

Sharing Information on Progress (SIP) 2024

Koc University, Business School



PURPOSE



VALUES



TEACH



RESEARCH



PARTNER



PRACTICE



SHARE

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1. Letter from the most senior officer (e.g., Dean, Head) committing to PRME’s Principles

Statement	Date: 10/08/2024
Title: Letter from the most senior officer (e.g., Dean, Head) committing to PRME’s Principles	Language: English
Description: Letter from Professor Nilüfer Aydınoğlu, Director of Koç University Graduate School of Business	Sharing Rights: Public
	Relevant Stakeholders: Academia, business and civil society organisations
	Purpose: Commitment of Koç University to RME



Koç University's Commitment to PRME

Koç University Graduate School of Business hereby submits its Sharing Information on Progress (SIP) report for the period 2023 to 2024, its fifth in total. This report reflects our unwavering commitment to PRME and our ongoing efforts to foster a more sustainable, inclusive, and responsible global society.

As the Graduate School of Business at Koç University, we recognize that our responsibilities extend far beyond the traditional boundaries of business education. In a world increasingly defined by complex social, economic, and environmental challenges, our mission is to cultivate leaders who are not only capable of navigating these complexities but are also deeply committed to driving positive change. This commitment aligns seamlessly with the PRME principles, reflecting our dedication to creating a significant societal impact through our educational practices.

Our strategic vision is anchored in the belief that true impact is achieved through meaningful engagement with our diverse stakeholders—students, faculty, alumni, industry partners, NGOs, local communities, and policymakers. By proactively and inclusively involving these groups in our initiatives, we ensure that our actions resonate with their needs and expectations, creating value that extends well beyond our campus. This culture of collaboration and open dialogue is the bedrock of our approach, enabling us to act as a catalyst for societal advancement.

At Koç University Graduate School of Business, we are deeply committed to integrating social impact into every aspect of our curriculum. We provide our students with not only the knowledge but also the practical tools to address real-world societal challenges through the lens of business. Our partnerships with social enterprises, nonprofits, and local municipalities particularly within Istanbul, offer our students opportunities to engage in projects that yield tangible social outcomes. These experiences foster practical skills while instilling a profound sense of responsibility toward the communities they serve.

Sustainability is a guiding principle that informs all our activities—from research and teaching to campus operations and student-led initiatives. We are committed to developing courses and programs that explore sustainable business models, finance, and environmental, social, and governance (ESG) practices, fully aligned with the UN Sustainable Development Goals (SDGs). Our objective is to equip our students with the knowledge and skills necessary to lead in a world where sustainability is central to business and society.

Recognizing the essential role of sustainable growth, we have established strategic partnerships with businesses that share our commitment to social impact and sustainability. These collaborations support joint research projects, executive education programs, and ESG initiatives, which are integral to our mission. Through these partnerships, we create a dynamic ecosystem where knowledge is exchanged, innovation is fostered, and our students are connected with industry leaders who guide their career development in a rapidly changing world.

Our unique position in the region and our extensive networks empower us to play a pivotal role in supporting Koç University's "Act for Impact" initiative. By formalizing our stakeholder engagement practices and leveraging our global connections, we are building a robust framework that ensures long-term financial sustainability while enhancing our ability to make a significant impact on society.

In embracing the PRME principles, Koç University is not merely preparing students for the future; we are actively shaping a future that is sustainable, inclusive, and equitable. Our commitment is unwavering, and through our strategic vision and collaborative efforts, we are determined to lead by example, driving positive change and contributing to a better world for all.

Professor Nilüfer Aydınoğlu
Director, Koç University Graduate School of Business

2. Mission, Vision, Strategy or Purpose

Statement	Date: 10/08/2024
Title: Mission, Vision, Strategy or Purpose	Language: English
Description: Koç University College of Administrative Sciences and Economics & Graduate Scholl of Business Strategic Plan 2020-2024	Sharing Rights: Public
	Relevant Stakeholders: Academia, business and civil society organisations
	Purpose: Strategic Plan



Koç University

College of Administrative Sciences and Economics

Graduate School of Business

Strategic Plan 2020-2025

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1. FOREWORD

We had completed our revisions on our strategic plan and were ready to put it in action when COVID-19 started to spread and began to hit all countries in the world.

It was immediately clear that we were facing a crisis of incredible magnitude, something that humanity had not experienced in decades. We faced unprecedented challenges such as protecting the health of university community members, getting prepared for remote education and ensuring successful conduct and completion of the semester. We responded swiftly and established task forces that would act in a timely manner to protect our community in all areas: medically, economically, academically and socially. These efforts required mobilizing thousands of students to the safety of their homes and hundreds of teaching faculty to become proficient in using online tools in a very short time. The responses also included testing the infrastructure to accommodate all classes, training faculty through videos and making sure that all students have access to resources, while managing psychological and motivational issues that could have hindered the learning process.

The task forces that were formed in response to the crisis strengthened our collaboration within and across schools. We believe that we will come out of this crisis stronger because the interdisciplinary research perspective that we have been advocating for years has never been more popular and necessary. In addition, we hold a rare advantageous position as a business school, since we are closely connected with a medical school, which played a prominent role in shaping the COVID-19 response nationally and regionally.

As Koç University College of Administrative Sciences (CASE) and Graduate School of Business (GSB), we see connectedness as our main strength. We want to capitalize on this strength and improve it even further. However, during this crisis, we also discovered other important strengths that we possessed: adaptation and flexibility. COVID-19 has disrupted the world in ways we are yet to understand, and we want to prepare for these changes, starting today.

This strategic plan is conceptualized as the roadmap between where we are now and where we aspire to be in the future. To start preparing for this uncertain future, we decided to refocus on our strategic planning process to make it more functional. Firstly, we decided to extend our plan to be more comprehensive and to span a 5-year period. However, 5 years, or even 3 years are very long time periods within the context of our rapidly changing world. This presents a dilemma as we want to plan as far as we can into the future while maintaining the flexibility to address any challenges that may come up in the short run. To resolve this issue and to add dynamism to our plan, we decided to clarify and expand the feedback loop of our process, allowing more frequent input from stakeholders, which include, but are not limited to faculty, advisors, university management, alumni, students, businesspeople and NGO members. We will monitor the mentioned metrics on an ongoing basis, taking action and planning interventions whenever necessary.

The upcoming months will be very critical to understanding how the world will change in the short and medium term. At this critical point,

we believe that our strategic planning process will allow us to become more flexible and agile. With continuous improvement perspective, our strategic plan becomes a living document that enables us to find new ways to actualize our mission and allow us to help our stakeholders meet any challenge that may come in their way.

1. INTRODUCTION

KOÇ UNIVERSITY BACKGROUND

Koç University (KU) was founded in 1993 as a non-profit private university in Istanbul, Turkey. In the twenty- seven years since its establishment, KU has become one of the leading universities in the country, distinguished by notable contributions to the elevation of education, knowledge, and service both domestically and beyond.

The University is supported by the resources of the Vehbi Koç Foundation, funded by Turkey's largest conglomerate, Koç Holding Group. Guided by its mission to address the fundamental needs of life for a modern and developing Turkey through the promotion of education, health, and culture, the foundation's achievements include the creation of world-class hospitals, museums that preserve and highlight Turkish culture, and elite academic institutions at all levels.

Koç University signed the United Nations Global Compact at a ceremony in November 2007. In 2008, KU College of Administrative Sciences and Economics (CASE) and Graduate School of Business (GSB) joined the Principles for Responsible Management Education (PRME). Now in the seventeenth year of the agreement, Koç University continues its support for the United Nations Global Compact and its ten principles. As a "Center of Excellence," in education and scientific research, Koç University is committed to adding value to sustainable growth. We are proud to be a global example for environmental, social, and economic sustainability through our education, research, workforce, and campus operations.

Koç University is the only triple-accredited institution in Turkey, with CASE and the GSB accredited by AACSB, AMBA, and EQUIS. The University also ranks high on THE Sustainability rankings, with especially high positions on Peace, Justice & Strong Institutions, Decent Economic Growth, and Gender Equality. This is mainly due to University's unique contributions to the community through 223 research laboratories, 23 research centers, 5 research and education forums, and 1 support center, to cover many aspects of economic, environmental, and social sustainability. These include the TÜSİAD-KU Economic Research Forum, KU Social Impact Forum, Globalization and Democratic Governance, KU Research and Application Center for Gender and Women's Studies, KU Tüpraş Energy Center, KU Migration Research Program, Social Policy Applications and Research Center, Center for Civil Society and Philanthropy Research, Semahat Arsel International Business Law Research and Implementation Center, and the Center for Global Public Law to name just a few. Another notable development was the creation of the UNESCO Chair in Gender Equality and Sustainable Development in May 2016. Koç University aims to further increase its impact through

flagship projects such as the Anatolian Scholarship program, which aims to widen the access to high quality higher education and to promote equal opportunities in education.

Technological disruption, health and safety concerns, environmental challenges and division define today's turbulent business environment. It is easy to lose track and move away from 'doing the right things' when markets are polarized, and resources are constrained. In this uncertain landscape, the three main pillars of CASE and GSB's strategy have been commitment to investments in strategically important areas, building connections, and active collaboration in networks because we believe that Business Schools in the region can contribute to sustainable development by emphasizing collaboration in their strategy, curriculum and research. We invest in connectedness at all levels possible: Business world connections, within university connections and global network connections. We achieve this through our strong ties with Turkey's largest conglomerate and other prominent companies, promoting interdisciplinary research and by joining and participating in global networks.

MISSION

The principal mission of Koç University CASE & GSB is to cultivate Turkey's most competent graduates, well- rounded adults who are internationally qualified; who can think creatively, independently, and objectively; and who are confident leaders. Concurrently, research conducted at Koç University contributes to scientific development on an international scale and bolsters technological, economic, and social development. Koç University consistently strives to advance knowledge through its efforts and to serve Turkey and humanity as a model of institutional excellence.

VISION

The vision of Koç University CASE & GSB is to provide a world-class education, achieve academic excellence in research, and benefit society locally and globally. Our graduates take leadership in economic and social progress as critical thinkers and creative individuals. They are dedicated to the highest ethical standards, social inclusion, and values of participatory democracy.

VALUES

Our core values are Excellence, Integrity, Fairness, Civility, Creativity and Globalism/Cosmopolitanism.

STRATEGIC PRIORITIES

To achieve our vision, as a follow up to our previous strategic plan, we continue to focus on 3 strategic priorities that follow from our mission and vision statements.

RESEARCH Achieve academic excellence in **research**

EDUCATION World-class education, **internationalization**, critical thinkers, leadership in economic and social progress

COMMUNITY highest ethical standards, social inclusion

3. TRENDS ANALYSIS

BUSINESS EDUCATION IN AN AGE OF DISRUPTION AND DIGITAL TRANSFORMATION

SKILLS

In the information age we are passing through, innovations are accelerated, and disruptions are on the way. In this context, shelf life of knowledge is declining. In parallel, average life of corporations is declining as well¹. Therefore, the most valuable skills in the near future will be Strategy, Leadership and Entrepreneurship, sometimes referred to as the 21st century skills². In addition, skills which were coined “soft skills” in the past, creativity, critical thinking, problem solving, teamwork, ability to influence others will carry more weight³. In the new business environment, in addition to these competencies, future business leaders will also need to develop competencies in digital and business analytics.

LIFELONG LEARNING

Another observation is that classical career paths such as marketing, sales or finance are evolving into mixed, multidisciplinary and more varied paths⁴. In today’s fast changing world, it is not possible to build and complete a career with one competency until retirement. Each qualified businessperson will have to develop at least 2 or 3 competencies throughout their careers. This motivates alumni to return to their alma maters to upgrade their skills and acquire expertise to transition to new fields. Organizations that want to adapt to the fast-changing environment will look out for partnerships with institutions that can deliver the skills their employees need and want.

PROGRAMS

As a new global trend, not all learners are looking for 2 or 4-year degrees. Quick courses, short and stackable certificate programs and convenient online or blended courses are becoming more popular. Learners in the new era are prioritizing competencies and capabilities over degrees or diplomas. This requires a new level of flexibility: Both on programs and on output (graduates). Therefore, self-paced programs are also in demand⁵.

In the business school sector, specialist master's programs such as accounting, commerce, economics, energy, health administration, finance and project management are increasing in popularity, due to demand in new areas of expertise⁶. Outside the sector, organizations such as consultancies, corporations and technology sector are forming their educational centers to enhance their human resource⁷.

SUSTAINABILITY

As climate crisis becomes a more pressing agenda each passing day, sustainability now is one of the most important agenda items in business in all countries. Sustainable and inclusive business models will become even more important in the post COVID-19 world as millions are feared to fall back into the extreme poverty condition, diminishing efforts of decades.

As for the future of business and trade, new consumption trends are emerging whereby new generation of consumers prioritize ethical and sustainable consumption. In the long run, the business outcome of this trend could be consumers and citizens all over the world favoring businesses that contribute to SDGs⁸.

¹ According to McKinsey's report, the average life span of S&P500 companies was 61 years in 1958, 25 years in 1980 and 18 years in 2011. Furthermore, it is expected that 75% of S&P 500 companies will be disappeared (Desmet et al., 2015).

² Collective Vision for Business Education report, AACSB, 2016. Global Human Capital Trends report Deloitte, 2019.

³ Future of Jobs Survey, World Economic Forum, 2018.

⁴ Irani, 2018.

⁵ According to Crisp (2018), LinkedIn launches 30 or more new courses each week for its online course library which extends to more than 10,000 different programs.

⁶ Crisp, 2018. Gee, 2019.

⁷ Marcus, 2017, Fain, 2019

RESEARCH: IMPACT, USEFULNESS, CREDIBILITY & INTELLECTUAL CONTRIBUTIONS

Currently, business schools are under much scrutiny, especially in terms of impact, usefulness, and credibility. There are arguments that the current model is unsustainable because the resources allocated to business schools are huge, expectations of accountability are rising and competition for resources is high.

Unfortunately, in the recent decades, there has been criticism that scholarly research does not reach the worlds of business or policy⁹. There has also been criticism about scholarly incentive models, which are claimed to be designed more to enhance reputations, and less to produce returns for society. It is far easier to use quantifiable measures to assess scholarly output (articles, citations) than measuring impact. Furthermore, most of the existing models reward quantity over quality and novelty over replicability. Therefore, incentive models also call into question the quality and integrity of business school research. On the negative side, current incentive systems have resulted in a publication race, publishing very small percentage of research very late. Also the pursuit of data increased the popularity of small and niche databases, with the motivation to find data that nobody analyzed before. On the positive side, pressure from business circles and policy makers have encouraged open-access publishing, strengthened academic social networks such as ResearchGate, Mendeley, Academia. edu, supported emerging platforms for discussing networks and started actions to develop alternative metrics for scholarly output.

In this context, the main discussion is about what makes an intellectual contribution. While publication in a top journal remains the gold standard of academic achievement, new trends also point out that business schools could be more flexible and decide which types of output would be rewarded.

EXPERIENTIAL LEARNING

In order to develop the skills that will be required in the future, education experts are evaluating the value of experiential learning in business education. Another emerging trend is project-based learning initiatives offered to students in order to develop important skills such as managing ambiguity, managing clients, collaborating and communication¹⁰.

⁸ Hancock, 2017; Scott and McGill, 2018.

⁹ Glick, Tsui, and Davis, 2018; Shapiro and Kirkman, 2018

¹⁰ According to a survey of MBARoundtable, 90% of full-time MBA programs offering at least one project-based experiential learning course (Pereira, 2019)

4. IDENTIFYING TARGETS & AREAS OF IMPROVEMENT

MAPPING STRENGTHS WITH TRENDS AND PRIORITIES

DIGITAL AGE & DISRUPTION: LIFELONG LEARNING	Joint Courses & Executive Programs	Introductory Programming to students Design Track in MBA Program Health Management Track in MBA Program	Alumni Relations & Executive Network
SUSTAINABILITY & DIVERSITY	Increase International Students	Interdisciplinary courses Sustainability Track Migration studies Track	Projects with NGOs Prioritize Impact Areas
RESEARCH & INTELLECTUAL CONTRIBUTIONS	ERC & TÜBİTAK Grants Recruit High Quality PhD Students	Interdisciplinary research	Collaboration with agencies Business funded Chair positions
EXPERIENTIAL LEARNING		Blended Programs Simulations & Design Thinking	Executive Education
Business Projects in companies in full time programs. Global Network Weeks. Simulation courses in all GSB programs Diplomacy Track			
CONNECTED GLOBALLY		CONNECTED INTERNALLY	CONNECTED WITH BUSINESS

5. ACTION PLAN

In this section, we highlight potential development areas that we identified by mapping macro trends and our strengths, and we organize these areas as action points under our 3 strategic priorities (which derive from our vision, mission and values). We also include our indicators for each strategic direction in this action plan and highlight them in green.

1. RESEARCH: EXCELLENCE IN RESEARCH

Our primary objective is to facilitate impactful research by our faculty. For this purpose, we aim to provide CASE and GSB resources to support research productivity in various ways. Our priority for the upcoming period is to retain and recruit high quality faculty despite volatility. We aim to prioritize sound research funding, faculty development support (sabbaticals, research networking), teaching requirements, outstanding working conditions, and accommodation.

- Continue to support our faculty to ensure that they have sufficient resources for research,
Budget for Research
- Encourage faculty to pursue ERC, Tübitak Grants or other funding opportunities,
of applications filed @ERC and Tübitak
- Ease teaching responsibilities of research faculty, especially junior levels to facilitate recruitment, **# of courses taught per academic year**
- Support new and emerging research areas and encourage publications in diverse research outlets by monitoring high impact journals in these new areas,
- Continue to recruit high quality PhD students nationally and internationally,
of countries for promotion activities
- Increase efforts to collaborate with companies, organizations, and agencies in different sectors (e.g., technology, health) to create win-win partnerships that will lead to high impact research and organizational benefits,
- Increase and strengthen our stakeholder engagement through executive education. This collaboration brings new perspectives and knowledge to our research and is critical to maximizing impact in many disciplines,
- Planned Faculty Numbers by 2025:

	Current	Planned	Change
BA	38.5	43	+4.5
Operations	9.5	10	+0.5*
Marketing	8	10	+2
Finance	8	9	+1
Strat/Mgmt	8	9	+1
Accounting	5	5	0
ECON	14.5	17.5	+3
IR	18	18	0
TOTAL	71	78.5	+7.5

(*) Joint appointment with engineering in data science.

2. EDUCATION: DEVELOPING LEADERSHIP IN EDUCATION

Being a center of excellence in learning is a primary objective for CASE and GSB. We aim to provide a learning environment where our students acquire an academic background necessary for their field as well as tools that will help them revitalize their skills throughout their careers. We aim to offer a cutting-edge atmosphere in the broadest coverage of fields of business administration, economics, and international relations.

Our priority for the upcoming period is to become a more internationalized institution. In this context, we aim to (i) continue to focus on our quality improvement procedures and ensure continuous development (ii) concentrate our efforts in upholding AACSB, AMBA and EQUIS accreditations, and (iii) continue to promote the concept of global connectivity for our school and intensify efforts for recruiting international students.

Our connectivity with industry as well as international academic partners supports our growth strategy. We plan to grow the number of international students and graduate students keeping the quality at the high levels.

- Keep the number of undergraduate students enrolled through the central university exam the same, **Enrollment per year**
- Increase the number of international students. The objective is to have 10% of our students from other countries, **% of international students**
- Encourage students to participate in exchange programs to facilitate gaining experience and international exposure **# of outgoing exchange students**
- Increase the number of **master's students from 200 to 300** by 2025,
- Koç University is highly regarded by industry as well as ranking agencies for the success and relevance of programs. Financial Times ranked Koç University Executive MBA program first in Turkey, and as 35th among the world's best programs for working senior executives. Our aim is to keep our prominent position in the **top 100 of FT ranking** for the EMBA program.

Adopting technology and online teaching for improved learning experience is also an important item in our agenda. Blended teaching methods, both in university education and in corporate learning, will be important in our growth strategy. Our aim is to enable our students to access blended programs of the highest quality, with online modules delivered by the same academics as those giving classroom sessions to small groups of highly motivated students. We have to develop our faculty and increase readiness, especially for professional programs where expectations are higher. Thus, in the short run we aim to partner with platforms to provide high-quality online forms of education, which would fit the standards of excellence demanded as a premium educational institution. We originally thought that our faculty structure is not ready to deliver this in the short run, but there was a swift adaptation and an impressive learning curve. Our strategy is towards giving a growing role for blended learning in executive education and graduate programs, enabling our students in academic programs to use online methods particularly in cases where participants are unable to attend classroom sessions.

SHORT-TERM

- Form new advisory boards for each of our undergraduate in addition to the advisory boards for GSB programs. The boards will include student representation,
- Offer diplomacy and migration track programs for CASE students and explore new options for specialization,
- Intensify efforts to recruit international students, **activities for recruitment**
- Review the curriculum of each of our Economics and International Relations programs and get feedback from an external peer review,

- Continue to utilize our international networks to improve the teaching environment,
- Continue with the technical infrastructure upgrade for better reporting and analysis purposes,

Develop new interdisciplinary programs with **healthcare management and design tracks**

MID-TERM

- Evaluate different strategic options for providing online education and certificate programs, including joining online platforms and networks,
- Add an **introductory programming course** into the curriculum of CASE students,
- Design executive education programs to motivate alumni to return to school to upgrade and/or acquire skills, with the objective to stay employable throughout their careers,
- Include United Nations Sustainable Development Goals (SDGs) in the curriculum in all applicable courses, **% of syllabi containing SDGs**

LONG-TERM

- Provide more opportunities to students to improve their collaboration and team-work skills, particularly in our undergraduate programs, **# of core curriculum courses with group project**
- Develop joint courses and executive programs with our university partners in our global networks to increase the international exposure of our students. **# of joint courses with other university partners**

3. COMMUNITY: DEVELOPING ENGAGEMENT IN COMMUNITY RELATIONS

We aim to continue to focus on expanding our Executive Education Programs and explore research and training partnerships with businesses, governmental and non-governmental organizations. We plan to increase revenues from our Executive Education Programs by 50% by the end of 2025.

In the upcoming strategic planning period, we plan to have a stronger focus on sustainability. Koç University already has strong positions in University Impact rankings, with stronger positions in Peace, Justice and Strong Institutions (78th, due to its well-established research centers and forums which focus on social impact, gender issues and migration), Decent Work and Economic Growth (79th, due to strong connections with businesses) and Gender Equality (101-200, due to gender balanced employment and management structure). Our plan for the upcoming period is to identify how we can contribute to each of the relevant SDGs as Koç CASE and GSB. In the long term, we intend to redefine the articulation of our mission and vision with the inclusion of SDGs.

SHORT-TERM

- Develop a **set of prioritized societal impact areas** with the objective of better focusing faculty members' efforts,
- Assign alumni ambassadors for expanding our network and for mobilizing and coordinating alumni efforts to support programs and research, **# of alumni ambassadors**

MID-TERM

- Create an Executive Network and Community with graduates, which might include **thematic meetings once a year** with C-level alumni and business leaders,
- Develop projects with the NGOs, international development agencies, government and/ or municipalities to address prioritized social impact areas, **# of projects with NGOs**

LONG-TERM

- Increase the number of **business funded faculty chair positions** when the economic outlook is more favorable,
- Develop an **interdisciplinary sustainability track**,
- Redesign of the mission, vision and values of CASE and GSB with the framework of SDGs to prepare for the next strategic planning cycle

6. CONCLUDING REMARKS

We believe that this strategic plan will move us to a better position to realize our vision in this turbulent time. In the post-COVID world with the changing landscape, we believe that we will hold a stronger position by focusing on our connectedness. We will strengthen our connectedness by participating in global networks, promoting interdisciplinary research, recruiting best quality faculty and continuing our support for quality research. We believe keeping our focus on these strategic priorities will help us educate graduates that will adapt better to fast changing conditions in times of high volatility and uncertainty.

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1. Does the PRME Signatory Member have a person who is accountable and responsible for RME?



Yes, the role is formalized in the senior leadership team (e.g., Dean, President, Head of School)

The names, positions, and email addresses of all people responsible and accountable for RME at Koç University

Impact Purpose

At Koç University (KU), numerous staff members, including senior directors and deans, play a crucial role in upholding the RME responsibility principles. Their efforts are integral to KU's commitment to responsible management education.

Impact Statement

College of Administrative Sciences and Economics (CASE) & Graduate School of Business (GSB)

1. Nilüfer Aydınoglu, Director of the Graduate School of Business (GSB), naydinoglu@ku.edu.tr
2. Didem Özgür Özden, Policy Manager at GSB, didemozden@ku.edu.tr
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Koç University (KU) as parent institution

1. Bülent Kılıç, Dean of Students (including the Diversity & Inclusion Unit), bukilic@ku.edu.tr
2. Gonca Ongan, Executive Director of KU Social Impact Forum (KUSIF), gongan@ku.edu.tr
3. Behice Pehlivan, Gender Equality Coordinator, bpehlivan@ku.edu.tr

Applicable Date Range

Aug. 30, 2024 - Aug. 29, 2025

Owner

Didem Ozgur Ozden

Contributors

Didem Ozgur Ozden

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Public

Language

English

Country

Türkiye

Subjects

Corporate Social Responsibility (CSR), Ethical Leadership, Sustainable Development

2. Does the PRME Signatory Member have at least one organizational entity (e.g., center, institute, academic department) that is accountable and responsible for RME on behalf of the Signatory?

☒

Yes, the entity is involved in research

GSB as responsible entity for accountability for RME

Impact Purpose

GSB is responsible and accountable for the conduct of the RME principles at KU. Nilüfer Aydınoglu represents GSB at the highest level, as the director of the business school.

Impact Statement

GSB is responsible and accountable for the conduct of the RME principles at KU. Nilüfer Aydınoglu represents GSB at the highest level, as the director of the business school. GSB serves as the organizational entity accountable for RME on behalf of KU. GSB is actively involved in research, teaching, and engaging communities and businesses, thereby reinforcing its commitment to responsible management education and contributing significantly to the broader goals of RME.

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Subjects
Ethical Leadership

GSB as a research organization

Impact Purpose

Aligned with KU's vision, CASE and GSB's mission places strong emphasis on excellence in research. In our Strategy Document, we identify three areas to which research is relevant at varying levels. These are:

- a) impactful interdisciplinary research
- b) developing leadership in education
- c) developing engagement in community relations

Research excellence, characterized by high quality, high impact research drives the positioning of schools in the global arena, making research the main driver of international recognition. The impressive research potential of the core faculty of CASE and GSB has been instrumental in growing our visibility.

Impact Statement

Recruiting faculty with the best research potential and providing them with conditions that are most conducive for research is the key strategy pursued by CASE and GSB. A research environment that encourages collaboration among faculty and graduate students as well as with an international network of collaborators, supported by infrastructure that enables pursuing the state of the art, ensures high impact research. The type of research pursued is determined by the research agendas of individual faculty who strive for impactful output. In line with global research trends, research is increasingly interdisciplinary. Practice-oriented research is valued highly as well.

Faculty members are encouraged to build relationships with the business world at the national or international level. Research centers and forums support this type of research and have further flourished over the past five years. These also develop engagement in community relations.

Pursuing funding for research via national and international central funding agencies is another aspect of the research strategy. Obtaining funded projects is highly regarded. It is primarily seen as a natural path to impactful research output and not as an end in itself. The past five years have seen tremendous growth in this regard, placing CASE and GSB in a leading position among similar institutions in Türkiye and in the region.

Finally, research is seen as a natural complement to the mission of developing leadership in education. Good teaching feeds on a productive research agenda, and an industrious research agenda can only benefit from teaching to good students.

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Subjects

Business
Administration



Yes, the entity is involved in teaching

GSB Academic Programs

Impact Purpose

GSB offers a well-established and quite-balanced portfolio of the Executive MBA (EMBA), an MBA, an MSc in Finance (MFIN), an MSc in International Management (Koç MIM and CEMS MIM), a PhD in Business Administration program and a non-degree executive education program.

