by faculties and vocational schools, indicates that female students were substantially represented across different academic units. The Vocational School of Health Services (3,716), Faculty of Economics, Administrative and Social Sciences (2,970), Istanbul Gelisim Vocational School (2,933), and Faculty of Health Sciences (2,456) were among the academic units with the highest numbers of female students.

The proportion of female students at the School of Physical Education and Sports increased from 28.19% in 2023 to 32.89% in 2024. This change indicates a 4.70 percentage-point increase in the proportional representation of female students in the relevant academic unit compared with the previous year.

At the School of Physical Education and Sports, the proportion of female students increased from 28.19% in 2023 to 32.89% in 2024. This change indicates a 4.70 percentage-point increase in the proportional representation of female students in the relevant academic unit compared with the previous year. An examination of the distribution of students newly enrolled in undergraduate programs by faculty in 2025 reveals notable differences in female students' participation across academic fields. A total of 1,394 female students began their undergraduate studies in the Faculty of Economics, Administrative and Social Sciences, 1,166 in the Faculty of Health Sciences, 493 in the Faculty of Applied Sciences, and 343 in the Faculty of Engineering and Architecture.

The proportion of female students among newly enrolled students was 72.02% in the Faculty of Health Sciences, 58.33% in the Faculty of Dentistry, and 51.76% in the Faculty of Fine Arts. In contrast, this proportion was 25.73% in the Faculty of Engineering and Architecture and 13.41% in the Faculty of Sports Sciences.

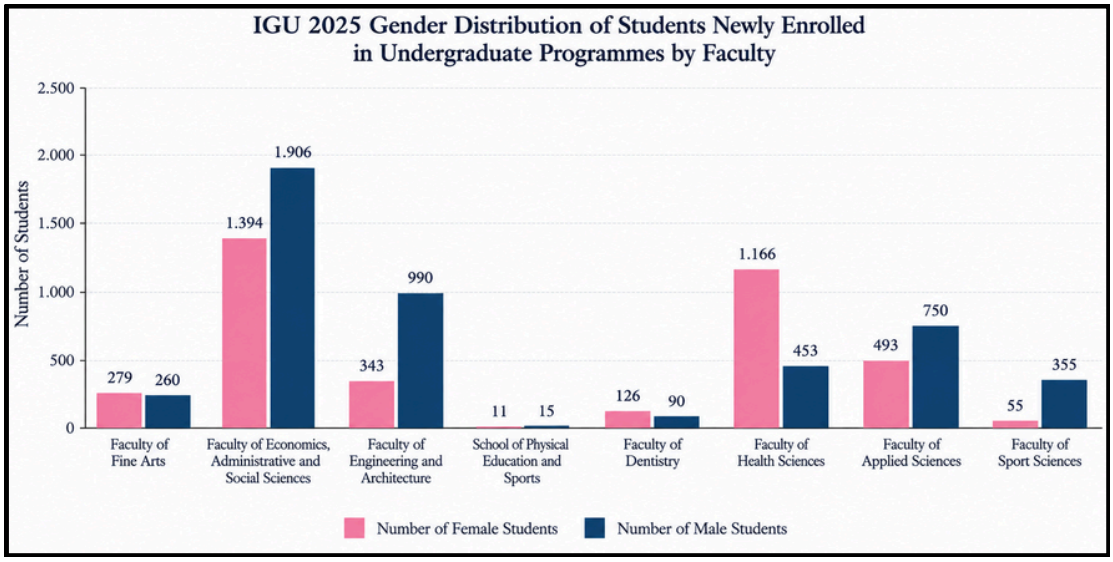


Figure 10. Gender Distribution of Students Newly Enrolled in Undergraduate Programmes at IGU by Faculty (2025)

The 2025 new enrolment data reveal that female students are proportionally more highly represented in fields such as health sciences and dentistry, while their representation is lower in engineering and sport sciences. This variation indicates that participation in higher education should be evaluated not only on the basis of total student numbers but also by taking into account the distribution of students across academic fields.

Since the 2024 enrolled student data and the 2025 new enrolment data cover different student groups, these data cannot be directly compared as indicators of annual increases or decreases. Nevertheless, both datasets reveal different dimensions of female student representation across the university and within academic units. Regular monitoring of gender distributions by faculty is important for identifying gender-related differences in access to higher education and evaluating practices aimed at ensuring equal opportunities.

10.6.2.3. General Framework and Institutional Approach (International Students by Income Level)

Within the framework of the United Nations Sustainable Development Goals (SDG 10: Reduced Inequalities) and the relevant UN targets, promoting global inclusivity and equal opportunities in access to higher education is a strategic priority for Istanbul Gelisim University (IGU). In assessing international students' access to higher education, the economic conditions and income levels of their countries of origin serve as key criteria. The University monitors international student data by country of origin and income level to increase the representation of talented students from diverse socioeconomic and geographical backgrounds in higher education and to reduce inequalities of opportunity at the global level.

In accordance with the Times Higher Education (THE) Impact Rankings methodology, students' countries of origin are categorized according to the World Bank Income Classifications (FY2025/FY2026). Financial and institutional support provided to students from these countries, including scholarships, tuition fee reductions, accommodation, language education, and academic advising, is systematically evaluated.



10.6.2.4. Quantitative Data and Distribution by World Bank Income Classification

According to institutional data for 2025, international students account for 5,199 (13.30%) of the total 39,081 students (Headcount) enrolled at Istanbul Gelisim University. To ensure data consistency and transparency, all calculations are based on Headcount (the actual number of students), in full alignment with the Institutional Profile data presented on page 4. This measure is methodologically distinguished from the institutional capacity indicator of 22,135 FTE (Full-Time Equivalent) students.

Table 8. Distribution of the International Student Population by World Bank Income Group (2025)

World Bank Income Category	Number of Countries	Number of International Students (Headcount / FTE)	Share of International Students (%)	Share of Total Student Population (%)
Low-Income Countries (Low Income - LIC)	24	2, 517	48.41%	6.44%
Lower-Middle-Income Countries (Lower-Middle Income - LMIC)	31	2, 059	39.60%	5.27%
FIXED THE SCOPE (LIC + LMIC TOTAL)	55	4, 576	88.02%	11.71%
Upper-Middle Income - UMIC / Iran & Algeria	2	623	11.98%	1.59%
GRAND TOTAL	57	5, 199	100.00%	13.30%

The leading countries of origin for international students enrolled at Istanbul Gelisim University are Syria (1,051 students / 20.22%), Egypt (627 students / 12.06%), Yemen (488 students / 9.39%), Iran (460 students / 8.85%), and Afghanistan (337 students / 6.48%). The top 15 countries account for 88.15% of the total international student population. Based on the analysis conducted using the World Bank Country Income Classification (FY 2025/2026), 4,576 international students from target developing countries (Low-Income Countries – LICs and Lower-Middle-Income Countries – LMICs) account for 88.02% of the total international student population and 11.71% of the University's total student population (39,081).

Table 9. Top 15 Countries Sending the Highest Number of Students to Istanbul Gelisim University (2025)

Rank	Country	Income Classification (World Bank)	Number of Students (2025)	Share of Total International Students (%)
1	Syria	Low-Income (LIC)	1,051	20.22%
2	Egypt	Lower-Middle-Income (LMIC)	627	12.06%
3	Yemen	Low-Income (LIC)	488	9.39%
4	Iran	Lower-Middle-Income (LMIC)	460	8.85%
5	Afghanistan	Low-Income (LIC)	337	6.48%
6	Nigeria	Lower-Middle-Income (LMIC)	274	5.27%
7	Palestine	Lower-Middle-Income (LMIC)	244	4.69%
8	Sudan	Low-Income (LIC)	221	4.25%
9	Morocco	Lower-Middle-Income (LMIC)	150	2.89%
10	Algeria	Upper-Middle-Income (UMIC)	148	2.85%
11	Uzbekistan	Lower-Middle-Income (LMIC)	143	2.75%
12	Pakistan	Lower-Middle-Income (LMIC)	137	2.63%
13	Somalia	Low-Income (LIC)	130	2.50%
14	Mali	Low-Income (LIC)	89	1.71%
15	Lebanon	Lower-Middle-Income (LMIC)	84	1.62%

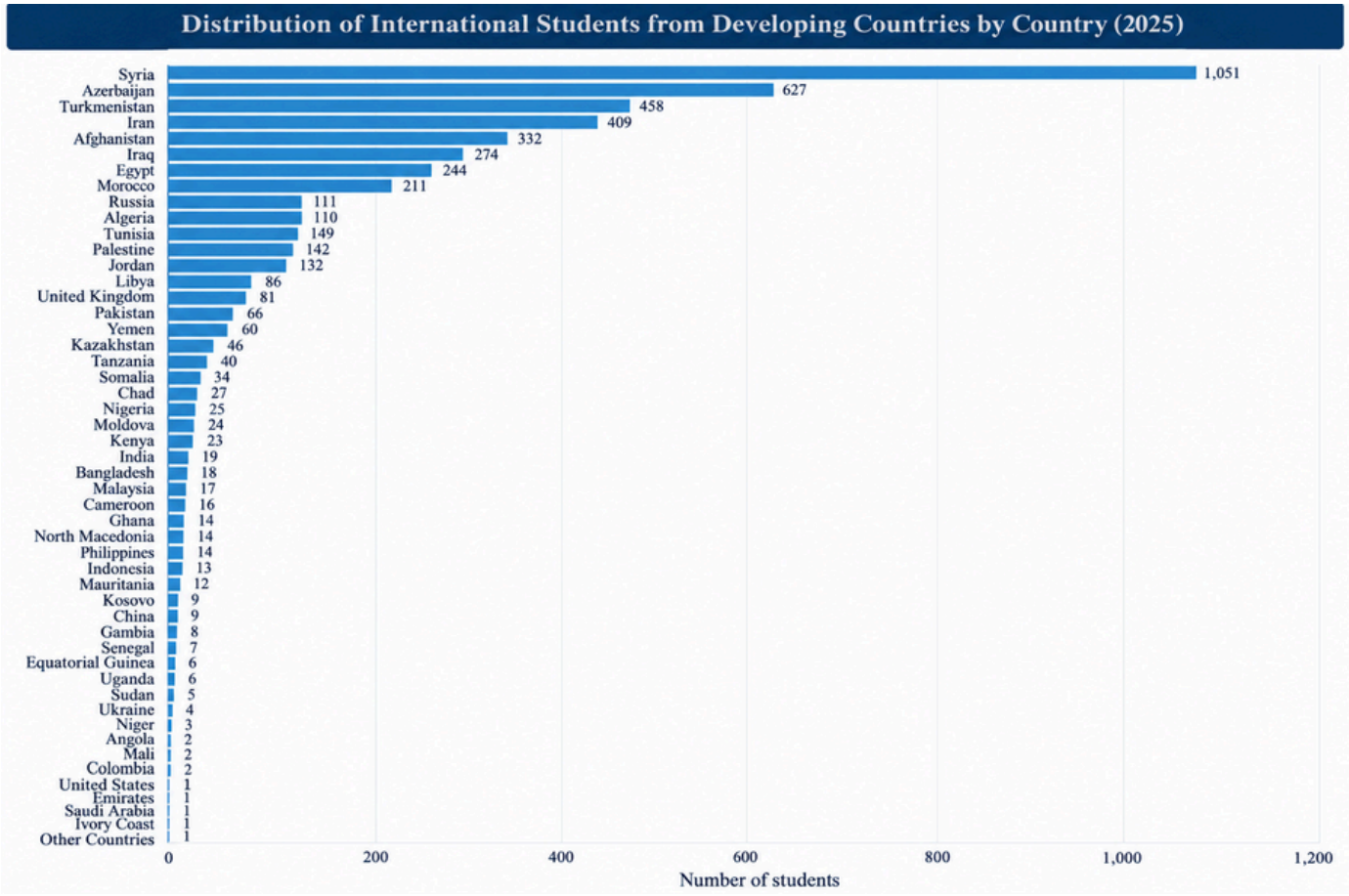


Figure 11. Distribution of International Students by Country of Origin (2025)

According to 2025 data, the primary countries sending international students to Istanbul Gelisim University are Syria (1,051 students), Egypt (627), Yemen (488), Iran (460), and Afghanistan (337), accounting for 56.99% of the total international student population. This distribution illustrates the geographic diversity of the university's international student body and serves as a key indicator for assessing global representation in higher education in alignment with World Bank income classifications.

10.6.2.5. Distribution by Academic Units and Faculties

The Faculty of Engineering and Architecture ranks first among students from developing countries, accounting for 28.01% (1,456 students). It is followed by the Faculty of Economics, Administrative and Social Sciences at 20.18% (1,049 students), the Faculty of Health Sciences at 15.48% (805 students), and the Graduate Education Institute at 14.66% (762 students). Combined, these four academic units represent 78.33% of all international students from developing nations.

Table 10. Distribution of International Students by Academic Unit (2025)

Rank	Academic Unit / Faculty	Students with Disabilities (n)	Share of Students with Disabilities (%)	Share of Total Student Population (%)
1	Istanbul Gelisim Vocational School	47	31.54%	0.212%
2	Vocational School of Health Services	38	25.50%	0.172%
3	Faculty of Economics, Administrative and Social Sciences	22	14.77%	0.099%
4	Faculty of Health Sciences	13	8.72%	0.059%
5	Faculty of Engineering and Architecture	10	6.71%	0.045%
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7	Faculty of Fine Arts	6	4.03%	0.027%
8	School of Physical Education and Sports	4	2.68%	0.018%
9	Graduate Education Institute	1	0.67%	0.005%
10	School of Applied Sciences	1	0.67%	0.005%
	Grand Total	**149**	**100.00%**	**0.673%**

Note: *Percentages are calculated using 149 students with disabilities and a total student population of 22,135. Minor differences in column totals may arise from rounding.*

Table 10 presents the distribution of international students from developing countries across the academic units of Istanbul Gelisim University in 2025. The Faculty of Engineering and Architecture accounts for the largest share, with 1,456 students (28.01%), followed by the Faculty of Economics, Administrative and Social Sciences with 1,049 students (20.18%), the Faculty of Health Sciences with 805 students (15.48%), and the Graduate Education Institute with 762 students (14.66%). Together, these four academic units account for 78.33% of the total 5,199 students from developing countries. The distribution highlights the representation of international students across different fields of study and provides an important indicator for assessing their participation in higher education.



10.6.2.6. Monitoring of First-Generation Students

To support the rapid integration of first-generation students into university culture, ensure the sustainability of their academic success, and prevent financial barriers from limiting access to education, IGU implements a comprehensive support model encompassing academic, economic, and socio-psychological dimensions.

Institutional Details of Support Mechanisms

A multi-layered support mechanism is implemented to ensure the smooth integration of students with no prior family experience of higher education into campus life and academic standards.

Academic Inclusiveness and Continuous Guidance: An academic advisor is assigned to every newly enrolled student from the first semester onward. Student–academic staff communication is maintained continuously through the Advising Module within the Personnel Information System (PERSİS) and the "Group Appointment System."



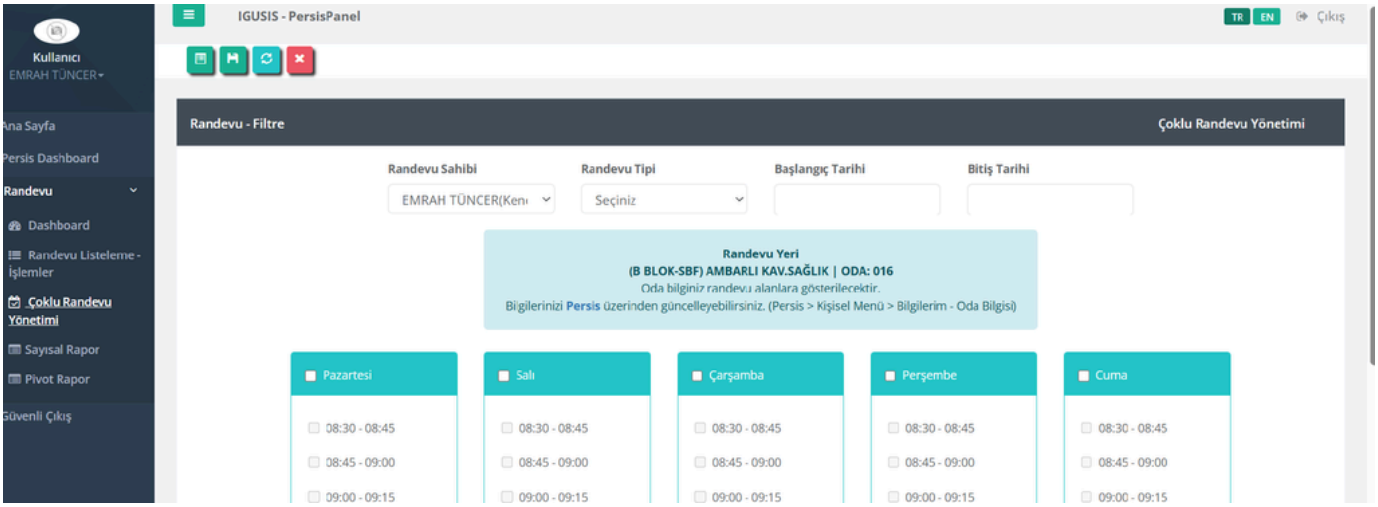
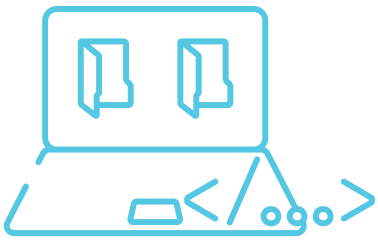


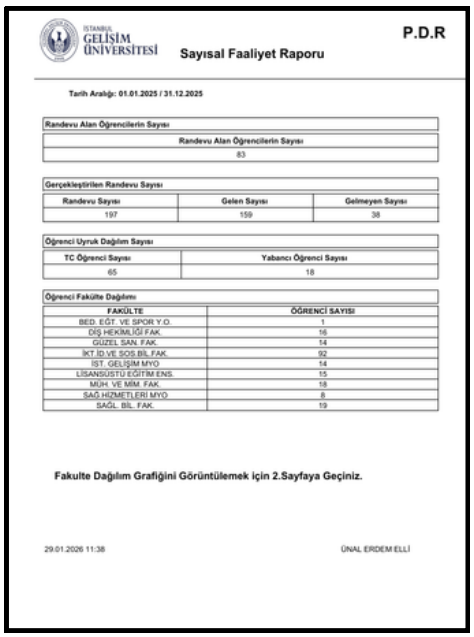
Figure 12. Appointment Booking System

Accordingly, the 2025–2026 Student Orientation Programme, planned by the Dean of Students for newly enrolled students entering university in the 2025–2026 academic year, was successfully implemented between 15 and 18 September 2025. The 2025–2026 Student Orientation Programme helped facilitate students' transition to university life. Orientation activities and experienced peer mentors assigned from upper-year cohorts further supported students' adjustment processes. In addition, students wishing to improve their Turkish and foreign language skills are offered supplementary language-learning opportunities through the Turkish and Foreign Languages Application and Research Centre.



Financial Equity, Scholarships, and Campus Employment: In accordance with the IGU Scholarship Directive, updated by Senate Decision No. 22-03 dated 3 December 2025, education costs are significantly reduced through ÖSYM 100% full scholarships and 50% tuition discounts, as well as a Preference Scholarship of up to 40% for students who list IGU among their first five preferences and an additional 10% Campus Preference Discount. In addition to Academic Achievement and International Baccalaureate (IB) Support Scholarships, young people's research and development potential is encouraged through the Come to Gelisim Scholarship, which supported 143 student researchers in 2025. Furthermore, under the Part-Time Student and Student Assistant Programme, which enables students to earn a regular income while studying and gain professional experience, students have been employed in administrative and academic units, including the Technology Transfer Office (TTO), the Application and Research Centres Coordination Office (UYGARMER), the Library, the Directorate of Health, Culture and Sports (HİTM).

Psychosocial Empowerment, Rights, and Career Development: To support the personal development and mental well-being of first-generation students, the Psychological Counselling and Guidance Unit (PDRB) provided professional psychological counselling services free of charge to 159 students in 2025.



İSTANBUL GELİŞİM ÜNİVERSİTESİ

P.D.R

Sayısal Faaliyet Raporu

Tarih Aralığı: 01.01.2025 / 31.12.2025

Randevu Alan Öğrencilerin Sayısı
Randevu Alan Öğrencilerin Sayısı
83

Gerçekleştirilen Randevu Sayısı		
Randevu Sayısı	Gelen Sayısı	Gelmeyen Sayısı
197	159	38

Öğrenci Uyruk Dağılım Sayısı	
TC Öğrenci Sayısı	Yabancı Öğrenci Sayısı
65	18

Öğrenci Fakülte Dağılımı	
FAKÜLTE	ÖĞRENCİ SAYISI
BED. EĞT. VE SPOR Y.O.	1
DİŞ HEKİMLİĞİ FAK.	16
GÜZEL SAN. FAK.	14
İKT.İD.VE SOS.BİL.FAK.	92
İST. GELİŞİM MYO	14
LİSANSÜSTÜ EĞİTİM ENS.	15
MÜH. VE MİM. FAK.	18
SAĞ.HİZMETLERİ MYO	8
SAĞL. BİL. FAK.	19

Fakulte Dağılım Grafiğini Görüntülemek için 2.Sayfaya Geçiniz.

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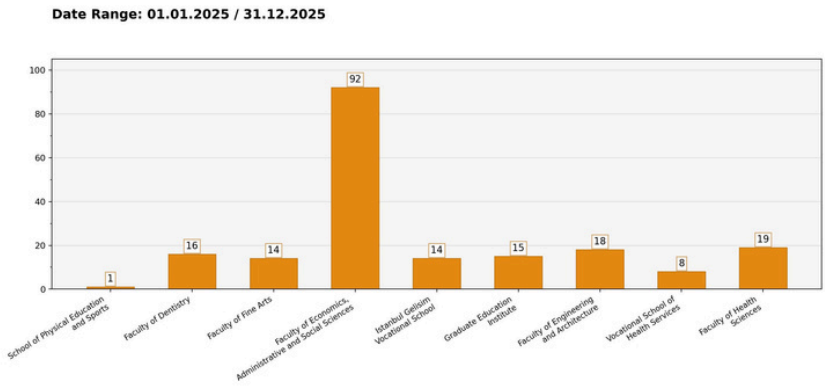


Figure 13. Counselling Sessions Conducted by the Psychological Counselling and Guidance Unit (PDRB) in 2025

Through the Career Development Center (KARYÖN) and the "Qualified Workforce Training Program (NİYEP)", implemented in cooperation with the Turkish Employment Agency (İŞKUR), students' employability after graduation is enhanced. Students' requests and suggestions regarding academic and administrative processes are addressed through ÇÖZÜMER / İGÜMER, in accordance with TSE ISO 10002 standards and supported by the QDMS infrastructure, with an average resolution time of five working days. Furthermore, equal opportunities for social participation are strengthened through the University's 97 active student clubs.

In summary, Istanbul Gelisim University systematically monitors first-generation university students throughout their entire educational journey to promote equal opportunities in access to higher education. The dataset presented comprehensively covers not only newly enrolled (first-year) students but also all currently enrolled undergraduate students whose neither parent holds a bachelor's degree (the total undergraduate student population), as well as their graduation rates within the standard duration of their degree programmes.

These data are collected through the Student Demographic Information Form administered via the Student Information System (OBİS/GELSİS) during enrolment, together with e-Government (e-Devlet) and Higher Education Institutions Examination (YKS) registration records. The data are verified through cross-checks using integration with the Higher Education Information System (YÖKSİS) and the Central Civil Registration System (MERNİS). Student graduation tracking and graduation rates are reported in a verifiable manner using the automated records of the Department of Student Affairs and the Graduate Tracking System (METSİS) database.

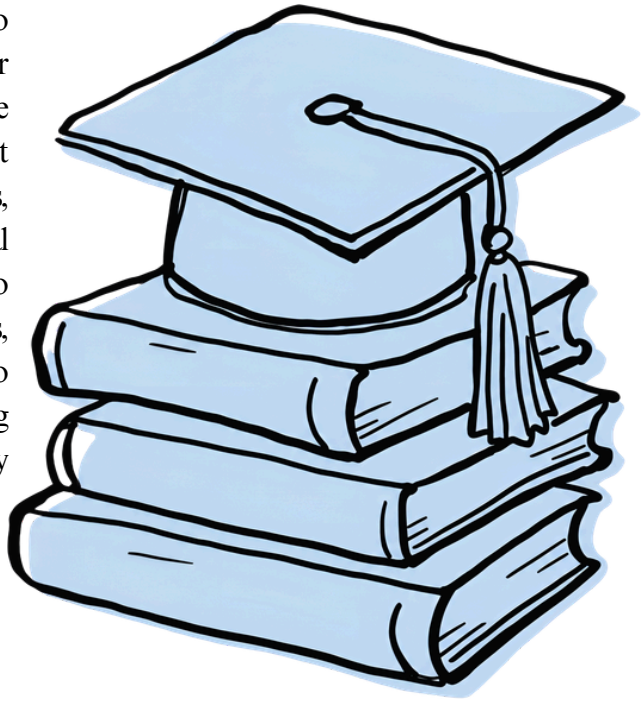
10.6.3 Access to University Underrepresented Groups Recruit

Istanbul Gelisim University (IGU) conducts its student admission processes in accordance with national legislation and institutional regulations, guided by the principles of equal opportunities and inclusivity in access to higher education. The establishment of specific requirements for applications, evaluation criteria, and enrollment procedures provides an institutional framework for ensuring that these processes are conducted transparently and objectively.

While the placement of domestic students is administered by the Measurement, Selection and Placement Center (ÖSYM), the application and admission procedures for international students are regulated in accordance with the Directive on the Admission of Students from Abroad or Foreign Nationals. The provision of information on the Application and Registration Process and Admission Criteria for international applicants through the university's official websites supports prospective students' access to admission requirements.

Quantitative indicators concerning the university's student profile are important for assessing the participation of different groups in higher education. In particular, data on the distribution of female students within the overall student population and across academic units enable the assessment of student representation by gender. However, to evaluate the monitoring of application and admission rates among underrepresented groups, application and admission data specific to these groups must also be examined separately.

Istanbul Gelisim University attaches importance to strengthening equal opportunities in access to higher education and supporting students from diverse socioeconomic backgrounds in obtaining information about university education. In this regard, high school academies, career development programs, and university promotional activities organized by the university contribute to prospective students' understanding of academic programs, assessment of their career interests, and access to information during their higher education decision-making processes. These activities are considered complementary practices that support access to higher education.



10.6.3.1. Programs Supporting Access to Higher Education for Disadvantaged High School Students

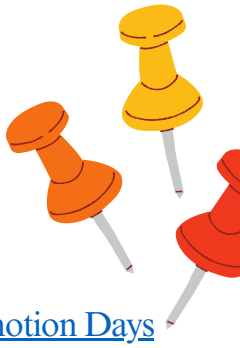
Istanbul Gelisim University (IGU) carries out various educational, guidance, and awareness-raising activities aimed at strengthening equal opportunities in access to education and enhancing social inclusivity. Within this framework, the university supports high school students in exploring higher education opportunities, identifying their academic and career interests, and making informed decisions during their transition to university.

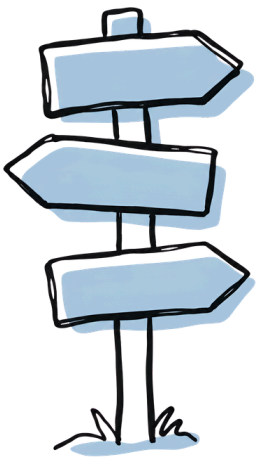


Among the university's educational activities for high school students, the High School Winter Academy and High School Summer Academy play an important role in expanding access to academic knowledge and supporting pre-university educational experiences. According to the 2025 Institutional Internal Evaluation Report (IIER), a total of 253 applications were received, including 150 applications for the High School Winter Academy and 103 for the High School Summer Academy.

Selected activities carried out by the university in 2025 to support high school students in exploring higher education opportunities and expanding inclusive learning opportunities are presented below, together with their relevant links and visual materials.

For Activity Links: Click Here





High School Winter Academy 2025

High School Summer Academy

2025 Institutional Internal Evaluation Report

Career Development Academies

Well-Being Academy

Creative Healing Training

University Preference and Promotion Days

Career Opportunities in the 21st Century

IGUSEM – Cyber Academy – Software Academy

Financial Literacy Training

Program / Activity	Date	Contribution to content and equal opportunities
High School Winter Academy 2025	28–31 January 2025	Through free workshops, high school students were introduced to different academic disciplines, gained hands-on experience of the university environment, and were supported in exploring their areas of interest.
High School Summer Academy 2025	2025	Educational and workshop activities were organized in fields such as engineering, health, arts, communication, and technology to enable high school students to experience university life and develop their professional orientations. A total of 103 students applied to the programme.
Career Development Academies	2025 (held on 14 February 2025)	Free training activities for high school students supported career planning and increased their awareness of professional options. Within this scope, a full-day on-site event titled "A Journey to the Sports Summit: From Bedensel (Physical) Education to Sports Management" was organized on 14 February 2025.
Well-Being Academy	Programme	Training and awareness-raising activities were provided to support high school students in coping with exam anxiety, stress management, motivation, and psychological resilience skills.
Financial Literacy Training	18 February 2025	The training carried out at Beylikdüzü Şehit Şafak Evran Vocational and Technical Anatolian High School aimed to increase students' financial knowledge and awareness.
Creative Healing: Discover Yourself Through Art	17 January 2025	In the free workshop held on-site, the role of art in personal development and self-awareness processes was addressed. The training aimed to support individuals from outside the University in accessing artistic and personal development opportunities.
University Preference and Promotion Days	21 July – 11 August 2025	Academic programmes, scholarship opportunities, laboratories, and campus life were introduced to prospective students, and individual preference counselling was provided. Information access was supported through the Digital Preference Robot.
Career Opportunities in the 21st Century Talk	4 December 2025	In the talk held at Süleyman Nazif Anatolian High School, students were informed about career choice, future job areas, and university preference processes, with the aim of increasing their awareness.
IGUSEM – Cyber Academy – Software Academy: Technology, Cybersecurity and Career Tips	7 March 2025	Within the scope of the free training programmes of IGU Continuing Education Center, information was provided on technology, cybersecurity, software, and career opportunities. The programme is a lifelong learning application that supports the professional development opportunities of individuals outside the University.

Figure 14. Programmes and Their Content Supporting High School Students' Access to Higher Education

10.6.3.2. Initiatives Supporting the Employment of Women and Disadvantaged Groups in Academic and Administrative Positions

Istanbul Gelisim University (IGU) adopts the principles of equal opportunities, merit, inclusivity, and non-discrimination in the employment of academic and administrative staff. The university evaluates the representation of women in academic and administrative positions within the framework of gender equality and inclusive employment. In this context, the proportion of female employees in total employment constitutes one of the key indicators for monitoring the gender distribution of the university's workforce.

The university's personnel data for 2023–2025 indicate that the proportion of female employees in total employment remained above 50% throughout the three-year period. In 2023, women accounted for 716 (52.00%) of the university's 1,377 employees, while in 2024, 737 (51.61%) of the 1,428 employees were women. In 2025, the total number of employees was 1,228, comprising 649 women (52.85%) and 579 men (47.15%).

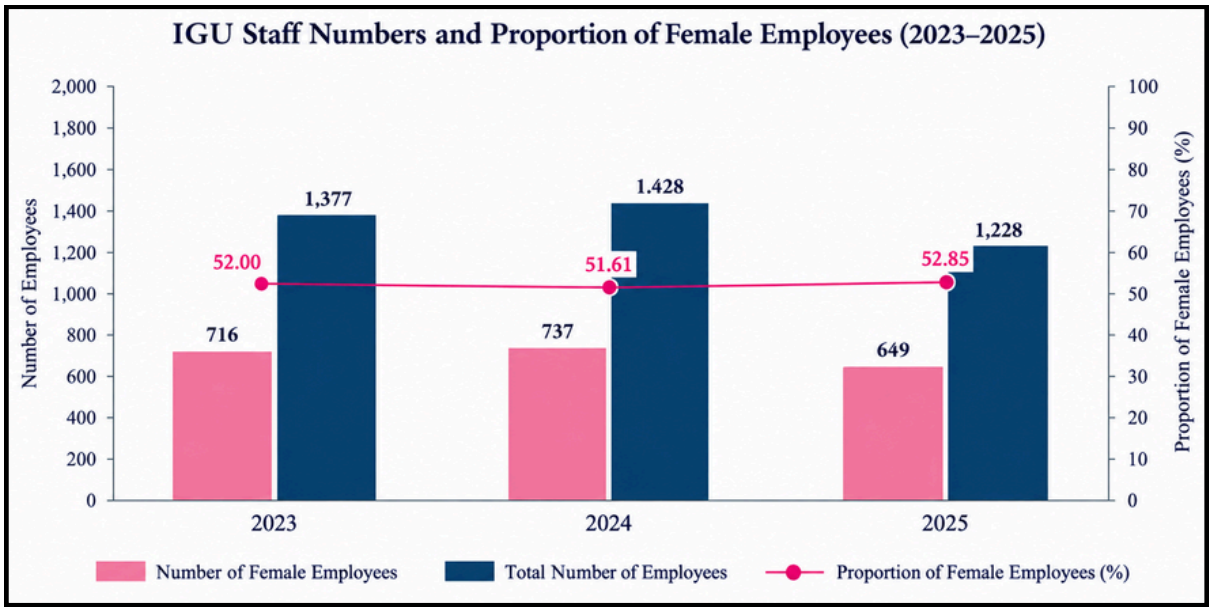


Figure 15. Number and Proportion of Female and Male Employees at IGU (2023–2025)

An examination of the three-year distribution indicates that, despite fluctuations in the number of female employees across the years, their proportional representation in the total workforce remained above 50%. In 2025, the proportion of female employees in the total workforce increased by 1.24 percentage points compared with 2024. However, this change resulted not from an increase in the number of female employees but from changes in the total number of employees and the gender distribution of the workforce.

These data enable the monitoring of gender distribution within the university's employment structure over time. Regular monitoring of women's representation in institutional employment provides an important source of data for evaluating equal opportunities and inclusive employment practices.



10.6.3.3. Scholarships, Tuition Discounts, and Financial Support Programmes

Istanbul Gelisim University provides scholarships, tuition fee discounts, and financial support opportunities to promote equal access to higher education and reduce socioeconomic barriers. These support mechanisms aim to improve educational opportunities for students from disadvantaged and underrepresented groups and contribute to their continued participation in higher education.

Istanbul Gelisim University (IGU), in line with SDG 10 – Reduced Inequalities, offers various scholarship, discount and financial support mechanisms aimed at reducing economic barriers to accessing higher education and strengthening equal opportunities in education.

The principles governing these practices were updated under the IGU Scholarship Directive, adopted by Senate Decision No. 22-03 dated 3 December 2025. These mechanisms, which include tuition fee discounts, academic achievement and research scholarships, and support for basic needs and different student groups, contribute to students' ability to continue their education.



The key characteristics of financial support mechanisms and their relationship to the principles of equal opportunity and inclusivity are presented below.

Istanbul Gelisim University
Scholarships, Discounts and Economic Support Programs

Type of Scholarship / Support	Key Features	Contribution to Equal Opportunity and Inclusivity
01 ÖSYM Scholarships and Discounts	Tuition fee support is provided to students placed in scholarship or discounted quotas within the central placement system.	Supports economic access to higher education by reducing tuition costs.
02 Preference-Ranking Discounts	Discounts are provided to candidates who rank the university within the specified preference order.	Contributes to the reduction of students' education expenses.
03 On-Campus Preference Discount	An additional discount is offered to candidates who meet the specified conditions during the preference period.	Provides economic support during the transition to higher education.
04 Academic Achievement Scholarship	Support is provided to students who meet the academic achievement conditions.	Encourages academic development and the continuity of education.
05 High School Valedictorian Scholarship	Scholarships are provided to high school valedictorians who meet the specified conditions.	Supports the transition of successful students to higher education.
06 Board of Trustees Scholarships (YKS Rank)	Monthly scholarships ranging from 10,000 to 25,000 TL are provided according to the 2025 YKS ranking in Türkiye.	Reduces education costs by providing economic support based on academic achievement.
07 R&D Incentive Scholarship	Support is provided for research, innovation and project development activities.	Encourages students' participation in scientific activities.
08 Institutional Discounts	Discounts are provided for specified institutions and student groups.	Contributes to the reduction of education costs for different student groups.
09 Sibling Discount	A discount is provided to siblings studying at the same university under specified conditions.	Supports the reduction of families' higher education expenses.
10 Vertical Transfer Scholarship	Support is provided to Istanbul Gelisim University associate degree graduates who are placed in the relevant undergraduate programs through the Vertical Transfer Exam (DGS).	Supports the continuity of education in the transition from an associate degree to an undergraduate degree.
11 Graduate Education Scholarships	Scholarships and discounts are provided for master's and doctoral students.	Expands access to graduate education.
12 Come to Gelisim Discount	Evaluation is based on candidates' talents, experience, ideas and projects.	Enables the evaluation of individual potential beyond academic examination success.
13 Meal Scholarship	Meal support is provided to students who meet the specified conditions.	Contributes to the reduction of the economic burden related to students' basic needs.
14 Foreign Language Scholarship	Support is provided based on the specified foreign language proficiency conditions.	Encourages students' language development.
15 Scholarships and Discounts for International Students	Support that can be provided to international students in line with the specified conditions.	Supports the reduction of educational costs for international students.