Impact Statement

The master-level program portfolio is mainly structured on the axis of the post-experience (EMBA, MBA, MFIN) and pre-experience (Koç MIM and CEMS MIM) programs. KU is a member of the Global Alliance in Management Education (CEMS). In each of these programs, we blend academia with business application to prepare our students to make informed decisions in real-life situations in uncertain and turbulent environments. We prepare our students to align their decisions with the interests of various stakeholders, such as shareholders, customers, and society. Since the last PRM reporting GSB has constantly improved its curricula with new modules/tracks according to the current academic needs and trending expectations from the global and local markets. The Technology Track (TECH MBA), the Design Strategy and Management Track (Design MBA) and Healthcare Management Track (Health MBA) are such examples. All our programs are highly interactive, using both technology and teaching practices that stimulate knowledge sharing. The key factor of the GSB program design stems from its strategy of being connected to the globe as well as to other disciplines which encourages innovation and creativity. We maintain unique and productive linkages with other colleges to address the specialized interdisciplinary requirements of the modern business environment.

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Subjects

Business
Administration



Yes, the entity is involved in engaging communities and business

Engaging communities and businesses

Impact Purpose

GSB has a strong engagement with businesses and the community, leveraging its affiliations with Türkiye's largest conglomerate and international partnerships such as the CEMS Alliance. The school enhances management in family-owned companies through programs like the "Young Leaders in Family Businesses Certificate Program" with E&Y, involves alumni in program redesign, and conducts significant fundraising for scholarships. Center for Civil Society and Philanthropy Research and research forums like KUMPEM and the Corporate Governance Forum strengthen ties between academia and industry, contributing to corporate governance improvements and supporting PhD students. Additionally, KU Executive Education (Koç Exec Ed) fosters faculty development and executive growth, aligning with the mission to build better leadership and adaptability to new technologies. These initiatives collectively demonstrate the school's commitment to impactful community and business engagement.

Impact Statement

Affiliated with Türkiye's largest conglomerate, we have strong connections with the local businesses. Furthermore, we are the only business school in Türkiye to connect with the CEMS Alliance which is currently partnered up with more than 70 multinational corporations around the globe (<https://www.cems.org/corporate-social-partners/cems-corporate-partners>). We have well-established partnerships with businesses, such as "Young Leaders in Family Businesses Certificate Program" (YLFB) designed with E&Y, in order to enhance the management in family-owned companies and to promote the sustainability of the young generation to take part in the future of their family business. We involve our alumni in the redesign of graduate programs through advisory boards. As part of 30th anniversary activities, the university took a massive fundraising campaign to mobilize alumni to support student scholarships. In addition, our new research center, Center for Civil Society and Philanthropy Research, focuses on improving community relations of our university while contributing to social impact.

Our global and industrial connectivity empowers both our academic programs as well as our executive education collaborations. There are two research forums directed by GSB at KU that enhance collaborations between executives and faculty members, namely KUMPEM (KU Migros Retail Education and Research Center) and Corporate Governance Forum. KUMPEM started as a platform for executive education through which CASE and GSB established ties with the leading retailer Migros. Migros, through KUMPEM, currently supports PhD students and sponsors an annual conference on retailing, among other activities. The Corporate Governance Forum aims to combine efforts to contribute to the improvement of corporate governance practices via research, as well as facilitating the dialogue between academicians and practitioners to develop a solid base for corporate governance. The forum facilitated collaboration between Deloitte and KU within the scope of Deloitte's Best Managed Companies award program.

Koç Exec Ed plays a key role in the educational activities and strategy of KU by reaching out to the industry and contributing to the professional and personal growth of executives participating in our programs. In doing so, Koç Exec Ed fosters faculty development through research contributions and by enhancing the delivery of degree programs at CASE and GSB. Additionally, aligned with our mission to raise leaders who contribute to the betterment of society, our priority is to build programs around

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Subjects

Business
Administration,
Corporate Social
Responsibility (CSR),
Ethical Leadership,
Responsible
Management
Education, Sustainable
Development

subjects where we can add value to our clients for better leadership as well as enhancing their capacity to adapt to new technologies.

KU is a research university. Faculty members are involved actively in research and publish extensively. Knowledge and research can be disseminated not only via publications or academic presentations, but also via outlets such as executive education programs. Koç Exec Ed is a practical and effective path for reaching industry. Faculty use the venue to share their research with executives. In a sense, communicating relevant (and their own) research adds a unique characteristic to an instructor. Koç Exec Ed programs increase the visibility of participating faculty members and their research. A scientific research program is still in progress through the Corporate Governance Forum. We envision that Koç Exec Ed would further facilitate similar research and teaching collaborations with leading companies.

3. List the names, positions, and email addresses of all people responsible and accountable for RME at the PRME Signatory Member

The names, positions, and email addresses of all people responsible and accountable for RME at Koç University

Impact Purpose

At KU, numerous staff members, including senior directors and deans, play a crucial role in upholding the RME responsibility principles. Their efforts are integral to our commitment to responsible management education

Impact Statement

CASE & GSB

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KU as parent institution

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Subjects

Ethical Leadership, Responsible Management Education

1. The PRME Signatory Member involves the following elements of RME in its degree programs. Mark all that apply.



RME is in the signatory's educational vision, so that it drives the signatory's business model and all educational efforts, courses, programs, degrees, and non-degrees

Koç University Business Model with RME in All Educational Efforts

Impact Purpose

KU strives for excellence in advancing knowledge and serving Türkiye and humanity. CASE & GSB focus on:

- 1. **Research:** Achieve academic excellence.
- 2. **Education:** Deliver world-class education and develop critical thinkers and leaders.
- 3. **Community:** Uphold ethical standards, social inclusion, participatory democracy, and sustainability.

Strategic Initiatives:

- 1. **UN SDGs and PRME Principles:** Integrated into the curriculum to focus on sustainability, ethical business practices, and social responsibility.
- 2. **Curriculum and Programs:** Diverse courses on social, economic, and environmental responsibility, required ethics courses, and the ALIS program for personal and professional skills.
- 3. **Social Impact and Innovation:** KU Social Impact Forum (KUSIF) supports social impact through teaching, research, and operations, offering experiential learning and supporting NGOs and social enterprises.
- 4. **Diversity and Inclusion:** The Diversity and Inclusion Office (DIO) ensures equitable participation and addresses discriminatory practices.
- 5. **Graduate Programs and Executive Education:** GSB's curriculum aligns with global sustainability standards, and Koç Exec Ed focuses on responsible leadership and adapting to new technologies.
KU ensures its graduates are well-prepared for an interconnected world through comprehensive educational strategies, research initiatives, and community engagement.

Impact Statement

KU consistently strives to advance knowledge through its efforts and to serve Türkiye and humanity as a model of institutional excellence. CASE & GSB's vision is to provide a world-class education, achieve academic excellence in research, and benefit society locally and globally. The graduates take leadership in economic and social progress as critical thinkers and creative individuals. They are dedicated to the highest ethical standards, social inclusion, and values of participatory democracy. To achieve our vision, as a follow up to our previous strategic plan, we continue to focus on 3 strategic priorities that follow from our mission and vision statements.

RESEARCH Achieve academic excellence in research

EDUCATION World-class education, internationalization, critical thinkers, leadership in economic and social progress

COMMUNITY highest ethical standards, social inclusion and values of participatory democracy, sustainability.

Over the past three years, both the University as a whole and the CASE & GSB have dedicated significant attention to embedding the SDGs and RME responsibility principles into the teaching curriculum. A comprehensive synopsis of efforts to integrate the RME business model across all educational initiatives is detailed below:

At the University level

KU's curriculum, academic tracks, certificate and outreach programs related to sustainability offer students numerous opportunities to engage with sustainability issues. The educational approach to corporate social responsibility at KU

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Business
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Entrepreneurship,
Environmental
Economics, Ethical
Leadership, Finance,
Responsible
Management
Education, Social
Entrepreneurship,
Sustainable
Development

encompasses a diverse array of broad issue areas, including labor and human rights, environmental concerns, philanthropy, corporate governance, and ethical business practices, such as the prevention of corrupt payments. Ethical reasoning is one of the seven knowledge areas of the revised liberal arts core program. Consequently, ethics and social responsibility issues are integrated into numerous courses.

The undergraduate curriculum offers a broad selection of core courses focusing on social, economic, and environmental responsibility. Currently, all students, regardless of their majors, are required to take electives in social sciences and ethics. They can choose from approximately 20 core courses on social issues and ethics, covering topics such as city and society, migration and globalization, human rights, environmental ethics, and media ethics. Additionally, KU supports over 74 student clubs and more than 400 volunteers dedicated to various social responsibility projects and activities. As part of the undergraduate core program every undergraduate student has to take at least one of the following:

- ETHR 100 – Struggling for Human Rights
- ETHR 109 – Environmental Ethics
- ETHR 101 – Ethics in Institutions and Society
- ETHR 111 – The Ethics of Happiness
- ETHR 102 – Legal Philosophy
- ETHR 112 – Bioethics
- ETHR 103 – Human Rights
- ETHR 113 – Quest for Ethical Foundation
- ETHR 104 – Political Theory and Law
- ETHR 106 – Education: Rights and Policies
- ETHR 105 – Ethics in Everyday Life
- ETHR 107 – Sexism and Discrimination

In 2019, an evaluation of the core structure was conducted, incorporating previous quantitative and qualitative data, new qualitative data from focus group interviews with students and faculty, a review of syllabi for all core courses, and an analysis of core programs offered at leading universities. This resulted in a revised document outlining the core program philosophy, providing clear and practical definitions of the seven knowledge areas, and establishing well-defined content criteria for each area.

Founded in 2010, Academic Life and Skills (ALIS) is a student-centered program designed to ensure students have a successful and enriching academic experience while introducing them to essential personal and professional skills. The program offers three courses: Academic and Life Skills, Transition to Professional Life, and Next Generation Leadership. Enrichment by diversity is the core concept of all ALIS classes.

Complementing the curriculum and the teaching model mentioned above, the core mission of the Office of International Programs (OIP) is to enhance international project development by pursuing specific programming efforts focused on global engagement, which drive 'internationalization at home' (IaH).

OIP's global engagement programs, open to both undergraduate and graduate students, are designed around a 21st-century global citizenship model. This model encompasses global awareness and systems leadership, intercultural sensitivity, personal development, interpersonal skills, narrative literacy, creative problem-solving, and entrepreneurship. OIP continuously works to integrate this model into its flagship global engagement, service-learning, and social entrepreneurship programs. The office also provides international opportunities to students, helping them experience changes in attitudes and behaviors, gain a better understanding of diverse cultures, be more open to diversity, broaden their horizons, and develop a more inclusive mindset towards the world.

Since 2019, the Special Projects unit has experienced a good turnout of international students for its short-term programs such as, International Migration and the Crisis, and Prelude to the

Middle East. The Peacemakers project, OIP's Erasmus+ KA2 project, yielded sufficient outcomes and activities to establish and sustain Peace Envoy student networks at KU and collaborating institutions. The outputs of the Peacemakers project and a co-led project called Waladu have been publicly shared. The International Projects unit has advanced and developed new partnerships for OIP's unique co-curricular program, the Global Learning and Leadership Program (GLLP). Student-led projects on and off campus have been an influential component of GLLP: the Leadership Development and Community Building Program held in Santos, Brazil, was received very positively by participating students. The KUGlobal Aid student group conducted service learning projects around the migration issue in Istanbul.

Since its establishment in November 2012, KU Social Impact Forum (KUSIF) has been serving as both a research and practice center and a catalyst for social innovation. KUSIF creates sustainable programs and builds local stakeholder networks to generate social impact through collaborative action. The Forum assists KU by integrating sustainability and social impact into teaching, research and operations. KUSIF increases the capacity of social impact actors to access skills and knowledge for social impact measurement, while communicating results and knowledge about social impact creation and sustainability. Additionally, KUSIF has developed knowledge and network on social entrepreneurship nationally and internationally and became an important actor in the ecosystem. KUSIF Managing Director Dr. Gonca Ongan has been included in the list of Top 100 Women in Social Enterprise in Euclid Network's evaluation in 2021.

KUSIF supported KU academic agenda by teaching the following courses:

- Social Entrepreneurship for undergraduate students,
- Creating Social Impact through Collaborative Projects: Experiential Learning, for undergraduate students.

KUSIF draws on its expertise and social impact to deliver courses which are interactive and based on experiential learning. Students work with real life problems and are offered free social impact consultancy throughout the course. The output of these courses are:

1. Pro-bono consulting for 8 NGOs, 2 companies and 3 social enterprises to help them develop a theory of change with their social programs and social investments.
2. A Social Impact Projects Bazaar was organized at Koç University.
3. Social Impact Lab: The Social Impact Lab is a KUSIF project established in November 2018 to help students with social entrepreneurship ideas on their path to becoming full social entrepreneurs. The project provides workspace, mentorship, professional support, seed funding, workshops, intense trainings, a wide network, and research tools. The Social Impact Lab also hosts workshops, roundtables, podcast interviews, and film screenings to increase students' interest and capacities in social entrepreneurship, civil society and social impact.

The Dean of Students Office shares the institutional vision that the development of students' core competencies cannot be realized solely through academic programs. Thus, the Dean of Students Office works across several key areas to help students develop these skills. In line with this objective, the Dean of Students established the Diversity and Inclusion Office (DIO) in December 2019, making it the first of its kind within a university in Turkey. During the COVID-19 pandemic in 2020, the DIO

provided crucial support to students, particularly those from vulnerable socioeconomic groups. The DIO ensures that all students, regardless of gender, language, disability, ethnicity, or cultural background, can participate equally in university life at KU. This office is responsible for receiving, reporting, and monitoring student complaints related to unequal or discriminatory practices, attitudes, and situations. Additionally, the DIO coordinates with all other university units to develop solutions for any unequal or discriminatory issues students may face during their education.

In 2024, the Unit organized the following seminars and trainings:

1. LGBTIQ+ basic concepts
2. Approach to students in line with sexual orientation, gender identity and gender characteristics and things to be considered
3. Considerations for students in the process of gender transition
4. Considerations for students living with HIV

KU established the Gender Equality Plan (KUGEP) in 2022. The Office started an initiative to inform faculty to integrate SDGs in their curriculum. Many of our courses directly or indirectly address the SDGs. This initiative is still work in progress.

At the CASE & GSB level

10% of the area electives of the undergraduate studies at CASE are directly related to the SDGs. In this context, we have two track programs which are relevant: Global Learning and Leadership for Sustainability (GLLS) and Sustainability and Impact Management track programs. Some sample courses which are included within the scope of these track programs are as follows:

1. ALIS 360 - Next Generation Leadership
2. INTL 307 - Introduction to Policy Analysis
3. INTL 313 - Introduction to Global Political Economy
4. INTL 325 - Gender and Politics
5. INTL 360 – International Organizations and NGOs
6. INTL 365 - Survival and Prosperity in an Interdependent World
7. INTL 435 - International Migration in a Global World
8. MFIN 420 - Financial Technology
9. MGMT/PSYC 306 - Industrial, Work & Organizational Psychology
10. MGMT 310 - Creating Social Impact Through Collaborative Project Management Experiential Learning
11. MGMT 335 - Strategy in a Global Environment
12. MGMT 347 - Management Of Diversity in Organizations
13. MGMT 360 - Social Entrepreneurship
14. MGMT/MKTG 432- Corporate Responsibility
15. MGMT 455 - Impact Investment & Sustainability
16. OPSM 430 - Sustainable Operations

Other electives drawn from across the University are as follows: Next Generation Leadership and Transformation, Introduction To Global Political Economy, Gender and Politics, International Organizations And NGOs, Survival And Prosperity In An Interdependent World, International Migration In A Global World, International Human Rights Law, Gender And Law, Insurance Law, Social Design Studio, Creating Social Impact Through Collaborative Project Management Experiential Learning, Strategy In A Global Environment, Social Entrepreneurship, Corporate Responsibility, Ethics In Healthcare Services, Sustainable Operations Management, Applied Ethics, Energy And Environment, Global Health: Disparities & Determinants & Outcomes, Balance Sheet For Sustainable Energy, Social Problems, Rural Sociology, Environmental Sociology

CASE & GSB have been maintaining a global, socially inclusive and ethical perspective with emphasis on sustainability as one of its PLOs, therefore, ethics and social responsibility issues are included in many of the courses. Graduate curriculum at GSB ensures that the programs are aligned with global standards of sustainability, ethical leadership, and social responsibility. For example, Global Citizenship, Global Strategy, Global Leadership courses of the CEMS MIM & Koç MIM programs are redefined on the basis of the SDGs in 2019. Very recently, the “Sustainable Business Strategies for Competitiveness” elective course has been decided to be the core course of the Koç MIM program. Business Project which is the core component of the CEMS MIM & Koç MIM programs has been based on the responsibility values and principles over the past three years. Several examples are as follows:

ABB project - Understanding the concepts of smart factory, digitalization and sustainability on shop floor level and creating a shop floor narrative for sustainable operations

Kearney project - Pioneering a Sustainable Future: Finding the Right Pathway for Decarbonization

McKinsey project - How Turkish SMEs can improve their environmental sustainability

Post-experience programs at GSB namely EMBA, MBA, MFIN also prioritize the inclusion of the SDGs in their curricula, reflecting their growing importance in the business world. Below are some examples:

MGMT 512- Corporate Governance MBA Core Course The course addresses ESG (Environmental, Social, Governance) issues in several ways, though not as a separate subject. Through the examination of corporate scandals, students explore governance failures and propose improvements, addressing the "G" and "S" aspects of ESG. The course also reviews updated corporate governance codes influenced by ESG principles, examines the structures of major companies' boards, and discusses significant events like BlackRock's emphasis on climate risk, which ties into the "E" component of ESG.

MGMT 546 – Sustainability in Complex Systems: The course teaches students about complexity, sustainability, and systems through practical exercises, simulations, and games. It emphasizes the significance of understanding and addressing sustainability issues by exploring the omnipresence of systems and distinguishing between complexity and complicatedness.

MFIN 854 Risk Management - MSc in Finance Elective Course: This course includes discussions on ESG-related risks, especially climate risks, within the broader examination of risks that financial institutions face. It covers these topics as part of the discussions on operational risk and integrates them into the context of financial risk management.

MGMT 901 Business Ethics - Executive MBA Core Course: MGMT 901 integrates ESG concepts through various topics, covers essential aspects related to ESG principles.

MGMT 962- Corporate Responsibility- Executive MBA Core Course This course incorporates Environmental, Social, and Governance (ESG) principles extensively throughout its curriculum.

MGMT 908: Business and Government- Executive MBA Core Course: This course highlights the relevance of all SDGs but places special emphasis on certain goals that are directly related to ESG factors, such as climate change, environmental degradation, poverty, inequality, and peace and justice.

In summary, the GSB curriculum integrates responsibility principles across various courses to equip students with the necessary knowledge and skills to manage and address sustainability challenges effectively. In the new CASE & GSB Strategy Document (2026-2031) the articulation of the mission and vision will be redefined to include the SDGs.

Koç Exec Ed plays a key role in the educational activities and strategy of KU by reaching out to the industry and contributing to

the professional and personal growth of executives participating in our programs. Koç Exec Ed has shown significant growth in the portfolio of strategic partners, firms, customers, and Koç Exec. Ed. participants, leading to an increase in total revenues in the past few years. The growth of Koç Exec Ed programs is aligned with the strategy of reaching larger numbers of business community partners and helps strengthening stakeholder engagement. Focusing on increasing the number of Koç Exec Ed partners also helps supporting the strategy to expand research capacity. In addition, aligned with the mission of GSB, the priority is to build programs around subjects that we can add value to our clients for responsible leadership, as well as enhancing their capacity to adopt to new technologies.

Programs enriched with case analyses, skill-workshops, project workings, simulations, coaching, and all other tools, aim to develop the competencies of executives such as leadership, on-site problem solving and creativity, in today's competitive business world. The contents of training rich in knowledge and experience are parallel to the global developments and based on active learning. To that end, all our programs:

1. are tailored with an innovative approach to meet the specific needs of organizations and persons;
2. are planned and run with an honest, sincere, professional and empathic approach;
3. are based on an integration between academic knowledge and professional experience;
4. are provided by prestigious academic members of KU having national and international academic successes and sector professionals' expert on their field;
5. creates an atmosphere to develop synergic communication and potential business connections;
6. aims to enhance the efficiency of employees, leadership skills and team harmony;
7. contributes to people having a more successful business life plus a more balanced and content social life by discovering their strengths and improvement areas.

In addition to creating tailor-made solutions for our business collaborators, GSB is also a partner in the government funded Turquality program. Turquality is a state-funded brand-building support program with an objective of creating global brands. It is designed to provide support to elevate companies to the level of international benchmarks and to create strong brands with higher added value and market share. The program aims to create a synergy among Turquality companies and to deepen executives' practical experiences with prominent academicians in their field. In this context, KU is one of the educational partners of the Turquality program, providing training for and discussing contemporary approaches with executives of Turkish companies in the Turquality program.



Topics in various courses at the discretion of the professor

This object is marked as 'PRME Community only' and can only be viewed in PRME Commons.



Courses with RME in the course-level learning goals (excluding PhD)

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Learning Object

Title: Examples of course syllabi with course-level RME learning goals

Description: Koç University Sustainability Curriculum for undergraduate studies open electives

Date: 07/08/2024

Language: English

Sharing Rights: Public

Department: Koç University all disciplines

Learning Object Subject: All disciplines

Educational Level: Undergraduate

Learning Outcome: Responsible citizens

Interactivity Type: Active

Description: This is a curation of all sustainability related courses at Koç University that are open to all undergraduate students from all disciplines designed for student mindset shifting to sustainability



The Gender Equality

Office presents the 'Sustainability Curriculum' poster series for Spring 2024, an extensive compilation reflecting Koç University's steadfast commitment to fostering sustainability education across a broad spectrum of academic disciplines.

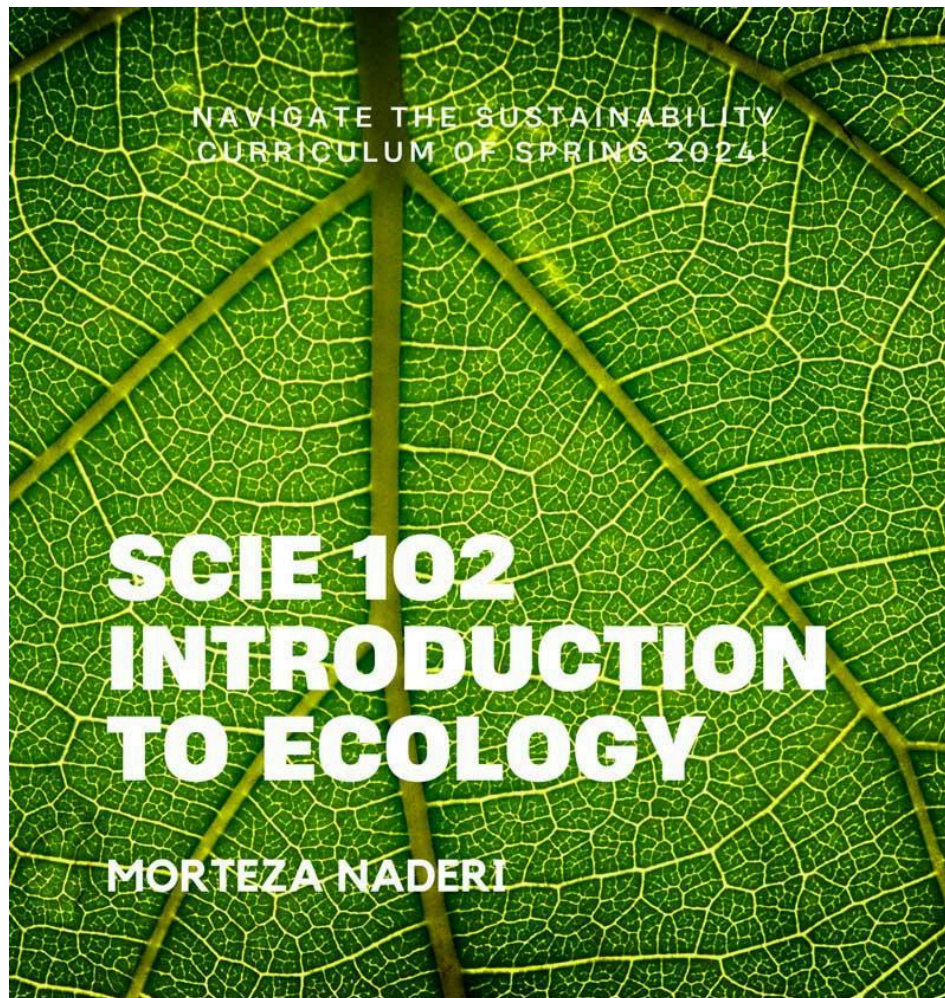
It serves as a testament to sustainability's profound transdisciplinary nature, showcasing how universities play a critical role in fostering creative knowledge generation and skill development to confront the multifaceted challenges of sustainability.

By highlighting courses that delve into pivotal themes such as climate change mitigation, sustainable agriculture, and social justice, the series underscores the importance of enabling future generations to engage in the ongoing fight for a sustainable world. Moreover, the posters

aim to illustrate the intricate overlap and intersectionality of sustainable development goals, recognizing the increasingly complex nature of global challenges that necessitate interdisciplinary collaboration for meaningful progress.

In crafting this series, the Gender Equality Office seeks to underscore the vital role of gender equality as a fundamental and cross-cutting goal that intersects with and complements broader sustainability initiatives, thereby contributing to a more inclusive and equitable sustainability framework.

Through this comprehensive exhibition, we extend a humble invitation to all members of the campus community to partake in meaningful discourse, introspection, and collective action as we endeavor to forge a sustainable future grounded in knowledge, empathy, and academic rigor.



Explore ecology's core principles from organisms to ecosystems, covering climate, populations, biodiversity, and human impacts.



SCIE 102 / Introduction to Ecology

Introduction to the science of ecology including the physical, chemical and biological processes, and interactions that influence the distribution and abundance of organisms. Fundamental principles and concepts of ecology across multiple levels of organization: individual organism, population, community, ecosystem, and landscape. Global climate/biome structure and distribution, population structure and growth, community diversity, species interactions, evolution, energy flow, nutrient cycling, succession, molecular ecology, and human influences on ecosystems.

NAVIGATE THE SUSTAINABILITY
CURRICULUM OF SPRING 2024!

INDR 450/550 SUSTAINABLE SUPPLY CHAINS

METİN TÜRKAY

Delve into sustainable practices for supply chain and logistics systems, exploring key concepts and models with real-world examples.



INDR 450 / 550 – Sustainable Supply Chains

This course comprehensively examines sustainable approaches within supply chain and logistics systems, integrating real-life examples. Aligned with UN Sustainability Goals, it addresses key areas like clean water, affordable energy, and responsible production. Throughout the semester, students engage in diverse group projects covering topics such as smart grids, circular textiles, urban agriculture, and impact assessment metrics, fostering collaboration and innovative solutions.

NAVIGATE THE SUSTAINABILITY
CURRICULUM OF SPRING 2024!

SOCI 527/ GLBH 527 MIGRATION & HEALTH

**AHMET İÇDUYGU, SIBEL SAKARYA, İLKER
KAYI, SOUAD OSSEIRAN**

Explore the nexus of human mobility and health, with a focus on global perspectives and mental well-being, while gaining tools to navigate healthcare challenges in diverse migration settings.



SOCI 527 / GLBH 527 – Migration and Health

Key concepts and considerations in migration scholarship at the intersection of migration and health. necessary tools to analyze the ways migration, status and the influence health across contexts and migration types. Case studies from around the world to offer a global perspective on core themes of concern in migration and health, human mobility and health, equity in healthcare in migration, non-communicable diseases and migration, migrant and refugees' access to health services, gender, health and migration, mental health and migration, mobile health professionals, promoting health in migration.

NAVIGATE THE SUSTAINABILITY
CURRICULUM OF SPRING 2024!