Figure 16. Scholarships, Tuition Discounts and Financial Support Opportunities at Istanbul Gelisim University

Source: IGU Scholarship Directive (2025)

Scholarship and Financial Support Practices in 2025

During the 2025 transition to higher education, IGU offered scholarship and discount opportunities alongside its university preference counselling activities. In the announcement dated 19 July 2025, an additional 10% Campus Preference Scholarship was announced for prospective students who visited the campus and benefited from preference counselling services, provided that they were admitted to the University. This scholarship was offered in addition to their existing scholarships. The additional preference announcement dated 25 September 2025 announced scholarship opportunities of up to 75% for applicants admitted to IGU through their first three preferences and up to 65% for those admitted through their fourth, fifth or sixth preferences.

In the University's announcement dated 28 July 2025, monthly scholarships of TRY 5,000 or TRY 7,500, depending on their faculty, were announced for students graduating at the top of their high school class who met the specified conditions. The same announcement also introduced Board of Trustees scholarships for students achieving high rankings in the Higher Education Institutions Examination (YKS). Although these forms of support are not directly based on economic disadvantage, they diversify merit-based financial support opportunities.

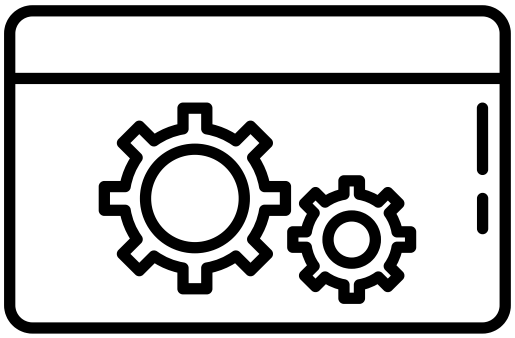


Figure 17. Monthly Board of Trustees Scholarships for IGU Students Achieving High Rankings in the 2025 Higher Education Institutions Examination (YKS)

Come to Gelisim Scholarship Programme

The Come to Gelisim Programme is a support mechanism based on the evaluation of prospective students' individual talents, experiences, ideas and potential for project development, in addition to their performance in centralised examinations. The programme, to which applicants can apply through motivation letters, is also defined in Article 14 of the Scholarship Directive dated 3 December 2025. The programme is associated with the University's institutional approach to inclusivity in terms of recognising different forms of achievement and diversifying educational opportunities.







Part-Time Student Employment Programme

Part-Time Student Employment Programme
In addition to scholarship and discount opportunities, IGU supports students in gaining work experience in the University's academic and administrative units while continuing their studies through the Part-Time Student Programme. The Weekly University Bulletin dated 24–28 February 2025 reported that part-time students had started working in the Faculty of Economics, Administrative and Social Sciences and the University Archives Directorate. This practice serves as a complementary mechanism for developing professional skills and supporting the transition to working life.

10.6.3.4. Disability Employment Quota Incentives and Confidential Disclosure Initiative

According to institutional personnel data for 2025, Istanbul Gelisim University has a total of 1,228 employees, of whom 5 are employees with disabilities. Employees with disabilities account for 0.41% of the total workforce. In 2024, this proportion was recorded as 0.21%, with 3 employees with disabilities out of a total of 1,428 employees, increasing to 0.41% in 2025.

In line with its commitment to equal opportunities and institutional inclusion, Istanbul Gelisim University continues to strengthen its approach to the employment and representation of persons with disabilities. Institutional personnel records indicate that the number of employees with disabilities increased from 3 in 2024 to 5 in 2025, while their proportion of the total workforce rose from 0.21% to 0.41%. Although the recorded representation remains limited, this development highlights the importance of sustained efforts to promote inclusive employment practices. Within the framework of Labour Law No. 4857 and relevant legislation, the University incorporates disability employment considerations into its human resources policies and recruitment processes. Recognising that institutional records may not fully reflect employees who choose not to disclose their disability status, the University has also initiated a Confidential Voluntary Disability Status Disclosure and Data Update Initiative to address confidentiality concerns and improve the accuracy of personnel records. Together, these measures contribute to the University's ongoing efforts to strengthen equal employment opportunities, institutional accessibility, and the inclusion of persons with disabilities in the workplace.



10.6.4. Anti-Discrimination Policies

Istanbul Gelisim University (IGU) adopts a zero-tolerance approach to all forms of discrimination and considers the creation of a safe, fair, and inclusive university environment, where students and academic and administrative staff can enjoy equal rights and opportunities, among its fundamental institutional responsibilities. The university is committed to ensuring that individuals are not subjected to discrimination on the grounds of language, religion, race, ethnic origin, gender, age, disability, socioeconomic circumstances, political opinion, or other differences, and recognizes respect for diversity as one of the fundamental components of its institutional culture.

IGU's approach to combating discrimination is supported by national legislation and the university's institutional policy documents. The principle of equality before the law, enshrined in Article 10 of the Constitution of the Republic of Türkiye, provides the legal basis for ensuring that individuals enjoy fundamental rights and freedoms without discrimination. In addition, Law No. 6701 on the Human Rights and Equality Institution of Türkiye contains provisions aimed at preventing discrimination and ensuring equal treatment. The relevant disciplinary provisions of Higher Education Law No. 2547 also form part of the legal framework for preventing discriminatory behavior in higher education institutions.

IGU sets out fundamental principles aimed at preventing discrimination in education and working life, promoting equal opportunities, and strengthening the participation of different social groups in university life, while complementing this legal framework with its institutional policies. In this context, the Equal Opportunities Policy, Respect for Diversity Policy, Gender Equality Policy, and Human Rights, Rule of Law and Justice Policy are among the key policy documents supporting the university's anti-discrimination approach. Through these policies, the university aims not only to prevent discriminatory practices but also to promote the recognition of cultural diversity, respect for different identities, and a sense of equal belonging among all members of the university community within institutional life.



The policy updates implemented in 2025 are among the measures supporting IGU's approach to combating discrimination and institutional accountability. In this context, the Satisfaction and Complaint Management Policy, revised on June 3, 2025, is based on the principle of evaluating requests and complaints received from students, employees, and other stakeholders in a fair, objective, impartial, and traceable manner.

The policy provides an important framework for systematically managing application and feedback processes and using the results obtained in institutional improvement efforts. Thus, the institutional approach to ensuring the accessibility of application mechanisms and the transparency of evaluation processes in combating discrimination and inequality is supported.





Another regulation updated in 2025 is the Social Media Content Management Policies, dated October 6, 2025. Under this policy, the University's institutional digital communication channels are required to refrain from publishing content that is sexist, degrading, insulting, or that targets individuals and institutions, and to comply with the principles of equality, accuracy, confidentiality, and personal data protection.

This regulation is important in demonstrating that the approach to combating discrimination is not limited to the physical campus environment but also encompasses institutional digital communication processes.

10.6.4.1. Institutional Regulations on Equality and Inclusivity in 2025



The institutional regulations adopted and updated by Istanbul Gelisim University in 2025 provide a formal basis for implementing its commitments to equality, non-discrimination, and inclusivity across academic and administrative activities. The following documents outline the regulatory arrangements governing student services, educational processes, international cooperation, employee rights, and institutional coordination, demonstrating the scope of the University's governance framework in relation to SDG 10.

In this context, the key institutional regulations are presented in the visual below, together with links to the relevant documents.

Links to Institutional Regulations

Institutional Mission, Vision and Core Values

Student Dean's Office Directive

Constructivist and Student-Centred Teaching Policy

International Exchange and Cooperation Directive

Directive on Education, Teaching and Examinations for Turkish Preparatory Classes

Ethics Committee Directive



Continuing Education Application and Research Centre Training Programmes Directive

Leave Directive

Directive on the Evaluation and Incentivisation of Academic Research and Publications

Directive on the Establishment, Monitoring, Evaluation and Closure of Application and Research Centres



Disaster and Emergency Management Coordination Office Directive



Istanbul Gelisim University not only establishes institutional policies and directives on combating discrimination, inclusivity, and equal opportunities within its regulatory framework but also ensures their public accessibility and effective implementation through continuous monitoring mechanisms. All relevant Senate decisions, ethical principles, reasonable accommodation policies, and inclusivity directives are published on the University's official website and made publicly available for review by the general public and external stakeholders. In accordance with international transparency standards, English policy summaries are also made accessible through active hyperlinks.

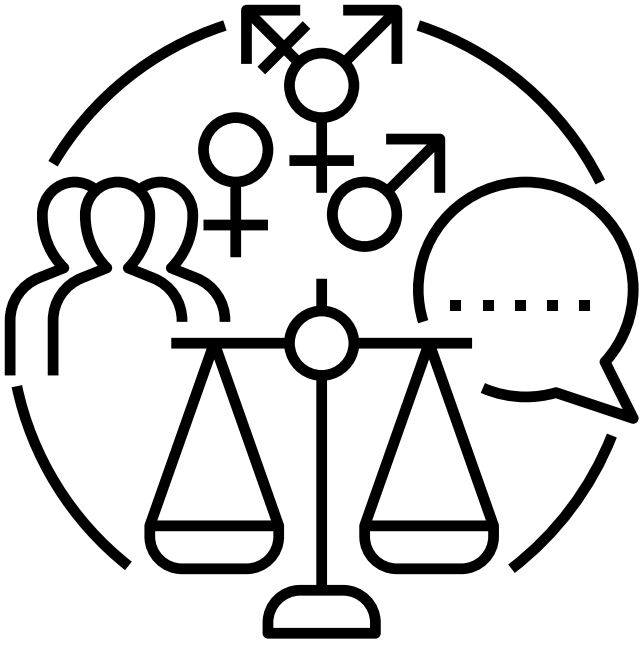
The practical implementation of these policies is periodically monitored and verified through tangible outcomes, including annual Institutional Internal Evaluation Report (KİDR) processes, quality indicators, and end-of-period implementation reports prepared by the relevant committees (action plans and monitoring metrics). This approach ensures that the established policies become an integral part of the University's institutional culture and day-to-day campus operations.



10.6.5. University Diversity Officer

Istanbul Gelisim University (IGU) considers the principles of diversity, equality, inclusivity, and human rights among the fundamental components of its institutional approach and continues to carry out activities through various administrative and academic units to support the participation of students and employees in university life on an equal footing. These structures contribute to supporting the university's diversity- and equality-oriented policies, providing services that address different needs, and fostering an inclusive educational environment.

The university's Equal Opportunities Policy, Gender Equality Policy, Women and Disadvantaged Student Support Policy, and Respect for Diversity Policy are among the key institutional documents underpinning its approach to diversity and inclusivity. The implementation of these policies across different areas of activity is supported by the work of relevant academic and administrative units.



The main institutional structures and practices supporting diversity, equality, and inclusion at IGU are presented in the table below.

Table 11. Institutional Structures and Practices Supporting Diversity, Equality and Inclusion

Institutional Structure / Practice	**Function in the Context of Diversity, Equality and Inclusion**
Disability Advisory and Coordination Unit	Supporting the equal and accessible participation of students with disabilities in educational processes.
Human Resources Department	Upholding the principles of equal opportunity and inclusion in human resources processes for employees.
Culture Days	Making cultural diversity on campus visible and supporting interaction between different cultures.
Mindset Student Club	Organising activities that support students' social participation, respect for diversity, and awareness of diversity.
Dean of Students	Coordinating support services for students' academic, social, personal, and cultural development.
Psychological Counseling and Guidance Unit	Providing counselling and support services to address students' psychosocial needs.

Institutional Structure / Practice	Function in the Context of Diversity, Equality and Inclusion
Social Responsibility Application and Research Center	Conducting research, projects, and collaborations aimed at supporting the social participation of disadvantaged groups, raising awareness of social inequalities, and strengthening social solidarity.
Sustainable Environment and Society Application and Research Center	Supporting activities in the areas of social sustainability, inequalities, and social awareness.
Gender Studies Application and Research Center	Supporting research, awareness-raising, and social contribution activities on gender equality, women's rights, and combating discrimination.
International Student Admissions Office	Supporting the admission and university adaptation processes of international students and contributing to cultural diversity.
University Administration	Ensuring that the principles of diversity, equality, and inclusion are taken into account in institutional policies and decision-making processes.



10.6.5.1. Institutional Units Responsible for Diversity, Equality, and Inclusion

IGU has various institutional structures that support diversity, equality, and inclusion. These units undertake complementary responsibilities in addressing the diverse needs of students and employees, facilitating access to support services, and strengthening participation in university life.

The university's Directive on the Disability Counseling and Coordination Unit contains provisions governing the duties and operations of the institutional mechanism that supports the equal and accessible participation of students with disabilities in educational processes. The unit is an important component of the university's approach to inclusion, particularly in supporting the participation of students with disabilities in academic life and assessing accommodations appropriate to their needs.

IGU strengthened its institutional mechanisms supporting students' participation in academic and social life through regulations adopted in 2025. In this context, the Istanbul Gelisim University Student Dean's Office Directive was adopted by Senate Decision No. 2025/01, dated January 24, 2025. The directive establishes the institutional framework for supporting students' academic, social, personal, and cultural development, facilitating their adaptation to university life, and coordinating support services to address the challenges they encounter. The provision for coordinated cooperation with the Disability Counseling and Coordination Unit, Psychological Counseling and Guidance Unit, International Student Admissions Office, and other relevant units is important for ensuring an integrated approach to mechanisms that support the participation of students with diverse needs in university life. Activities carried out through the Student Dean's Office also constitute the operational dimension of this institutional coordination.

The Psychological Counseling and Guidance Unit provides counseling and support services addressing students' psychosocial needs. The Human Resources Department is associated with ensuring that the principles of equal opportunities and inclusion are observed in human resources processes concerning employees.

In addition, the International Student Office is among the institutional structures supporting the admission and adaptation processes of international students. The university's Directive on the Admission of Students from Abroad or Foreign Nationals establishes the institutional principles governing the admission processes for this student group.

Activity Name: A Journey Beyond Words – Discussion Event
Activity Date: 27 October 2025
"A Journey Beyond Words" Discussion Event Held at IGU

The event, moderated by Assoc. Prof. Dr. Yelda Ülker, Head of the Department of Advertising, featured Özüm Alemdar, Founder and Chair of the Board of Directors of the Turkish Stuttering Association, Muharrem Karaman, a Board Member, and Emre Yıkılmaz, a volunteer member, as speakers. The discussion addressed the prejudices faced by individuals who stutter in everyday life and social relationships, the challenges they experience in communication, and the importance of social acceptance. Drawing on their personal experiences, the speakers emphasised the importance of empathy, respect for differences and inclusive approaches in communication. The event focused on challenging social prejudices arising from communication differences, highlighting the barriers individuals face in expressing themselves, and supporting equal participation in social life.



The discussion event was significant in terms of raising public awareness of stuttering, challenging discriminatory attitudes and fostering an inclusive approach that supports the social participation of individuals with diverse communication experiences.



10.6.5.2. Institutional Mechanisms Supporting Women and Disadvantaged Groups

Istanbul Gelisim University supports efforts to highlight the inequalities faced by women and disadvantaged groups, promote their participation in society, and raise awareness of inclusivity through the activities of various application and research centers.

In this context, the Gender Studies Application and Research Center supports research, awareness-raising, and community engagement activities related to gender equality, women's rights, and combating discrimination. The center's areas of activity constitute an institutional field of work aligned with the university's Gender Equality Policy and Women and Disadvantaged Student Support Policy.

The Social Responsibility Application and Research Center carries out research, projects, and collaborative initiatives aimed at supporting the social participation of disadvantaged groups, raising awareness of social inequalities, and strengthening social solidarity. The center's activities establish an institutional link between the university's approach to community engagement and its goals of equality and inclusivity.

The Sustainable Environment and Society Application and Research Center supports activities in the areas of social sustainability, inequalities, and social awareness. The activities carried out by these centers across different thematic areas enable equality and inclusivity to be addressed not only through student support services but also within the broader framework of research and community engagement.



10.6.5.3. Institutional Coordination on Human Rights, Equality, and Inclusion

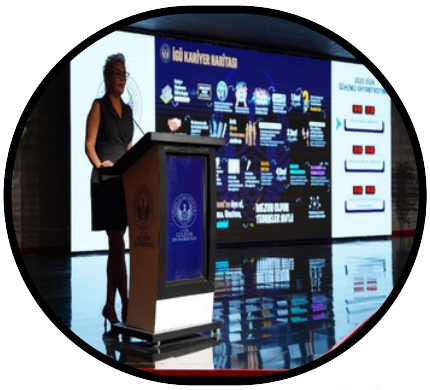
In 2025, the university introduced a significant institutional regulation aimed at strengthening the coordination of student support mechanisms. In this context, the Student Dean's Office Directive, adopted by Senate Decision No. 2025/01 dated January 24, 2025, established the institutional framework for delivering services that support students' academic, social, personal, and cultural development and ensuring coordination among relevant units.
The Student Dean's Office Directive includes provisions for the coordinated delivery of services by relevant units to students with disabilities, international students, and student groups with diverse support needs. Accordingly, IGU continues its efforts to develop institutional mechanisms that support students' participation in university life.

Istanbul Gelisim University (IGU) carries out various orientation and information activities aimed at facilitating the adaptation of students from diverse socioeconomic and cultural backgrounds to university life, supporting their access to academic and social opportunities, and fostering an inclusive educational environment. These activities play an important role in strengthening students' sense of belonging to the university, familiarizing them with academic support mechanisms, and enhancing their participation in social life.
In this context, the 2025 Orientation Program was organized at Istanbul Gelisim University between September 15 and 18, 2025, for newly enrolled students.









As part of the program, students were introduced to their faculties, academic advising services, and the educational opportunities offered by the university. Activities organized with the participation of student clubs supported students' adaptation to campus life and encouraged social interaction. These initiatives aimed to facilitate the participation of students from diverse educational and cultural backgrounds in university life, thereby contributing to strengthening equal opportunities and reducing the risks of social exclusion.

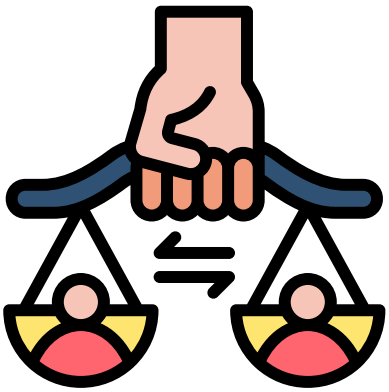
IGU continued to reinforce the principles of equal opportunities, non-discrimination, and social inclusivity through institutional regulations adopted and updated in 2025. Covering access to educational opportunities, student support services, lifelong learning, employee rights, and institutional governance, these regulations provide a framework for integrating equality and inclusivity into the University's institutional processes.