HSMM 514 EMERGING INFECTIOUS DISEASES, AWARENESS AND PREPAREDNESS

MERT AHMET KUŞKUCU

Explore the complexities of emerging infectious diseases, delving into laboratory preparation and diagnosis capacity, fostering awareness and knowledge essential for combating epidemics.



HSMM 514 – Emerging Infectious Diseases, Awareness and Preparedness

In this course, information will be given about emerging infectious diseases that have the potential to threaten our region and that may gain importance again, and how laboratory preparation can be made in this regard will be discussed. The aim of this course is to create awareness about emerging infectious diseases and to provide knowledge to provide laboratory diagnosis capacity in epidemics that may occur with these agents. Students will prepare a presentation for the planned topics. Evaluation of students will be based on their performance in presentations, participation in scientific discussion and exam results.

NAVIGATE THE SUSTAINABILITY
CURRICULUM OF SPRING 2024!

NURS 304 MENTAL HEALTH AND PSYCHIATRIC NURSING

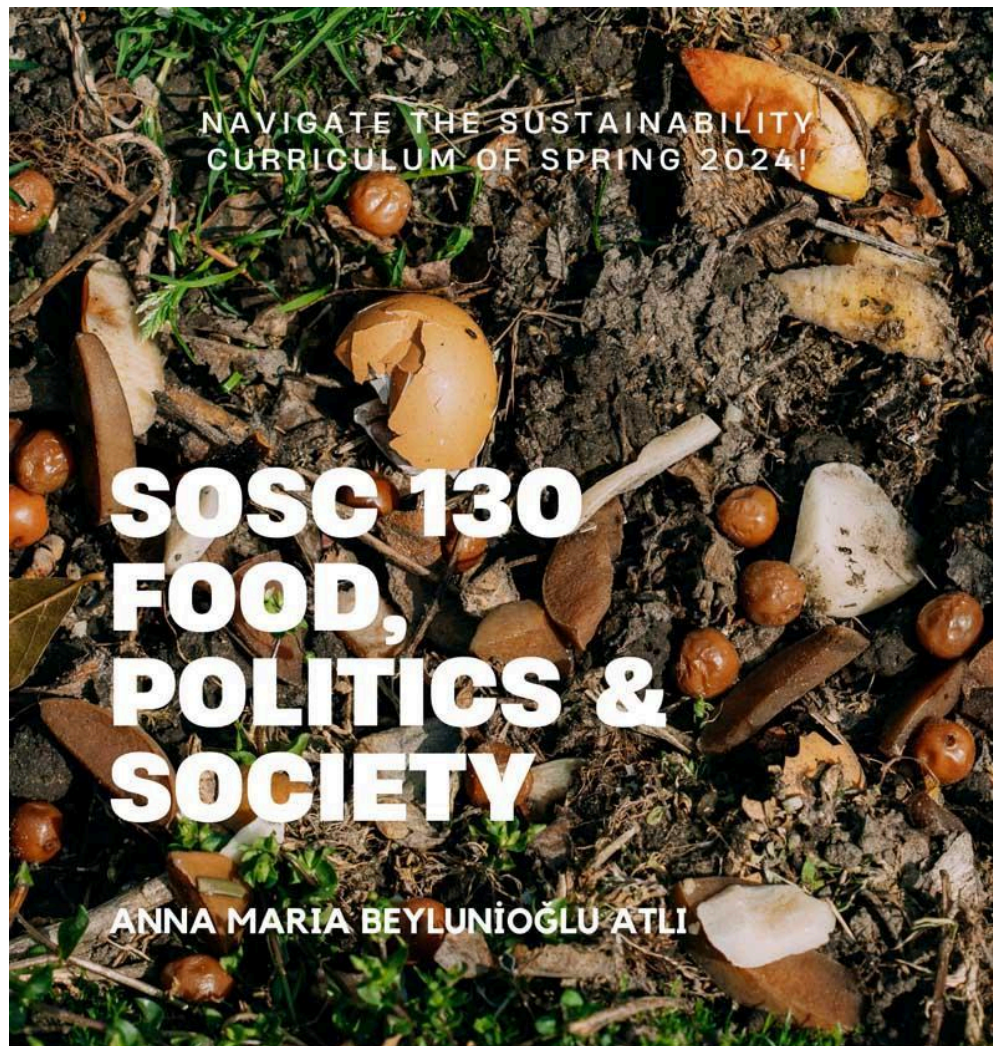
FAHRİYE OFLAZ

Explore mental health nursing essentials, including assessment, care for major disorders, and ethical practices, with a focus on inclusivity and diverse patient populations in psychiatric services.



NURS 304 – Mental Health and Psychiatric Nursing

Basic concepts and indicators in mental health, role and responsibilities of mental health and psychiatric nurses, structure of psychiatric services, mental health assessment, mental health promotion and preventive interventions, symptom management and care for major mental health disorders, therapeutic modalities in psychiatry, psychiatric rehabilitation, ethical and legal issues related to mental health.



Delve into the politics of food, examining its intersections with identity, global institutions, and social disparities, and critically analyzing the relationship between what we eat and the broader political landscape.



SOSC 130 – Food, Politics & Society

Political, economic and sociological approaches. Food in relation to several topics including identity, politics, global institutions, and social inequalities. Questioning how global/local politics and what we eat is related by placing food at the center of the debate. Theoretical and case-based issues related to contemporary realm of politics of food. Sociological and political science perspectives as well as vantage points of policy-makers, economists, environmentalists, civil society platforms.

NAVIGATE THE SUSTAINABILITY
CURRICULUM OF SPRING 2024!

MGMT/PHIL 356 ETHICAL DECISION- MAKING AND SUSTAINABILITY IN BUSINESS

ZACH GUDMUNSEN & DAVID KILLOREN

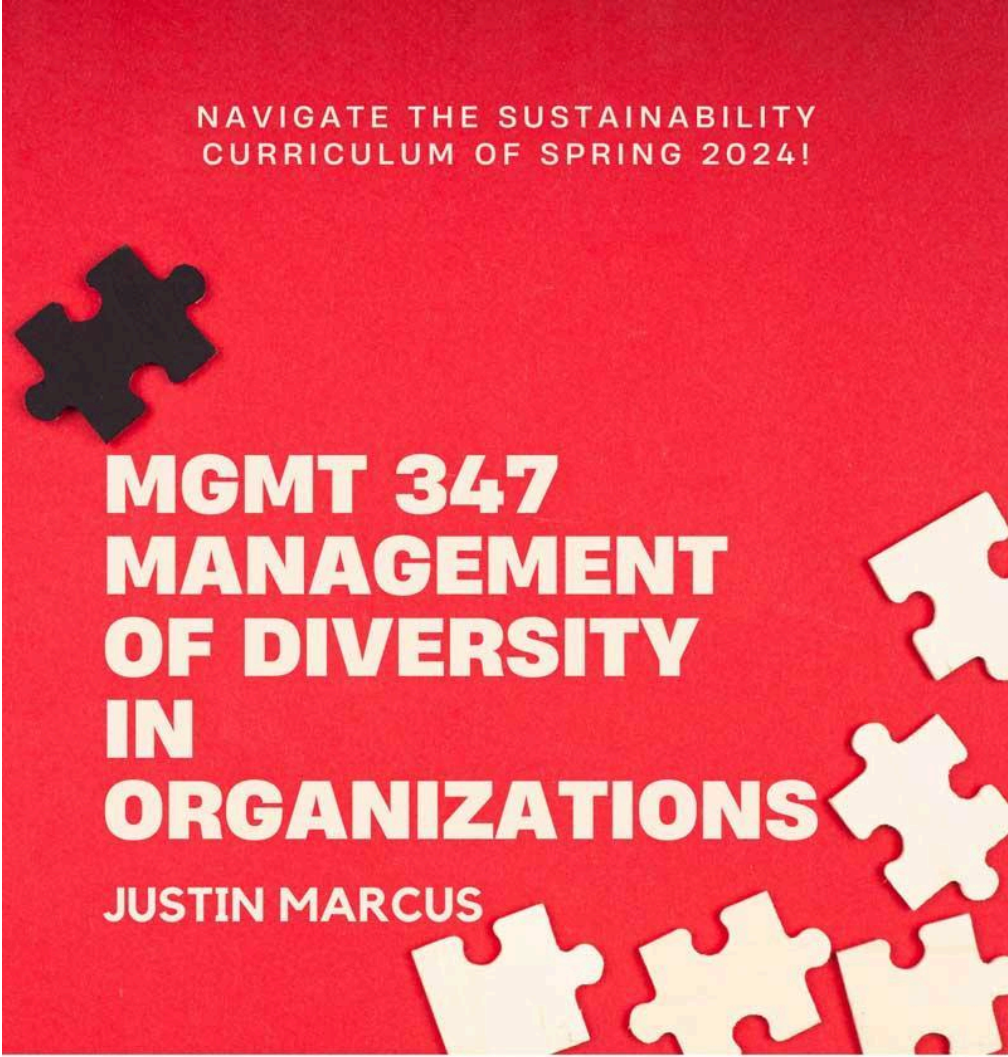
Explore ethical decision-making in business with a focus on sustainability and corporate responsibility, covering topics such as environmental stewardship, bribery, stakeholder obligations, and ethical marketing practices.



MGMT / PHIL 356 – Ethical Decision-Making and Sustainability in Business

Ethical issues in management and business. Includes sustainability and the environment; bribery, corruption, and whistleblowing; corporate ethics and duties to stakeholders; the ethics of cost-benefit analysis; the ethics of advertising and sales; and the ethics of career choice.

NAVIGATE THE SUSTAINABILITY
CURRICULUM OF SPRING 2024!



MGMT 347 MANAGEMENT OF DIVERSITY IN ORGANIZATIONS

JUSTIN MARCUS

Unlock the secrets to effective diversity management in today's workplaces. Dive into crucial topics like language, gender, aging, and disability, and discover how to create inclusive environments for all.



MGMT 347 – Management of Diversity in Organizations

Increasing number of women, older adults, and national/ethnic/sexual minorities entering the 21st century workforce necessitates effective diversity management in organizations. Key concepts and best practices diversity management will be reviewed, with an eye toward blending science with practice.

NAVIGATE THE SUSTAINABILITY
CURRICULUM OF SPRING 2024!

MKTG 451 MARKETING FOR SOCIAL IMPACT AND WELL- BEING

ZEYNEP GÜRHAN CANLI

Discover the nexus of marketing, social impact, and well-being, alongside topics such as materialism, financial constraints, corporate responsibility, social marketing, consumer boycotts, and sustainable practices.



MKTG 451 -Marketing for Social Impact and Well-Being

This course explores marketing's effects on individuals and society, emphasizing self-development and social impact. Topics include materialism's impact on well-being, corporate responsibility, and the psychological effects of brand relationships. Through interactive sessions and research projects, students analyze issues such as consumer boycotts, environmental sustainability, and the intersection of technology and privacy. Key skills developed include analytical thinking and creative problem-solving.



Explore sustainability and social innovation in Istanbul's urban context. Learn collaborative project management, social impact measurement, and stakeholder engagement for collective impact creation. Gain hands-on experience through real-life collaboration to create meaningful social value.



MGMT 310 – Creating Social Impact through Collaborative Project Management Experiential Learning

This course takes İstanbul as an urban laboratory to teach sustainability, social innovation, stakeholder collaboration for collective impact creation, collaborative project management, social value creation, social impact measurement, and inherent interconnections between business and other societal institutions to students both in the class and in the field. The course will create an experiential learning laboratory fostering collaboration between KU students, faculty, and non-profit organizations in İstanbul for the aim of creating social value. This course gives students the tools to enhance their social innovation through education in the class and interactions in real life; and as well support students to understand, identify needs, match these needs with available resources to develop & implement social impact projects.

NAVIGATE THE SUSTAINABILITY
CURRICULUM OF SPRING 2024!

OPSM 430 SUSTAINABLE OPERATIONS MANAGEMENT

SELÇUK KARABATI

Explore how businesses integrate sustainability into operations, supply chains, and product design to minimize environmental footprint. Learn stakeholder management through effective sustainability reporting for positive outcomes aligned with business goals.



OPSM 430 – Sustainable Operations Management

A business-oriented framework to analyze the tradeoffs and synergies that exist between operations' ecological impact and contributions to firm's strategic goals. Accounting for operations' environmental footprint. Integration of sustainability practices into a firm's operations management and its interfaces with product design, product lifecycle management, supply chain management, reverse and return logistics. Stakeholder relationship management via effective sustainability reporting.

NAVIGATE THE SUSTAINABILITY
CURRICULUM OF SPRING 2024!

MGMT 455 IMPACT INVESTMENT AND SUSTAINABILITY

NESLIHAN TONBUL

Discover Impact Investing, where financial returns meet positive social and environmental impact. Explore its evolution from a niche to a mainstream global investment strategy, navigating diverse themes and investor landscapes.



MGMT 455 – Impact Investment & Sustainability

In this comprehensive course, students will critically examine the history, principles, and global ramifications of Impact Investing. Through an exploration of diverse investment themes such as climate change and sustainable agriculture, participants will develop a nuanced understanding of this evolving field within the broader landscape of global finance.

NAVIGATE THE SUSTAINABILITY
CURRICULUM OF SPRING 2024!

SOCI 414 SOCIOLOGY OF EDUCATION

ÇETİN ÇELİK

Explore education's role in perpetuating societal inequalities. Investigate social mobility, stratification, and factors shaping educational outcomes. Delve into topics like social capital, school choice, and vocational education's impact on ethnicity, class, and gender.



SOCI 414 – Sociology of Education

Examines the relationship between the educational system and the reproduction of existing inequalities in societies. Focuses on social mobility, stratification and social reproduction as these relate to education. Topics include social capital, teaching as a profession, school choice, school dropouts, vocational education and higher education. Examines the interaction between education and ethnicity, class, and gender.

Learning Object

Title: Examples of course syllabi with course-level RME learning goals

Description: Koç University open elective courses for all undergraduate students from all disciplines

Date: 07/08/2024

Language: English

Sharing Rights: Public

Department: Koç University all disciplines

Learning Object Subject: All disciplines

Educational Level: Undergraduate

Learning Outcome: Responsible citizens

Interactivity Type: Active

Description: This is a curation of all sustainability related courses at Koç University that are open to all undergraduate students from all disciplines designed for student mindset shifting to inclusion and diversity



Specific degree programs with RME in the program-level learning goals and assessment rubrics

This narrative is marked as 'PRME Community only' and can only be viewed in PRME Commons.

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The signatory's pedagogical approach, which includes RME in all degree program design and pedagogical innovations

Navigate the Inclusive Curriculum of Fall 2023

The Gender Equality Office proudly presents this curated poster series, embodying our commitment to gender mainstreaming in teaching and curriculum analysis. Developed and compiled by our team, it amplifies our dedication to increasing the visibility of gender-inclusive courses, aligning closely with the Gender Equality Plan's objectives. Beyond gender inclusivity, these posters encompass a wide spectrum of inclusivity, spanning gender representation in cinema, animal ethics, and sustainability in corporate practices. This comprehensive approach underscores our dedication to fostering inclusive education and reflects the diverse ways inclusivity and equality lenses seamlessly integrate into educational curricula. Notably, three featured courses have received the Gender Inclusive Teaching Improvement Grant, reinforcing our commitment to inclusivity.

NAVIGATE THE INCLUSIVE CURRICULUM
OF FALL 2023!

ACWR 104

Academic
Writing for
the Social
Sciences

Mehmet Zeki Giritli

Tue-Thurs, Oct - Dec 23

8.30Am - 9.40Am

11.30Am - 12.40Pm

2.30Pm - 3.40Pm

Koç RfK Campus

CASE 124, CASE B35, CASE B38

ACWR 104 – Academic Writing for the Social Sciences

Building on skills developed in ACWR 101, ACWR 104 presents more advanced reading and writing tasks while introducing students to the types of writing, research, and analysis used in the Social Sciences. This interdisciplinary course will explore the notions of identity focusing specifically on “gender studies”, will interrogate the myriad ways in which a subject’s identity is developed and affected by a lifetime of events and happenings as well as by social expectations and (unwritten) rules. The focus will be on the cultural implications of gender, specifically the representation of gender in cinema and media.

NAVIGATE THE INCLUSIVE CURRICULUM
OF FALL 2023!

—ASIU 102

Imagining the Other

Jasmine Erdener

Tue-Thurs, Oct – Dec 23

8.30Am – 9.40Am

Koç RfK Campus
SNA B152

ASIU 102 – Imagining the Other

Examination of the definition of the 'Other', starting with the widespread description of the term as the processes by which social groups create boundaries and distinctions, often demonizing, dehumanizing, romanticizing, or exoticizing those who do not fit into their society. Exploring the notions of the Other represented in literature to canvas a human fascination with the foreign and the unknown, unlimited by time, place, or cultural context. Focusing on the ways of perception of the Other in socio-cultural, political, religious, geographic, ethnic, gendered, or racial terms in different cultures or time periods. Exploring human identity in relation to the Otherness of the monstrous, the animal, and the super-, sub-, or extra-human.

NAVIGATE THE INCLUSIVE CURRICULUM
OF FALL 2023!



—ASIU 117

Women and Gender in Literature

Gülşah Şenkol

Mon-Wed,
Tue- Thurs, Oct - Dec 23

2:30Pm - 3:40Pm
8:30Am - 9:40Am
10:00Am - 11.10Am
4:00Pm - 5:10Pm

Koç RfK Campus
SCI 103, SNA 103, SNA 159,
SNA B119

ASIU 117 – Women and Gender in Literature

An introduction to the various texts problematizing women's relationship with identity, culture and society. A cross-cultural and interdisciplinary approach exploring the connection between gender, sexuality, class, race, religion and nationality as reflected in literature.

* *Ara Güler, Beyoğlu Eğlencesi*

NAVIGATE THE INCLUSIVE CURRICULUM
OF FALL 2023!



—ASIU 124

Art and
Medicine: An
Introduction to
Visual Medical
and Health
Humanities

Lucienne Thys-Şenocak

Tue-Thurs, Oct - Dec 23

11.30Am - 12.40Pm

Koç RfK Campus
CASE B24

ASIU 124 – Art and Medicine: An Introduction to Visual Medical and Health Humanities

Explores the relationships between medicine, healthcare practices, the human body, and visual culture from Ancient Mesopotamia to present day Türkiye. An introduction to visual medical and health humanities, the human condition is examined using diverse works of art drawn from different eras, geographies, stylistic and cultural movements. Develops skills of critical observation, description, and creativity by studying works from the history of art that highlight medicine, healing, and healthcare.

**Frida Kahlo, The Two Fridas*

NAVIGATE THE INCLUSIVE CURRICULUM
OF FALL 2023!



—ARTS 356

Gender in Modern Theatre & Film

Mehmet Zeki Giritli

Wednesday, Oct - Dec 23

11.30Am - 2.10Pm

Koç RfK Campus
SNA B172

ARTS 356 – Gender in Modern Theatre & Film

This course explores the representation of gender and gender roles in theatre and film around the world. The course is designed to provide an insight to how gender roles are portrayed in theatre and film around different parts of the world, and how it reflects understanding of gender in various cultures. Through readings, discussions, and practical exercises, students will examine the ways in which gender shapes and is shaped by theatre and film, and will develop their own critical approaches.



Gender Inclusive Teaching Improvement Grant 2023

NAVIGATE THE INCLUSIVE CURRICULUM
OF FALL 2023!



—ETHC **114** Animal Ethics

Firat Akova

Tue-Thurs, Oct - Dec 23

4.00Pm - 5.10Pm

Koç RfK Campus
SCI 103

ETHC 114 – Animal Ethics

Introduction to the most influential views and arguments in animal ethics. General ethical theories and their applications to animal ethics; animal psychology; the ethics of pet ownership; the ethics of animal use in scientific research; consumer ethics; ethics of animal activism.

NAVIGATE THE INCLUSIVE CURRICULUM
OF FALL 2023!

—ETPR **212 & 312**

Ethics and
Professionalism
in Medicine

Oct - Dec 23

Semester Long

Koç RFK Campus
Koç University Hospital

ETPR 212 – Ethics and Professionalism in Medicine

This course aims to enable school of medicine students to develop effective and appropriate patient-centered consultation, learn ethical principles, develop professionalism and physical examination skills that are necessary for good clinical practice with learning sessions in small groups and short role-plays with both the instructor/s and their peers. The course covers training on clinical skills in the skills laboratory located at the main campus and the Koç University Hospital. Additionally, this course has a dedicated critical session on diversity, inclusion, and equality.

NAVIGATE THE INCLUSIVE CURRICULUM
OF FALL 2023!

GLBH 525

Social Determinations of Health

İlker Kayı

Wednesday, Oct - Dec 23

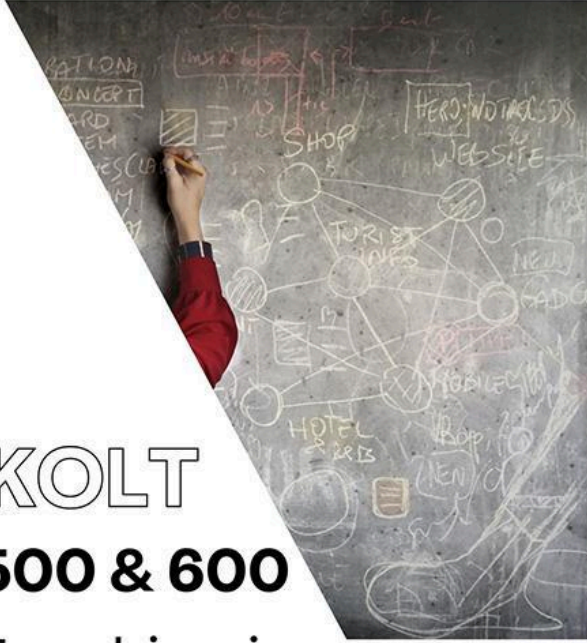
2.30Pm - 5.10Pm

Koç RfK Campus
CASE B40

GLBH 525 – Social Determinations of Health

This course aims to define and systematically examine the social determinants that affect health. The focus of the course is to discuss the social determinants of health in a social, economic and political context with a methodological approach. In this course, the factors affecting the health of the societies living in rich and poor countries and the systems that affect the health of the society in different parts of the world are evaluated with a critical perspective. Health inequalities, early life, physical environment, unemployment, nutrition, migration and minorities, elderly life, religion, beliefs and values related to health and inequality are discussed with a conceptual and methodological approach.

NAVIGATE THE INCLUSIVE CURRICULUM
OF FALL 2023!



KOLT

500 & 600

Teaching in Higher Education

Ferah Özer
Jale Günbak Hatil

Oct - Dec 23

Semester Long

Koç RfK Campus
Online

KOLT 500 & 600 – Teaching in Higher Education

Foundations and basics of designing effective teaching environments for higher education courses, learning principles, teaching in English, integrating learning technologies into teaching practices, grading, communicating with students and instructors, and superdiversity and gender sensitive pedagogy.

NAVIGATE THE INCLUSIVE CURRICULUM
OF FALL 2023!



—INTL 325 Gender and Politics

Özlem Altan

Mon-Wed, Oct - Dec 23

2.30Pm - 3.40Pm

Koç RFK Campus
CASE Z24

INTL 325 – Gender and Politics

This undergraduate seminar critically explores a variety of political, social, and economic processes through a gendered perspective. The class revisits issues of politics and political economy by focusing on various inequalities that govern the lives of men and women in their everyday lives. The course material is organized so that we discuss themes such as, but not limited to, nation-state formation, citizenship, labor, and development.

NAVIGATE THE INCLUSIVE CURRICULUM
OF FALL 2023!



MAVA
350

Designing Visual
Communication
Solutions for Raising
Awareness on Gender
Based Violence

Wednesday, Oct - Dec 23
11.30Am - 2.10Pm

Çağla Turgul

Koç RfK Campus
CSSH Z105

MAVA 350 – Designing Visual Communication Solutions for Raising Awareness on Gender Based Violence

This course explores effective visual communication strategies to develop impactful media designs-advertising campaigns and visual communication design products- that raise the issue of gender-based violence, specifically intimate partner violence, and issues related to consent, within the context of Koç University campus. Through collaborations with CSSH Faculty and professional from related fields, via discussions, talks and workshops, students will develop a critical understanding of gender-based violence and its underlying causes to create impactful visual campaigns that raise awareness to prevent incidents, support survivors and promote positive change within the campus community.



Gender Inclusive Teaching Improvement Grant 2023

NAVIGATE THE INCLUSIVE CURRICULUM
OF FALL 2023!



MAVA/
SOCI

406 & 402

Media,
Culture,
and Society

Jasmine Erdener

Tue-Thurs, Oct - Dec 23

11.30Am - 12.40Pm

Koç RfK Campus
CASE Z08

MAVA 406 / SOCI 402 – Media, Culture and Society

Major social scientific theories and concepts that examine mass media and computer mediated communication. Use of foundational and contemporary concepts to examine the role of communication and information technologies in shaping interactions among economics, politics, culture, and the broader society. Study of media and communication as objects of social

scientific inquiry in relation to issues such as politics of representation, social movements, inequality, affect, and the state.

**Film still from Alfred Hitchcock's Rear Window*

NAVIGATE THE INCLUSIVE CURRICULUM
OF FALL 2023!



—MGMT
560

Sustainable
Business
Strategies for
Competitiveness

Wednesday, Oct - Dec 23
11.30Am - 2.15Pm

Melike Mermercioğlu

Koç RFK Campus
SNA A42

MGMT 560 – Sustainable Business Strategies for Competitiveness

This course is designed to provide the organizations with a new and extended view regarding their role in generating strategies to produce sustainable solutions to environmental, societal and economic problems while enhancing their competitiveness at the same time. Gender equality and inclusion is one of the core issues covered in the overall scope of the course.



Gender Inclusive Teaching Improvement Grant 2023

NAVIGATE THE INCLUSIVE CURRICULUM
OF FALL 2023!

NURS 322

Stigma and Recovery in Mental Health

Fahriye Ofllaz

Friday, Oct - Dec 23

8.30Am - 11.20Am

Koç University Hospital
SANERC 105

NURS 322 – Stigma and Recovery in Mental Health

Recovery models for psychiatric disorders, community inclusion, psychiatric rehabilitation, stigma, stigmatized mental disorders, effects of stigma on individual, family and society, prevention of stigmatization and fight against stigma. In this course, the student will examine rehabilitation and community participation studies for individuals with a diagnosis of mental

disorder, and the models of recovery related to mental disorders. It is aimed to raise awareness about the difficulties experienced by one and the families diagnosed with mental disorder due to stigma and to discuss methods of fighting with stigma.

NAVIGATE THE INCLUSIVE CURRICULUM
OF FALL 2023!



**SOCI
211**

**Sociology
of Gender**

Gülşah Şenkol

Tue-Thurs, Oct - Dec 23

1.00Pm - 2.10Pm

**Koç RFK Campus
CASE Z08**

SOCI 211 – Sociology of Gender

This course examines gender as a major organizing principle in social life. Particularly, it focuses on how gender identities are socially constructed and how gender intersects with ethnicity, nationalism, class, sexuality, age and other dimensions of identity and social inequality. It also investigates the roles of family, education, the media, politics, economics and religion in shaping gender identities and inequalities.

* *Eren Eyüboğlu, “Sazlı Kadın”*

NAVIGATE THE INCLUSIVE CURRICULUM
OF FALL 2023!



— TLIT 270

Women in Turkish Novel

Ensar Erensayın

Mon-Wed, Oct - Dec 23

8.30Am - 9.40Am

Koç RfK Campus
SNA 156

TLIT 270 – Women in Turkish Novel

This course aims to study the female characters and stereotypes in Turkish literature through the angle of feminist literary criticism. In the beginning, we will discuss concepts such as woman as writer, and woman as reader. We will then move on to an examination of female characters in the major works of Turkish literature to reveal the sexist approaches in these works. Topics discussed during the course will also include the revision of women's literature in the light of the discussions around language and gender.

CASE & GSB's Pedagogical Approach for Involving RME in All Degree Program Design and Pedagogical Innovations

Impact Purpose

By signing the RME and Global Compact, we commit to advancing knowledge and understanding of corporate citizenship through research, education, and infrastructure. At CASE & GSB, we emphasize a holistic teaching approach that leverages faculty research, ensuring courses are grounded in the latest advancements. This strategy equips students with critical thinking skills, practical knowledge, and a global perspective. Faculty integrate their research into teaching, using innovative methods and continuous curriculum development. Programs address ethical behavior, corporate responsibility, and sustainability. The curriculum is developed with stakeholder input, and student engagement is prioritized through interactive learning experiences, international study trips, and practical projects, preparing graduates for leadership in a complex business world.

Impact Statement

By signing the RME and Global Compact, we pledged our commitment to contribute to the objective of increasing knowledge and understanding of corporate citizenship with our research, educational resources, learning know-how, and infrastructure. Our objective is to advance the agenda of the RME and Global Compact at the local and global level and to play an important role in shaping future business leaders and to educate them on the importance of responsible citizenship. Specifically at CASE & GSB, we prioritize a holistic and integrated approach to teaching that leverages faculty research to enrich the learning experience. This pedagogical strategy ensures that our courses are grounded in the latest academic and practical advancements, fostering a dynamic and engaging learning environment. Through the integration of research, interactive teaching methods, and comprehensive curriculum development, we aim to equip our students with critical thinking skills, practical knowledge, and a global perspective. The following sections outline the various ways our faculty incorporate their research into teaching, the innovative pedagogical methods employed, and our commitment to continuous improvement and alignment with the RME.

Integration of Faculty Research into Teaching

Professors are encouraged to teach courses in their areas of expertise and offer special topics courses based on their research. For instance, Prof. Zeynep Gurhan-Canli's course on Marketing for Social Impact and Well-being is designed to give a scientific perspective on the effects of marketing on individuals and society. Our faculty frequently integrate their research into their teaching and use it for discussions in class. For example, in the ECON 499 Capstone course, an entire case is developed to understand the economic impacts of vaccination, the effects of vaccination on international trade, and to discuss the role of governments and other institutions in vaccine distribution. This case builds on academic papers by our faculty: "Economic costs of inequitable vaccine distribution across the world" by Cem Cakmakli, Selva Demiralp, Sebnem Kalemli-Ozcan, Sevcin Yesiltas, and Muhammed A. Yildirim, VoxEU, February 2021. Similarly, the ECON 102 Introduction to Macroeconomics and ECON 360 Money and Banking courses use faculty research to discuss central bank credibility (A Dynamic Evaluation of Central Bank Credibility by Cem Cakmakli and Selva Demiralp) and time inconsistency (How do exchange rates respond to political rhetoric by populist leaders? by Cem Cakmakli, Selva Demiralp, and Gokhan Sahin Gunes). In the ECON 440 Banking and

Applicable Date Range

Aug. 30, 2024 - Aug. 29, 2025

Owner

Didem Ozgur Ozden

Contributors

Didem Ozgur Ozden

Sharing rights

Public

Language

English

Country

Türkiye

Subjects

Business
Administration,
Corporate Social
Responsibility (CSR),
Ethical Leadership,
Finance, Responsible
Management
Education, Sustainable
Development

Regulation course, a framework is developed based on "Stability of Funding Models: An Analytical Framework" by Thomas Eisenbach, Todd Keister, Jamie McAndrews, and Tanju Yorulmazer, Federal Reserve Bank of New York Economic Policy Review, Special Issue on the Stability of Funding Models, 2014, 20 (1). In ECON 430/530 (Experimental Economics), Prof. Seda Ertac uses insights from her research using laboratory and field experiments.

In addition to reviewing the results of these studies, instructors lead students through similar experiments in the classroom, allowing them to experience the perspective of a subject in an experiment. PLOs at CASE include exposure to research methodology and data analysis tools for managerial decision-making. Our curriculum addresses these competencies at various levels, ensuring that students are exposed to courses that utilize advanced research methods. Prof. Ertac also involves students in ongoing research, discussing the disadvantages and advantages of various experimental designs. This hands-on experience often inspires students to become research assistants in subsequent semesters.

We have initiated a program to integrate the SDGs into our curriculum. Many courses directly or indirectly address these issues, with about 10% of area electives related to SDGs. Relevant track programs include Global Learning and Leadership for Sustainability (GLLS) and Sustainability and Impact Management. There are several courses offered at CASE undergraduate programs, which address issues relating to ethical behavior and corporate responsibility. An ethics course is required among the core courses. Elective courses such as Corporate Social Responsibility and Management of Non-profit Organizations, and our new course Sustainable Operations Management, directly cover these topics, while functional courses in finance, accounting, and marketing cover these topics within the scope of several courses.

Curriculum Development and Stakeholder Involvement

We have launched a curriculum committee to prioritize curriculum mapping and program reviews. By collecting input from various stakeholders, including students, alumni, and industry representatives, we have organized blended education programs and courses such as OPSM 430-Sustainable Operations Management, ECON 350-Behavioral Experimental Economics, ECON 452-Economics of Innovation, and MFIN 420-Financial Technology. We have established program-specific advisory boards for curriculum and research development. Our executive education programs aim for intensified faculty involvement, and we are launching an Executive in Residence program to bring senior executives to our campus for lectures and student interactions. The Office of Learning and Teaching (KOLT) improves teaching quality and facilitates student learning by applying the latest pedagogical approaches and technological developments. Activities include faculty support, course and curriculum development, and integration of educational technologies. KOLT also conducts focus groups with students and analyzes student evaluations to identify improvement opportunities.

Our teaching performance is continuously evaluated through student feedback. We are analyzing student evaluations to identify patterns and set a baseline for improvements. Additionally, we are upgrading our technical infrastructure to support web-based teaching systems and software development skills for our students.

Skills acquisition is a key part of our undergraduate programs, starting with core courses and continuing with area-required courses and electives. The Career Services Office organizes seminars, career fairs, and other activities to support students' career development. Teaching methods include lectures, guest speakers, in-class exercises, company visits, case analyses, and simulations.

Graduate Program Delivery and Engagement

To develop sufficient generalist management knowledge, skills and values, the graduate level programs require substantial interaction between faculty and the cohort group, in addition to providing appropriate space for private study and reflection. GSB gives great importance to student engagement in learning experiences. The institution provides the structure and opportunities for engagement, supports and encourages student initiatives, and expects student involvement and achievement. Students are expected to play an active role in their experiences in both academic and professional contexts.

Graduate Program ALIS workshops feature topics such as preparing for academic presentations, managing conflicts effectively, managing procrastination, and coping with stress.

Course Projects: At least 50% of the courses in all master's programs include a course project where students apply their knowledge in a real-world problem or analysis.

Case Studies: Approximately 50 cases from a variety of sources (Harvard, Kellogg, Darden, INSEAD, and Koç) are used in MBA and EMBA programs.

Simulations: A few courses in the master's programs make use of simulations/games including Marktstrat (in MKTG 901), Cornell PIXL Management Simulation (in MGMT 902), Virtual Stock Exchange simulation (in MFIN 552), Global Supply Chain Management (in OPSM 901 and OPSM 501), Process Analytics (in OPSM 501), Inventory Basics (in OPSM 501), Crafting Your Life (in MGMT 502), Patient Zero (in MGMT 502), Leveraging Networks (in MGMT 502), Evolving Structures (in MGMT 502) and Capsim simulation (in MGMT 515). The Everest Leadership Simulation game is also used in all programs.

International Study Trips: The international business study trip component has been an important learning opportunity in the EMBA program for many years. Students join a week-long program focusing mostly on international trade, businesses and governments, globalization enriched with site visits and cultural activities. Additionally, MFIN students were invited to join an international study trip to London School of Economics and Political Science on a voluntary basis where they deepen their knowledge on the global economy and visit prominent financial institutions. GSB plans to keep on organizing international study trips when the pandemic is over.

GSB Masters Seminars: GSB offers seminars in a variety of forms, such as executive seminars, skill seminars, and seminars with special themes to foster student engagement.

Business Projects: MIM program requires semester long consultancy projects, which are supervised by a faculty member. Students work in teams of 3-5 on an actual business problem with a corporate partner as well as the academic advisor and make a presentation at the partner company. In Spring 2024, such projects were conducted in partnership with McKinsey, Kearney, Arçelik, ABB and L'Oreal.

Coaching for Leadership Program for Post-Experience Students: This initiative consists of monthly sessions with a professional coach. Topics include knowing myself, achieving my personal goal, management development, and leadership development.

Career Development Center (CDC): The CDC also offers services for graduate students. Functions of the center are complemented with leadership and skill seminars and the coaching program for master's students.

In conclusion, our graduate business school's pedagogical approach is meticulously designed to cultivate generalist management knowledge, skills, and values through substantial interaction between faculty and students. Through these comprehensive efforts, GSB remains committed to delivering an education that not only imparts essential management knowledge but also encourages continuous student engagement, critical thinking, and professional growth. Our pedagogical

approach ensures that graduates are well-prepared to navigate and excel in the complex, ever-evolving business landscape.

1. The PRME Signatory Member involves the following elements of RME in its research endeavors. Mark all that apply.

☒

 Responsibility-related regular research seminars

Event

Title: Examples of responsibility-related regular research seminars

Description:
UNIC Virtual Meeting Room regular research seminar example

Date: 07/08/2024

Language: English

Sharing Rights: Public

Event Date Range: 28/08/2024 - 29/08/2025

Location: Istanbul/Online

Speakers: Mary Crilly, Founder and CEO of Sexual Violence Centre
Cork Prof. Maggie O’Neill, Dept of Sociology & Criminology, UCC
Prof. Dolores Morondo, Human Rights Institute, University of Deusto.
Estibaliz Linares Bahillo, Deusto Social Values Research Team member, University of Deusto.
Consultant at Sortzen.org
Ekin Çakır, PhD Reseacher, Koç University Trauma and Stress Research Lab, Turkish Psychological Association-Women and Gender Studies Unit

Description: An online session to reflect and discuss about how the challenge of Ending Violence Against Women is being addressed in different cities and by different stakeholders.



UNIC UNiTE - Ending Violence Against Women

05/12/2022 03:00 - 05/12/2022 09:20

An online session to reflect and discuss about how the challenge of Ending Violence Against Women is being addressed in different cities and by different stakeholders.

The [16 days of Activism against Gender Based Violence](#) is an annual international campaign that kicks off on 25 November, the International Day for the Elimination of Violence against Women, and runs until 10 December, Human Rights Day.

Within this framework, the University of Deusto and university College Cork organise a Virtual Meeting Platform with the aims of:

- Connecting academic and civil society stakeholders across the UNIC consortium who are active in addressing the local to global challenge of Ending Violence Against Women
- exploring potential for collaborative action between and across the UNIC cities

The event will be divided in two parts:

- A round table with community and academic partners to get to know how the challenge is being addressed at different levels
- A facilitated group dialogue among participants to share experience and insights on this local to global challenge and explore some possible areas of focus for UNIC collaboration

Speakers

- Mary Crilly, Founder and CEO of [Sexual Violence Centre Cork](#)
- [Prof. Maggie O'Neill](#), Dept of Sociology & Criminology, UCC
- [Prof. Dolores Morondo](#), Human Rights Institute, University of Deusto.

- [Estibaliz Linares Bahillo](#), Deusto Social Values Research Team member, University of Deusto. Consultant at [Sortzen.org](#)
- [Ekin Çakır](#), PhD Reseacher, Koç University Trauma and Stress Research Lab, Turkish Psychological Association-Women and Gender Studies Unit

Date: 5/12/2022

Hour: 2pm - 3.30pm Irish Time | 3pm - 4.30pm CET | 5pm - 6.30pm Turkish Time

Location: online

Event

Title: Examples of responsibility-related regular research seminars

Description: UNIC Virtual Meeting Platform regular research seminars

Date: 07/08/2024

Language: English

Sharing Rights: Public

Event Date Range: 29/08/2024 - 29/08/2025

Location: Istanbul/Online

Speakers: Arwin van Buuren

Description: UNIC City Network: Meaningful Cities



VIRTUAL MEETING PLATFORM

UNIC City Network Meaningful City Meetings

Join us for an interactive virtual meeting platform to build compelling new networks between UNIC cities, identify common challenges and explore how UNIC European Universities (and the framework of Engaged Research) can have a positive impact.

Our featured speaker is **Prof. Dr. Arwin van Buuren**, Full Professor of Public Administration at Erasmus University Rotterdam, and initiator and Academic Director of GovLab010, a collaboration between EUR and the City of Rotterdam, with the ambition to help the city to deal with complex governance challenges in an engaged, solution-oriented way.

Tuesday 21 March
14:00-16:00 CET

Event details:

<https://unic.eu/en/events/unic-city-network>



RUHR
UNIVERSITÄT
BOCHUM

RUB



Deusto
Universidad de Deusto



KOC
UNIVERSITESI



LIÈGE
université



Co-funded by the
Erasmus+ Programme
of the European Union

Event

Title: Examples of responsibility-related regular research seminars

Description: BROADER Wednesday Seminar Series

Date: 07/08/2024

Language: English

Sharing Rights: Public

Event Date Range: 28/08/2024 - 29/08/2025

Location: Istanbul

Speakers: Ricard Zapata-Barrero 29 MARCH
"Urban resilience, Migration Governance and Mediterranean Region-building" Aylin Yardımcı 5 APRIL
"Istanbul's international vision in practice: Pay It Forward" Anja van Heelsum 12 APRIL
"Addressing the quality of migration governance, the ADMIGOV approach" Gerasimos Tsourapas 3 MAY
"Migration Diplomacy & Greek-Turkish Relations: A Three-Level Game Approach" Özgün Topak 10 MAY
"Capture and evasion at Africa-Euro migrant journeys" Claire Dorrity 17 MAY
"Migration and the City: Perspectives from Tunisia"

Description: MiReKoc is pleased to invite you to MiReKoc-BROAD-ER Wednesday Seminar Series organized under the BROAD-ER Project and in collaboration with Koç University College of Administrative Science and Economics' International Relations Seminar Series. This year, the Seminar Series welcomes a group of researchers and stakeholders under the themes of the BROAD-ER Project (Bridging the Migration and Urban Studies Nexus). BROAD-ER is an EC-funded

Twining Project that primarily intends to lay the foundations of strategic networking and collaboration in the themes of migration and urban studies.

Event

Title: Examples of responsibility-related regular research seminars

Description: MireKoç Women in Science regular research series

Date: 07/08/2024

Language: English

Sharing Rights: Public

Event Date Range: 28/08/2024 - 29/08/2025

Location: Istanbul/Online

Speakers: Professor Norma Fuentes-Mayorga

Description: The third round of our BROAD-ER Women in Science Webinars! May 20, 2024, from 12:00 to 13:00 (Turkey time), an insightful webinar featuring Norma Fuentes-Mayorga from the City College of New York (CUNY). Norma Fuentes-Mayorga is an Associate Professor of Sociology and the Director of the Latin American and Latina/o Studies Program at CUNY. With a PhD from Columbia University, New York, she has been a visiting fellow at prestigious institutions including Amsterdam University, Princeton University, and New York University. Her recent book focuses on the mobility life chances of Afro-Caribbean and Indigenous women in New York City.



START
END

WEDNESDAY SEMINAR SERIES
12PM AT CASE127

WEDNESDAYS 12 PM ISTANBUL TIME

HYBRID / ZOOM AND IN PERSON
@ CASE 127 FACULTY LOUNGE
KOÇ UNIVERSITY

REGISTRATION AVAILABLE AT
HTTPS://MIREKOC.KU.EDU.TR

29 MARCH
RICARD ZAPATA-BARRERO
Urban Resilience, Migration Governance and Mediterranean Region-Building

5 APRIL
AYLIN YARDIMCI
Istanbul's International Vision in Practice: Pay It Forward

12 APRIL
ANJA VAN HEELSUM
Addressing the Quality of Migration Governance, the ADMIGOV Approach*

3 MAY
GERASIMOS TSOURAPAS
Migration Diplomacy & Greek-Turkish Relations: A Three-Level Game Approach*

10 MAY
ÖZGÜN TOPAK
Capture and Evasion at Africa-Euro Migrant Journeys

17 MAY
CLAIRE DORRITY
Migration and the City: Perspectives from Tunisia

*In collaboration with IR Seminar Series

MiReKoc is pleased to invite you to MiReKoc-BROAD-ER Wednesday Seminar Series organized under the BROAD-ER Project and in collaboration with Koç University College of Administrative Science and Economics' International Relations Seminar Series.

MiReKoc is pleased to invite you to MiReKoc-BROAD-ER Wednesday Seminar Series organized under [the BROAD-ER Project](#) and in collaboration with Koç University College of Administrative Science and Economics' International Relations Seminar Series.

This year, the Seminar Series welcomes a group of researchers and stakeholders under the themes of the BROAD-ER Project (Bridging the Migration and Urban Studies Nexus). BROAD-ER is an EC-funded Twinning Project that primarily intends to lay the foundations of strategic networking and collaboration in the themes of migration and urban studies.

The Schedule of the Webinar is as followed:

- Ricard Zapata-Barrero 29 MARCH "Urban resilience, Migration Governance and Mediterranean Region-building"
- Aylin Yardımcı 5 APRIL "Istanbul's international vision in practice: Pay It Forward"
- Anja van Heelsum 12 APRIL "Addressing the quality of migration governance, the ADMIGOV approach"
- Gerasimos Tsourapas 3 MAY "Migration Diplomacy & Greek-Turkish Relations: A Three-Level Game Approach"
- Özgün Topak 10 MAY "Capture and evasion at Africa-Euro migrant journeys"
- Claire Dorriety 17 MAY "Migration and the City: Perspectives from Tunisia"

The Seminar Series will take place in a hybrid format. Registration is required for ALL PARTICIPANTS via the

link: https://kocun.zoom.us/webinar/register/WN_2E5nrL40RTqbV0yzTH-Bew

For in-person participants, the webinar will take place at CASE 127, CASE Faculty Lounge on Wednesdays at 12pm. For participants not affiliated with Koç University and wishes to attend the seminar in person, please register and send an email to mirekoc@ku.edu.tr .

Event

Title: Examples of responsibility-related regular research seminars

Description: Social Enterprise seminar series

Date: 07/08/2024

Language: English

Sharing Rights: Public

Event Date Range: 28/08/2024 - 29/08/2025

Location: Istanbul

Speakers: Social Enterprise guest speakers in 2023

Description: Social Enterprise Istanbul Project: PartnerUp

EVENT NAME	DATE
Social Enterprise Istanbul Project: PartnerUp	1/18/2023
	1/18/2023
	9/3/2023
	2/23/2023
	8/12/2022
	3/23/2023
	6/4/2023
	4/18/2023
	4/26/2023
	4/5/2023
	5/18/2023
	5/18/2023
	5/23/2023
	5/25/2023
	5/26/2023
	5/29/2023
	5/31/2023
Social Return on Investment Training (SROI)	6-16 / 06 2023
Social Impact Management and Social Return on Investment Training (SROI)	23-24/11/2023
Social Impact Focused Podcast Workshop in cooperation with Sevgi Gönül Kültür Merkezi	11/21/2023
Nevada University - "Impact Thinking Approach" workshop	2-9/07/2023
First Bootcamp in Tallinn: production of podcasts focused on social impact (participation from Letonya, Litvanya, Estonya, Türkiye)	16.04.2023 - 20.04.2023
Second Bootcamp (hibrit): production of podcasts focused on social impact (participation from Letonya, Litvanya, Estonya, Türkiye)	30.10.2023 - 02.11.2023

EVENT NAME	ATTENDEES
Networking Event	44 Physical
First Social Impact Management Training	14 Online
Second Social Impact Management Training	13 Online
Experience Sharing Meeting with SGs After Disaster	10 Online
2. Monthly participant meeting and stakeholder interviews for Social Impact Management Certification System - 1st Group (social enterprise)	21 Physical
3. Social Impact Management Training	13 Online
4. Social Impact Management Training	10 Online
5. Social Impact Management Training	13 Online
2. Networking Event	43 Online
6. Social Impact Management Training	7 Online
7. Social Impact Management Training	7 Online
Social Impact Management Certification System - Webinar 1st Workshop	165 Online
Social Impact Management Certification System - Webinar 2nd Workshop	170 Online
Social Impact Management Certification System - Webinar 3rd Workshop	128 Online
Social Impact Management Certification System - Webinar 4th Workshop	129 Online
Social Impact Management Certification System - Webinar 5th Workshop	138 Online
2. Loop demo day and closing event	63 Physical
	15 Online
	12 Physical
	20 Physical
	15 Physical
	50 Physical
	50 Hibrit

Event

Title: Examples of responsibility-related regular research seminars

Description: Migration Research Center Wednesday Seminars

Date: 07/08/2024

Language: English

Sharing Rights: Public

Event Date Range: 28/08/2024 - 29/08/2025

Location: Istanbul/Online

Speakers: Ricard Zapata-Barrero "Urban resilience, migration governance and Mediterranean Region-Building" (hybrid) Aylin Yardımcı Istanbul's International Vision in Practice - Pay it forward" (hybrid) Anja Van Heelsom "Addressing the Quality of Migration Governance, the ADMIGOV Approach" (hybrid) Gerasimos Tsourapas " Migration Diplomacy and Greek-Turkish Relations: A Three-level Game Approach" (hybrid) Claire Dorrity "Migration and the City - Perspectives from Tunisia" (hybrid) Özgün Topak "Capture and Evasion at Africa-Euro Migrant Journey" (hybrid) Özlem Altan-Olcay "Gendering the university: institutional structures, the meaning of academic work and gender norms" (online)

Description: Migration Research Center regular Wednesday seminars for recent research on migration



Responsibility-related conferences

UNIC CityLabs Virtual Meeting Platform on “Age Friendly Cities: Participation and Well-being of Older People” (online)
UNIC UNiTE - Ending Violence Against Women, Virtual Meeting Platform (online)
Ricard Zapata-Barrero "Urban resilience, migration governance and Mediterranean Region-Building" (hybrid)
Aylin Yardımcı Istanbul's International Vision in Practice - Pay it forward" (hybrid)
Anja Van Heelsum "Addressing the Quality of Migration Governance, the ADMIGOV Approach" (hybrid)
Gerasimos Tsourapas " Migration Diplomacy and Greek-Turkish Relations: A Three-level Game Approach" (hybrid)
Claire Dorrity "Migration and the City - Perspectives from Tunisia" (hybrid)
Özgün Topak "Capture and Evasion at Africa-Euro Migrant Journey" (hybrid)
Özlem Altan-Olcay "Gendering the university: institutional strcutures, the meaning of academic work and gender norms" (online)

Event

Title: Examples of responsibility-related conferences

Description: BROADER Urban Memories of Migration : Scientific Conference

Date: 07/08/2024

Language: English

Sharing Rights: Public

Event Date Range: 28/08/2024 - 28/08/2025

Location: Barcelona

Speakers: Not announced yet

Description: A scientific conference on migration which will be conducted in collaboration with UNIC project partner universities



CALL FOR PAPERS: URBAN MEMORIES OF MIGRATION

SCIENTIFIC CONFERENCE

Pompeu Fabra University, Barcelona

07 March 2025

SPECIAL ISSUE

Urban Memories of Migration

Co-editors: Ricard Zapata-Barrero
Ceren Kulkul

***Abstract Submission Deadline:
21 June 2024***

More information at <https://broad-er.eu>

Selected papers will be published in a special issue. Please send your abstracts (300 words max) and a short bio (100 words max) by June 21, 2024, via email to mirekoc@ku.edu.tr and ckulkul@ku.edu.tr (cc ricard.zapata@upf.edu)

“As this wave from memories flows in, the city soaks it up like a sponge and expands. A description of [the city] as it is today should contain all [the city’s] past. The city, however, does not tell its past, but contains it like the lines of a hand, written in the corners of the streets, the gratings of the windows, the banisters of the steps, the antennae of the lightning rods, the poles of the bags, every segment marked in turn with scratches, indentations, scrolls.” – **Italo Calvino, *Invisible Cities*, 1974 (original 1972), Orlando, Florida: Harcourt Brace Jovanovich. pp. 10-11**

“The city is the repository of people’s memories and of the past; and is a receptacle of cultural symbols. Such memories are embedded in buildings – but they can acquire meanings different from those intended by the architect. They can reveal collective myths which need to be unlocked and undermined.” (**John Urry, “How societies remember the past.” *The Sociological Review* 43 (1)_suppl (1995), pp. 50-51**)

Background and General Purpose: We are pleased to announce that the BROAD-ER project will be organizing a scientific conference in Barcelona, “Urban Memories of Migration”, which will focus on an innovative research path linking three interdisciplinary studies: urban, migration, and memory studies. The goal of the conference is to bring together scholars from different generations and disciplines to engage in a constructive scholarly debate that can help us develop scientific knowledge at this crossroad. The objective is carefully select proposals that has the potential to become a written contribution for a forthcoming Special Issue, available to the public in an open-access format. We have a small budget for travelling in case the participants cannot have funds.

Frame:

Cities are shaped by past collective memories, with migration memories influencing their future. There is an interdisciplinary intersection yet to be fully developed in urban, migration, and collective memory studies. Memory is about interpretations of the past, which influence representations and behaviours, policies and governance, and also determine the way we imagine the future. The concept of a homogeneous city is therefore untenable. Migration, a major factor in urban demographic changes, necessitates integrating historical dimensions into discussions. Migration and urban studies often overlook temporal reflectivity, which is key to understanding social bonds, cohesion, belonging, and identity through shared memories. Incorporating memory studies introduces two innovations: it emphasizes temporal continuity (past, present, and future) and addresses the undervaluation of history in migration studies, traditionally focused on space. This is essential for understanding the impact of migration memories on social, cultural, and political cohesion and creating welcoming societies. Investigating how cities use these memories to improve migration governance involves exploring the existence and intersection of multiple collective memories and identifying key actors in their formation and dissemination.

We look at papers (case study, comparative, conceptual, theoretical, empirical) that wonder, for instance: Why do we need to open a research program bridging Urban memory of migrations? How do memories of migration impact the social, cultural, and political conception of common belonging and the creation of welcoming societies? How do cities use these memories to better understand current migration governance? What is the place of migration memory in urban

spaces? Is there one or various collective memories of migration in the city? How do the variety of collective memories intersect? Who are the main memory actors? Is there a politics of migration memory in the city?

Main themes we would like to cover, but feel free to propose other one:

- Bridging Urban, Migration and Memories studies: critical reviews
- Collective memories of migration in cities
- Migration memories and belonging and/or cohesion, city identity
- Urban memories and Migration governance
- City history museum of migration
- Memory places, migration and the city
- Memory actors and migration in the city
- Politics of memory and migration in the city

Submission Guidelines:

- Abstracts should be no more than 300 words in length.

Event

Title: Examples of responsibility-related conferences

Description: MMOBILITIES AND IMMOBILITIES IN AN ERA OF POLYCRISIS 2024 IMISCOE Spring Conference

Date: 07/08/2024

Language: English

Sharing Rights: Public

Event Date Range: 28/08/2024 - 28/08/2025

Location: Istanbul/Online

Speakers: Anna Triandafyllidou, Jørgen Carling, Ibrahim Awad, Marta Pacho, Peter Scholten, , Muhammad Zamancka,

Description: the 20th Year of MiReKoc with a conference on “Mobilities and Immobilities in an Era of Polycrisis”, to be held in collaboration with 2024 IMISCOE Spring Conference, Europe’s leading network of migration scholars. This momentous occasion celebrates two decades of dedicated exploration and analysis of migration dynamics, offering an invaluable platform to reflect on our past achievements and chart a path towards a more inclusive and resilient future.