Among these regulations, the Constructivism and Student-Centered Teaching Policy supports a student-centered approach to education, while the Ethics Committee Directive provides an institutional framework for ethical principles and practices.

The International Exchange and Cooperation Directive regulates international mobility and cooperation processes, while the Leave Directive addresses employee leave entitlements and related administrative procedures. Although these documents do not directly establish units responsible for diversity and equality, they complement the University's broader institutional approach to inclusivity.

Within this framework, Istanbul Gelisim University's institutional mechanisms for diversity, equality, and inclusion are supported by the complementary functions of relevant administrative units, application and research centres, and coordination arrangements.





Activity Name: Visit to the "Human Rights – Those Who Have/Those Who Do Not" Exhibition
Activity Date: January 4, 2025

Visit to the "Human Rights – Those Who Have/Those Who Do Not" Exhibition

As part of the Philosophy of Law and Human Rights course, a visit was organised to the "Human Rights – Those Who Have/Those Who Do Not" exhibition held at Bulgur Palas. During the visit, human rights, the manifestations of these rights under different social conditions, and inequalities in access to rights were examined through a selection of photographs.

During the evaluation session of the course held following the exhibition visit, the ways in which the photographs could be related to the 30 articles of the Universal Declaration of Human Rights were examined, and discussions were held on the universality of human rights, equality, access to rights, and discrimination.



Thus, students were enabled to evaluate the experiences of different social groups from a human rights perspective and to critically reflect on the importance of ensuring that rights are accessible to everyone.
The activity contributed to extending course content beyond the classroom by supporting it with a visual and experiential learning environment and aimed to raise awareness of the experiences of different social groups regarding rights and freedoms.



Activity Name: 6 February Earthquake Victims Social Responsibility Project
Activity Date: 3 December 2024 – 31 January 2025

"6 February Earthquake Victims" Social Responsibility Project Carried Out by IGVS

The "6 February Earthquake Victims" social responsibility project was carried out by Lecturer Murat Çil, advisor to the Photography and Video Club at Istanbul Gelisim University İIstanbulGelisim Vocational School (IGVS), and students of the Radio and Television Programming Programme, with the aim of preserving the memory of those who lost their lives in the 6 February earthquakes and strengthening solidarity in education. The project was implemented in collaboration with Serap Deveci, a Social Studies Teacher at Şırnak Silopi Imam Hatip Secondary School, and the School Principal, Selahattin Dizlek. Within the scope of the project, stationery supplies and clothing assistance were provided to secondary school students through the contributions of university students. The activities carried out between 3 December 2024 and 31 January 2025 were completed with the delivery of the collected donations to the school concerned. The project aimed to support students' access to educational materials, increase their motivation for education and alleviate the economic difficulties they might encounter during their education. This activity constitutes a social responsibility initiative aimed at supporting equal opportunities in education, strengthening social solidarity and meeting students' basic needs.

Activity Name: Disaster Awareness Meeting
Activity Date: 6 November 2025

Disaster Awareness Meeting Held at IGU

A "Disaster Awareness Meeting" was held on 6 November 2025 in collaboration with the Department of Sociology and the Social Responsibility Application and Research Centre at Istanbul Gelisim University. The event focused on raising disaster awareness, based on the understanding that the potential impacts of disasters can be reduced through an informed and prepared society. Participants shared knowledge and experiences regarding disaster preparedness, community resilience and the importance of considering the circumstances of individuals with different needs during disasters. The importance of assessing disaster risks not only in terms of their physical dimensions but also in relation to the needs and preparedness capacities of different social groups was emphasised. The event was significant in terms of raising public awareness of disaster risks, strengthening solidarity and preparedness capacities, and promoting sensitivity towards the needs of different social groups that may be affected by disasters.





Activity Name: World Food Day – 16 October
Activity Date: 16 October 2025

Awareness Event on Food Security and Sustainable Consumption Held at IGU as Part of World Food Day



A discussion event titled "Food Security, Sustainable Production and Conscious Consumption" was held at Istanbul Gelisim University as part of World Food Day on 16 October. The event aimed to raise awareness of food security and conscious consumption, addressing the relationship between food security and the Sustainable Development Goals, environmental awareness in agricultural production, and the effects of conscious consumption habits on social well-being.

During the programme, participants' questions were answered, and discussions were held on the sustainable use of food resources and the social impacts of consumption habits. At the end of the event, aşure (a traditional Turkish dessert) was served to participants. The event was significant in terms of raising public awareness of food security, sustainable production and conscious consumption.



Activity Name: 3 December International Day of Persons with Disabilities – IGU Vocational School of Health Services and Bakırköy Municipality Awareness Activities

Activity Date: 3 December 2025

IGU Visits Bakırköy Municipality's Accessible Living Centre as Part of the International Day of Persons with Disabilities

An awareness event was held at Bakırköy Municipality's Accessible Living Centre on 3 December 2025, as part of the International Day of Persons with Disabilities, in collaboration with the Disability Commission of the Vocational School of Health Services, the Department of Health Management and the Department of Social Work within the Faculty of Health Sciences at Istanbul Gelisim University. The event aimed to facilitate direct interaction between university students, staff and individuals with disabilities, strengthen social solidarity and social connections, and promote an inclusive approach to everyday life. As part of the programme, a sensory card activity and a video presentation prepared in sign language were organised to raise awareness of different sensory and communication experiences. The event, organised through collaboration between the University and the local authority, was significant in terms of supporting the participation of individuals with disabilities in social life, fostering respect for differences and empathy, and emphasising the importance of accessible communication. This activity was significant in terms of strengthening inclusive approaches that support the social participation of individuals with disabilities and carrying out the University's community engagement initiatives in collaboration with local stakeholders.







10.6.6. Support for Underrepresented Groups

Istanbul Gelisim University develops various support mechanisms for underrepresented groups, including students who may face additional barriers to equal opportunities and inclusive participation in higher education. These groups include international students, students with disabilities, students from socioeconomically disadvantaged backgrounds, and other students who may require specific forms of support. In this context, practices that facilitate international students' access to information and university services, inclusive mobility support under Erasmus+, financial assistance opportunities, academic advising, mentoring, career development, and psychosocial support services are regarded as complementary institutional practices. These mechanisms aim to promote equal opportunities, strengthen students' participation in university life, and reduce the challenges they may encounter throughout their educational processes.



10.6.6.1. Information and Access Initiatives for International Students

Istanbul Gelisim University (IGU), in line with SDG 10 – Reduced Inequalities, provides information and guidance services related to international student admissions, applications, and registration processes to support access to higher education opportunities for students from different countries. Activities carried out through the university's International Student Office facilitate prospective students' access to information about academic programs, admission requirements, tuition fees, and university life. In particular, digital information channels enable students applying from different geographical regions to evaluate educational opportunities and communicate with relevant university units before arriving in Türkiye.

The institutional and legal foundations of international student admission processes are established by the Directive on the Admission of Students from Abroad or Foreign Nationals. Defining application requirements, quotas, evaluation procedures, and language proficiency criteria through written regulations supports the transparency and predictability of admission processes. IGU's institutional policies and directives further complement these practices in terms of equal opportunities, non-discrimination, internationalization, and inclusivity.

Another regulation introduced in 2025 to support international students' participation in academic life was the Directive on Education, Teaching and Examinations in Turkish Preparatory Classes, adopted by Senate Decision No. 2025-15-05 dated July 30, 2025. The directive regulates preparatory education processes for international students enrolled in Turkish-medium programs who have not yet attained the required language proficiency. Aimed at developing the language skills necessary for students to pursue their academic studies, this regulation strengthens the university's institutional approach to reducing language barriers that may arise after admission and facilitating participation in educational processes.



10.6.6.2. Financial Support, Scholarships, and Comprehensive Integration Mechanism (Students from Developing Countries)

Istanbul Gelisim University (IGU) operates a comprehensive ecosystem of financial and social support mechanisms to ensure sustainable access to education for international students from developing countries, including refugees and displaced students.

1. Institutional Support Mechanisms

- Institutional Scholarship and Financial Support Framework: Scholarship Directive and Tuition Fee Discounts: In accordance with the Istanbul Gelisim University Scholarship Directive, updated by Senate Decision No. 22-03 dated 3 December 2025, international students are offered full scholarships (100%) or partial tuition fee discounts (25%–50%), taking into account their application status, academic achievement, country-specific quotas, and special humanitarian circumstances.
- Inclusion of Language Education in Scholarship Coverage: Pursuant to Article 6, Paragraph 3 of the Directive, language courses undertaken by international students at the Turkish and Foreign Languages Application and Research Center (TOMER) are considered part of preparatory education and are included in the scholarship duration.
- Come to Gelisim and R&D Support: International students with innovative projects or exceptional talents are offered tuition fee discounts and research and development (R&D) incentive scholarships based on the evaluation of their motivation letters.
- Graduate Scholarship Opportunities: International students enrolled at the Graduate Education Institute are eligible for scholarships and tuition fee discounts of up to 100%, based on academic achievement rankings and the discretion of the Board of Trustees.

2. Academic Integration and Foreign Language Support

- Multilingual Educational Infrastructure: The number of academic programs and courses offered in foreign languages is being increased to facilitate the academic integration of international students.
- Accessible Information Resources: Uninterrupted access to international databases and resources such as ProQuest and GETEM is provided both remotely and on campus through the IGU Library.

3. Sociocultural Integration, Residence Permits, and Counseling Services

- - International Student Office Guidance: Application, registration, visa, residence permit, accommodation, and health insurance procedures for international students are facilitated by minimizing bureaucratic barriers.
- - Psychosocial Support and Empowerment: Through the Psychological Counseling and Guidance Unit (PDRB), international students are provided with free professional psychological counseling services to address culture shock, orientation challenges, and academic adjustment.

10.6.6.3. Comprehensive Support Model for First-Generation Students

Istanbul Gelisim University considers academic advising, peer mentoring, and support from the Psychological Counseling and Guidance Unit (PDRB) to be complementary mechanisms that support students from diverse socioeconomic backgrounds throughout their university education. Academic advising helps students access information and guidance regarding their studies, while peer mentoring encourages experience sharing and strengthens their sense of belonging. PDRB support helps students cope with psychosocial challenges and adjust to university life. Together, these mechanisms contribute to equal opportunities in both participation in higher education and the continuation of studies.

Table 12. Comprehensive Support Model for First-Generation Students

ISTANBUL GELISIM UNIVERSITY

COMPREHENSIVE SUPPORT MODEL FOR FIRST-GENERATION STUDENTS

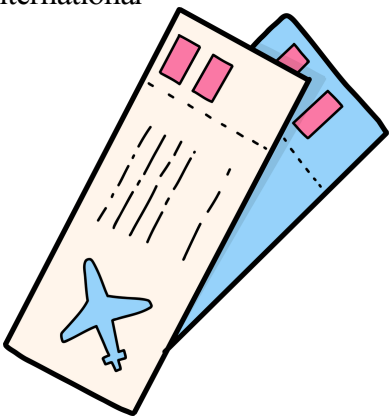
ACADEMIC SUPPORT AND GUIDANCE	FINANCIAL SUPPORT AND SCHOLARSHIPS	PSYCHO-SOCIAL SUPPORT AND CAREER
PERSIS Academic Advising Academic advising services are provided throughout the registration process, with individual academic advisors assigned to every student and supported by the "Group Random Assignment System."	**Scholarship Opportunities and Discount Structure** Tuition fee discounts of 50%, 40% and 25% are offered within the scope of the OSYM 1–100, a 40% achievement scholarship and a 10% campus preference scholarship.	**PUAM Psychological Counselling** Free professional psychological support is provided to 169 students throughout their university adaptation and personal development processes.
Screening Mentorship and Orientation Programs Support is provided for the adaptation of first-year students to university life through peer mentoring and orientation activities.	**Research and Achievement Incentives** The Academic Achievement Scholarship, Scientific Research Encouragement Scholarship and the "Come to GELISIM Scholarship," which is provided to 143 students in 2025, are offered.	**KARYÖN & İŞKUR NİYEP Program** The Neet is Strong Mentoring Program supports the career development of NEET youth through CV and interview training and meetings with employers.
Additional Language and Competency Training TOMER and Foreign Languages School (YYYO) provide language development programs in Turkish and foreign languages.	**On-Campus Work and Employment Opportunities** Employment opportunities are provided within units such as the Part-Time and Assistant Student Program with 119 students, TTO, Library, AIAD, etc.	**ÇÖZÜMER / ODMS & Club Ecosystem** Through the ISO 10002 student communication platform, student requests are responded to within an average of 5 days, and 97 active clubs contribute to social participation.

The Goal: Inclusive Education • Reduced Vertical Social Mobility • Quality and Sustainable Growth (SDG 10)



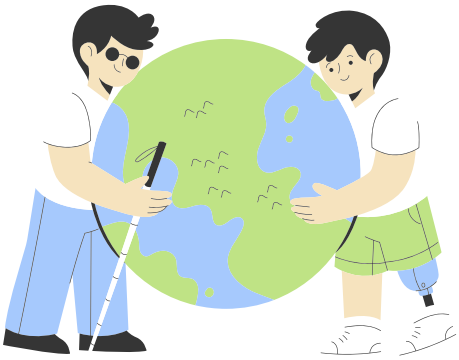
10.6.6.4. Accessibility Support under the Erasmus+ Programme

Istanbul Gelisim University (IGU) continues to implement prioritisation practices for disadvantaged groups within the scope of the Erasmus+ Programme to support equal opportunities in participation in international student mobility.



These practices aim to ensure that the social and economic disadvantages students may face in accessing international education and internship experiences are taken into account and that students can benefit from mobility opportunities in a more inclusive manner.

In the University's evaluation processes for Erasmus+ study and traineeship mobility under the 2025 Project Year, additional points are awarded to certain disadvantaged student groups. Under the prioritisation criteria specified in the 2025 Erasmus+ Study Mobility Application Results and the 2025 Erasmus+ Traineeship Mobility Evaluation Table, +10 points are awarded to students with disabilities, provided that their disability status is documented; +10 points to students for whom protection, care or accommodation decisions have been issued under Social Services Law No. 2828 and Child Protection Law No. 5395; and +10 points to students who themselves or whose first-degree relatives have received disaster relief assistance from AFAD.





The explicit inclusion of these prioritisation criteria in the application evaluation tables increases the visibility of the social support criteria taken into account in mobility processes. Thus, not only students' academic achievement and foreign language proficiency but also certain disadvantaged circumstances are included in the evaluation process. These practices are important in terms of supporting an equitable approach to access to international mobility opportunities.

IGU also utilises counselling and guidance mechanisms to inform students accepted into mobility programmes about the process and to support their post-application procedures. The 2025 Project Year Erasmus+ Traineeship Mobility Announcement states that an orientation programme will be organised for students who have been granted the right to participate in mobility and that detailed information regarding the mobility process will be provided. This practice supports students in understanding the programme requirements and the procedures they need to complete.







Click here for the Erasmus+ Programme.

10.6.6.5. Career Guidance, Mentoring, and Professional Support Mechanisms for Students



Istanbul Gelisim University (IGU) offers various social and professional support mechanisms to help students continue their education, participate in university life and transition to working life. Career counselling, peer mentoring and free psychological counselling services constitute the main components of institutional support addressing students' different needs. These services are associated with SDG 10 – Reduced Inequalities as mechanisms that can contribute to the development of an inclusive university environment, particularly for students who may experience difficulties in accessing information, social networks and professional support opportunities.



Career Counselling and Professional Development Support

The IGU Career Development Centre carries out counselling and training activities that support students and graduates in preparing for working life, developing their professional skills and obtaining information about career opportunities.

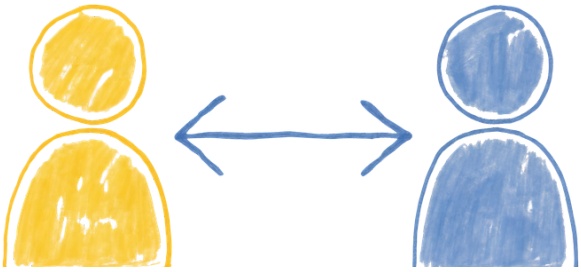
In this context, at the Effective CV Preparation and Interview Simulation event organised in collaboration with İŞKUR on 4 November 2025, information was provided on CV preparation and job interview processes, while one-to-one interview simulations enabled students to gain practical experience.

In addition, on 20 November 2025, a cooperation protocol covering career guidance, internships, training and employment was established between the IGU Career Guidance Application and Research Centre and Karlife Health Consultancy. These initiatives provide opportunities that support students in gaining knowledge and experience related to working life and establishing connections with the sector.

Peer Mentoring and Supporting Student Participation



The IGU Peer Mentor Programme aims to develop students' communication, teamwork, organisational and leadership skills, while supporting their participation in career centre activities, project development and sharing of experiences with their peers. Students serving as mentors can gain experience by participating in training and organisational processes.



Within the scope of the Digital Peer Mentor Programme, criteria such as mentor candidates' participation in student clubs, project experience and communication skills are taken into account. These programmes serve as supportive institutional mechanisms that enable students to develop their social networks and actively participate in university life.

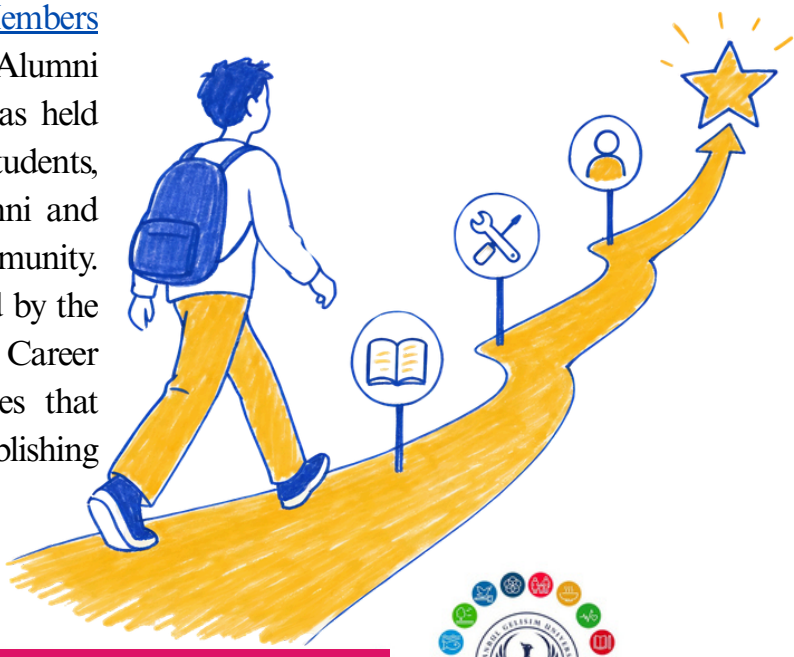
Psychological Counselling and Guidance Services

Istanbul Gelisim University provides psychological counselling and guidance services to support students in coping with personal, social and psychological difficulties they may encounter during their education. The University's Psychological Counselling Unit provides free services to national and international students, as well as academic and administrative staff, offering support for psychological, social and educational problems and adjustment to university life.