Research funding specifically related to responsibility



Mobilities and Immobilities in an Era of Polycrisis

IMISCOE Spring Conference
17-19 April 2024

IMISCOE



**KOÇ
ÜNİVERSİTESİ**



MiReKoc

WELCOME MESSAGE



The Organizing Committee cordially welcomes all participants to the 2024 IMISCOE Spring Conference at Koç University Campus in Istanbul. The conference theme, “Mobilities and Immobilities in an Era of Polycrisis,” has been thoughtfully chosen to focus scholarly attention on contemporary global issues that have significantly influenced the agendas of migration studies. As a longstanding member of the IMISCOE Network, the Migration Research Centre at Koç University has undertaken the responsibility of hosting the 2024 IMISCOE Spring Conference in Istanbul.

In recent years, our lives have been shaped by various extraordinary events characterized as “crises,” including extreme climate conditions, pandemics, conflicts, political upheavals, and economic instabilities. These events have not only directly impacted daily life but have also stimulated numerous discussions in public, policy, and scholarly spheres. Amid this intricate landscape of multiple crises, issues of mobility and immobility in relation to migration have emerged as focal points within migration studies.

This conference delves into the dynamics of (im)mobility during crises, investigating forced movements, assistance requirements, and obstacles to movement encountered by individuals and their families. It also scrutinizes the political dimensions, public discourse, and policy implications surrounding global migratory trends. Migration has become entwined with crisis narratives across diverse contexts, necessitating a critical examination of metaphorical linkages and empirical realities. By centering on mobility and immobility rather than simplistic notions of a “migration crisis,” our objective is to facilitate the construction of critical discourses and enhance understanding within specific contexts.

The 2024 IMISCOE Spring Conference proposes to explore the impact of multiple, compound and overlapping crises on generating complex, nuanced and multi-directional actions within the mobility spectrum, such as emigration; return; forced displacement; or immobility. We believe that this conference in Istanbul will present a unique opportunity for attendees to engage in scholarly discourse, exchange ideas, and foster meaningful connections within the academic community in migration studies. As we commemorate the 20th anniversary of the Migration Research Centre at Koç University (MiReKoc), we also celebrate the contributions of IMISCOE and MiReKoc members to the field of migration studies.

Organizing a conference of this magnitude is a substantial endeavor, and we express our sincere gratitude to the Organizing Committee, International Scientific Committee Members, IMISCOE Conference Trustee, paper reviewers, members of the IMISCOE Board of Directors and Executive Board, colleagues at the IMISCOE Network Office in Liege, our colleagues and students at MiReKoc, and all conference participants for their invaluable contributions. This conference is poised to be a forum for scholarly debates, networking, and exploration of research avenues, and we trust that all participants will find it both productive and enjoyable.

On behalf of the 2024 IMISCOE Spring Conference

Prof. Dr. Ahmet İcduygu
Director, MiReKoç

EXPANDING HORIZONS FOR OUR IMISCOE COMMUNITY

Reflections from IMISCOE Coordinators Jean-Michel Lafleur and Daniela Vintila, and the IMISCOE Network Officer Angeliki Konstantinidou

Centre for Ethnic and Migration Studies (CEDEM), University of Liège

The IMISCOE Network Office at the University of Liège is delighted to cooperate with MiReKoç at Koç University in Istanbul for the organization of the 2024 IMISCOE Spring Conference. While MiReKoç hosted several IMISCOE PhD Schools in the past, it is an important milestone for our Network to see an IMISCOE Spring Conference taking place for the first time in Turkey. This achievement was made possible thanks to the joint efforts of IMISCOE governing bodies and MiReKoç, a longstanding member of our community with whom we, at the Network Office, had the pleasure to collaborate for the planning of this event.

Our IMISCOE community is also reaching new horizons with the conference topic proposed by the colleagues at MiReKoç: “Mobilities and Immobilities in an Era of Polycrisis”. This timely theme has attracted an impressive interest for our 2024 Spring Conference among scholars from different disciplinary backgrounds and countries around the world. As such, the conference promises very rich exchanges, with stimulating panels, keynotes and plenary sessions during which we will reflect on different facets regarding the implications of multiple and overlapping crises on migration and mobilities.

Since our last gathering at the 2023 IMISCOE Annual Conference in Warsaw, our research community has continued to expand its horizons also in other aspects, thanks to a very fruitful collaboration that we established with our Member Institutes, the individual members of our Network, as well as our Standing and Executive Committees. Among several other recent achievements, we have had the immense pleasure to see our new Standing Committee Race, Racism and Discrimination (RACED) start its work, our community warmly welcoming its first Member Institute in Latin America (Casa Grande Ecuador), our highly-regarded IMISCOE book series continuing to publish manuscripts of excellent scholarly quality, and our PhD Network and PhD Academy continuing to expand and be the reference when it comes to supporting young scholars in the field of migration studies.

The 2024 Spring Conference is also an important milestone for our Network Office in Liège. After two years in our role as coordinators of the IMISCOE Network, we can see the tangible progress made on achieving our goals to make IMISCOE more open, diverse, and inclusive- the primary objective that we set for ourselves at the beginning of our mandate. Much remains to be done in the years to come, but together with our incredibly supportive community, we are ready to work towards new horizons for our international and interdisciplinary Network.

We wish you all an excellent IMISCOE Spring Conference!

Jean-Michel Lafleur, Coordinator of IMISCOE

Daniela Vintila, Associate Coordinator of IMISCOE and Senior Network Officer

Angeliki Konstantinidou, Network Officer

ABOUT KOC UNIVERSITY

Koç University, established in 1993 in Istanbul, Turkey, is a renowned private, non-profit institution known for its commitment to research, education, and comprehensive academic programs. The university's educational philosophy is rooted in the principles of creative teaching and participatory learning. Since its inception, Koç University has embraced a progressive, student-centered approach that fosters critical thinking, research, and creativity. The institution places great importance on cultivating an inquisitive mindset, promoting intellectual discourse, and encouraging active engagement in extracurricular activities. A liberal arts education is considered fundamental to this pursuit. Additionally, Koç University places a strong emphasis on collaboration with international institutions and regularly hosts lectures delivered by globally recognized academics and business leaders, thus enriching the educational experience.

Koç University is internationally acclaimed for its cutting-edge research conducted across its various colleges, which encompass Administrative Sciences & Economics, Engineering, Natural Sciences, Humanities & Social Sciences, Law, Nursing, and Medicine. The university has made significant contributions to the advancement of education, knowledge, and service, both within Turkey and on a global scale. Koç University's accreditations and memberships further validate its standing as a distinguished institution.

Noteworthy features of Koç University include its low student-faculty ratio of 12 to 1, the English-medium instruction across all programs (excluding Nursing and Law), and a faculty comprised of experts with advanced degrees from prestigious Ivy League universities in the United States and top-ranked institutions in Europe. The university boasts an impressive infrastructure, with 194 research laboratories equipped with state-of-the-art resources, as well as 21 Research Centers and 5 Research and Education Forums. Koç University also maintains collaborations with 270 internationally renowned partners for student exchange and research collaboration. The institution's commitment to research excellence is evidenced by its strong publication record and citation impact, consistently ranking among the top three universities in Turkey. Furthermore, Koç University has secured external funding for 801 research projects, totaling a value of 50 million USD, and proudly hosts 8 out of the 16 European Research Council (ERC) grants awarded in Turkey. The exceptional caliber of its faculty is demonstrated by the fact that 16 out of the 90 members of the Turkish Academy of Sciences are affiliated with Koç University. Lastly, the university offers scholarships to attract high-achieving international students to its undergraduate and graduate programs.

ABOUT MIREKOC

Migration Research Center at Koç University, MiReKoc, was established in Istanbul in 2004 with the aim of advancing the field of migration studies in Turkey and beyond. Initially solely focusing on the Turkish context, MiReKoc has expanded its scope to include other countries and regions, making significant theoretical and empirical contributions to the migration literature. The Center advocates for multidisciplinary and interdisciplinary research on migration.

MiReKoc strives to enhance the state of migration research through original and innovative scholarship, academic collaboration, and dialogue among researchers, policymakers, international organizations, and civil society actors. Situated in Istanbul, MiReKoc serves as an institutionalized hub, fostering capacity-building and encouraging interinstitutional dialogue on migration research. The Center promotes scholarly work and collaboration in the field through various activities, including research projects, publications, seminars, conferences, and annual summer schools designed for PhD students and young professionals.

In 2010, MiReKoc received accreditation from the Turkish Council of Higher Education as a research center dedicated to migration issues. Since then, it has played a prominent role in the burgeoning field of migration studies in Turkey and has established itself as an international research center. MiReKoc is a member of esteemed international research and policy networks such as Metropolis and IMISCOE. Over the years, MiReKoc has successfully completed more than 85 projects, including those funded by FP7, Horizon, and TUBITAK, among others. Currently, the Center is involved in 15 ongoing projects, including Twinning, Erasmus+, Horizon 2020, and TUBITAK. MiReKoc's members have published over 20 books, more than 150 scholarly articles, numerous book chapters, research reports, and policy briefs. Since 2020, MiReKoc has been the editorial steward of International Migration, one of the oldest scholarly journals in the field, supported by the International Organization for Migration since 1961.



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1 Founders Hall



2 CASE



KEYNOTES AND PLENARY SPEAKERS

KEYNOTES



Anna Triandafyllidou

Toronto Metropolitan University

What crisis? Whose (im)mobility?

There is a perceived close connection between migration and crisis. Crises are seen as causing people to move and migration is also seen as a crisis. However the relationship between migration and crisis/es is a complex one and I would like to raise four main points in this lecture. First, migration is not a crisis but a normal and positive part of human development. Second, we need to conceptually discuss what poly crisis means: do we see migration as embedded in a wider context of multiple 'crises' like the environmental crisis, the democracy crisis, the health crisis, the economic crisis, or do we see crisis as inherent in the migration process for instance when we speak of a crisis of

solidarity or a refugee crisis. Third, crises lead to more mobility but often also to more immobility so it is important to nuance our understanding of the relationship between crisis and human (im)mobility. Fourth, we need to engage with a dynamic view of migrants as resilient and active decision makers who navigate both crises and migration policies – thus I propose to see crises as nodal points in a complex and multi-leg process of migration rather than as one-off events that may trigger a response.

● Short Bio

Anna Triandafyllidou holds the Canada Excellence Research Chair in Migration and Integration, at Toronto Metropolitan University. She is also the Scientific Director of a \$98.4 mln multi-University and multi-partner Program entitled Bridging Divides funded by the Canada First Research Excellence Fund. Prior to joining TMU in 2019, she held a Robert Schuman Chair at the European University Institute, in Florence, Italy. She is Editor of the Journal of Immigrant and Refugee Studies. In 2021, the University of Liège awarded Triandafyllidou a doctorate honoris causa in recognition of her contribution to migration scholarship. She has published widely on migration governance and migrant integration.



Jørgen Carling

Peace Research Institute Oslo (PRIO)

Theorizing Immobility In Migration Studies: Is Staying the Opposite of Leaving?

Over the past decades, migration studies has made diverse steps towards engaging actively with immobility. Most people do not migrate internationally, of course, and this is an enduring fact. What has changed, is the increasing recognition that staying is not the same as 'doing nothing' from a migration perspective. Staying can be imposed, staying can be an active choice, and staying can take forms that defy this binary.

Staying and leaving can both be causes as well as consequences of crises. Crucially, the meaning of staying is always inseparable from the prospect of leaving. When I ask, in the title, whether staying the opposite of leaving, the answer is – unsurprisingly – 'yes and no'. It is the tension between staying leaving that opens a space for exploration and reflection. In this keynote I am drawing on my changing understanding in the course of diverse research on migration – including theory building, encounters with people who stay and leave, and the development of methodology that, in turn, feeds back into theory. I am engaging with the valuable contributions of Diana Mata-Codesal, Kerilyn Schewel, Daniel Robins, and other scholars who have also embraced immobility as an object of study. A key take-away is that, if the scope of migration studies is defined by 'migration', this must be understood not only as the physical movement of people, but also as the prospect of mobility that defines the meaning of staying.

● Short Bio

Jørgen Carling is Research Professor at the Peace Research Institute Oslo (PRIO) and Co-Director of the PRIO Migration Centre. His research covers diverse aspects of global migration and transnationalism, combining ethnography, statistical methods, and theory development. He has authored more than fifty scientific publications and been a visiting scholar at the University of Oxford, the National University of Singapore, and the University of Maastricht. He currently leads the large projects Aligning Migration Management and the Migration-Development Nexus (MIGNEX) and Future Migration as Present Fact (FUMI).



Ibrahim Awad

American University in Cairo

Mobility and Immobility In the Euro-Mediterranean Region

The European Union's (EU) Global Approach to Migration and Mobility (GAMM) provides for combatting irregular migration and expanding channels of legal migration. These two elements of GAMM signify that only the mobility of migrants through legal channels is authorized into the EU. Other potential migrants should remain, immobile, in the Southern and Eastern Mediterranean countries. The EU and member states attempt to enforce this immobility of

potential migrants through externalizing their borders as well as via promoting job creation and improving terms and conditions of employment in its South and East Mediterranean partner countries. They also seek to improve the living and employment conditions of so-called transit migrants and refugees hosted in these countries. The EU Trust Fund and some individual member states finance projects to these effects, in Egypt for example. The success of the EU's efforts is relative. Egypt's coasts are hermetically closed to unauthorized departures to Europe. But determined individuals cross the borders to Libya and from there the Mediterranean to Italy. Neither the mobility or immobility of the highly-skilled is addressed in the relations between the Euro-Mediterranean partners. But the highly-skilled individuals' mobility proceeds without hindrance. It is even sought and encouraged, motivated by the needs of European labor markets. This is not to say that these labor markets do not need low-skilled migrants. Policies seek the immobility of LSM and the labor markets' functioning need their mobility. The consequence is migration in irregular situations.

● Short Bio

Ibrahim Awad is at present Professor of Global Affairs and Director, Center for Migration and Refugee Studies, School of Global Affairs and Public Policy, at the American University in Cairo.

He holds a BA degree in political science from Cairo University and a PhD degree in political science from the Graduate Institute of International Studies, University of Geneva, Switzerland.

He has worked for the League of Arab States, the United Nations and the International Labour Organization, serving in Argentina, Spain, Switzerland, Lebanon and Egypt. The last positions he held in the United Nations System were Secretary of the Commission, UN-ESCWA, Director, ILO Sub-regional Office for North Africa and Director, International Migration at the ILO Headquarters.

He is Chair of the Steering Committee of the Euro-Mediterranean Research Network on International Migration (EuroMedMig) and Senior Fellow at the Migration Policy Centre (MPC) of the Graduate Institute of International and Development Studies in Geneva. From 2019 to 2023, he was Chair of the Labor Migration Working Group of the Global Knowledge Partnership on Migration and Development (KNOMAD), hosted by the World Bank. He also serves on the advisory boards and editorial boards of several international academic institutions and journals.



Marta Pachocka

SGH Warsaw School of Economics and University of Warsaw

EU and Forced Migration Governance in Times of Polycrisis: From the European Agenda on Migration to the New Pact on Migration and Asylum?

The dynamics of the complex migration situation in the European Union (EU) and its neighbourhood for over a decade now, often referred to as a "crisis", require a revision of the entire migration-governance strategy at the level of the EU and its member states. This involves modifying the existing solutions (legal and institutional) and adopting new

instruments. We will consider to what extent and in what context we can talk about the EU's (in)coherent migration strategy (and policy). Against this backdrop, we will look especially at the (r)evolution of the EU's approach to forced migration governance between 2014 and 2024, taking into account the context of two European Commission's Communications - the European Agenda on Migration (2015) and the New Pact on Migration and Asylum (2020). What has come out of them, and where are we today? Can the EU effectively deal with migration-related challenges in times of polycrisis?

● Short Bio

Dr Marta Pachocka – economist and political scientist. Assistant Professor in the Department of Political Studies, the Institute of International Studies of the Collegium of Socio-Economics of SGH Warsaw School of Economics. Co-coordinator of the Laboratory of Urban and Regional Migration Policies at the Centre of Migration Research (CMR) of the University of Warsaw (UW), and former Head of the Migration Policies Research Unit at CMR (2018-2022). She has considerable experience as both a team leader and member in implementing cross-sector and multi-stakeholder projects co-funded by the National Science Centre (Poland), National Bank of Poland, Capital City of Warsaw, various ministries, EU Programmes (Horizon 2020, Horizon Europe, Lifelong Learning Programme, Erasmus+, Creative Europe), and others. Co-coordinator of the Horizon 2020 Welcoming Spaces project at SGH (2020-2024). Principal Investigator in the Horizon Europe GAPs project at CMR UW (2023-2026). She is on the Board of the Polish European Community Studies Association (PECSA) and the Research Committee RC46 "Migration and Citizenship" of the International Political Science Association (IPSA). She supports the European Commission Representation in Poland as an EU expert member of the Team Europe Direct Poland network. Research interests: migration studies and European studies.



Muhammad Zaman

Boston University

The Role of Trust and Social Network in Healthcare Access Among the Forcibly Displaced

Healthcare access among forcibly displaced communities is often shaped by dimensions of trust; trust in their own social network, trust or mistrust in information, trust or distrust of local authorities and trust or mistrust in technology to name a few. Using a series of case studies from Pakistan, Colombia, Lebanon and South Sudan, this talk will explore the sources of trust and distrust and how it affects access to healthcare. This talk will also analyze the

impact of technology and information on simultaneously improving and undermining trust, especially among the stateless communities. Finally, this talk will discuss how the healthcare access to forcibly displaced communities can be improved through an integrated system that prioritizes trust.

● Short Bio

Dr. Muhammad Zaman is an HHMI professor of Biomedical Engineering and Global Health at Boston University and the Director of Center on Forced Displacement at Boston University. He received his master's and P.h.D from the University of Chicago. His research focuses on disease dynamics, and barriers and access to healthcare among migrating and forcibly displaced communities. In addition to five books and over 140 peer-reviewed research articles, Professor Zaman has written extensively on innovation, refugee and global health in newspapers around the world. His newspaper columns have appeared in over 30 countries and have been translated into eight languages. He has won numerous awards for his teaching and research, the most recent being Guggenheim Fellowship (2020) for his work on antibiotic resistance in refugee camps.



Peter Scholten

Erasmus University Rotterdam

Understanding Crises; A Complexity Perspective On Crises In Migration and Diversity Governance

How can we develop a better understanding of crises in migration and (migration-related) diversity governance? This talk takes a complexity perspective on how crises are manifestations of friction in dealing with (social complexity). Migration crises are often not so much about migration per se, but rather about conflicts between modern visions on

(national) migration control and diversity management (integrationism) and postmodern realities of mobility, superdiversity and globalization. I will discuss how and why the complexification of migration and diversity often leads to alienation and 'crisis-sensation', such as in the case of European migration management and the struggle to come to terms with integrationism and superdiversity. I will also discuss how and why complexity governance, such as in the form of governance mainstreaming, can offer an alternative perspective on the governance and politics of migration and diversity.

● Short Bio

Peter Scholten is full professor in the governance of migration and diversity at Erasmus University Rotterdam. He is director of the Leiden-Delft-Erasmus center on Governance of Migration and Diversity and coordinator of the European University of Post-Industrial Cities. Within Erasmus University, he is academic lead of the interdisciplinary team on Policy, Politics and Society. Also Peter is editor in chief of the journal Comparative Migration Studies and associate editor of the Journal of Comparative Policy Analysis. He has published extensively on themes as multi-level governance, urban inclusion and anti-discrimination, and on the development of migration studies as a research field.



Deniz Sert
Özyeğin University



Didem Daniş
Galatasaray University

Shattered Ground, Shifting Lives: Exploring Post-Earthquake Mobilities and Immobilities

This paper discusses the challenges faced by Syrian refugees in Turkey following a series of earthquakes in 2023. It highlights the multiple displacements experienced by Syrian refugees, discrimination, hate speech, and deprivation of aid and protection they encountered post-earthquake. It also addresses the issues of forced mobility –and immobility, violations of rights, and the lack of regulatory mechanisms for movement and humanitarian aid for refugees in Turkey. The paper emphasizes the uncertainties, challenges, and discriminatory practices faced by Syrian refugees in the aftermath of the earthquakes, shedding light on the complex situation they find themselves in because of (1) manifestation of existing social inequalities, i.e., the earthquakes highlighted and magnified pre-existing social disparities in the region; (2) economic, social, and psychological loss experienced by millions; (3) loss of homes and livelihoods; (4) discrimination and hate speech; (5) legal regulations issued after the earthquakes that justified the differential treatment of Syrian refugees, further deepening social disparities. All these inequalities after the earthquake affected not only the mobility of refugees but also their immobility, causing many to stay in the earthquake zone despite very poor living and survival conditions.

● Short Bio

Deniz Sert is a Professor at the Department of International Relations, Ozyegin University, Istanbul. Before joining OzU, she was a Senior Research Associate at the Migration Research Center, Koç University, MiReKoc. An expert on migration issues in Turkey and globally, she has taught and researched at several institutions domestically and abroad. She received her BA in International Relations from Koç University, an MSc in European Union Policy Making from the London School of Economics, and an MPhil in Political Science from the City University of New York. She got her PhD in Comparative Politics from the City University of New York. She has published extensively on international migration within Turkey and its regions. She was a Jean Monnet Chair on Migration and Mobility, CHARM (2019-2022). She is also an editor at the IOM's renowned SSCI journal, International Migration.

● Short Bio

Didem Daniş is a sociologist whose teaching and research activities evolve around the topics related to migrations in Turkey. She currently works as associate professor at Galatasaray University, Sociology Department, in Istanbul. After her undergraduate education at Bogazici University (Istanbul), she received her master degree at METU (Ankara) and completed her doctoral thesis at Ecole des Hautes Etudes en Sciences Sociales (Paris) in 2008.

She has extensive experience of teaching and research collaborations in Europe and the Middle East. Didem has published numerous articles in academic journals on Iraqi and Syrian refugees, with a focus on state's role, immigration and integration politics, as well as migrants' local and transnational social networks. She edited five books in Turkish on borders, migration management, migrant integration and recently on the mobility of Turkish qualified migrants. She is the founder of the Association for Migration Research ([GAR](#)), which focuses on the production of critical knowledge on migratory processes.



Giovanni Bettini
Lancaster University

Climate (Im)mobilities: Displacement, Escape and Mobility in the Climate Emergency

How will the impacts of climate change intersect with human (im)mobilities, in an era of multiple planetary crisis? Engaging with this question, this intervention will introduce debates on 'climate migration', which refers to the multiple and complex ways in which climate change will influence human mobility. Tracing the genealogy of today's debates, I will problematize widespread assumptions and narratives through which the climate-migration nexus is often understood, and sketch out contrasting scenarios on how the climate emergency – intertwined with other societal and planetary crises and processes – might contribute reshaping (im)mobility.

● Short Bio

Dr Giovanni Bettini is Senior Lecturer in International Development and Climate Politics at Lancaster University, UK. In his research Giovanni has been investigating how environmental change – in its planetary but uneven character, and entangled with a series of contemporary crises and historical legacies – is generating new spaces, modes of governance, inequalities, and forms of resistance. He has published extensively on the links between climate change and human mobility. Giovanni coordinates the Leverhulme Trust-funded project Digital Climate Futures: a decolonial and justice perspective on digitalised climate change adaptation, which explores the role of the digital in reshaping adaptation, resilience and justice. He also serves as Associate Director at the Centre for Mobilities Research (CeMoRe), at Lancaster University.



Soorej Jose Puthoopparambil

University of Upsala

How does health 'crises' influence migration? - An Overview

The intersection between health crises and migration has become increasingly relevant in global discourse. This talk will provide an overview of how health crises might influence migratory patterns. Health crises, such as pandemics or epidemics, exert multifaceted impacts on migratory dynamics. Firstly, they can act as push factors, compelling individuals or communities to flee affected regions due to heightened health risks, inadequate healthcare infrastructure, or socio-economic disruptions. Conversely, health crises may also serve as pull factors, drawing migrants towards countries with better healthcare systems or perceived safety from the spread of diseases.

The response to health crises could range from providing protection, safe transit or stay or affordable care in another country to implementation of restrictive border management measures. These measures can exacerbate existing vulnerabilities among migrants, particularly those in irregular or precarious situations. Additionally, health crisis could lead to xenophobic sentiments and discriminatory policies, further shaping migration patterns and experiences. Understanding the intricate relationship between health crises and migration is crucial for effective policy responses that prioritize an inclusive public health approach, highlighting the need for holistic approaches that address the interconnected challenges of health, migration, and global solidarity.

● Short Bio

Soorej Jose Puthoopparambil is a lecturer in global health and migration and programme coordinator for the master's programme in Global health at the Dept. of Women's and Children's Health at Uppsala University, Sweden. He is also head of the WHO Collaborating center on Migration and Health Data and Evidence. He has led the development of several evidence reviews and guidance, such as the first WHO regional report on the health of refugees and migrants in the WHO European region and the first WHO Global report on refugee and migrant health. He has also authored international guidance for issues such as integration of refugee and migrant data into national health information systems and health in immigration detention. In addition to teaching migration & health and public health in humanitarian action, his current research focuses on health in immigration detention centers, voluntary and forced return migration, health communication during crisis and healthcare access and utilization among refugees and host communities in displacement settings. Soorej is the EU lead for European Union (EU)- African Union (AU) Cluster of Research Excellence (CoRE) on migration and health across EU-AU. His previous assignments include overseeing the research and evidence generation agenda of the Migration and Health Programme at WHO Regional office for Europe and working with IOM to conduct country assessments. He continues to provide technical support for WHO and other national and international agencies on questions related to migration and health.



Tamirace Fakhoury

Aalborg University

Refugee Policy and Temporalities of Mobility and Immobility

This presentation engages with how policymaking constructs the condition of being a refugee through temporalities of accelerated and dormant crises. I draw on the case of Lebanon to describe refugee temporalities of waiting, rupture, coerced mobility and forced immobility. Through illustrative examples, I then turn to how the Lebanese states uses time and time horizons to construct narratives of crisis management, crisis prevention and crisis exacerbation around the refugee policy field.

● Short Bio

Tamirace Fakhoury is Associate Professor of International Politics and Conflict at the Fletcher School of Law and Diplomacy at Tufts University. Before joining Fletcher, she was Associate Professor of Political Science at Aalborg University in its Copenhagen Campus (Denmark). She also held the Kuwait Chair at Sciences Po in Paris from 2020 until 2022 where she is still an adjunct professor. Prior to this, Tamirace was Associate Professor at the Lebanese American University and the director of the Institute for Social Justice and Conflict Resolution (ISJCR). From 2012 until 2016, she was a visiting Assistant Professor in the summer sessions at the University of California in Berkeley. Tamirace is the recipient of several research awards and fellowships such as the Carlsberg Monograph fellowship in Denmark, the post-doctoral Jean Monnet Fellowship at the European University in Florence and the Alexander von Humboldt fellowship at the German Institute of Global and Area Studies in Hamburg. Her core research and publication areas are: Power-sharing and ethno-sectarian conflicts; migration and refugee governance; the European Union's conflict resolution and migration policy in the Mediterranean; Middle East politics.

TIMETABLE

DAY 1

Wednesday 17th April

09.00-12.00	IMISCOE Board Brainstorming Session + PhD Network
12.00-13.00	 Lunch Break for BD and PhD
13.00-15.00	IMISCOE Board Meeting
15.00-15.30	Conference Registration + Coffee Break
15.30-16.00	Opening
16.00-17.30	Plenary Session I: Polycrisis in an Age of (Im)mobilities
18.00-19:45	 Dinner

DAY 2

Thursday 18th April

09.00-10.15	Opening Keynote
10.15-10.30	 Coffee Break
10.30-12.00	Parallel Panels A
12.00-13.00	 Lunch Break
13.00-14.30	Plenary Session II: Crisis Politics and the Future of Migration
14.30-14.45	 Coffee Break
14.45-16.15	Parallel Panels B
16.15-16.30	 Coffee Break
16.30-18.00	Parallel Panels C
18.00-19:45	 Dinner

DAY 3

Friday 19th April

09.00-10.15	Closing Keynote
10.15-10.30	 Coffee Break
10.30-12.00	Parallel Panels D
12.15-12.45	Closing the Conference
12.45-13.45	 Lunch

CONFERENCE PROGRAM

DAY 1
17.04.2024

	Venue	Time
IMISCOE Board Brainstorming Session	Founders Hall 2nd Floor	09.00-12.00
IMISCOE PhD Network	CASE Z48	09.00-12.00
LUNCH	Founders Hall	12.00-13.00
IMISCOE Board Meeting	Founders Hall 2nd Floor	13.00-15.00
Conference Registration + Coffee Break	Founders Hall	15.00-15.30
OPENING	Founders Hall	15.30-16.00

PLENARY SESSION I Polycrisis In An Age of (Im)mobilities

Venue: Founders Hall **Time:** 16.00-17.30 **Chair:** Ahmet İçduygu (Koç University)

This plenary is dedicated to the memory of our dear MiReKoç colleague and friend Dr. Seçil Paçacı Elitok who recently passed away in the US

Peter Scholten (Erasmus University Rotterdam) - ***Understanding Crises; A Complexity Perspective On Crises In Migration and Diversity Governance***

Ibrahim Awad (American University in Cairo) - ***Mobility and Immobility In the Euro-Mediterranean Region***

Marta Pachocka (SGH Warsaw School of Economics and University of Warsaw) - ***EU and Forced Migration Governance in Times of Polycrisis: From the European Agenda on Migration to the New Pact on Migration and Asylum?***

Muhammed Zaman (Boston University) - ***The Role of Trust and Social Network in Healthcare Access Among the Forcibly Displaced***

	Venue	Time
DINNER	CASE 124	18.00-19:45

DAY 2
18.04.2024

KEYNOTE SPEECH

Venue: Founders Hall **Time:** 9.00-10.15

Jørgen Carling (Peace Research Institute Oslo (PRIO))- *Theorizing Immobility In Migration Studies: Is Staying the Opposite of Leaving?*

PARALLEL PANELS A1 **Governing the Local: Spatial Dimensions of Changing Mobilities**

Venue: Founders Hall 2nd Floor **Hour:** 10.30-12.00 **Chair:** Ayselin Yıldız (İstinye University)

Loren B. Landau (Universities of the Witwatersrand and Oxford) & **Caroline Kihato** (ODID, Oxford University) - *An Atlas of Uncertainty: Spatio-Temporal Journeys into and through African Cityscapes*

Denis Zeković (DeZIM Institute) & **Larissa Kokonowskyj** (DeZIM Institute) - *Navigating New Realities in Times of Crises: Local-level Governance Challenges and Adaptations in the Face of Ukrainian Refugee Migration*

Philipp Piechura (Hafencity University, Hamburg) - *Re-Thinking the Intersection of Migration and Housing Crisis from the Point of Alternative Housing Projects in Germany*

Iris Egea Quijada (Vrije Universiteit Brussel) - *Sustainable Rural Communities: Comparing Migrant Receptivity and the Revitalisation of Two Rural Towns in Spain and Ireland*

PARALLEL PANELS A2 **Labor Amidst Demographic and Political Changes**

Venue: CASE124 **Time:** 10.30-12.00 **Chair:** Ibrahim Awad (American University in Cairo)

Anastasia Blouchoutzi (University of Macedonia) & **Christos Nikas** (University of Macedonia) - *Systemic Unsustainability and Migrant Labor Market Integration: The Case of Greece*

Dorothea Pozzato (Scuola Normale Superiore) - *Making Policies on Labour Immigration In A Time of Crises. The Multi-layered Impacts of Compounded Crises In Italy, Denmark, and Poland.*

Attila Melegh (Corvinus University of Budapest) & **Zoltán Csányi** (Corvinus University of Budapest) - *Migration Anxieties In Eastern Europe and Marketization. Material Grounds for An Anti-migrant Turn In A Global-historical Perspective?*

Anita Brzozowska (University of Warsaw, Centre of Migration Research) - *The Role of Employers In (Re)shaping Discourses and Public Policies Targeting Desirable Migrants In Times of Crisis In the United Kingdom*

PARALLEL PANELS A3 **Climate Change as a Driver of Migration: Mobility and Immobility during Environmental Crises**

Venue: CASE Z48 **Time:** 10.30-12.00 **Chair:** Birce Altıok (*Koç University*)

Ayşe Perihan Kırkiç (*Florida International University*) & **Nilima Islam Luba** (*Florida International University*) - ***Migration Decision Making in MENA: The Role of Food Insecurity, Water Scarcity & Energy Access***

Manisha Mukherjee (*Maastricht University and United Nations University MERIT*) - ***Scorching Heat and Shrinking Horizons: The Impact of Rising Temperatures on Marriages and Migration in Rural India***

Roman Hoffmann (*International Institute for Applied Systems Analysis (IIASA)*) - ***Climate Change, Aridity, and Internal Migration: Evidence from Census Microdata for 72 Countries***

Els Bekaert (*Ghent University*) - ***Understanding the Role of Retain and Repel Factors Determining Voluntary Immobility Amidst Climate Change***

PARALLEL PANELS A4 **(Im)Mobility in Conditions of Crisis**

Venue: Founders Hall **Time:** 10.30-12.00 **Chair:** Eleonore Kofman (*Middlesex University*)

Simon Ruhnke (*Berlin Institute for empirical Integration and Migration Research, Humboldt University Berlin*) & **Laura Hertner** (*Berliner Institut für empirische Integrations- und Migrationsforschung (BIM), Humboldt Universität zu Berlin*)- ***On the Move Again? The Impact of Pre-disaster Characteristics on Post-disaster Mobility and Well-being Among Syrian Refugees in Turkey Following the 2023 Earthquakes.***

Deena Dajani (*International Institute for Environment and Development (IIED)*) - ***Travelling Im/mobility: Forced Migrants' Perspectives on and Definitions of Mobility Generated Through Comparative Research on Wellbeing***

Elisa Lanari (*Max Planck Institute for the Study of Religious and Ethnic Diversity*) - ***Beyond Crisis: Tracing the Afterlives of Refugee "welcome" In An Italian Mountain Region***

Liam Haller (*DeZIM Institute*) - ***Does A Migrant's Trajectory Affect Subsequent (Im)mobility Decisions? Modeling Migration Stage Probabilities Using Markov Chains***

	Venue	Time
LUNCH	Founders Hall	12.00-13.00

PLENARY SESSION II Crisis Politics and the Future of Migration

Venue: Founders Hall

Time: 13.00-14.30

Chair: Daniela Vintila (University of Liège)

Soorej Jose Puthooppambal (University of Upsala) - *How does health 'crises' influence migration?: An Overview*

Didem Daniş (Galatasaray University) & **Deniz Sert** (Özyeğin University) - *Shattered Ground, Shifting Lives: Exploring Post-Earthquake Mobilities and Immobilities*

Giovanni Bettini (Lancaster University) - *Climate (Im)mobilities: Displacement, Escape and Mobility in the Climate Emergency*

Tamirace Fakhoury (Aalborg University) - *Refugee Policy and Temporalities of Mobility and Immobility*

PARALLEL PANELS B1 Mobility and Immobility Against the Backdrop of Covid-19 and New Forms of Employment

Venue: Founders Hall

Time: 14.45-16.15

Chair: Carrie J. Preston (Boston University)

Eloise Thompson (University of Neuchâtel & The nccr - on the move) - *Governing the Mobility of Key Workers: Practices of Categorisation and Boundary-making Since the Outbreak of the COVID-19 Pandemic In the United Kingdom.*

Maria Luisa Caputo (University of Parma) & **Simone Baglioni** (University of Parma) - *"The Perfect Tempest", How the Covid-19 Pandemic and The Brexit Crises Impacted Labour Migrants and the Fishing Communities In the Scottish Outer Hebrides?*

Wafaa Najdi (Issam Fares Institute for Public Policy and International Affairs at the American University of Beirut / The International Institute of Social Studies) & **Andreas Hackl** (?) - *Online Work as Humanitarian Relief? The Promise and Limitations of Digital Livelihoods for Syrian Refugees and Lebanese Youth During Times of Crisis*

Ali Zafer Sağıroğlu (Ankara Yıldırım Beyazıt University, Migration Policy Center (AYBU-GPM)) & **Hidayet Sıddıkoğlu** (Hiroshima University, Japan) - *Im/mobility in Post-COVID Times: The Case of the Turkmen and Ozbek Migrants in Istanbul*

PARALLEL PANELS B2 Migration as an Adaptation Strategy to Environmental Challenges

Venue: Founders Hall 2nd Floor

Time: 14.45-16.15

Chair: Giovanni Bettini (Lancaster University)

Lakshmin A. Mudaliar (Australian National University) - *The Emergence of Environmental Migration Management 'Best Practices' in the Pacific*

Mrittika Bhattacharya (University of Bristol, UK) - *Is Migration a Comprehensive Strategy for Adapting to Environmental Crisis?: A Closer Look into the Lived Experiences of Out-migrating Bangladeshi Women to India*

Meryem Ay Kesgin (UN WFP) & **Nur Duygu Keten Sav** (Türk Kızılay) & **Selman Salim Kesgin** (Türk Kızılay) & **Chris Mawhorter** (UN WFP RBC) - *Recovering From Earthquake As Refugees: The Case of Camp and Non-camp Refugees In Türkiye*

Alix Debray (UNU-CRIS, Ghent University) - *Irrigating Future Hopes: Migration Aspirations and Staying Preferences Amid Drought Challenges*

PARALLEL PANELS B3 **Return Migration during Polycrisis: Mobility in an Era of Immobility**

Venue: CASE124

Time: 14.45-16.15

Chair: Özge Bilgili (*Utrecht University*)

Simone Castellani (*University of Cadiz*) & **Heather McNamara** (*Università ta' Malta*) & **Daniela DeBono** (*University of Malta*) & **Irene Lopez García** (*University of Cadiz*) - ***Does Remote Work Facilitate Migrant Return? Snapshots of Intra-EU Mobility In the Post Pandemic Era***

Irene Tuzi (*Bielefeld University, Germany*) & **Agnes Ebenberger** (*IOM Baghdad*) - ***Enhancing Reintegration Assistance for Returned Migrants in “Polycrisis” Iraq: The role of the National Referral Mechanism (NRM)***

Zeynep Sahin Mencütek (*Bonn International Centre for Conflict Studies*) & **Ruth Selma Vollmer** (*Bonn International Centre for Conflict Studies*) - ***“Asylum seeking as the crisis?” Utilization and Impacts of Crisis Narratives In Return Governance***

Richa Shivakoti (*Toronto Metropolitan University*) - ***Pandemic Returns of Temporary Labour Migrant Workers to Nepal***

PARALLEL PANELS B4 **(Im)mobilities in Unstable Contexts: Insights from MIGNEX Research**

Venue: CASE Z48

Time: 14.45-16.15

Chair: Ayşen Üstübcü (*Koç University*)

Leander Kandilige (*Centre for Migration Studies, University of Ghana and Research Associate, Refugee Studies Centre, University of Oxford*) - ***Multi-level Development Impacts of Migration: Evidence From a Qualitative Cross-Country Study***

Muhammad Rashid Memon (*Qatar University*) - ***Exploring Women's Agency under Male Breadwinner Norms***

Furrukh A. Khan (*Lahore University of Management Sciences, Pakistan*) - ***Humanizing the ‘Denki’: Undocumented Migration, Agency and Knowledge Creation***

Pinar Ensari (*Koç University*) - ***Bordering on opportunity: Intersecting crises, mobility, and economy in the Turkey-Georgia borderlands***

PARALLEL PANELS C1 **Intersectional Dimensions of Crisis in Migration and Displacement**

Venue: Founders Hall **Time:** 16.30-18.00 **Chair:** Ayşem Biriz Karaçay (*Istanbul Commerce University*)

Mengia Tschalär (*John Jay College of Criminal Justice, City University of New York*) - ***Queering Migration Temporalities: LGBTQI+ Experiences with Waiting Within Germany's Asylum System***

Hannah Haycox (*University of Strathclyde*) & **Daniela Sime** (*University of Strathclyde*) & **Emmaleena Käkälä** (*University of Strathclyde*) - ***Gen-Migra: The Gendered Dimensions of a Polycrisis and Consequences for Migrant Women and Their Families***

Neelam Raina (*Middlesex University*) - ***Interacting Crisis, Intersectional Impact And The Resilience Of Silos – A South Asian Perspective***

Yolanda Hernández-Albújar (*Universidad Loyola Andalucía*) & **Alfonso Sanchez** (*Universidad Loyola Andalucía*) & **Sergio Fernández Artamendi** (*Universidad Loyola Andalucía*) - ***Gendered Perceptions of Climate Change and their Influence on Migration Intentions***

PARALLEL PANELS C2 **Global Protection Crisis and the International Refugee Regime**

Venue: Founders Hall 2nd Floor **Time:** 16.30-18.00 **Chair:** Gerasimos Tsourapas (*University of Glasgow*)

Jasmin Lilian Diab (*Institute for Migration Studies, Lebanese American University*) & **Sinem Kavak** (*Lund University*) - ***Refugee Decision Making in Turkey and Lebanon: Cascading Impacts of the International Refugee Protection Regime on Agency in Mobility and Immobility***

Gerasimos Tsourapas (*University of Glasgow*) & **Irene Fernandez-Molina** (*University of Exeter*) - ***Migration Power Europe: Cooperation & Crisis in the EU Periphery***

Eleonore Kofman (*Middlesex University*) & **Sobia Kapadia** (*UKRI's Gender, Justice, and Security Hub*) & **Runa Lazzarino** (?) - ***Interconnected and Multiple Crises: Impact on Displacement and Migrations Between and Within Afghanistan and Pakistan***

Müge Dalkıran (*Koç University, MiReKoc*) - ***Spatio-legal Analysis of a Polycrisis: The Impact of the Covid-19 Pandemic, Restrictions on Asylum Rights, and Violence on the Mobility of Refugees In the Island of Lesbos***

PARALLEL PANELS C3 **Youth, Existential Crisis, Resilience and In Times of (Im)mobilities**

Venue: CASE124

Time: 16.30-18.00

Chair: Wiebke Sievers (*Lancaster University*)

Giulia Marroccoli (*University of Turin*) & **Roberta Ricucci** (*University of Turin*) - *Chasing a Dream of Inclusion: Immigrant Descendants In Italy Between Crises and Mobility Strategies*

Ester Gallo (*University of Trento*) - *Polycrisis and Eduscapes: Conceptualising Im-Mobility Among Displaced Scholars*

Önver A. Cetrez (*Uppsala University*) - *Broken Borders, Unbroken Wings: Migrants' Resilience, Meanings, and Existential Concerns*

Ahmad Aryan Karimi (*UBC - Max Planck Institute*) - *Wartime (Im)Mobilities: Effects of Aspirations-Capabilities on Displaced Ukrainians in Canada, Germany, and Ukraine*

PARALLEL PANELS C4 **Solidarity during Polycrisis: Politicisation, Diasporas and Migrant Transnationalism**

Venue: CASE Z48

Time: 16.30-18.00

Chair: Peter Scholten (*Erasmus University Rotterdam*)

Shibinu S. (*PSMO College*) & **Muhammad Haseeb** (*PSMO College*) - *Kerala's Diaspora Philanthropy Engagement in Times of Crises*

Margit Feischmidt (*Research Centre for Social Sciences Budapest*) & **Violetta Zentai** (*Democracy Institute of the Central European University, Budapest-Vienna*)- *Potentials and Limitations of Civic Support for Refugees and Migrants During Rising Xenophobia and in Shrinking Democracies*

Domiziana Turcatti (*NIESR, University of Oxford*) & **Jasmin Rostron** (*NIESR, University of Oxford*) - *Agency and Mobilisation in Times of Crisis: London's Latin American Community Navigating the Impact of COVID-19*

Laura Oso (*ESOMI, Universidade da Coruña, Spain*) & **Raquel Martínez Buján** (*Universidade da Coruña*) - *Welfare Strategies of Transnational Families In the Face Systemic Crises*

	Venue	Time
DINNER	CASE 124	18.00-19:45

DAY 3
19.04.2024

KEYNOTE SPEECH

Venue: Founders Hall **Time:** 9.00-10.15

Anna Triandafyllidou (Toronto Metropolitan University) - *What crisis? Whose (im)mobility?*

PARALLEL PANELS D1 Imagery and Narratives of Migration and Polycrisis

Venue: Founders Hall **Time:** 10.30-12.00 **Chair:** Sedef Turper (Koç University)

Maarja Vollmer (The nccr - on the move / University of Neuchâtel) - *Mapping Migration Narratives: Evolving Perspectives and Public Opinion During Times of Crisis*

Elena Giacomelli (University of Bologna) & **Valentina Cappi** (University of Bologna) & **Pierluigi Musarò** (University of Bologna) - *De-bordering Environmental Migration: An Analysis of Information Campaigns on Climate Change-induced Migration*

Carrie J. Preston (Boston University) - *The Mobilities of Little Amal through States in Polycrises*

Karolina Nikielska-Sekuła (Centre of Migration Research, University of Warsaw) - *Governing Migration Through Visuals in Times of Crisis*

PARALLEL PANELS D2 Displacement in Eastern Europe: Mobilities and Immobilities

Venue: Founders Hall 2nd Floor **Time:** 10.30-12.00 **Chair:** Birce Demiryontar (Koç University)

Sergey Ryazantsev (Federal University of Sao-Carlos (FUSCar, Brazil) and University of Campinas (UNICAMP, Brazil)) - *Trends of Forced Migration in the Context of the Russian-Ukrainian Military Conflict 2022-2023 and their Impact on Brazil*

Anastasiia Mykolenko (University of Montreal) - *Przemysl as a Place of Migratory Trajectories Co-production for Displaced Ukrainians*

Oleksandra Deineko (Norwegian Institute for Urban and Regional Research (NIBR)) & **Aadne Aasland** (OsloMet) - *Starting Life Afresh? Exploring the Variety of Strategies for Labor Integration Among Ukrainian Refugees in Norway*

Akhagba Omoye (Collegium Civitas Warsaw, Poland) - *Migration and Health: Mapping Menstruation Poverty in Polish Refugee Camps*

PARALLEL PANELS D3 **Navigating Mobility and Immobility: From Diplomacy to Human Rights, Conceptualizing, and Addressing Crises**

Venue: CASE 124

Time: 10.30-12.00

Chair: Jean-Michel Lafleur (*University of Liège*)

Özgun Topak (*York University*) - ***Polycrisis and Migrants' Entrapment in Libya***

Tuba Bircan (*Free University of Brussels (VUB)*) & Haodong Qi (*Malmo University*) - ***Climatic Crossroads: Rethinking Migration in an Era of Environmental Unpredictability***

Damla Bayraktar Aksel (*Bahçeşehir University*) & Gülece Şenel (*Bahçeşehir University*) - ***The Portability of Social Rights in Times of Crises***

Zeynep Yanaşmayan (*DeZIM-Institut*) & Ramona Rischke (*DeZIM-Institut*) & Lukas Marian Fuchs (*DeZIM-Institut*) - ***Navigating multiple Crises: The Influence of Life Course Events on the Return and Re-migration Aspirations of Afghan Refugees in Germany***

PARALLEL PANELS D4 **Health and Wellbeing in Times of Polycrisis**

Venue: CASE Z48

Time: 10.30-12.00

Chair: Souad Osseiran (*Boğaziçi University*)

Eleonora Miaci (*Sapienza University of Rome/ University of Milan*) - ***How health shapes fertility intentions: A UK Study on Native and Migrant Responses to COVID-19 infection***

Farjana Islam (*Heriot-Watt University, UK*) & Gina Netto (*Heriot-Watt University, UK*) & Agnes Kukulska-Hulme (*Open University, UK*) - ***Digital Mobilities and Immobilities in Accessing Health Services: The Experiences of Minoritised Ethnic Communities in Accessing and Using Primary Care Services in The UK***

Molly Gilmour (*University of Glasgow*) & Belal Shukair (*Independent Syrian Researcher*) & Ibrahim Bou Orm (*University Saint Joseph Beirut*) - ***A Chronicle of Crises: Continuity and Change in the Care of Children with Noncommunicable Diseases in Lebanon***

Friedrich Gerd Poeschel (*Eurac Research*) - ***Medical Diasporas as Insurance Against Public Health Crises***

	Venue	Time
CLOSING CONFERENCE	Founders Hall	12.15-12.45
LUNCH	Founders Hall	12.45-13.45

SOCIAL ACTIVITY

Bosphorus Trip to Yoros Castle



Embark on a journey through the ages at Yoros Castle, an iconic landmark nestled along the scenic shores of the Bosphorus in Istanbul.

Perched atop a lush hilltop, Yoros Castle commands panoramic views of the shimmering waters below, providing a picturesque backdrop for exploration and discovery. Delve into the rich tapestry of stories that have unfolded within these stone walls over centuries, from Byzantine emperors to Ottoman sultans, each leaving their indelible mark on this storied site.

A ferry trip to Yoros Castle promises an unforgettable adventure in the heart of Istanbul's natural and cultural splendor.

Departure: Sarıyer Pier

Time: 15:20

Castle Fee: Free

Ferry fee: Payment by Istanbul Card at Pier

GENERAL INFORMATION

Transportation upon Arrival to Istanbul

From the airport, you may reach the city centre using several options:

- Taxi services are available 24/7 from designated taxi ranks at the airport exits. Taxi meters in Istanbul starts at 24,55 TRY (approx., 0.79 \$/ 0.74€).
- The shuttle services from the airport to different locations within the city are available 24/7
- The metro now runs from Istanbul Airport to Kağıthane where you can change to the M2 line.
- You can find more information, ticket price and shuttle schedules from: <https://hava.ist/en>

For more details about transportation from airport: <https://www.istairport.com/en/airport/airport-transportation/urban-transportation/public-transportation/?locale=en>

Transportation to Koç University

Metro & Bus

The easiest way to get to Koç University with public transit is by using the metro line M2 (Yenikapı - Haciosman). Go to Haciosman (last station), then taking a taxi to the campus. Alternatively, it is possible to take a bus from Haciosman metro station to the campus:

- 154 Haciosman - Koç University
- 150 Haciosman - Rumelifeneri (Bus stops outside KU main entrance, 20 min walk to conference venue)

Transportation within Istanbul

ISTANBUL CARD

You can use your Istanbulkart in all member businesses and corporations with Istanbulkart Electronic Toll Collection System integration. It is as easy to use as placing your card on the card readers found on the turnstiles or validator devices found on public transportation vehicles (Bus, IETT, Subway, Tram, Cable Car, Marmaray, Metrobus, Ferry, etc.)

Istanbulkart can be purchased from the vending machines at the stops of Metrobus, Metro, Tram, and Bus.

For more information: <https://www.istanbulkart.istanbul/>

The payment of the transportations can also be completed through “İstanbulsenin” app and credit card. Please be informed that credit card payment may not accepted method for some transportations.

On-Campus Services

On-campus conveniences include a grocery store, full-service bank, cafeterias and other dining options.

Please note that on campus services may change in semester breaks.

You can click on the link below for more information about campus facilities and services:

<https://ogs.ku.edu.tr/en/facilities-directorate/campus-services>

Wireless

The Rumelifeneri Campus has a metro internet connection with a capacity of 1500 Mbps providing access to video conferencing and standard internet services (WWW, FTP, telnet, e-mail, VPN, etc.) The total bandwidth of Koç University's internet connections is over 2.1 Gbps.

– The “Guest” wireless network provides limited, open and unencrypted access to guests.

For detailed information: <https://help.ku.edu.tr/ithelp/network-and-wireless>

Library

Suna Kiraç Library is 7/24 hours open. Please see the guidelines below for external visitors.

<https://library.ku.edu.tr/en/services/using-the-library/external-members/>

Health Emergencies

The campus Health Center has 5 physicians, 1 nurse and 8 medical assistants operating 24/7. You may reach them for emergencies as follows:

- For Fener (Main) Campus, by dialing university extension “1273” or “0212-338 1273” from mobile phones and external land-lines.
- For details please visit their website hc.ku.edu.tr

The nearest hospital is Acibadem Maslak Hospital, which is located in Darüşşafaka (Address: Darüşşafaka Mahallesi, Büyükdere Cd No No:40, 34457 Sarıyer).

You can also use the Koç University Hospital, which is in Topkapı (Address: Davutpaşa Caddesi No:4 34010 Topkapı, İstanbul)

There are pharmacies located near campus and they typically operate between 09:00-19:00 on weekdays and until 13:00 on Saturdays. To find a pharmacy outside of the regular working hours you need to find the pharmacy on duty in your area. After 19.00, there are several pharmacies are getting pharmacy on duty till next morning shift.

Accommodation

Istanbul offers great diversity with respect to hotel options. There are numerous five and four-star hotels in close to Istiklal street, that are walking distance to M2 metro line stations (Taksim & Şişhane metro stations).

It is necessary to note that the Koç University campus is in northern part of the city in the hills of Sarıyer. It is around 40 minutes by metro from the central area of Taksim.

Fuat Pasa Hotel (Sarıyer): ~111 Euro/120 USD per night

Distance to Koç University: 7,8 km / Approx. 20 mins to University by car or public transportation.
(Closest hotel to Koç University)

Bilek Hotel (Levent): 90 Euro + Taxes (Please contact the hotel via e-mail before reserving to indicate your participation in the IMISCOE conference to benefit from the reduced price)

Distance to Koç University: 14km / Approx. 45 mins to University by public transportation

Point Hotel (Taksim): ~155 Euro/166 USD per night

Distance to Koç University: 20km / Approx. 55 mins to University by public transportation

The Marmara Hotel (Taksim): 198 Euro/ ~210 USD per night

Distance to Koç University: 20km / Approx. 60 mins to University by public transportation

The Marmara Pera Hotel (Taksim): ~135 Euro/143 USD per night

Distance to Koç University: 21km / Approx. 60 mins to University by public transportation

Hilton (Maslak/Sarıyer): 192 Euro/207 USD per night

Distance to Koç University: 12km / Approx. 45 mins to University by public transportation

Description of research funding for responsibility-related research

Impact Purpose

Koç University prioritizes funding for research that addresses significant global and local challenges through social responsibility. As a leading research institution, it supports interdisciplinary projects and innovative contributions to knowledge and sustainable development.

Key initiative:

- 1. **Return-to-Research Grant:** This grant, launched in 2023, supports female faculty and postdoctoral researchers returning from extended family-related leave, covering travel and graduate student support costs.

Koç University's research efforts aim to advance knowledge while making a positive societal impact, ensuring responsible and innovative research.

Impact Statement

Koç University's approach to research funding is deeply rooted in the principles of social responsibility and aims to address significant global and local challenges through its research initiatives. The university prioritizes funding for research projects that align with its commitment to advancing knowledge while making a positive societal impact. Although KU currently does not have specifically established research funding mechanisms related to responsibility, it remains committed to supporting such research initiatives through other available resources and funding opportunities.

KU as a pioneering "Research University" in Turkey and in the region, makes innovative and original contributions to national and universal knowledge accumulation, technological advancements, qualified human resources, sustainable economic development, and the needs of society and the environment. It offers an interdisciplinary working environment with its globally competent faculty and strong research infrastructure. In this context, faculty members are expected to publish in prestigious journals in their respective research fields, receive national and international awards, and secure national/international research funds. The research outputs contribute economically and socio-culturally through the determination of social policies in industry and society, the realization of innovations, and sharing with the community. Such research is also encouraged through allocated funds via internal evaluations.

One recent pertinent example of KU's research funding strategy is the following funding mechanism: [The Gender Equality Office \(GEO\)](#), in collaboration with the Office of the Vice President for Research and Innovation (VPRI), launched the Return-to-Research Grant in 2023. This initiative has become an established part of Koç University's commitment to supporting female researchers reintegrating into academia after career breaks. In the 2024 installment, the Return-to-Research Grant has been expanded to include postdoctoral researchers, reflecting KU's dedication to the well-being and career progression of early-career researchers.