The provision of these services free of charge is important in ensuring access to counselling services for individuals in need of support, including students with limited financial resources. In this respect, psychological counselling services are regarded as institutional mechanisms that support inclusive campus life.

Communication with Alumni and Support for Career Development

The University's career and professional development support services are further strengthened through activities carried out by the Alumni and Members Coordination Office. In this context, the IGU Alumni Day event, organised on 19 December 2025, was held with the participation of approximately 500 students, aiming to strengthen communication with alumni and maintain connections within the university community. Sector visits and cooperation meetings conducted by the Coordination Office in collaboration with the Career Centre are among the complementary activities that support students and graduates in establishing connections with professional networks.



Activity Name: Sociologists Speak 3: Joint Steps from the Field to Society with the Social Network Association

Activity Date: 20 May 2025

"Sociologists Speak 3: Joint Steps from the Field to Society with the Social Network Association"
Event Held at IGU

The event, organised under the theme "The Role of Civil Society and Fieldwork in Social Change", addressed the role of civil society organisations in processes of social change and the activities carried out in the field. Discussions focused on the founding purpose of the Social Network Association, the process of its establishment in response to social needs, its projects and contributions to society, as well as the significance of field experience for the discipline of sociology.

Particular attention was given to approaches developed through civil society initiatives to address different social needs and the contributions of field experience to understanding social processes. The event provided an opportunity to strengthen interaction between the University and civil society organisations and to examine social issues through field-based experiences.

This activity was important in terms of highlighting the needs of different social groups, supporting social participation and raising awareness of the importance of inclusive social initiatives.





Activity Name: Sociologists Mapping Today's Social Landscape: Discussions on Artificial Intelligence, Migration, Poverty, Gender, and Consumption

Activity Date: 25 May 2025
Panel Titled "Sociologists Mapping Today's Social Landscape" Held at IGU

The panel titled "Sociologists Mapping Today's Social Landscape: Discussions on Artificial Intelligence, Migration, Poverty, Gender, and Consumption" was organised by the Department of Sociology and the Sociology Club at Istanbul Gelisim University on 25 May 2025. Featuring postgraduate students in sociology as speakers, the panel aimed to examine contemporary social issues within the framework of classical and contemporary sociological theories.



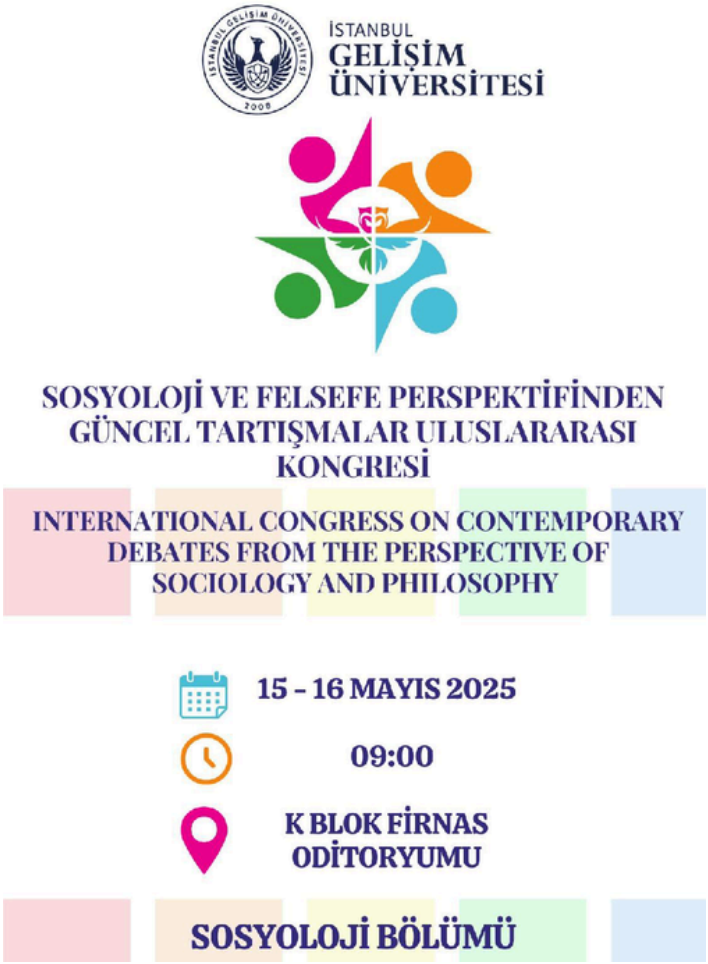
This activity was significant in developing students' academic discussion and theoretical analysis skills, examining contemporary social problems through diverse sociological perspectives, and raising academic awareness of social inequalities.

Activity Name: International Congress on Current Debates from the Perspectives of Sociology and Philosophy

Activity Date: 15–16 May 2025
International Congress on Current Debates from the Perspectives of Sociology and Philosophy
Held at IGU

The international congress titled "Current Debates from the Perspectives of Sociology and Philosophy," organised by the Department of Sociology at Istanbul Gelisim University, was held in a hybrid format on 15–16 May 2025. At the congress, 29 academics from Türkiye and various other countries participated by presenting their papers, addressing contemporary social issues from sociological and philosophical perspectives.

Across seven sessions, discussions covered a wide range of topics, from the social impacts of artificial intelligence and digitalisation to the relationship between identity, women, and migration, as well as debates on the nation and political society, ecology, capitalism, resistance, and critique. The congress provided an opportunity to jointly examine the experiences of different social groups, identity and migration processes, and various approaches to contemporary social issues.





Activity Name: 1st International Undergraduate and Graduate Student Congress of Social Work

Activity Date: 21–22 November 2025

IGU Students Participated in the Social Work Congress with Their Research Papers

Students from the Department of Social Work at Istanbul Gelisim University participated with their research papers in the 1st International Undergraduate and Graduate Student Congress of Social Work, held on 21–22 November 2025. Their participation in the congress was supported by the Department of Social Work and the Social Responsibility Practice and Research Center (SSUAM). The papers presented at the congress were developed based on two research projects conducted within the scope of the TÜBİTAK 2209-A Programme.


KATILIM
BELGESİ

SAYIN

SENA NUR IKINCI

Mehmet Akif Ersoy Üniversitesi Sosyal Hizmet Bölümü tarafından 21–22 Kasım 2025 tarihlerinde düzenlenen I. Uluslararası Katılımlı Sosyal Hizmet Lisans ve Lisansüstü Öğrenci Kongresi'ne katılımınız için teşekkür ederiz.

Doç. Dr. Umut YANARDAĞ

Doç Dr. Tahir Emre GENCER

MAKÜ

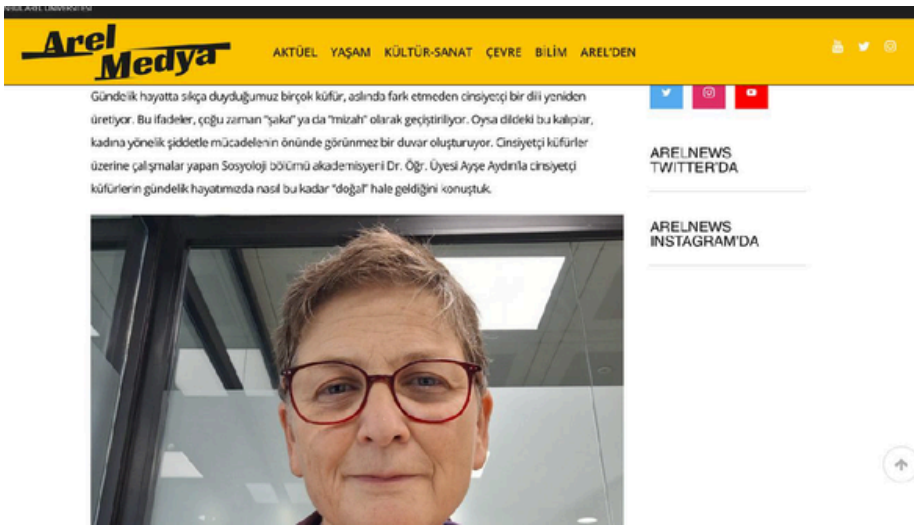
Held under the theme "Building Lasting Well-Being Together," the congress addressed women's experiences in urban life and their access to social services, as well as the role of social work in pre-disaster preparedness. The studies presented focused on empowering women and vulnerable groups, promoting access to social services, and strengthening social resilience. They also included assessments of the experiences of different social groups in urban life and disaster preparedness processes, as well as the role of social work in these contexts.



Activity Name: Sexism in Everyday Language Goes Unnoticed – Interview

Activity Date: 2 December 2025
IGU Department of Sociology Faculty Member
Ayşe Aydın Shares Insights on Sexist Language
with Arel Media

Dr. Ayşe Aydın, a faculty member in the Department of Sociology at Istanbul Gelisim University, provided commentary to Arel Media on sexist expressions that have become ingrained in everyday language during an interview organised in collaboration with Istanbul Arel University. The interview emphasised that sexist expressions used in everyday life can reproduce social inequalities as they become normalised and commonplace over time. It was noted that sexist discourse is not limited to derogatory expressions but can also be reproduced through various forms of language used in everyday conversations, social media posts, and humour. The normalisation of such expressions in social life can render discriminatory patterns less visible and contribute to their persistence. It was also discussed that sexist patterns can be reproduced even in reactions to incidents of violence against women on digital platforms, while patriarchal attitudes may persist in expressions of anger. Emphasising that language is both a reflection and a vehicle of gender relations, the interview highlighted the importance of transforming language use to foster more egalitarian social relationships. In this regard, the importance of raising individual awareness, strengthening educational content, and adopting a more thoughtful and inclusive approach in media language was underlined. Particular attention was drawn to the growing awareness of these issues among younger generations, with the observation that although transforming social language is a long-term process, it remains achievable.



Activity Name: 3 December International Day of Persons with Disabilities: Empowering Lives Through Movement
Activity Date: 3 December 2025



IGU Highlights the Importance of Sport and Physical Activity in Social Participation on the International Day of Persons with Disabilities

On 3 December 2025, as part of the International Day of Persons with Disabilities, the Department of Exercise and Sport Sciences for Persons with Disabilities within the Faculty of Sport Sciences at Istanbul Gelisim University published awareness-raising content titled "Empowering Lives Through Movement". The content emphasised the importance of the full and equal participation of individuals with disabilities in social life and highlighted the role of sport and physical activity in supporting such participation.
The importance of increasing access to physical activity opportunities for individuals with disabilities, ensuring equal opportunities for participation in sporting activities, and promoting an inclusive approach to sport was emphasised. Attention was drawn to the significance of sport not only for physical development but also for supporting the social participation of individuals with disabilities and highlighting the barriers they face in social life. This awareness-raising content was significant in terms of reflecting the University's academic expertise in disability, exercise and sport sciences in public awareness initiatives and strengthening awareness of the importance of equal access to sporting opportunities for individuals with disabilities.



Activity Name: Advertising Campaign Project for the Turkish Stuttering Association
Activity Date: 26 March 2025

Advertising Campaign Project on Inclusive Communication Conducted at IGU in Collaboration with the Turkish Stuttering Association

On 26 March 2025, the Department of Advertising within the Faculty of Economics, Administrative and Social Sciences at Istanbul Gelisim University carried out an advertising campaign project in collaboration with the Turkish Stuttering Association as part of a course. The project encouraged students to reflect on the everyday experiences of individuals who stutter, the challenges they face in communication and their diverse communication needs. The collaboration with the non-governmental organisation emphasised the importance of social awareness, respect for differences and inclusive communication. The activity was significant in terms of raising awareness of communication differences, challenging prejudices and highlighting the inequalities experienced by individuals with diverse communication needs.

Activity Name: Disability, Social Participation and a Social Work Perspective
Activity Date: 3 December 2025
Rights-Based Assessment by an IGU Social Work Graduate on the International Day of Persons with Disabilities

On 3 December 2025, as part of the International Day of Persons with Disabilities, Melek Akçay Şimşek, a graduate of the Department of Social Work within the Faculty of Health Sciences at Istanbul Gelisim University, published an article addressing disability, social participation and social work. The article examined disability in relation to individuals' equal participation in social life, access to fundamental rights and services, and the barriers they encounter in their social environments. It highlighted that the challenges experienced by individuals with disabilities are not limited to individual characteristics, but that social and environmental conditions also play a determining role in shaping opportunities for participation. In this context, the role of social work in empowering individuals with disabilities, supporting their access to necessary services and increasing their social participation was emphasised. The article was significant in terms of strengthening a rights-based approach to disability, highlighting social barriers and raising awareness of equality and inclusivity.



Activity Name: Collaboration Meeting for a Sports Project for Individuals with Disabilities in Avcılar
Activity Date: 25 April 2025
Collaboration Meeting Held at IGU to Support the Participation of Individuals with Disabilities in Sporting Activities

On 25 April 2025, the Faculty of Sport Sciences at Istanbul Gelisim University held a collaboration meeting aimed at developing sporting activities for individuals with disabilities in Avcılar. The meeting addressed ways to support access to sport and physical activity opportunities for individuals with disabilities, increase their participation in sporting activities and establish a sustainable implementation model through contributions from different institutions. The importance of inter-institutional collaboration in reducing barriers that limit the participation of individuals with disabilities in physical activity was emphasised, alongside discussions on developing inclusive sporting practices. The meeting was significant in terms of promoting equal opportunities in access to sport for individuals with disabilities, strengthening their social participation and laying the groundwork for projects aimed at developing accessible sporting activities through the involvement of various stakeholders.

Activity Name: Next Gen'25: *New Approaches to Youth Employment Summit*

Activity Date: 10 December 2025 (News publication date)

Next Gen'25 Youth Employment Summit Held in Collaboration Between IGU and İŞKUR

The summit titled "Next Gen'25: New Approaches to Youth Employment – The New Face of Careers in the Age of Twin Transition" was organised in collaboration between the Istanbul Gelisim University Career Guidance Application and Research Centre and the Turkish Employment Agency (İŞKUR), with the aim of supporting young people's access to the labour market and strengthening their ability to adapt to changing employment conditions. Bringing together academics, representatives of public institutions, industry professionals and students, the event addressed the impacts of the green and digital transitions on the labour market, future professions, skills-based competencies and young people's career planning processes.



Activity Name: Seminar on "The Immature Children of Immature Parents"
Activity Date: 5 November 2025

Seminar on "The Immature Children of Immature Parents" Held at Istanbul GelisimUniversity





The seminar addressed the role of parents' emotional maturity in children's emotional and social development. Discussions focused on the importance of parents' emotional awareness and maturity in shaping children's sense of security, self-esteem and social relationships. The programme also examined the effects of family dynamics on individuals' psychological development, the importance of establishing healthy boundaries in parent-child relationships, and the emotional difficulties that may arise from emotionally immature parenting attitudes. The seminar concluded with an interactive question-and-answer session, allowing participants to reflect on the issues discussed. The event aimed to raise awareness of emotional development, support healthy family and social relationships, and encourage a better understanding of diverse individual experiences.



10.6.6.6. Academic and Social Support Mechanisms

Istanbul Gelisim University (IGU) provides counselling, mentoring and career guidance services to support students' social and personal development alongside their academic achievement. Support services for student groups with different needs contribute to strengthening equal opportunities in education and developing an inclusive campus environment.



Support for First-Generation University Students

Facilitating the adjustment of students who are the first members of their families to attend higher education to university life is important in terms of their access to academic counselling, mentoring and guidance mechanisms.



Support for Students with Disabilities

Accessibility practices, the adaptation of course materials and accessible campus arrangements are important in supporting students with disabilities in participating in their education on equal terms.

Support for International Students



Turkish language support, information services, cultural adjustment and social participation opportunities aimed at facilitating international students' adjustment to university life support the educational experiences of students from diverse cultural backgrounds.



Social Participation and Volunteering

Social responsibility projects, volunteering activities and student club activities carried out to develop students' awareness of social responsibility and strengthen their interactions with different social groups contribute to creating an inclusive university environment.

At Istanbul Gelisim University, initiatives aimed at supporting students' academic and social development are further strengthened through events that provide opportunities to share field research conducted as part of coursework. Such activities encourage students' active participation in research processes while contributing to raising awareness of issues such as migration, identity, social inequality and social integration. An event organised within this scope is presented below.

Activity Name: Symposium on Migration and Economic Impacts

Activity Date: 14–15 August 2025
Symposium on Migration and Economic Impacts Held at IGU

The Symposium on Migration and Economic Impacts was held at Istanbul Gelisim University on 14–15 August 2025, hosted by the university and organised under the leadership of the Department of Management and Organisation at Istanbul Gelisim Vocational School. Conducted in a hybrid format, the symposium aimed to examine the economic and social impacts of national and international migration movements through an interdisciplinary approach.



Within this scope, discussions addressed the effects of migration on labour markets, production and consumption structures; the economic integration processes of migrants and refugees; access to social security systems; and the implications of migration policies for development. Bringing together academics, researchers, representatives of public institutions, the private sector, and civil society organisations, the symposium supported the production of academic knowledge to assess the socioeconomic inequalities faced by migrants from a scientific perspective and to contribute to the development of inclusive migration policies. The event was particularly significant in strengthening interdisciplinary collaboration in migration and economics and developing policy recommendations aimed at reducing inequalities.

Activity Name: Migration and Social Work: Türkiye and Germany

Activity Date: 13 November 2025

New Approaches to Migration and Social Work Discussed

An event titled "Migration and Social Work: Examples from Türkiye and Germany," organized jointly by the Department of Social Work of the Faculty of Health Sciences at Istanbul Gelisim University and the Social Responsibility Application and Research Center, was held on November 13, 2025. Social work practices in Türkiye and Germany were discussed in the context of intersectional discrimination, vulnerability, access to social services, and integration processes. Structural and institutional barriers encountered by migrants in accessing social services, intersecting vulnerabilities of different groups, and the impact of migration experiences on the relationship between belonging and place were evaluated.

Approaches supporting migrants' participation in local services and urban life were discussed through the community-based integration model implemented in Ludwigshafen, Germany. Assessments of the experiences of women, children, persons with disabilities, older people, and migrants belonging to different local communities were included, while access to services, discrimination, and social participation were discussed from different perspectives.



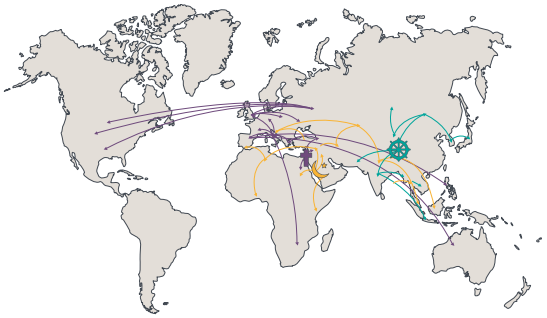
Activity Name: Migration, Ethnicity and Identity Student Research Panel: Narratives from the Field – Displaced Lives, Transforming Identities
Activity Date: 29 December 2025

[Migration, Identity and Social Inequalities Discussed Through Students' Field Research at IGU]

A panel organised by the Department of Sociology and the Sociology Club at Istanbul Gelisim University focused on field research conducted by students on migration, ethnicity and identity. Moderated by Assist. Prof. Dr. Nazar Bal, the event explored migration experiences, the transformation of identities and processes of social integration through students' research findings. The panel was significant in terms of supporting students' active participation in research and academic knowledge-sharing processes, as well as raising awareness of migration and social inequalities.







Activity Name: Sociologists Speak 5: Being a Minority in Europe – Borders, Identities and Belonging
Activity Date: 22 December 2025

[Being a Minority in Europe Discussed in the Context of Identity and Belonging at IGU]

The discussion event titled "Sociologists Speak 5: Being a Minority in Europe – Borders, Identities and Belonging", organised by the Department of Sociology and the Sociology Club at Istanbul Gelisim University, featured sociologist Sümeyra Bastem Delikaya as the guest speaker. Moderated by Assist. Prof. Dr. Nazar Bal, the event addressed experiences of being a minority in Europe in the context of ethnic and cultural identities, belonging, discrimination and social exclusion. The discussion focused on inequalities that minority groups may encounter in social life, the processes through which they preserve and express their identities, and relationships between different social groups. The event also explored the effects of migration and minority experiences on individuals' sense of belonging and the significance of cultural differences for social integration. The discussion was significant in terms of raising awareness of the structural and cultural inequalities faced by minority groups, fostering sensitivity towards diverse identities and supporting inclusive social relationships.





Activity Name: Intergenerational Interaction and Observation Study

Activity Date: 23 December 2025

Intergenerational Interaction and Active Ageing Addressed Through Collaboration Between IGU and Fatih Municipality



An intergenerational interaction and observation study was conducted at Yadigâr Kahvesi, affiliated with the Women and Family Unit of Fatih Municipality, with the participation of the Department of Sociology and the Sociology Club of Istanbul Gelisim University. The event addressed the everyday life experiences of older adults, active ageing, social participation and intergenerational solidarity from a sociological perspective. The discussion explored the life experiences of older adults and their contributions to collective memory, emphasising the importance of maintaining social relationships, sharing experiences and fostering intergenerational communication. The event was significant in terms of raising awareness of age-based inequalities, enhancing the social visibility of older adults and supporting inclusive social participation.





Activity Name: Algorithmic Society: How Is Our Life Scored? – Black Mirror: Nosedive Screening and Discussion

Activity Date: 29 December 2025

Algorithmic Scoring and Digital Inequalities Addressed Through a Film Screening at IGU

A film screening and panel discussion event based on the Black Mirror: Nosedive episode was organized by the Department of Sociology and the Sociology Club at Istanbul Gelişim University. Moderated by Asst. Prof. Dr. Nazar Bal, the event engaged in a multi-dimensional discussion on the impacts of algorithmic scoring systems on social relations, status, discrimination, and social exclusion. Within the scope of the event, emphasis was placed on how evaluating individuals based on scores received in digital environments can reproduce social hierarchies and deepen inequalities of opportunity. Furthermore, the potential impacts of digital visibility, social approval, and algorithmic classification mechanisms on individuals' social positions were holistically addressed. This activity was successfully completed within the framework of SDG 10 (Reduced Inequalities) targets, contributing to the development of critical awareness regarding new forms of inequality generated by digital technologies.







Activity Name: Congress on Anxiety and Vulnerability

Activity Date: 31 May 2025

IGU Academic Presents Research at the Congress on Anxiety and Vulnerability

The Department of Psychology at Istanbul Gelisim University participated in the Congress on Anxiety and Vulnerability, organised by Istinye University, with a scientific paper presentation. The presentation, titled "Anxiety and Vulnerability in the Context of Daniel Stern's Developmental Stages," examined how anxiety and vulnerability may emerge during early developmental stages, drawing on Daniel Stern's theoretical approach. Focusing on the relationship between the formation of the self and emotional structures, the presentation provided a multidimensional assessment at the intersection of developmental psychology and psychoanalytic theory. Anxiety and vulnerability were discussed as key concepts for understanding the difficulties individuals experience in their inner worlds and interpersonal relationships. In this context, the development of secure attachment, self-regulation skills, and self-perception was explored, with particular attention to how these emotional dynamics are shaped by early childhood experiences. Addressing anxiety and vulnerability at both theoretical and clinical levels contributed to academic knowledge-sharing among professionals working in the field of mental health. Bringing together academics, practitioners, and students from various universities, the congress provided a shared academic platform for discussing different developmental processes and the emotional difficulties experienced by individuals.



Activity Name: Family Year Awareness Event
Activity Date: 9 April 2025

Family Health, Children's Rights and Foster Care Awareness Event Held at IGU

The event, held in the University's Mehmet Akif Ersoy Meeting Hall, addressed family health, family relationships, parenting, children's social and psychological development, and the foster care system.
The importance of strengthening healthy family structures based on mutual trust, communication, love, respect and cooperation was emphasised, and issues relating to the physical, psychological and social support of family members were discussed. Particular attention was given to the effects of parental responsibilities on children's development and the importance of empathy and trust within the family for social integration. In the final part of the event, information was provided on the functioning of the foster care system and its importance for children's well-being, while practical procedures relating to the protection of children at risk and family-based care models were explained. The event concluded with a question-and-answer session and contributed to raising awareness of support mechanisms addressing the diverse needs of children and families.







Activity Name: Workshop on Older Adults – Active Ageing and Social Participation

Activity Date: 27 August 2025

IGU Participates in the Workshop on Older Adults with a Focus on Active Ageing and Social Participation

Istanbul Gelisim University participated in the Workshop on Older Adults, organised in collaboration with the Istanbul Provincial Directorate of Family and Social Services and the Darülaceze Presidency. Held under the theme of active ageing and social participation, the workshop addressed the social and economic inequalities faced by older adults during demographic ageing, their access to social protection mechanisms, and approaches to improving their quality of life.



Policy recommendations were evaluated to support older adults' active participation in social life, strengthen equal opportunities in access to social services, and reduce disadvantages that emerge in later life. The workshop served as an example of academic and institutional collaboration, supporting the social inclusion of older adults and contributing to greater awareness of age-related inequalities.



Activity Name: **"I Have Become a Mother" Social Responsibility Project**

Activity Date: 13 May 2025 (News Publication Date)

"I Have Become a Mother" Project Launched in Collaboration Between IGU and Bakırköy Municipality



The "I Have Become a Mother" social responsibility project was launched through a collaboration between Istanbul Gelisim University and Bakırköy Municipality, aiming to provide physical, psychological and social support to mothers who have recently given birth. As part of the project, a booklet titled "I Have Become a Mother", prepared by academics from the Vocational School of Health Services at Istanbul Gelisim University, provided information on prenatal and postnatal processes, maternal and infant health, psychological changes and informed motherhood. In addition, plans were made to distribute support bags containing essential baby care supplies and products addressing mothers' postnatal needs free of charge to mothers in need. Further stages of the project envisaged the organisation of educational programmes on topics such as breastfeeding, mother-infant bonding and mental health. This initiative represents a social responsibility practice aimed at supporting access to information and essential care supplies, particularly for socioeconomically disadvantaged mothers, reducing the challenges they may face during motherhood and strengthening social solidarity.





10.6.7. Accessible Facilities

Istanbul Gelisim University (IGU) considers ensuring that campus facilities and physical infrastructure are accessible and equally usable by all individuals to be a fundamental requirement for equal opportunities in higher education. Efforts to adapt buildings, common areas, and specialized service units in accordance with universal design principles are carried out through a comprehensive approach aligned with SDG 10: Reduced Inequalities.

10.6.7.1. Physical and Digital Accessibility and Accessible Campus Initiatives

Istanbul Gelisim University considers the concept of an accessible campus to be one of the fundamental components of equal opportunities in higher education and inclusive university life. In this regard, adapting physical spaces to accommodate diverse user needs, supporting access to digital information resources, and expanding opportunities for participation in sociocultural activities stand out as complementary areas of institutional activity. The initiatives undertaken by the university during the 2024–2025 period demonstrate that accessibility is not limited to technical arrangements aimed at removing specific physical barriers but is addressed through an intersectional and holistic approach encompassing different dimensions of educational, professional, and social life.

In this context, according to Istanbul Gelisim University's 2025 Institutional Internal Evaluation Report, Istanbul Gelisim Vocational School has focused on further improving its compliance with the existing Orange Flag criteria and continuing its efforts to meet the Green Flag criteria. This approach forms part of the university's efforts to improve its existing accessibility practices and strengthen its commitment to an accessible campus at the institutional level.

The university's approach to accessibility extends beyond educational and campus facilities to include access to healthcare services for individuals with special needs. In this regard, the accessible dental treatment unit located within the Faculty of Dentistry at Istanbul Gelisim University serves as a facility designed to facilitate access to oral and dental healthcare services for individuals with special needs.

Physical Accessibility and Development of Campus Infrastructure

Institutional infrastructure records for the 2024–2025 period demonstrate that the University has implemented concrete measures to enhance accessibility across campus facilities.

- Accessible Elevator Systems: A fully equipped accessible elevator providing uninterrupted access to all floors has been constructed and put into service at the Faculty of Sports Sciences.
- Accessible Restrooms: A total of 17 accessible restrooms complying with relevant accessibility standards have been established in common-use areas across the campus, particularly in Blocks A and B.
- Access Ramps and Architectural Modifications: The construction of an access ramp at the entrance of the Faculty of Fine Arts building has been completed, while project exhibition stands at the Technology Transfer Office (TTO) have been designed in accordance with accessibility standards.

1. Investments for Students and Staff with Disabilities (2024–2025)

1. FACILITIES AND INFRASTRUCTURE

Accessible Elevator







Table 1: Accessible Elevator – Istanbul Gelisim University, Faculty of Sports Sciences

An accessible elevator has been installed at the Istanbul Gelisim University Faculty of Sports Sciences, providing access to every floor.

These initiatives demonstrate that accessibility is not limited to classrooms but is addressed across faculty buildings, common areas, and various spaces where academic activities take place. In particular, facilitating access between floors, providing accessible common areas, and ensuring accessibility to event venues contribute to organizing different aspects of campus life through an inclusive approach.

Accessibility and Individual Accommodations in Academic Processes

Academic arrangements responsive to individual needs are envisaged to support the participation of students with disabilities in registration, course, and examination processes. In this context, in accordance with the Directive on the Disability Advisory and Coordination Unit, emphasis is placed on providing accommodations regarding examination duration, examination venues, and examination materials based on students' individual needs, preparing specialized course materials, and supporting the accessibility of educational environments.

The provision of large-print examination materials and assistance with marking answers for students with visual impairments, as well as writing and answer-marking assistance provided by additional invigilators for students who experience difficulties with writing, are among the practices implemented in this context. Screen reader software used on library and laboratory computers supports access to learning materials, thereby contributing to the adaptation of academic processes to diverse needs



These practices constitute an important dimension of the university's approach to inclusive education. By addressing equality in education not only in terms of access to standard practices but also through the adaptation of academic processes to students' diverse needs, this approach provides an institutional framework that supports students with disabilities in benefiting from learning opportunities.

10.6.7.2. Equal Opportunities and Working Conditions for Employees with Disabilities

Istanbul Gelisim University regards accessibility practices that support the participation of employees with disabilities in working life as an important component of its commitment to inclusive employment and equal opportunities. This approach is based on adapting working environments to accommodate diverse needs and improving the accessibility of the university's shared facilities for both academic and administrative staff.

Physical infrastructure improvements implemented during the 2024–2025 period provide concrete examples of this approach. The installation of an elevator in the Faculty of Sports Sciences to facilitate access between floors and the provision of a total of 17 accessible toilets in Blocks A and B represent significant investments in improving the university campus in line with the needs of different users. These arrangements support the accessibility of shared facilities that can be used not only by students but also by academic and administrative staff.

These initiatives demonstrate the importance of physical accessibility in developing an inclusive working environment. Arrangements that facilitate employees' mobility across the campus and improve their access to shared spaces contribute to integrating accessibility into the university's daily operations. Thus, the university's commitment to equal opportunities for employees with disabilities is reflected not only in monitoring employment indicators but also in institutional infrastructure improvements that enhance the accessibility of working environments.

Istanbul Gelisim University's initiatives in this area reflect the multidimensional nature of inclusive employment under SDG 10: Reduced Inequalities. Inclusive employment extends beyond access to jobs to encompass participation in working environments, the use of shared facilities, and consideration of diverse needs. In this respect, investments in physical accessibility stand out as practices that bring the university's equality-oriented institutional approach together on a common ground for both students and employees.

Institutional infrastructure records for the 2024–2025 period document concrete measures undertaken by Istanbul Gelisim University to improve physical accessibility across its campus. At the Faculty of Sports Sciences, a fully equipped accessible elevator has been installed and put into service, providing access to all floors. In addition, 17 accessible restrooms meeting relevant accessibility standards have been established in shared campus areas, particularly in Blocks A and B. Further improvements include the completion of an access ramp at the entrance to the Faculty of Fine Arts building and the design of project exhibition stands at the Technology Transfer Office (TTO) in accordance with accessibility standards. These measures support equitable access to academic facilities and shared campus spaces for individuals with disabilities.

An overall assessment of Istanbul Gelisim University's activities and institutional indicators for 2025 reveals that its efforts to reduce inequalities have been carried out across interconnected areas, including equal opportunities in education, accessible campus practices, participatory governance, academic awareness, and inclusive employment. This multidimensional approach reflects the university's understanding of inclusiveness, which does not limit accessibility to support services for specific groups but also links it to opportunities for participation in academic, social, and institutional life.

In 2025, students with disabilities accounted for 0.67% of the total student population, while employees with disabilities represented 0.41% of the total workforce. These figures provide important indicators for monitoring the proportional representation of individuals with disabilities among the university's students and employees. The increase in both proportions compared with 2024 stands out as a positive development in assessing inclusiveness at the institutional level.

One of the distinctive features of the university's approach to accessibility is that physical and digital infrastructure improvements are addressed alongside academic support, student representation, and social participation initiatives. Accessible examination arrangements, opportunities to access information resources in different formats, investments in campus infrastructure, and decisions aimed at ensuring the representation of students with special needs in quality assurance processes constitute complementary dimensions of inclusiveness across different areas of university life.

Furthermore, scientific meetings, panels, and awareness-raising events held in 2025 contributed to addressing disability and inequality in the context of academic knowledge production, social visibility, and student participation. Interdisciplinary academic events, in particular, highlight the university's approach to examining inequalities in relation to education, health, urban environments, technology, and social participation.

Within this framework, Istanbul Gelisim University's activities in 2025 demonstrate a holistic approach aligned with SDG 10: Reduced Inequalities, treating accessibility, participation, and equal opportunities as complementary areas of institutional responsibility. Assessing numerical indicators of student and employee representation alongside physical and digital accessibility practices, participatory governance mechanisms, and academic activities makes the university's commitment to inclusive higher education visible through concrete institutional initiatives.



Sociocultural Accessibility and Institutional Visibility

Another dimension of Istanbul Gelisim University's approach to accessibility is its commitment to ensuring that university life extends beyond academic activities to include social and cultural participation. In accordance with the decision of the Higher Education Executive Board dated December 24, 2025, the Faculty of Applied Sciences at Istanbul Gelisim University qualified for Blue Flag candidacy in the "Accessibility in Socio-Cultural Activities" category as part of the 2025 Barrier-Free University Awards.



Figure 18. Blue Flag Candidacy Certificate – Accessibility in Socio-Cultural Activities (2025)

This candidacy demonstrates that accessibility is addressed not only through physical infrastructure and academic accommodations but also in terms of the university community's participation in social and cultural life. The inclusion of socio-cultural accessibility in institutional evaluation processes represents a significant development in extending the university's commitment to inclusivity across different areas of activity.

When Istanbul Gelisim University's initiatives in physical and digital accessibility are considered together, it is evident that its accessible campus approach is developed through interconnected dimensions such as mobility, wayfinding, safety, access to information, and sociocultural participation. Concrete improvements to campus infrastructure, digital accessibility opportunities, and sociocultural accessibility initiatives reflected in national evaluation processes demonstrate that the university integrates inclusivity into various areas of institutional activity. This holistic approach provides an institutional framework for practices aimed at developing higher education environments that respond to diverse needs and supporting opportunities for participation in university life, in line with SDG 10: Reduced Inequalities. Institutional efforts to improve physical and digital accessibility are supported by projects that develop innovative technologies and accessible information resources. These initiatives provide examples of practices aimed at reducing barriers faced by individuals with disabilities in accessing information and opportunities in everyday life.

10.6.8. Disability Support Services

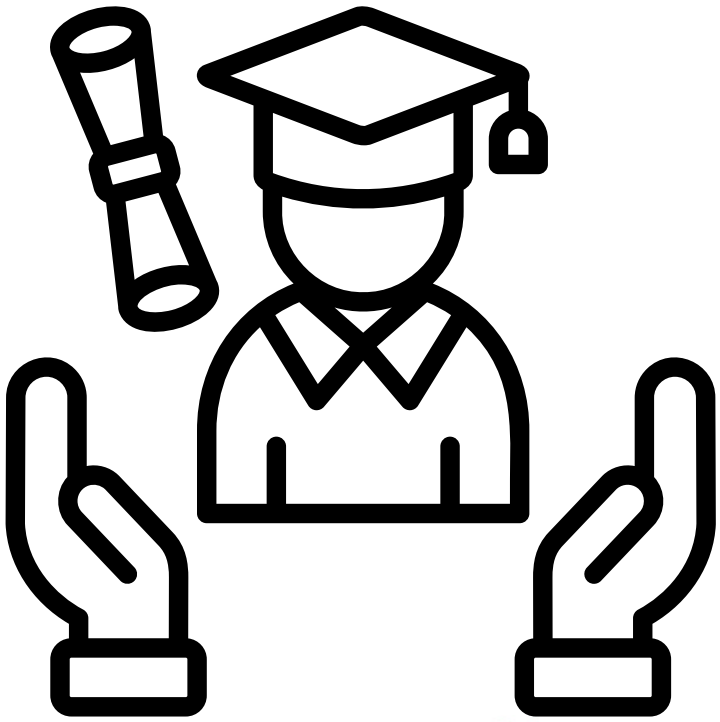
Istanbul Gelisim University implements a comprehensive range of support mechanisms to ensure the full, equal, and independent participation of students and staff with disabilities in academic, administrative, and social processes. The university does not limit inclusive education to physical accessibility alone; rather, it provides academic accommodations, psychosocial support, digital information resources, institutional representation, and awareness-raising activities through an integrated network of services.