The Return-to-Research Grant provides institutional support for female faculty members and postdoctoral researchers who have taken family-related leave of absence for 16 weeks or more within the 12 months prior to the call deadline. It aims to

Applicable Date Range
Aug. 28, 2024 - Aug. 28, 2025

Owner
Didem Ozgur Ozden

Contributors
Didem Ozgur Ozden

Sharing rights
Public

Language
English

Country
Türkiye

Subjects
Accounting, Business Administration, Business Law, Corporate Social Responsibility (CSR), Eco-design, Entrepreneurship, Environmental Economics, Environmental Studies, Ethical Leadership, Finance, Renewable Energy Management, Responsible Management Education, Human Resources, Social Entrepreneurship, Sustainable Development, Sustainable Supply Chain Management

facilitate a smooth transition back into research careers by offering a supportive environment and a re-entry funding scheme. Eligible expenses covered by the grant include travel expenses for conferences, workshops, and related activities, as well as graduate student support costs.

While this funding is not directly related to research on responsibility, its strategy for female faculty returning to research has outcomes directly aligned with principles of responsibility and PRME



Faculty members must report their responsibility-related research publications regularly

Summary of faculty-wide responsibility-related research

Impact Purpose

Koç University is engaged in various sustainability and SDG research projects, led by experts across multiple disciplines. Notable projects include:

- 1. **Ahmet İçduygu**: Post-industrial transitions and superdiversity.
- 2. **Alessandra Ricci**: Sustainable cultural tourism and urban archaeology.
- 3. **Aykut Coşkun**: Design for sustainable consumer behavior and the circular economy.
- 4. **Bertil Emrah Oder**: Gender equality and socio-economic rights.
- 5. **Cem Veziroğlu**: Climate change governance and green finance.
- 6. **David Killoren**: Ethics and environmental sustainability.
- 7. **Emine Aslı Mavi**: Corporate social responsibility and social entrepreneurship.
- 8. **Mehmet Emin Arda**: Environmental policy and sustainable development.
- 9. **Merih Angın**: SDG-related projects and courses in collaboration with UNDP

Impact Statement

There are various research projects at Koç University related to sustainability and the Sustainable Development Goals. The following is not the full list. For the full university-wide list, divided by different colleges, see <https://sustainability.ku.edu.tr/research/>.

Ahmet İçduygu : Prof. Ahmet İçduygu, a Koç University coordinator for the UNIC alliance, leads efforts in post-industrial transitions and superdiversity research. UNIC, an alliance of ten universities, promotes inclusive societies through education, research, and community engagement. With funding from the Erasmus+ European Universities Call and H2020 SwafS grants, UNIC focuses on sustainability, collaborative structures, and enhanced mobility. Key achievements include a joint MSc program, an Engaged Research seed fund, and the creation of "CityLabs" for knowledge exchange.

Alessandra Ricci : Sustainable cultural tourism; sustainable urban archaeology; ecology and climate in Late Antique and Byzantine Constantinople

Aykut Coşkun : Design for sustainable consumer behavior, Design for preventing food waste, Design for the circular economy

Bariş Yıldız : City logistics, electric vehicles, shared economy

Bertil Emrah Oder : Social-economic rights, institutional development, gender equality. UNESCO Chairholder on Gender Equality and Sustainable Development

Bige Açımız : Environmental and social sustainability in public policies, environmental sustainability in urban planning, social rights

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Cem Veziroğlu : Climate change, Governance (as in the ESG), Sustainable corporate governance, green finance, climate litigation

Ceyda Oğuz : Sustainable cities and communities, responsible consumption and production

David Killoren : Ethics, animals, relationships

Evrin Didem Güneş: Social sustainability: health care service, health promotion, environmental: closed loop supply chains

Emine Aslı Mavi : Corporate Social Responsibility, Sustainability Reporting, Social Entrepreneurship

Güneş Biliciler : Sustainable consumption, environmentally-friendly consumer behavior

Mehmet Emin Arda : Involved in the preparations by developing countries during the negotiations for SDGs, particularly as a member of “Southern Voice” and “Network of Southern Think Tanks (NEST)” groups. Former member of Association of Environmental and Resource Economists with some contacts still ongoing. Intensive involvement with environmental and sustainable development issues including policy design, research, advisory and supervisory functions during employment with the United Nations, particularly between 1992 and 2007.

Merih Angın : Her lab (MA-CSSL) has been collaborating with the UNDP’s SDG AI Lab on multiple projects, one of which produced the DS4SDGs course that she taught as an elective course of the Computational Social Sciences Master’s Program.

Özge Karanfil: Her research explores the educational impact of interactive simulations in MBA and medical classes, focusing on tools like the En-ROADS Climate Solutions Simulator and Fishbanks. These simulations provide hands-on experiences in climate science, sustainable policy, resource management, and project dynamics. By using realistic scenarios and system dynamics models, we aim to enhance understanding of sustainability and complex challenges, fostering a commitment to sustainable practices in business education.

Selçuk Karabatı : (Ongoing TÜBİTAK Project) An Integrated Approach to Product Line Design and Pricing Policies in the Presence of Variability in Use Phase Behaviors of Consumers and Extended Producer Responsibility Programs

Şuhsnaz Yılmaz Özbağcı : Natural Resources , Energy, Water, Environment and Geopolitics

Zeynep Aycan : Leadership, work-life balance, employee empowerment, women at work

Zeynep Gürhan Canlı : Corporate Responsibility



Research awards for responsibility-related research

Description of research awards for responsibility-related research

Impact Purpose

Koç University excels in academic and research achievements, focusing on social responsibility. With 52 Horizon 2020 projects and €24 million in funding, it received The Scientific and Technological Research Council of Türkiye (TÜBİTAK) 's 'Most Successful Institution Award.'

Key 2024 awards include:

- 1. **KARMA Lab:** Horizon Europe funding for the HERIFORGE project, using XR technologies to enhance social resilience.
 - 2. **Asst. Prof. Levent Beker:** ERC Proof of Concept Grant for a wearable ultrasound for bladder monitoring.
 - 3. **Prof. Bertil Emrah Oder:** Fernand Braudel Senior Fellow at the European University Institute.
 - 4. **Prof. Zeynep Gürhan Canlı:** Recognized as an "Established Thought Leader in Consumer Research."
- Koç University faculty have received numerous prestigious awards from TÜBİTAK, TÜBA, and BAGEP, highlighting their significant contributions to research and academia.

Impact Statement

At Koç University, research awards play a significant role in recognizing and promoting faculty achievements in both academic and research excellence also including research focused on social responsibility. Many of our faculty members have been recognized with prestigious national and international awards for their groundbreaking work, which encompasses both significant academic impact and contributions to social responsibility. Koç University, with its 52 projects implemented under Horizon 2020, one of the world's largest innovation and research programs, has been recognized by The Scientific and Technological Research Council of Türkiye (TÜBİTAK) with the 'Most Successful Institution Award' for being the university with the highest number of projects and receiving the highest total funding of approximately €24 million among universities in Turkey.

Some of the latest awards in 2024 with a focus on responsibility are as follows:

Koç University KARMA Lab was awarded funding under the HORIZON-WIDERA-ACCESS-07 Excellence Hubs call within the Horizon Europe Framework Programme for the project "Cultural Heritage and Immersive Technologies for Innovation Forge" (HERIFORGE). The HERIFORGE project aims to support interconnected ecosystems in Poland, Cyprus, and Türkiye, providing an innovative and cutting-edge R&D environment in Creative Cultural Industries (CCIs). This project seeks to **enhance social resilience through the use of XR technologies** and the responsible use of cultural heritage. With HERIFORGE, the number of projects at Koç University eligible for support has reached 24 since the program started in February 2021.

ERC Proof of Concept Grant : Asst. Prof. Levent Beker from our Department of Mechanical Engineering has been honored with the prestigious ERC Proof of Concept Grant for his pioneering project, **"Wearable Ultrasound for Continuous Bladder Monitoring."** Dr. Beker, the sole recipient of this esteemed support from Türkiye, is at the forefront of developing an innovative solution that enables patients to monitor their bladder volume outside the hospital setting continuously. In this 18-month

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project, with a budget of 150,000 Euros, Dr. Beker will collaborate with Prof. Tufan Tarcan and Assoc. Prof. Ersin Köseoğlu from the School of Medicine.

Fernand Braudel Senior Fellow : Prof. Bertil Emrah Oder has been selected as the "Fernand Braudel Senior Fellow" by the European University Institute (EUI) in Florence. The Braudel Fellowship is a globally recognized and prestigious award that provides a framework for established academics with an international reputation to pursue their research at the EUI. The EUI is the leading European research university dedicated to social sciences and humanities.

Established Thought Leader in Consumer Research : Prof. Zeynep Gürhan Canlı, has been recognized as an "Established Thought Leader in Consumer Research" by a recently published comprehensive scholarly benchmarking analysis. The paper by Pham, Wu, and Wang (2024), published in the Journal of Consumer Research, analyzes the productivity and citation impact of editorial scholars in the Journal of Consumer Research and the Journal of Consumer Psychology, proposing a metric, the p-index, as an indicator of a researcher's thought leadership. According to this analysis, Prof. Gürhan Canlı is positioned among scholars with "the most compelling profile: their many top marketing publications tend to generate relatively strong scholarly interest." These select scholars are identified by name and are regarded as "established thought leaders."

Prestigious MSCA PhD Network Funding : We are thrilled to announce that the Migration Research Center at Koç University (MiReKoc) has been awarded funding as a partner in the esteemed Marie Skłodowska-Curie Actions (MSCA) Doctoral Network. This fund supports the EuroMedMig PhD Network, an interdisciplinary research initiative focused on migrations in the Mediterranean, coordinated by the Universitat Pompeu Fabra (UPF), Barcelona.

High impact research is also recognized and incentivized by Turkish governmental policies via funding and awards by TÜBİTAK, the Turkish Academy of Sciences (TÜBA), and the Science Academy (BAGEP). The following list includes faculty members from College of Administrative Sciences and Economics (CASE) who held and are currently holding esteemed membership positions in these institutions and who have received their prestigious awards in the past years:

TÜBA Member: Ziya Onis, Sener Aktürk

BAGEP Members: Ali Carkoglu, Zeynep Aycan, Ahmet Icduygu

TÜBİTAK Encouragement Awards: Resat Bayer – 2017; Seda Ertac Güler – 2017; Nukhet Harmancioglu – 2019; Sener Akturk – 2019; Selim Erdem Aytac – 2020.

TÜBA-GEİP Outstanding Young Scientist Awards: Sener Aktürk – 2016; Nilufer Aydinoglu – 2018; Nukhet Harmancioglu – 2019, Sedef Turper 2022, Sevcen Yesiltas 2023.

BAGEP Outstanding Young Researcher Awards: Belgin San Akca – 2017; Sener Aktürk – 2017; Seda Ertac Güler – 2017; Cem Demiroglu – 2018; Muhammed Ali Yıldırım – 2021; Aysen Ustubici – 2021. Emre Ekinci 2022

Many of the CASE professors are internationally renowned researchers. Prof. Ziya Onis and Prof. Zeynep Aycan are included in the list of Top %2 Scientists Worldwide in 2023 by Stanford University.

Editors and associate editors of international journals, ERC grant recipients, funded chairs for esteemed researchers and highly cited academics at CASE are as follows:

- Prof. Alp Atakan- ERC Grant recipient
- Prof. Seda Ertac-ERC Grant recipient
- Assoc. Prof. Selim Erdem Aytac-ERC Grant recipient

Funded chairs:

- Prof. Selva Demiralp-Yapi Kredi Professorship in Economics
- Prof. Zeynep Aycan-Koç Holding Professorship in Management and Strategy
- Prof. Zeynep Gurhan-Canli-Migros Professorship in Marketing

Editor and Associate editorship of international journals:

Cem Demiroglu

Associate Editor - Journal of International Business Studies

Zeynep Gurhan Canli

Editorial Review Board - Journal of Consumer Psychology

Editorial Review Board - International Journal of Research in

Marketing Editorial Review Board - Journal of International Marketing

Editorial Review Board - Journal of the Academy of Marketing Science

Seda Ertac

Associate Editor - European Economic Review

Tanju Yorulmazer

Editorial Board of the Journal of Money, Credit and Banking

(JMCB). Editorial Board of the Journal of Financial Stability.

Sener Akturk

Associate Editor, Nationalities Papers (SSCI) journal published by the Cambridge University Press

Serpil Sayin

Associate Editor, Journal of Global Optimization

Ozlem Altan

Co-Editor, Gender, Place and Culture Assistant Editor, Citizenship Studies

Aysen Ustubici

Editor, International Migration

Ziya Onis

Member of the editorial or editorial advisory boards of several journals including: Turkish Studies, Southeast European and Black Sea Studies, Insight Turkey, Reflektif: Journal of Social Sciences, İktisat Dergisi, Marmara Journal of Political Sci.

Caner Bakir

Associate editor of Policy Sciences

Associate editor of Journal of Cooperative Policy Analysis: Research and Practice

Suhnaz Yilmaz

Member of Editorial Committee, Journal of Balkan and Near Eastern Studies Member of Editorial Board, Turkish Studies

Member of Editorial Committee, Journal of Balkan and Near Eastern Studies

Justin Marcus

Editorial Board Member - Human Resource Management Editorial

Board Member - Journal of Vocational Behavior Editorial Board

Member - Journal of Business and Psychology

Resat Bayer

Associate Editor, Uluslararası İlişkiler International Relations

Belgin San Akca

Associate Editor, Foreign Policy Analysis, 2021-2025

Editorial Board Member, Conflict Management and Peace Science, 2020-present

Zeynep Aksin

Associate Editor, Management Science

Associate Editor, Manufacturing and Service Operations

Management Associate Editor, Service Science

Associate Editor, IISE Transactions

Erhun Ozkan

Associate editor for the journal Operations Research Letters

Evrin Didem Gunes

Area Editor, Health Care Management Science Area Editor, Health Systems

Ahmet Icduygu

Editor-in-Chief International Migration

Gurhan Kok

Associate Editor-Management Science

Ayşegül Özsomer

Editor-Journal of International Marketing (Next term, announcement in progress)

Ozge Karanfil

Area Editor for Frontiers in Public Health Journal

Empowering Women in Academia: Koç University's Return-to-Research Grant

Impact Purpose

Koç University has introduced the “Research Support for Female Academics after Career Breaks” (Return-to-Research) grant, promoting gender equality in academia. This initiative supports women researchers returning after career breaks, enhancing their academic visibility and providing necessary resources. This grant highlights Koç University's commitment to fostering an inclusive academic environment. The program not only offers financial aid but also advocates for flexible working arrangements and family-friendly policies. The grant underscores the need for institutional support, affordable childcare, and community among women academics, aiming to create an equitable and supportive academic landscape.

Impact Statement

Koç University takes a momentous stride towards gender equality in academia as it announces the recipients of the inaugural “Research Support for Female Academics after Career Breaks” (Return-to-Research) grant. This innovative funding initiative, a collaborative effort between the Gender Equality Office, Office of the Vice President for Research and Innovation (VPRI), and KOÇ-KAM is a significant step towards fostering an inclusive academic environment that empowers women researchers.

In 2023, three awardees of the Return-to-Research grant, Asst. Prof. Nazlı Gürdamar Okutur from the College of Administrative Sciences and Economics, Dr. Sebile Güler Çekiç from Obstetrics and Gynecology at Koç University Hospital, and Assoc. Prof. Güneş Ertan from the College of Administrative Sciences and Economics, have been recognized for their exceptional research proposals that contribute significantly to academia and address important areas of study. In 2024, the winners of the Return-to-Research Grant were:

Dr. Selin Aslan, Associate Professor of Mathematics at the College of Sciences, specializes in Applied and Computational Mathematics. Her project, “Exploring the Bounds of Phase Retrieval in Mathematics and Applications,” aims to advance understanding in this complex area of mathematics with significant practical applications.

Dr. Ceren Ünal, MD, from the School of Medicine’s Obstetrics and Gynecology Department, is conducting research on “Investigating the effect of thermoplastic polyurethane and silicone pessaries on vaginal epithelium and immune response in women with pelvic organ prolapse (POP) and stress urinary incontinence (SUI).” Her work seeks to enhance treatment options and outcomes for women affected by these conditions.

The Gender Equality Office conducted interviews with the three awardees of the 2023 Return-to-Research funding scheme, shedding light on critical aspects related to gender equality and support mechanisms for women academics returning to research after career breaks.

Dr. Sebile Güler Çekiç, who focuses on genitourinary syndrome in postmenopausal women, highlights the underrepresentation of women-centric medical research in grant opportunities. She states, “Studies focusing on women are underrepresented in research grants, and this is particularly true for those related to menopause. Underlying this may be social norms – menopause

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marking the end of fertility hence reducing women's value in society as reproductive beings."

The Return-to-Research grant is not merely financial assistance; it is an endorsement of the university's commitment to promoting work-life balance and creating family-friendly workplaces. Dr. Nazlı Gürdamar Okutur stresses the significance of institutional support, especially for female academics returning after a career break, "Being away from work for a long time often causes one to lose touch with their field and their colleagues, and limits one's access to resources and informal support that is essential for academic success. Being away from work can also reduce women academics' visibility in their academic community, which can affect their professional relationships and career prospects."

Dr. Güneş Ertan, another recipient of the grant, points out the challenges faced by female scientists during the process of reintegrating into academia. "The transition is difficult because we have less time to do the same work. After a baby, it is not as easy to study on a Sunday to catch up with work or focus on a project day and night to meet a deadline. Besides, babies bring a tremendous amount of mental load and uncertainty to our daily lives," she shares.

The Return-to-Research grant reflects Koç University's commitment to gender equality and recognizes the challenges faced by female scientists returning to academia after career breaks. Dr. Sebile Güler Çekiç emphasizes the importance of a supportive work environment and equal opportunities for women academics. "Return to work after an intense period of child care requires a big adjustment, and a supportive work environment is crucial, where line managers can actively monitor such employees' well-being to ensure they are doing well. Ensuring women would go back to the same scales of pay upon return and are presented the same opportunities for career advancement is also crucial, as the glass ceiling is still a phenomenon for women. This kind of support requires institutional commitments so that it would not depend on individual practices," she states.

To address the challenges faced by female scientists and to foster gender equality in academia, the grant emphasizes the need for family-friendly policies and flexible working arrangements. Dr. Nazlı Gürdamar Okutur recommends, "One of the things that can be done to improve work-life balance for researchers with caregiving responsibilities is to allow flexible working arrangements. For instance, providing options when scheduling classes, meetings, seminars, and other academic activities for female researchers who must balance their work and family obligations. This would enable them to manage their time more effectively and reduce the stress and pressure they may face. "

The Return-to-Research grant stands as a beacon of hope, guiding the way towards a more equitable and supportive academic landscape. As these three remarkable awardees embark on their research projects, they not only contribute to the advancement of knowledge but also inspire future generations of women in academia. The grant serves as a testament to the institution's commitment to creating an academic environment where all faculty members, regardless of gender or caregiving responsibilities, are valued and supported.

During the interviews, the awardees shed light on several critical aspects related to gender equality and support mechanisms for women academics returning to research after career breaks. Dr. Sebile Güler Çekiç emphasized the challenges faced by female scientists, particularly the feeling of "insufficiency" in balancing responsibilities at home and work. She stressed the need for a

supportive work environment that recognizes the unique challenges faced by researchers with caregiving responsibilities.

The topic of affordable childcare emerged as a key concern for female academics, and Dr. Nazlı Gürdamar Okutur highlighted the importance of providing access to quality childcare to enable female researchers to resume their work without guilt or conflict. Both Dr. Çekiç and Dr. Okutur advocated for flexible working arrangements that would allow researchers to manage their time effectively and strike a balance between their professional and personal lives.

Additionally, Assoc. Prof. Güneş Ertan's insightful suggestion about including childcare costs in project budgets emphasizes the need for formal support mechanisms over informal ones, providing female researchers with the necessary resources to navigate the challenges of balancing work and caregiving responsibilities. "We always joke we should be able to include childcare costs in our project budgets but maybe it is something to consider seriously," she stated, underscoring the significance of considering such provisions seriously to empower women returning to academia after career breaks.

Dr. Okutur brought attention to the significance of longer paternity leaves for male researchers to reduce the gender gap in caregiving responsibilities and foster a more inclusive academic culture. These concrete recommendations are crucial steps toward improving gender equality in academia. In addition to institutional support, it is imperative to create an environment where women are provided with equal opportunities and conditions. As Dr. Çekiç noted, "we don't want privileges over men, but rather want equal opportunities." Addressing the challenges faced by female scientists who have taken career breaks requires institutional commitments to ensure a supportive and inclusive work culture.

Dr. Nazlı Gürdamar Okutur emphasizes the critical importance of women academics forming a supportive community to share their experiences and insights. She advises seeking help and support from other female researchers who have gone through similar experiences in the past. Such a community can provide valuable insights, guidance, and encouragement for the process of reintegrating into academia. Through mentoring, networking, and collaboration, they can offer practical and emotional support, helping female researchers overcome difficulties and achieve their goals of returning to research after a career break.

The interviews also revealed the resilience and determination of female academics. Dr. Çekiç's encouragement for other women not to give up and assertively pursue every option available to them was echoed by all the awardees, who emphasized that female academics do belong in academia and should be supported on their journey back to research. These empowering words from all three awardees serve as a reminder of the immense talent and potential that female researchers bring to academia, deserving of equal recognition and opportunities.

1. The PRME Signatory Member partners with business, government, civil society and academia to advance responsibility-related education, research, or practice in the following ways. Mark all that apply.



Informing: knowledge translation and dissemination

Description of partnering activities that involve informing

Impact Purpose

Koç University emphasizes the importance of knowledge translation to make research findings accessible and useful to policymakers, practitioners, and the public. Aligning with the PRME, the university fosters collective learning and transparency, ensuring broader impacts and sustainable improvements. Koç University shares knowledge through diverse channels, including publications, reports, presentations, workshops, and digital media. This approach bridges the gap between research and practice, leading to actionable changes and improvements across various fields.

Impact Statement

Partnering activities that involve informing for knowledge translation and dissemination

At Koç University, we recognize the critical importance of knowledge translation, making research findings and other forms of knowledge accessible, understandable, and useful to a broader audience, including policymakers, practitioners, and the public. Aligned with the PRME, our approach emphasizes the necessity of collective learning and transparency. By fostering collaboration, openness, and accountability among all stakeholders, we aim to ensure that our efforts lead to broader impacts and sustainable improvements across various fields.

To bridge the gap between research and practice, ensuring that valuable information leads to actionable changes and improvements in various fields, we share knowledge through diverse channels, such as publications, reports, presentations, workshops, and digital media. Below are some of the pertinent examples of mediums at Koç University for knowledge sharing and dissemination for collective learning.

Informing through the reports, policy papers and activities of the research centers: Koç University research centers organize a wide array of activities, including conferences, seminars, workshops, and publications to disseminate research findings and engage stakeholders. For instance, [Central Government Budget Monitoring](#) reports, research notes, working papers or policy notes of the [Economic Research Forum](#) (ERF) in partnership with the Turkish Industry and Business Association (TÜSİAD) focus on independent economic analysis and policy implications. ERF plays a crucial role in shaping economic discourse and policy recommendations in Turkey. Retail conferences of [KUMPEM Retailing Forum](#) supported by Migros, promote retail-related research and collaboration between academia and industry, enhancing the Turkish retail sector's competitiveness and sustainability. [Webinars](#) of the **Center for Survey Research (KUSAM)** contribute to the dissemination of knowledge based on empirical studies on social and political issues in Turkey and beyond to broader audiences. [GLODEM Book Club](#) of the **Center for Research on Globalization and Democratic Governance**, features leading scholars from around the globe discussing timely issues related to globalization, political economy, peace and conflict resolution, democratic governance and administration. [Reports](#) and [open source publications](#) of the **Center for Civil Society and Philanthropy Research (KUSITHAM)**, which conducts interdisciplinary research on civil society, nonprofits, and philanthropy, provide critical insights into societal challenges and resilience for the stakeholders.

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Informing through digital media and Koç University Press: “[About Impact](#)” podcast series is being implemented within the scope of the “**Podcasting-Based Social Impact Learning Environment**” project, of which Koç University Social Impact Forum (KUSIF) is one of the partners and co-financed by the **European Union Erasmus+ Programme**. In About Impact, episodes that share the theme of social impact are recorded and shared by both professional and amateur podcast producers. The episodes where different social enterprises share their journeys on social impact, Koç University students conceptually discuss social impact, and social impact measurement and management experts share their experiences and suggestions are live on the [Spotify About Impact account](#). The sections where the impact-oriented education approach at universities is discussed in detail, recorded in English with the moderation of the KUSIF team are with a focus on the experiences of the courses conducted by the KUSIF team and within the framework of the perspectives and experiences of faculty members from different departments of Koç University.

[KURIOUS](#)-Science for Everyone website is dedicated to fostering a science-literate public through its comprehensive array of articles, insightful interviews, and engaging KURIOUS talk series. By presenting complex scientific concepts in an accessible and engaging manner, KURIOUS aims to inspire curiosity and understanding in people of all ages and backgrounds. The platform serves as a valuable resource for anyone eager to expand their knowledge and appreciation of science, making it an essential tool in the ongoing quest for a more informed and educated society. Research magazine [Frontier](#) aims to inform the general public about recent and exciting research findings and activities as well as new programs and facilities at Koç University. Our ultimate aim is to promote collaborative research between Koç University and other academic institutions, governmental and non-governmental organizations, and industry.

[Koç University Press \(KUP\)](#) is dedicated to the translation and dissemination of knowledge, aligning with the university’s vision of being “the center of perfection.” By carefully selecting books that provide the most advanced insights in their respective fields, KUP plays a crucial role in making sophisticated knowledge accessible to a broader audience. The press’s publications span diverse disciplines, including history, art history, politics, sociology, archaeology, gender studies, cultural studies, positive sciences, social sciences, literary theory, art, law, medicine, ethics, finance, economics, business, innovation, and entrepreneurship. With an expanding catalog each year, KUP aims to bridge gaps in academic publishing and enrich our intellectual and societal landscape, ensuring that cutting-edge research and ideas inform and educate society effectively.

Collective learning and transparency: Koç University stands at the forefront of promoting responsible management practices and global sustainability through its active engagement with the PRME and the UN Global Compact. To enable collective learning and the dissemination of knowledge, we publish our [PRME](#) and [Global Compact](#) reports with full transparency.



Dialoguing: bilateral or multilateral conversations with external communities

Description of partnering activities that involve dialoguing

Impact Purpose

Koç University actively fosters responsible management practices and sustainability through extensive dialogue and collaboration with various stakeholders, focusing on three main pillars: dialogue with companies, dialogue through forums, and dialogue through international networks and alliances. This engagement bridges the gap between academia and industry, enhances knowledge sharing through research centers, and strengthens global partnerships to drive impactful change and sustainable development.

Impact Statement

Koç University has extensive partnering activities involving dialogue which demonstrates its active role in fostering responsible management practices and sustainability through collaboration with various stakeholders in three main pillars:

- 1. Dialogue with companies
- 2. Dialogue through forums
- 3. Dialogue through international networks and alliances

Dialogue with business

Endeavoring to mobilize our community of stakeholders for the benefit of society, Koç University plays a critical role in building a bridge between academia and the industry. As an integral part of the community and as a leading research university, contributing to local and regional society with our top-notch research and our education programs defines and guides our engagement with the world of practice. Connectivity with business practice and international connectivity via various networks is a top priority. Affiliated with Turkey's largest conglomerate, CASE and GSB have solid corporate connections in various industries including energy, finance, consumer durables, and automotive both nationally and internationally. Executive education portfolio includes 282 companies operating in different sectors, including multinationals like Nestle, Unilever, Ernst & Young, L' Oreal, AT Kearney as well as local and global brands like Arçelik Vestel, Turkcell and Koç Holding companies. Koç University is in dialogue and effectively collaborates with many institutions within its impact zone. Our global partners through our networks (e.g. CEMS Network, which include Deloitte, Bayer, Accenture, P&G, L'Oreal, Google, Facebook, Henkel, Hyundai, Nokia, Salesforce, BNP Paribas, Siemens, etc.) also have headquarters in Istanbul and lead their operations in Turkey from the region. Therefore, Koç University CASE and GSB remain well connected at regional, national and international levels.