Disability Advisory and Coordination Unit: In accordance with the Directive on the Disability Advisory and Coordination Unit, the unit coordinates efforts to eliminate academic, administrative, and physical barriers encountered by students and staff with disabilities.

Faculty and Vocational School Disability Commissions: The Disability Commissions established within the Faculty of Health Sciences (FHS), Faculty of Applied Sciences (FAS), and Vocational School of Health Services (VSHS) identify students' individual needs at the faculty and vocational school levels and develop appropriate solutions.

10.6.8.1. Academic and Social Support Services for Students with Disabilities

Istanbul Gelisim University considers academic accommodations, accessible information resources, student representation, and social awareness-raising initiatives as complementary institutional practices aimed at supporting the equal and effective participation of students with disabilities in higher education. While taking into account students' diverse needs, this approach is based on the understanding that equal opportunities in higher education should be assessed not only in terms of access to education but also in relation to participation in learning processes, access to academic resources, and opportunities to have a voice in university life.



Institutional initiatives aimed at supporting the participation of students with disabilities in academic and social life are carried out through the Disability Advisory and Coordination Unit. The university's Directive on the Disability Advisory and Coordination Unit defines the duties and responsibilities related to reducing the difficulties that students and staff with disabilities may encounter and supporting their participation in educational processes.

Disability Committees in Academic Units and Student Participation



At Istanbul Gelisim University, institutional support mechanisms for students with disabilities are further strengthened through Disability Committees established within faculties and vocational schools. In this context, the committees listed below play an important role in ensuring that the individual needs of students with disabilities are taken into consideration and in enhancing institutional coordination to support their participation in academic and social life.

Faculty of Health Sciences (SBF) Disability Committee

Faculty of Applied Sciences (UBF) Disability Committee

Vocational School of Health Services (SHMYO) Disability Committee



In addition to the initiatives carried out within academic units, the Accessible IGU Student Club operating within the university, aims to support the participation of students with disabilities in academic and social life, raise awareness of accessibility, and contribute to the development of an inclusive campus culture. The existence of the club is significant in ensuring that disability-related issues are addressed not only through institutional arrangements but also through student participation and social interaction.

As part of the activities of the Engelsiz IGU Student Club, which operates within the Faculty of Sport Sciences, an event titled "See the Unseen: The Power of Representation Through Artificial Intelligence" was held on May 23, 2025, on the occasion of Disability Awareness Week. This event, which was also included in the university's 2025 Institutional Internal Evaluation Report (KİDR), is significant in terms of raising awareness of disability and supporting an inclusive campus culture.

Psychosocial Support, Guidance, and Student Application Mechanisms

At Istanbul Gelisim University, supporting the participation of students with disabilities in academic and social life encompasses psychosocial support and institutional application mechanisms in addition to accessible education practices. The free counseling services provided by the university's Psychological Counseling and Guidance Unit are among the services available to students in need of support, including students with disabilities. Furthermore, IGUMER, through which students can submit their requests, suggestions, and complaints, along with other relevant institutional application mechanisms, plays an important role in enabling students with disabilities to communicate the difficulties they may encounter to the relevant units. These services constitute complementary institutional mechanisms that contribute to addressing the individual needs of students with disabilities and supporting their participation in university life.

Access to Information Resources and Digital Inclusion

Istanbul Gelisim University considers access to information one of the fundamental components of inclusive higher education and diversifies opportunities to access academic resources provided in different formats through its library services. Through the Technology and Education Laboratory for the Visually Impaired (GETEM), of which the IGU Library has been a member since 2023, access is provided to 57,945 audiobooks, while the ProQuest E-book Central subscription provides access to 806,526 electronic books. Electronic books can be accessed both on campus and off campus through the proxy system, and users with visual impairments can benefit from these resources through screen reader software. In addition, disability-friendly study desks are available in the libraries.

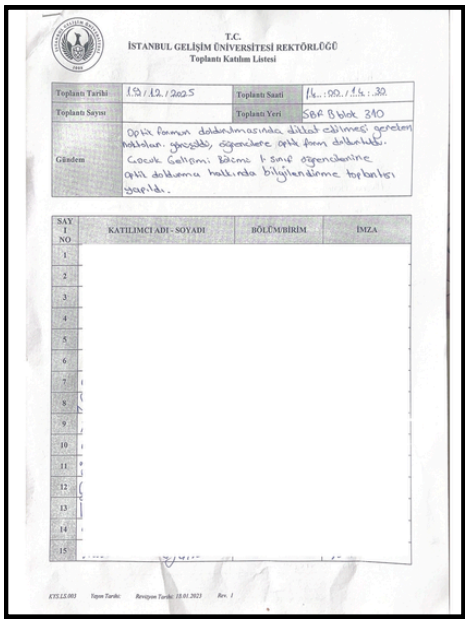




These resources demonstrate the university's digital information infrastructure, which extends beyond traditional print collections, and the diversity of resources that take different learning needs into account. In particular, audiobook collections and opportunities to access electronic publications are important components of the university's institutional capacity to reduce barriers to accessing information. Thus, accessibility is not limited to the arrangement of physical learning environments but also encompasses the processes of accessing academic information and utilizing learning resources.

Student Representation and Participation

Another important dimension of the university's inclusive approach is the adoption of arrangements to ensure that students with special needs are represented in institutional decision-making and quality assurance processes. In this context, during a meeting held at the Faculty of Economics, Administrative and Social Sciences on 20 March 2025, it was decided that a student with special needs would be included in the Student Quality Commission, which consists of nine members.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İSTANBUL GELİŞİM ÜNİVERSİTESİ REKTÖRLÜĞÜ
Toplantı Katılım Listesi

Toplantı Tarihi	19/12/2025	Toplantı Saati	14:00/15:30
Toplantı Sayısı		Toplantı Yeri	SBF Blok 310
Gündem	Optik Formun doldurulmasında dikkat edilmesi gereken hususlar. Gerçekte, öğrencilere optik form doldurtuldu. Çocuk Gelişimi Bölümü 1.sınıf öğrencilerine optik doldurma hakkında bilgilendirme toplantısı yapıldı.		

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This decision is important in positioning students not merely as individuals who benefit from support services, but as institutional stakeholders who can contribute to the university's educational and quality assurance processes. Incorporating the experiences and needs of students with disabilities into institutional processes through representation mechanisms constitutes a concrete step towards linking the principle of inclusiveness with participatory governance. In this respect, student representation stands out as a practice that integrates the university's commitment to equal opportunities with institutional participation and decision-making processes.

Social Awareness, Visibility, and Social Participation



Istanbul Gelisim University brings issues related to disability and accessibility to the university agenda not only through academic support mechanisms but also through social awareness, representation, and social participation. These activities, covering a range of thematic areas, have enabled disability to be addressed not only within the framework of individual needs or support services but also in the context of social visibility, representation, technology, and solidarity relations. The diversity of stakeholders, participation, and strength of representation in these activities demonstrate that the university has extended its inclusion agenda to different academic and social platforms. Thus, disability awareness initiatives create opportunities for social participation that support discussions on accessibility and living together within the university community.

When Istanbul Gelisim University's practices in 2025 are evaluated collectively, it becomes evident that academic and social support services for students with disabilities are addressed not as independent services but as different dimensions of an inclusive higher education approach. Academic accommodations support participation in learning processes; digital and accessible resources facilitate access to information; psychosocial support and institutional application mechanisms help ensure that students' individual needs are taken into consideration; student representation mechanisms support institutional participation; and scientific and social activities promote visibility and social awareness in the field of disability.

Scientific Production and Interdisciplinary Approach

Another dimension supporting the university's inclusion initiatives is the examination of disability and inequality through scientific discussions and student participation. In this context, the 2nd Interdisciplinary Symposium on Independent Living, Urban Life, and Health, held on 15 May 2025, provided a platform for interdisciplinary discussions on interconnected social issues such as disability, ageing, urban poverty, access to healthcare services, and digital inequalities. The opportunity for students to present their proposed solutions during the symposium constituted an important academic experience that brought together scientific knowledge production and student participation. Related News

This activity highlights Istanbul Gelisim University's academic approach, which examines inequalities not merely through the challenges faced by specific disadvantaged groups, but also through their structural dimensions in relation to health, urban environments, technology, and social participation. In this respect, scientific events serve a complementary function by supporting the university's accessibility and inclusion policies through critical thinking, interdisciplinary knowledge production, and student participation. Taken together, Istanbul Gelisim University's practices in 2025 demonstrate that academic and social support for students with disabilities is addressed not as a collection of separate services, but as different dimensions of an inclusive approach to higher education. Academic accommodations support participation in learning processes; digital and accessible resources facilitate access to information; student representation mechanisms promote institutional participation; and scientific and social activities enhance the visibility of disability-related issues and raise public awareness. Related Project

This multidimensional framework reflects an institutional approach that integrates Istanbul Gelisim University's initiatives under SDG 10: Reduced Inequalities around the principles of equal opportunities in education, participatory governance, and social inclusion.

Institutional Representation, Participation, and Awareness-Raising Activties

- Representation in Decision-Making Processes: A student representative with special needs was included in the Student Quality Commission of the Faculty of Economics, Administrative and Social Sciences (March 20, 2025), ensuring students' direct participation in quality assurance processes.
- -Student Club Activities: The Accessible IGU Student Club carries out awareness-raising and social inclusion projects.

Social Awareness, Visibility, and Social Participation Activities

Practices that support the equal participation of students with disabilities in academic and social life are complemented by awareness-raising and communication-focused activities, alongside institutional services. These activities contribute to making diverse needs more visible and strengthening a culture of inclusive communication within the university community. Examples of activities carried out in this context are presented below.

Activity Name: Hearing with the Eyes, Speaking with the Hands: A Sign Language Workshop

Activity Date: 24 April 2025

Sign Language Workshop at IGU Raises Awareness of Communication Accessibility

The Disability Commission of the Faculty of Applied Sciences at Istanbul Gelisim University organised an event titled “Hearing with the Eyes, Speaking with the Hands: A Sign Language Workshop” on 24 April 2025. The workshop aimed to introduce sign language within the university environment and increase its visibility, while raising awareness of the communication barriers faced by individuals with hearing impairments in everyday life and social interactions.

By highlighting the importance of sign language for inclusive communication, the event contributed to supporting the equal participation of individuals with disabilities in social life and strengthening communication accessibility. This activity is relevant to SDG 10, as it promotes greater social awareness of disability and supports the development of an inclusive university environment that is responsive to diverse communication needs.



Activity Name: Sign Language Seminar: Strengthening Accessibility in Communication

Activity Date: 16 May 2025

Sign Language Seminar at IGU Strengthens Awareness of Accessible Communication

A sign language seminar was held on 16 May 2025 for students in the Department of Exercise and Sport Sciences for the Disabled at the Faculty of Sports Sciences of Istanbul Gelisim University. The seminar addressed the importance of sign language in communicating with individuals with hearing impairments, highlighting communication accessibility and inclusive communication.

The event aimed to raise students' awareness of the communication needs of individuals with hearing impairments and to develop the knowledge and skills necessary for effective communication with people from different disability groups in their professional lives. It was significant in promoting the equal participation of individuals with disabilities in social life, increasing awareness of communication barriers, and encouraging inclusive professional practices. The activity is relevant to SDG 10, as it strengthens disability awareness within the university environment and promotes communication accessibility.



Activity Name: Institutional Support for the Accessible Living Centre Project
Activity Date: 8 October 2025 IGU Provides Institutional Support for Bakırköy Municipality's Accessible Living Centre Project

Istanbul Gelisim University participated at the institutional level in the opening of the Accessible Living Centre Project, launched by Bakırköy Municipality on 8 October 2025. The project, which supports the participation of individuals with disabilities in social life and aims to improve access to accessible services, is significant in terms of inclusive social service practices implemented by local authorities. The University's participation in the project's opening was considered important in supporting the equal participation of individuals with disabilities in social life and strengthening collaboration between institutions focused on social benefit. In this context, the importance of the institutional relationship between the University and the local authority was highlighted in terms of supporting initiatives addressing the needs of individuals with disabilities and raising public awareness of accessible living opportunities. This participation was significant in terms of developing external stakeholder collaborations aimed at reducing inequalities experienced by individuals with disabilities in social life and supporting the University's community engagement activities through partnerships with local authorities.





Activity Name: Panel on Disability, Accessibility, and Social Awareness

Activity Date: 23 May 2025

Panel on Disability, Accessibility, and Social Awareness Held at IGU

As part of World Disability Week, Istanbul Gelisim University organised a panel on 23 May 2025 under the theme "Our Differences Are Our Strength: Let Us Overcome Social Barriers Together!" The panel addressed disability, accessibility, social awareness, and equal participation within the framework of physical, social, and attitudinal barriers. Emphasising that disability should not be regarded solely as an individual condition, the panel drew attention to the environmental and social barriers that restrict the participation of individuals with disabilities in education, employment, and social life. In this context, accessibility was discussed as extending beyond physical adaptations to include transforming social attitudes, reducing discriminatory approaches, and developing inclusive practices that respond to diverse needs. The event was significant in raising awareness of the equal participation of individuals with disabilities in social life, encouraging critical examination of prejudices related to disability, and strengthening a more inclusive social perspective.



Activity Name: Interdisciplinary Symposium on Independent Living, Urban Life and Health
Activity Date: 15 May 2025

Interdisciplinary Symposium on Independent Living, Urban Life and Health II Held at IGU

The "Interdisciplinary Symposium on Independent Living, Urban Life and Health II", organised by the Faculty of Health Sciences at Istanbul Gelisim University, was held on 15 May 2025 with the participation of academics and students. The symposium addressed urban life, health and independent living from an interdisciplinary perspective.

Various social issues, including urban poverty, social sustainability, women's access to public spaces, children's rights in urban environments, mental health, disability, ageing and digital inequality, were discussed during the event. Utopia-themed presentations prepared by students included proposed solutions to social issues related to health, ageing, disability, the environment and digital inequality.

The joint examination of different social groups' access to urban amenities and healthcare services, alongside their living conditions, provided an opportunity to highlight the various dimensions of inequality. The symposium, which involved students' active participation in interdisciplinary studies, was significant in terms of addressing social inequalities, accessibility and inclusivity from a holistic perspective.





Activity Name: Accessible Stamps Exhibition
Activity Date: 3 December 2025

Accessible Stamps Exhibition Held to Raise Public Awareness of Disability



The "Disability Stamps Exhibition", prepared by the Department of Graphic Design within the Faculty of Fine Arts at Istanbul Gelisim University, was held on 3 December 2025 as part of the International Day of Persons with Disabilities. Curated by Assoc. Prof. Dr. Nuri Sezer, the exhibition addressed disability from artistic and social perspectives through stamp designs. By incorporating QR codes and digital/audio content into the exhibited works, the exhibition aimed to enhance visual communication through various accessibility tools and raise awareness of disability among a wider audience.

The event highlighted the role of art and design in raising public awareness, emphasising the importance of increasing the social visibility of individuals with disabilities, considering diverse communication needs and developing inclusive approaches. The exhibition was significant in terms of raising public awareness of disability, promoting accessible communication practices and strengthening an inclusive approach that supports the equal participation of individuals with disabilities in social life.

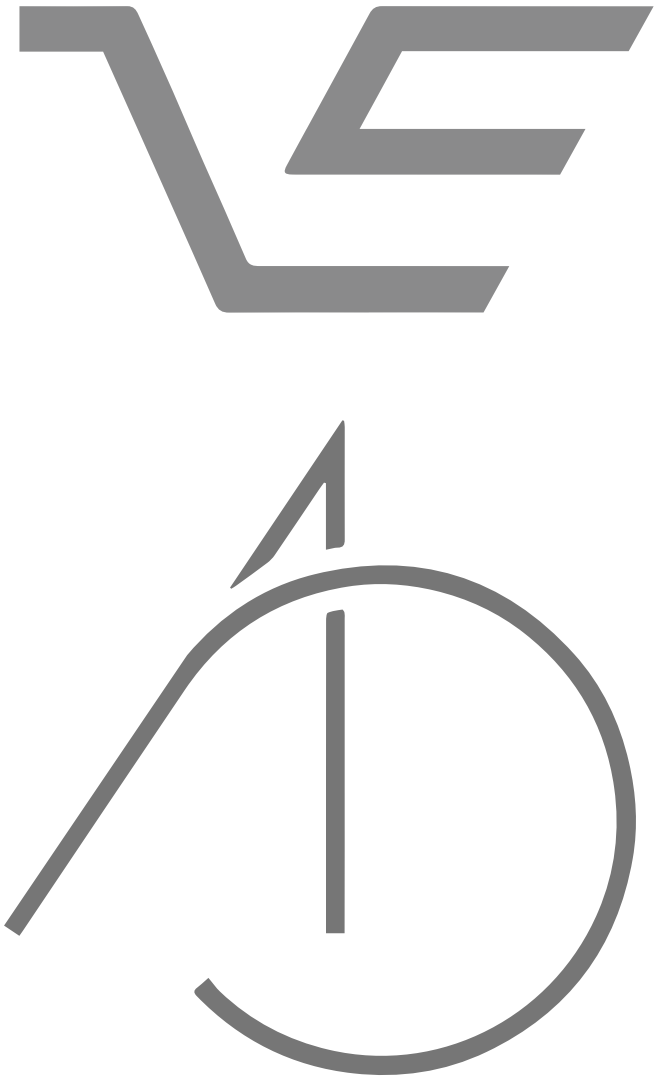


10.6.9. Disability Access Scheme

Istanbul Gelisim University implements targeted programs, peer mentoring initiatives, and innovative research and development (R&D) projects to support access to higher education, adaptation processes, and independent mobility for students and staff with disabilities.

Peer Mentoring and Specialized Adaptation (Orientation) Programs

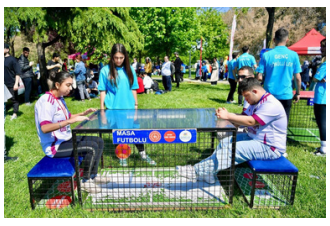
- **Peer Mentoring for Students with Disabilities:** Under the Peer Mentoring Directive, volunteer students from upper-year classes are assigned as mentors to facilitate the adaptation of students with special needs to campus life and academic processes. Peer mentors provide individualized support in accessing course materials, navigating the campus, and adapting to social life.
- **Individualized Academic and Social Orientation:** In collaboration with the Disability Advisory and Coordination Unit and Faculty Disability Commissions, specialized orientation programs are organized for newly enrolled students with disabilities, providing targeted guidance services.



Activity Name: 8th Traditional Sports and Entertainment Festival for People with Disabilities
Activity Date: 15 May 2025
IGU Students Participated as Volunteers in the 8th Traditional Sports and Entertainment Festival for People with Disabilities

The Faculty of Sports Sciences at Istanbul Gelisim University participated as a stakeholder in the "8th Traditional Sports and Entertainment Festival for People with Disabilities", organised on 15 May 2025 as part of Disability Awareness Week. IGU students served as volunteers at the event, which was hosted by the Fatih District Directorate of Youth and Sports in collaboration with public institutions and civil society organisations.
The festival aimed to support the participation of individuals with disabilities in sports, recreational and social activities, increase interaction between different social groups and develop inclusive social environments. The voluntary participation of university students was important in terms of supporting the equal participation of individuals with disabilities in social life and raising public awareness of disability.
Organised through cooperation between different institutions, this activity represents an example of the University's social contribution initiatives in terms of supporting equal opportunities in access to sports and social activities for individuals with disabilities, strengthening social solidarity and promoting an inclusive approach to participation.




Technological and Innovative Accessibility Projects



The university's accessible campus initiatives address not only physical mobility but also needs related to wayfinding, safety, and access to information. Entrance ramps, elevator buttons with Braille markings, emergency alarm systems with visual alerts, and illuminated exit signs, as documented in institutional records, are among the measures designed to facilitate the use of campus facilities by individuals with different types of disabilities.

These measures are significant in ensuring that accessibility is addressed with consideration for diverse sensory and physical needs. In particular, the integration of wayfinding and safety systems into the university's accessibility approach demonstrates that the concept of an inclusive campus encompasses not only everyday use but also opportunities for safe and independent mobility.

In the area of digital accessibility, screen reader software and remote access to electronic information resources stand out as initiatives that extend the university's accessibility efforts beyond physical spaces. These tools enable students to access academic resources in different formats and support the diversification of access to information. Thus, physical and digital accessibility practices serve as complementary components of an integrated campus experience that extends from educational environments to information resources.

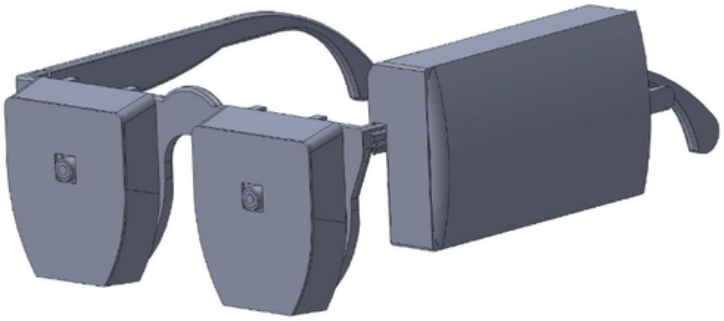
Accessible Content and Social Responsibility Programs

Institutional initiatives aimed at improving physical and digital accessibility are supported by projects that develop innovative technologies and accessible information resources:

Activity Name: AI-Powered Smart Glasses Project for Individuals with Visual Impairments

AI-Powered Smart Glasses Project for Individuals with Visual Impairments Developed by the IGU Technology Transfer Office

The Istanbul Gelisim University Technology Transfer Office (IGU TTO) has launched an AI-powered smart glasses project to develop technological solutions to the accessibility challenges faced by individuals with visual impairments in their daily lives. Developed using artificial intelligence and cybersecurity technologies, the project aims to facilitate interaction with the surrounding environment, reduce difficulties encountered in everyday activities, and support independent mobility.



Focusing on the use of technological innovations to address the needs of individuals with disabilities, the project is significant in terms of developing inclusive solutions in the field of accessibility. It is considered an innovative initiative within the scope of SDG 10, as it seeks to support the equal participation of individuals with disabilities in social life, reduce barriers to accessing technological opportunities, and strengthen independent living skills.

Activity Name: Audiobook Social Responsibility Project for Visually Impaired Individuals (November 2024 – April 2025)

As part of the project carried out in collaboration between the Department of Interior Architecture and Environmental Design (English) and the Department of Radio, Television and Cinema within the Faculty of Fine Arts, volunteer students recorded audiobooks to support visually impaired individuals' access to cultural and academic resources.

Activity Name: "Audiobooks for the Visually Impaired" Social Responsibility Project

Activity Time: November 2024 – April 2025

Audiobook Project Supporting Access to Information for Individuals with Visual Impairments Completed at IGU

The social responsibility project "Audiobooks for the Visually Impaired", conducted in collaboration between the Department of Interior Architecture and Environmental Design (English) at the Faculty of Fine Arts and the Department of Radio, Television and Cinema at Istanbul Gelisim University, was completed in 2025. The project aimed to facilitate access to information, education, and cultural resources for individuals with visual impairments. As part of the initiative, volunteer university students contributed to the creation of accessible content by recording selected books as audiobooks.

Before the project began, students received guidance on voice-over techniques, audio recording processes, and the appropriate use of equipment. The work was carried out under the supervision of academic staff. Following the completion of the project, the participating students' experiences were evaluated, and certificates of participation were awarded. This initiative is significant in supporting access to information and cultural resources for individuals with visual impairments, encouraging the production of accessible content, and fostering social responsibility among university students.



10.6.10. Disability Accommodation Policy

Istanbul Gelisim University adopts a binding Reasonable Accommodation Policy, supported by a clearly defined framework of principles and institutional funding, to ensure that students and staff with disabilities can participate equally and independently in education, research, and working life without discrimination. Implemented with a continuous budgetary commitment from the University's Board of Trustees and Rectorate, this policy extends equal opportunities beyond formal declarations and places the objectives of SDG 10: Reduced Inequalities at the core of the university's institutional structure.

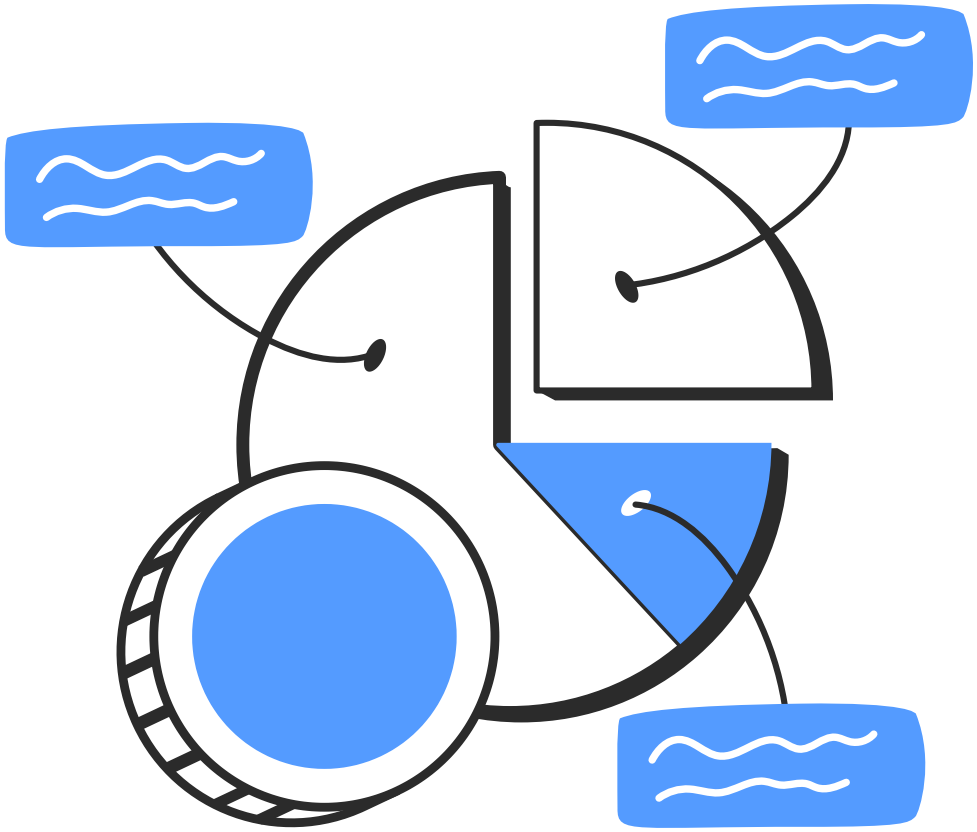
The flexible accommodation approach based on individual needs encompasses a broad range of measures, from teaching and examination processes to physical and digital accessibility, workplace ergonomics for employees with disabilities, and rights related to continuity of education in cases involving health conditions. These measures reflect the university's understanding of reasonable accommodation as a rights-based institutional responsibility and an area of sustainable investment where standard practices are insufficient.

The practices implemented under this policy are maintained within the legal framework established by the Directive on the Disability Advisory and Coordination Unit and the Equal Opportunity Policy. In academic processes, the circumstances of students with special needs are assessed individually, and standard procedures include scheduling examinations in accessible examination rooms, granting additional examination time, preparing examination materials in large print, and providing reader and scribe assistance. Course content and laboratory facilities are adapted according to students' disabilities, while students who provide documentation of a chronic illness or disability are granted academic accommodations, such as flexible attendance requirements and facilitated transfers between institutions, to safeguard continuity in their education.

The university's approach to reasonable accommodation is not limited to students but also extends to the working conditions of academic and administrative staff with disabilities. Employees' office environments are reorganized according to ergonomic needs, workplaces are relocated to accessible floors, necessary technical equipment and software support are provided, and rights to administrative leave and flexible working arrangements related to disability are institutionally guaranteed.

Sustainable and adequate financial support, a fundamental requirement of THE Impact Rankings criterion 10.6.10, is guaranteed through dedicated allocations from the university's annual budget by the Board of Trustees and Rectorate. This financial support covers physical infrastructure investments, including accessible elevators, ramps, accessible toilets, and the Accessible Dental Unit at the Faculty of Dentistry. It also directly covers the library's electronic resources budget, including GETEM membership, ProQuest e-book licenses, and screen reader software costs. Furthermore, accessibility-oriented research and development projects, such as the AI-Powered Smart Glasses developed within the IGU Technology Transfer Office (TTO), are financed through the university's own resources and research funds.

All these reasonable accommodation and funding processes are monitored and documented in a transparent and measurable manner through institutional documents, including the Institutional Internal Evaluation Report (IIER), the Council of Higher Education (YÖK) Accessible University initiative, and documents made publicly available through engelsiz.gelisim.edu.tr.



10.6.10.1. Reasonable Accommodations and Academic Accessibility for Students with Disabilities

Istanbul Gelisim University considers flexible arrangements that take individual needs into account as an important component of its institutional support approach, with the aim of promoting the equal participation of students with disabilities in academic processes and ensuring continuity in their education. This approach is based on an inclusive understanding that supports the consideration of students' diverse needs throughout educational processes and enables them to benefit from academic opportunities.



In this context, the main practices supporting academic accessibility include scheduling examinations for students with disabilities in accessible classrooms, adapting examination materials to meet students' individual needs, and providing reasonable accommodations during examinations. These arrangements facilitate students' participation in the assessment of their knowledge and skills, while aiming to ensure that diverse needs do not limit their opportunities to demonstrate academic achievement.

The university's institutional regulations also provide for the possibility of continuing education at another higher education institution, subject to the documentation of a disability or chronic illness. This arrangement is important in addressing students' health and accessibility needs alongside continuity in their education. Accordingly, the university's academic support approach is not limited to adapting existing educational environments but also encompasses the consideration of educational alternatives suited to students' individual circumstances.

Taken together, these practices demonstrate that sensitivity to individual needs, academic participation, and continuity in education are central principles of Istanbul Gelisim University's approach to supporting students with disabilities. Defining arrangements tailored to students' diverse circumstances within an institutional framework demonstrates that the university addresses equal opportunities beyond standard practices through needs-based support mechanisms.

In this respect, individual academic accommodations constitute institutional practices that support the participation of students with disabilities in higher education and give practical expression to inclusive education under SDG 10: Reduced Inequalities.

10.6.11. Anti-Harassment Policy

Institutional Policies for the Prevention of Harassment, Mobbing, and Violence

An important dimension of the approach to combating discrimination is the prevention of sexual harassment, psychological harassment (mobbing), and mistreatment. The Policy Against Sexual Harassment and Mobbing in effect at Istanbul Gelisim University is based on the principle of providing students, academic staff, and administrative staff with a safe and respectful educational and working environment. The policy aims to protect the dignity, rights, and safety of university members, develop preventive mechanisms against harassment and psychological harassment, and ensure confidentiality and fair assessment in complaint and reporting procedures. Accordingly, the university approaches the prevention of harassment not merely as a matter of responding to violations, but also as an institutional responsibility involving awareness-raising and preventive measures.

The university's Gender Equality Policy, Respect for Diversity Policy, and Policy of Support to Women and Learners with Disadvantages complement this approach by promoting equality, preventing discrimination, and fostering an inclusive university environment. Furthermore, the Human Rights, Rule of Law and Justice Policy and the Ethical Employment Policy strengthen the institutional framework for protecting the rights of university members and establishing an educational and working environment grounded in ethical principles.

Complaint, Reporting, and Support Mechanisms

Accessible reporting and complaint mechanisms play an important role in combating discrimination, harassment, and psychological harassment. According to the university's 2024 SDG 10 – Reduced Inequalities Report, students and employees who experience discrimination or harassment may contact relevant units, including the Dean of Students, Human Resources, and the Psychological Counseling and Guidance Unit.

In addition, the IGUMER system serves as one of the university's institutional mechanisms for submitting student requests, suggestions, and complaints. The university's Satisfaction and Complaint Management Policy also supports the institutional handling and assessment of complaints and requests. These mechanisms are important in enabling university members to communicate the problems they encounter to the relevant units and ensuring that their submissions are reviewed.

Initiatives to Promote a Safe and Inclusive University Environment

In addition to institutional policies, informing university members about their rights, reporting procedures, and available support mechanisms is essential for preventing harassment and psychological harassment. The Policy Against Sexual Harassment and Mobbing identifies awareness-raising regarding the scope of harassment and mobbing, their effects on individuals, reporting procedures, and potential sanctions as an integral part of the university's institutional strategy. The university's 2024 SDG 10 – Reduced Inequalities Report also identified awareness-raising training sessions, seminars, and panel discussions as components of its preventive approach.

Within this framework, the development of a safe and inclusive university environment is addressed through strengthening institutional awareness of harassment and discrimination, safeguarding confidentiality in complaint and reporting procedures, and ensuring that university members have access to appropriate support mechanisms.

The principles of combating discrimination and respect for diversity are reinforced not only through institutional regulations but also through awareness-raising activities addressing issues such as human rights and gender-based violence.
Examples of activities carried out in this regard are presented below.

Activity Name: "Your Voice Matters!" Panel
Activity Date: 14 January 2025
IGU Academic Discussed Combating Violence Against Women at the "Your Voice Matters" Panel

On January 14, 2025, between 13:00 and 15:00, participation was provided in the panel titled "Your Voice Matters" organized by the Dean's Office of the Faculty of Communication at Beykent University. Dr. Diler Ezgi Tarhan participated as an invited speaker, and violence against women was discussed together with representatives of the Mor Çatı Women's Shelter Foundation and the We Will Stop Femicide Platform. The panel included assessments on measures that can be taken to prevent violence at universities and the development of support mechanisms. The importance of strengthening application and support processes for cases of violence within universities and facilitating
access to relevant mechanisms for those in need was emphasized. Dr. Diler Ezgi Tarhan also introduced the activities of IGU's Gender Studies Application and Research Center in her capacity as Deputy Director and drew attention to the need to establish a similar unit or at least an emergency crisis desk at Beykent University. Openness to potential cooperation was also expressed. The panel contributed to awareness of developing institutional mechanisms to prevent violence, strengthening access to support and reporting channels for individuals with different needs, and creating safe and inclusive structures in university environments.



The University's institutional approach to gender equality is supported not only by indicators of education and representation but also by academic events addressing gender-based inequalities. One example of such an event is presented below.

Activity Name: Whose Leisure Time? Time Poverty and Gender
Activity Date: November 5, 2025

[Time Poverty and Gender Inequalities Discussed at IGU's "Autumn Talks 2"]

As part of the "Autumn Talks 2" series organized by the Department of Economics and Finance at Istanbul Gelisim University, an online event titled "Whose Leisure Time? Time Poverty and Gender" was held on November 5, 2025, at 3:00 PM. Prof. Dr. Selcen Öztürk, a faculty member at Hacettepe University, participated as the invited speaker. The discussion focused on the distribution of leisure time in the context of gender and time poverty, examining inequalities in access to time resources among different social groups. The event, which was open to the public, aimed to highlight gender-based inequalities and raise awareness of disparities in individuals' access to time resources.



Activity Name: Panel on Legal, Psychological and Communication Perspectives on Combating Violence Against Women
Activity Date: November 18, 2025



Combating Violence Against Women Discussed from Legal, Psychological and Communication Perspectives at IGU

An online panel titled “Legal, Psychological and Communication Perspectives on Combating Violence Against Women” was organised by the Gender Studies Application and Research Center at Istanbul GelisimUniversity on November 18, 2025. During the event, combating violence against women was addressed from legal, psychological and communication perspectives, and evaluations were made regarding the prevention of violence and approaches that could be developed in different fields. The panel, held with contributions from participants from different disciplines, focused on raising awareness of reducing gender-based inequalities and violence. In this regard, the panel aimed to examine the different dimensions of violence, raise awareness of access to rights and support mechanisms, and contribute to the development of more egalitarian and inclusive social relations.



Activity Name: Persepolis Film Screening and Discussion
Activity Date: 15 December 2025
Gender, Identity and Inequalities Addressed Through a Screening of Persepolis at IGU

A film screening and panel discussion event centered on the film Persepolis was organized in collaboration with the Department of Sociology, the Sociology Club, and the Gender Studies Application and Research Center at Istanbul Gelişim University. Moderated by Asst. Prof. Dr. Nazar Bal and Asst. Prof. Dr. Selda Tunç Subaşı, the event facilitated a multi-dimensional discussion on gender inequalities, the social status of women, identity, and discrimination through the lens of the film. Within the scope of the event, women's experiences in the face of social and cultural pressures were evaluated in the context of individual liberties and identity construction. This activity was successfully completed in alignment with SDG 10 (Reduced Inequalities) goals, contributing to the enhancement of critical awareness regarding social inequalities and supporting students' academic and social engagement.







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