Dialogue with community through forums and centers

Koç University has many respected research centers both nationally and internationally. These research centers reflect the areas of expertise and beside their role for knowledge translation and dissemination they serve also as dialoguing with external communities. The research centers which are affiliated with CASE and GSB are:

Economic Research Forum (ERF)

Established in 2004 as a non-profit and non-partisan organization, Koç University - TÜSİAD (Turkish Industry and Business Association) Economic Research Forum is devoted to promoting independent and objective analysis on economic growth and discussing the implications of different economic policy options. TÜSİAD is the leading business people association in Turkey, with 4500 members, representing 50% of

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value-added businesses and 85% of Turkey's foreign trade. The activities of the ERF are conducted under the supervision of its Board of Directors and its Executive Council. The Board of Directors and the Executive Council consist of members of Koç University and TÜSİAD, the two organizations that also provide its funding.

Social Policy Center (SPC)

Since its establishment in 2010, Social Policy Center's (SPM) core objective is to develop applied research on social policy and increase public awareness on social policy issues in Turkey. The main research fields of SPM are youth unemployment, labor force participation of women, educational inequalities, social security, welfare and social rights. Since the beginning of 2015, SPM strengthened its close network both with international organisations and public institutions through different projects. Working under two EU projects with a very diverse and established group of partners provided the opportunity for SPM to network with certain key policy research institutions in Europe and has developed important research contacts.

Corporate Governance Forum (CGF)

Koç University Corporate Governance Forum aims to combine efforts to contribute to the improvement of corporate governance practices via research, as well as facilitating the dialogue between academicians and practitioners to develop a solid base for Corporate Governance. The Forum provides a setting where corporations will meet in a single platform to compare current practices, approaches, seek answers to common problems, identify good practices and become a hub on "Corporate Governance". CGF is committed to improving the governance practices of Turkish Companies via research, conferences, and education. On 18 April 2019, CFG held a conference, Corporate Governance Experience and Sustainable Development in Turkey, which brought together Koç University alumni, faculty and industry leaders to discuss their work in sustainability. This conference featured individual presentations and a series of panel discussions for sharing thoughts and experiences about small business leaders' Sustainable Development Goals. The conference hosted three Koç University faculty members. The event was a great opportunity to bring Koç University alumni and professional leaders together with faculty members from different fields and showcase their important work. The event covered several important topics such as strategic management in SMEs, the role of women in family businesses and SMEs, sustainable development goals, reducing inequalities, and compliance and ethics.

Koç University Social Impact Forum (KUSIF)

Since its establishment in November 2012, KUSIF is both a research and practice center and a catalyst for social innovation. It has successfully raised awareness, created knowledge and practices on social impact, its measurement and management. KUSIF's outreach and recognition have highly increased both nationally and internationally as a resource and practice center on social impact and its management. KUSIF creates sustainable programs and builds local stakeholder networks to generate social impact through collaborative action. KUSIF assists Koç University by integrating sustainability and social impact into teaching, research and operations. KUSIF increases the capacity of social impact actors to access skills and knowledge for social impact measurement, while communicating results and knowledge about social impact creation and sustainability. Additionally, KUSIF has developed knowledge and network on social entrepreneurship nationally and internationally and became an important actor in the ecosystem. KUSIF Managing Director Dr. Gonca Ongan has been included in the list of Top 100

KÜMPEM-Migros Retail Research Forum

KUMPEM Forum is a non-profit organization, a research forum for retail management sponsored by MIGROS, the largest retailer in Türkiye. Koç University and Migros have long been collaborators and the center has been active since 1999. The mission of the organization is to support the creation and dissemination of retail-related information with the aim of supporting the activities of both the academic and professional communities in Turkish retail sector. KUMPEM has started first as a Retail Management Education and Research Center and has operated with this mission for ten years. A good number of Migros executives and staff as well as many Koç Holding and prominent Turkish companies' executives have been trained by Koç University faculty at KUMPEM hall, located within the CASE building over the years. In the end of 2010, the center was reformed, and the focus became promoting retail related research and leading university- private sector collaboration. Renamed as KUMPEM Forum, the organization's financial support is mainly provided by Migros, while Koç University provides academic and administrative support for all its functions.

GLODEM-Center for Research on Globalization, Peace and Democratic Governance

The Koç University Center for Research on Globalization, Peace, and Democratic Governance (GLODEM) specializes in academic research, and policy-oriented activities leading to publications. Faculty members of Koç University established GLODEM in September 2004 as an informal faculty network. GLODEM subsequently became a formal organization in 2010 following approval by the Turkish Council of Higher Education. The Center engages organizations of all sectors (academic, public, private, and civil society) on pressing issues of globalization, peace, and democratic governance in order to realize these objectives. GLODEM's three areas of expertise are:

1. Globalization and political economy
2. Peace and conflict resolution
3. Democratic governance and administration
- 4.

Migration Research Center at Koç University (MiReKoc)

Migration Research Center at Koç University (MiReKoc) aims to advance the state of the art in migration research through original and innovative scholarship, academic collaboration, and dialogue between researchers, policymakers, international organizations, and civil society actors. It has renowned migration scholars from a wide range of fields in its international scientific advisory board, and harbours doctoral and post-doctoral researchers for research projects with national and international partners. Along with conferences, seminars, workshops, and other dissemination activities, since 2011 MiReKoc has been organizing an annual International Summer School, a flagship program bringing together migration experts from all over the world. MiReKoc is the steward of the UN-IOM-sponsored International Migration journal since January 2020.

The Center is currently involved in 13 projects. In addition to the organizational support provided by Koç University, MiReKoc projects received funding from various organizations' including the Scientific and Technological Research Council of Turkey (TÜBİTAK), European Commission, International Organization for Migration, The Volkswagen Foundation (VolkswagenStiftung), World Bank, Research Councils UK, and Research Council of Norway.

As an example, collaborations and partnerships of MiReKoc, have significant coverage in our impact zone. MiReKoç advocates for multidisciplinary and interdisciplinary research on various aspects of migration. As the economic and cultural center of Türkiye, Istanbul is highly impacted by migration related issues. MiReKoç's ongoing research and collaboration emphasize fostering dialogue among diverse stakeholders. Collaborative projects with Istanbul stakeholders include:

BROAD-ER

Bridging the Migration and Urban Studies Nexus (BROAD-ER) is a European Commission funded research network project aiming to enhance the scientific, technological and development-driven management capacities of Koc University in partnership with the University of Amsterdam (UvA), The Netherlands and Universitat Pompeu Fabra (UPF). The project features research and training components centered on migration governance, with a particular focus on the Istanbul case. It involves collaboration with the city and civil society organizations for data collection, training invitations, and participation as guest speakers in summer schools. The migration governance aspect generates policy dialogues and recommendations that will be disseminated among key stakeholders, including city stakeholders, national, and international academic communities.

KIDS4ALLL

Key Inclusive Development Strategies for LifeLongLearning (KIDS4ALLL) is a Horizon 2020 project and implemented a pilot action for a learning method and learning environment in formal, non- formal and informal educational contexts to address the integration challenges of migrant children. Researchers have closely collaborated with district ministries of national education in Sarıyer and Şişli. The project has completed a pilot phase at the K12 level, which involved ongoing meetings with teachers and principals. Additionally, stakeholder meetings were conducted with district and city ministries of national education, as well as relevant NGOs focusing on educational models. MiReKoc International Summer School The flagship program of MiReKoc organizes yearly thematic international schools, inviting key stakeholders and practitioners from the cities to participate both as attendees and lecturers. The dialogues fostered in these migration governance thematic schools serve as a model, engaging early-career researchers and practitioners in active discussions on policy development. These schools also provide comparative tools derived from international best practices and facilitate intercultural dialogue.

Dialogue through international networks and alliances

Having based our distinctiveness on our global connectedness we put particular efforts for expanding our international partnerships and affiliations. We are the only graduate business school in Turkey to connect with CEMS Global Alliance (CEMS), GNAM Network (Global Network of Advanced Management), PIM Network (Partnership in International Management), EMBAC Network (Executive MBA Council). GSB is a founding member of GNAM through which students can take online courses and condensed one-week face to face courses from member schools. We are a member of the CEMS Alliance with our joint CEMS Master of Science in International Management program where students study one semester at their home school and one semester at any other 33 CEMS schools. Being part of these international networks helps us benchmark our programs with the best business schools from around the world. Yet, our motivation for membership is not only limited to our globalization strategy. Koç has been participating in most of the annual events of these networks for establishing a better dialogue as a committed member through participation in various network sub-

groups: faculty, professional staff, communications, alumni, executive education. The post-Covid era has recently shown us how essential it is to be connected with leading global business schools to overcome the challenges of the new world complexities, emphasizing the importance of our collaboration and our critical role for the future of higher education.



Problem solving: joint problem-solving with external partners in a purposeful relationship

Description of partnering activities that involve problem-solving

Impact Purpose

Koç University addresses societal challenges through collaborative efforts and innovative solutions, focusing on critical areas like migration, urban development, inclusion and diversity, and sustainability. Their key initiatives include:

1. **Migration Research Center (MiReKoc):** Advances migration research through collaboration and dialogue with international organizations and civil society.
2. **UNIC Alliance:** Enhances mobility, inclusion, and diversity in European post-industrial cities, fostering sustainable urban development.
3. **Center for Gender Studies (KOÇ-KAM):** Combines gender equality and sustainable development through national and international cooperation.
4. **Anatolian Scholarship Program:** Supports educational equality by providing scholarships to academically gifted students from disadvantaged backgrounds.
5. **Support Center for Disabled Children (EÇADEM):** Offers comprehensive care and social integration for children with intellectual disabilities and their families.
6. **KU Cares-Day of Service:** Promotes community service and social responsibility through volunteer activities and partnerships with NGOs.
7. **KU Volunteers Club:** Focuses on sustainability actions, environmental education, and awareness, collaborating with organizations like TEMA and Clean Sea Foundation. These efforts highlight Koç University's commitment to solving pressing societal issues through strategic partnerships and community engagement.

Impact Statement

Koç University demonstrates a strong commitment to addressing societal challenges through collaborative efforts and innovative solutions. By engaging in various partnering activities, the university focuses on problem solving in critical areas such as migration, urban development, inclusion and diversity, and sustainability. Below are highlights of Koç University's recent key partnering activities aimed at solving pressing societal issues.

Migration Research Center (MiReKoc): Turkey has been a main actor in the Eurasian migration scene, first as a source country, and then as a destination, and transit route for migrants. As of the beginning of the humanitarian crisis in Syria, the country has received more than 3 million refugees, making Turkey the host country with the largest refugee population in the world. Given its importance as a site of emigration, immigration and transmigration, Turkey provides an excellent setting in which multi-dimensional characteristics of various migration streams may be examined. [Migration Research Center](#) at Koç University (MiReKoc) aims to advance the state of the art in migration research through original and innovative scholarship, academic collaboration, and dialogue between researchers, policy-makers, international organizations and civil society actors such as UNHCR, UNDP, UNFPA, IOM, British Council.

Office of International Programs and UNIC Alliance : The European University of Post-Industrial Cities (UNIC) is a unique alliance of eight universities in post-industrial cities that all face similar challenges and opportunities in terms of mobility,

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Energy Management,
Responsible
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Education, Social
Entrepreneurship,
Sustainable
Development,
Sustainable Supply
Chain Management

inclusion, and diversity. UNIC alliance is established within the scope of the [European Universities Initiative](#) framework of the European Commission. The UNIC alliance reflects a strong European post-industrial identity by shaping a new generation of Europeans able to cooperate and work within different European and global cultures, in different languages, and across borders, sectors and academic disciplines. [UNIC CityLabs Virtual Meeting Platform](#) initiative focuses on creating age-friendly cities by enhancing the participation and well-being of older people. It fosters collective learning and transparent dialogue between the university community and city stakeholders to co-create solutions for sustainable urban development.

The Center for Gender Studies at Koc University (KOÇ-KAM) : KOÇ-KAM [UNESCO Chair on Gender Equality and Sustainable Development](#) was established in May, 2016 with an agreement between the United Nations Educational, Scientific and Cultural Organization (UNESCO) and Koc University. The Chair corresponds to a higher-education institution and a research center, serving as a hub for the intersection of science and society. The Chair combines two key aspects of human well-being, gender equality and sustainable development. The Chair aims the advancement of research in these two main intersecting topical areas and the establishment of national, regional and international cooperation among researchers. International Summer Academy was conducted with the collaboration of the Inter-American Academy of Human Rights, British Embassy Ankara, The Global Institute for Global Leadership, King's College London, Programa De Catedras and ITAM.

Koç University Alumni Relations Office :[The Anatolian Scholarship Program](#) engages business leaders, alumni and donors ([list of donors](#)) to provide scholarships for academically gifted students from financially disadvantaged backgrounds. By covering tuition and living expenses, the program ensures that deserving students have access to quality education. This initiative addresses educational inequality and supports social mobility and economic development. The number of students benefiting from the Anatolian Scholarship Program has steadily increased since its start with 6 donor companies funding 14 students in 2011. To date, the Program has raised nearly 690 million TL (nearly 93 million USD) with support from 300+ companies and reached 1243 students. As of May 2023, additional funding has been secured in support of 177 new students, who commenced their academic journey in the 2023–2024 academic year.

Support Center for Disabled Children and their Families (EÇADEM) :[EÇADEM](#), supported by Koç University and Sarıyer Municipality where our main campus is located, provides comprehensive care services for children with intellectual disabilities and their families. In addition to meeting the daily care and needs of individuals with mental disabilities, the center supports the development of social and emotional skills in a safe environment with psychological counseling. It provides training that facilitates daily life activities, and self-care workshops that provide a space for expression through art and sports. Thus, it is intended to help both disabled people adapt to society and society accommodate disabled people more easily with the projects it initiates and carries out. Individuals, who are introduced to life outside the home environment at regular intervals, are provided the experience of being a part of society, and have their individual characteristics and skills taken into account. Another focus of the center is to protect the mental health of family members with mental disabilities and to ensure their social participation. With the consultancy, services and activities developed for family members, it is aimed to alleviate the burden of care, to encourage participation in social life and to

make the relations between all family members more sustainable. The aim of this support is to reduce the psychosocial problems, such as burnout, stress, depression, and social isolation of caregiver family members.

Every year, under the aegis of the Sarıyer Municipality, the EÇADEM center organizes a one-week summer camp in Kilyos for children with disabilities and their families. Additionally, due to a collaboration with the Sarıyer Public Education Center, instructors for rhythm, piano, and painting are arranged to serve at the center. EÇADEM also collaborates with many various centers located in the Sarıyer district except Sarıyer Municipality and Sarıyer Public Education Center. Some of these include Zekeriyaköy Tennis Club, Atlıtur horse riding center, Tarabya Lions Club, Keller Williams Platinum and Karma real estate agency. Children with mental disabilities at the center utilize the Zekeriyaköy Tennis Club to support their motor skill development. To enhance and support social skills, activities are being held for families and children during the social responsibility day events, called Redday, conducted by the Keller Williams company. Furthermore, the sensory room, dedicated for the benefit of young children with cognitive disabilities, was established under the sponsorship of the Tarabya Lions Club.

KU Cares-Day of Service : Launched in May 2024, [KU Cares initiative and the annual Day of Service](#) is expected to become an annual tradition, bringing together our entire university community for a day of collective service dedicated to local and global causes. Partnering with NGOs such as Mother Child Education Foundation (AÇEV), Çorbada Tuzun Olsun Association serving homeless people, Mind Your Waste Foundation, Foundation for Education and Solidarity for the Mentally Disabled (İZEV) as well as KU alumni, students and staff; this initiative offers diverse volunteering opportunities from environmental clean-ups to educational workshops at local organizations. The initiative aims to:

1. demonstrate the university's commitment to being a responsible and active member of the community in which it is located.
2. promote a sense of social responsibility among alumni, students, faculty and staff and encourage lifelong commitment to community service.
3. provide opportunities for building relationships with local organizations, businesses and community leaders, which can lead to collaborative projects and partnerships in the future.
4. foster personal growth and development, as participants gain valuable skills and insights through their service experiences.

KU Volunteers Club and Sustainability Initiatives: In terms of sustainability actions by students [KU Volunteers](#) group is a very active community. A subgroup of KU Volunteers focus on environmental issues. They conduct activities regarding recycling, trying to increase awareness and education level in this area. In collaboration with Clean Sea Foundation and The Turkish Foundation for Combating Soil Erosion, for Reforestation and the Protection of Natural Habitats (TEMA), they participate in providing training to primary school students in Sarıyer area where our main campus is located.



Acting: working collaboratively to enact change

Description of partnering activities that involve acting

Impact Purpose

Koç University stands out for its robust academic leadership and its proactive approach in collaborating with both national and international partners. The university excels in research quality and student admissions, reflected in its high international rankings and national accreditation efforts. It fosters regional collaboration through PhD programs and annual workshops with peer institutions like Sabancı and Özyeğin.

Koç University is also deeply involved in advancing management education through initiatives like the CEMS Graduate Profile and Thought Leadership, ensuring alignment with current and future industry needs. The establishment of the GSB Stakeholder Engagement and Impact Policies Unit further strengthens its commitment to impactful partnerships with businesses, NGOs, and municipalities.

The Koç University Social Impact Forum (KUSIF) leads social impact efforts in Turkey, supporting social entrepreneurship and sustainability through various national and international networks. The university's collaborations extend to business through initiatives like KWORKS and research centers focused on energy, infectious diseases, and creative industries. These collaborations enhance academic and practical applications, from executive education to corporate partnerships.

Moreover, Koç University's alumni network contributes to the start-up ecosystem with the Q Angels angel investor network, which supports social impact initiatives and scholarships, reflecting the university's commitment to fostering sustainable and impactful ventures.

Impact Statement

Acting with academia:

Koç University has a leading position among the universities in Istanbul, through the quality of research and admission ranking of its students. This position is also reflected in the international rankings, where Koç University typically is ranked highest among universities in Türkiye. Therefore, we share our experience through national accreditation agencies with universities who want to improve their infrastructure and receive international accreditation.

In addition, we collaborate with similar universities in our region, that share our vision and our priorities. We have agreements at PhD programme level, where we accept and send students from and to other schools in the region, with a special status student, to receive courses, training and doctoral seminars. In this context, one example can be the Koç - Özyeğin - Sabancı Marketing Workshop that we hold every year, with a rotation in hosting. We consider Sabancı and Özyeğin Universities to be our peer, as they are foundation universities in Istanbul that prioritize research. Once a year, the marketing professors and the PhD students of these universities come together to share and discuss their latest research. The agenda for the latest meeting is attached.

CEMS Graduate Profile: Recent trends such as globalization, personalized studies for new generations, growth in digital competencies, diverse e-learning formats, and the need for Lifelong Learning significantly impacted management education. The Covid-19 pandemic accelerated these changes, challenging

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traditional business school models, especially affecting the CEMS MIM exchange semester abroad. This raised questions about the future of the CEMS MIM program, recruiters' changing competency requirements, and the evolving priorities of new generations. GSB collaborated with 33 business schools, over 70 corporate partners, and 8 NGOs to review the CEMS Graduate Profile. This session focused on corporate partners' expectations for future work, students' necessary skills for the labor market, and the evolution of management education.

CEMS Thought Leadership: CEMS Thought Leadership initiative that has been recently launched consists in sharing podcasts and 'readable' articles/white papers already published by your school on a particular theme, on the CEMS website. We will give visibility to this thought leadership content via social media and press coverage. This initiative aims to:

1. Align with the newly adopted statement and promote ideas that will serve society and the planet.
2. Provide extra visibility to your school' thought leadership materials by relaying some of your school' already published podcasts and papers on the CEMS website. We'll obviously make sure that your brand remains very visible.
3. Provide additional value to Corporate and Social Partners, students and alumni. Indirectly raise the CEMS brand and support schools that find it challenging to attract students in the CEMS MIM program.
4. Position the CEMS community as a voice exploring current and further challenges and opportunities. For this reason, we propose to start collecting materials focusing on the highly critical topic of "mindset shifting towards sustainable business models"

GSB has provided the following two contents for this collaborative initiative: <https://www.cems.org/thought-leadership/cems-students-koc-university-explores-topic-sustainable-business-strategies>
https://www.linkedin.com/posts/cems--the-global-alliance-in-management-education_cemsglobalalliance-cemsthoughtleadership-activity-7184191145306902528-X33I?utm_source=share&utm_medium=member_desktop

Establishment of the GSB Stakeholder Engagement and Impact Policies Unit:

GSB has made a strategic decision to further enhance its existing strength by formalizing its stakeholder management practices. To help facilitate mutual benefits between KU and the corporate sector, NGOs, and municipalities, and ultimately extend its societal impact, GSB officially inaugurated a specialized unit for Policy and Stakeholder Management in March 2024 to fulfill these objectives. Following this significant development, the management of the GSB master's programs has been consolidated into a single team and restructured to focus on the student learning experience. With these new developments, KU GSB, which is recognized for its quality of education in Turkey and abroad, aims to respond more effectively to the expectations of different generations, the business world, and communities to shape the future education that transforms not only careers but also the society.

Acting with civil society:

Koç University Social Impact Forum (KUSIF) was founded in 2012 within Koç University as a research and practice center on social impact to foster social innovation through research, education and collaboration. KUSIF is one of the leading organizations in the social impact field in Turkey and has become a reference point in social impact studies. KUSIF has been leading the

Turkish Social Impact Group and working to set standards for social impact measurement and management in Turkey. KUSIF publicized many resources and implemented research on social impact for civil society organizations, funders, private sector and social entrepreneurs; and led several capacity-building projects including training, consultancy and dissemination of knowledge through national and international conferences in Turkey. KUSIF has a special focus on social entrepreneurship as we consider social entrepreneurs are one of the important and new social impact actors in Turkey. In this regard, KUSIF has been leading and partnering in various social entrepreneurship projects on ecosystem development, capacity building, access to social finance, and investment readiness.

KUSIF launched Social Impact Lab at Koç University in 2018 to create a common space where students interested in social entrepreneurship can come together, providing an incubation service to young social entrepreneurs such as mentorship, network and intense training. Additionally, KUSIF team has been co-teaching social entrepreneurship and social impact courses at Koç University since 2015.

KUSIF is an active member of Social Value International, The European Network for Social Enterprises and Impact-Driven Leaders (EUCLID) and International Sustainable Campus Network. SVI is an international professional body of social impact practitioners and professionals who create and share knowledge about social impact analysis. SVI's members are passionately committed to developing more effective social purpose organizations and increasing positive social impact through their work. Koç University Social Impact (KUSIF) is a SVI's member since December, 2013. <https://www.socialvalueint.org/>

Koç University joined the International Sustainable Campus Network (ISCN) and participated in a global exchange between campus sustainability leaders to further best practices. The International Sustainable Campus Network (ISCN) provides a global forum to support leading colleges, universities, and corporate campuses in the exchange of information, ideas, and best practices for achieving sustainable campus operations and integrating sustainability in research and teaching. In Fall 2014, Koç University established a "Sustainable Campus Task Force" which aims to coordinate and support sustainability activities to enhance sustainability at Koç University. <http://www.international-sustainable-campus-network.org>

Tadamon: Tadamon is an innovative and transformative partnership initiative by IsDB, ISFD & UNDP. Tadamon was born out of a need to map out the Civil Society landscape in OIC member countries and to better understand the needs of local communities and who are the people and organizations that are best in delivering solutions to local problems. KUSIF became a member of Tadamon in 2020. <https://tadamon.community/partners/>

Euclid Network : Founded in 2007, Euclid Network has a strong track record of knowledge sharing, policy impact, and network-building in the civil society and social enterprise arenas. Its vision is to see civil society and social enterprise empowered to drive positive change. KUSIF became a member of Euclid Network in November 2019. <https://euclidnetwork.eu/about-us/our-members/>

Building A Social Entrepreneurship Network In Turkey : Turkey Social Entrepreneurship Network (TSEN) aims to provide the knowledge, connection, and visibility social entrepreneurs need, disseminate social enterprise in Turkey as an alternative solution

to social and environmental problems and raise awareness about social entrepreneurship. Funded by the European Union and the Republic of Turkey within the framework of Civil Society Sector – Grant Scheme for Partnerships and Networks, and conducted, with the leadership of Vehbi Koç Foundation, by Koç University Social Impact Forum, Ashoka Turkey, Social Innovation Initiative Association, Innovative Solutions for Sustainable Development Association, TED University, Mozaik Foundation (Bosnia Herzegovina) and Social Enterprise UK (England), the project's aims to develop the social entrepreneurship ecosystem in Turkey. As for local contributions, Abdullah Gül University, Ankara Development Agency, Eastern Anatolia Development Agency, Silkroad Development Agency, Nilüfer Municipality, Middle Black Sea Regional Development Agency, and The Union of Chambers and Commodity Exchanges of Turkey support the project as contributing partners. The Turkey Social Entrepreneurship Network Project started in October 2018 and will end in October 2020. <https://www.sosyalgirisimcilikagi.org/>

Acting with business :

Koç University Entrepreneurship Research Center (KWORKS): Established in January 2014, [KWORKS](#) serves as a hub of entrepreneurship activity in Sisli, Istanbul, helping technology start-ups grow into sustainable, scalable, successful ventures. KWORKS connects aspiring technology entrepreneurs to valuable resources, consulting experience and potential investors to set them on the right path. Among the activities of KWORKS, Bootcamp is an intensive and interactive training and workshop series designed to support start-ups through an end-to-end acceleration process, from business idea validation to product roadmap modeling. The Center runs a program named KWORKS BiGG as an implementing partner of the BiGG program (1512-Bireysel Genç Girişimci Programı). BiGG program offers up to ₺900.000 financial support to young entrepreneurs and supports them to launch their companies. KWORKS formed a consortium with 14 Koç Group companies which are the leaders in the sectors they operate in such as Arçelik, Aygaz, Ford Otosan, Koç Sistem, Koç Yasa, Opet, Otokoç, Setur, Tat, Tofas, Türk Traktor, Yapı Kredi, WAT Mobilite and Zer. Young entrepreneurs who have technology-based, innovative business ideas have the opportunity to learn about the innovation focus areas and the pain points in the fields they plan to operate in from sector experts and develop solutions that will meet the needs of the market with this program.

Koç University Arçelik Research Centre for Creative Industries ([KUAR](#)), founded jointly by Koç University and Arçelik A.Ş. in 2015, aims to add value, via research, that increases the efficiency and competitiveness of creative industries, mainly in Turkey. A wide range of topics such as lifestyle, entertainment (game, performance, movies, drama, animation), cultural heritage (exhibitions, heritage, analysis), info-assistance, transportation, education, healthcare lie within the scope of research conducted at KUAR, where research and development on conceptual / experimental / visionary prototypes, working prototypes, re-design prototypes of products and design guidelines is undertaken. Recent collaborations between KUAR and our faculty aim to stimulate joint research projects as well as undertakings with international partnerships.

Koç University Center for Infectious Diseases ([KUISCID](#)) was founded with funds from [İşbank](#) in December 2020, in the middle of the devastating COVID-19 pandemic. KUISCID's mission is to conduct research combining basic and clinical sciences in order to understand, treat and prevent infectious diseases. Moreover, being prepared for the infectious diseases that cause threat to public health and sharing all the scientific information transparently with the community, are our other critical principles.

Koç University Tüpraş Energy Center (KUTEM) was established in 2012 by funds from [Tüpraş](#). The center consists of around 30 faculty members in Engineering, Sciences and Administrative Science & Economics. Research projects are carried out in a newly constructed state-of-the-art laboratory as well in research laboratories of the affiliated faculty. The research activities of the center are focused on development of new energy technologies in areas which are fossil fuels, biofuels and solar fuels. The activities of the center are planned by the [Executive Council](#) consisting of representatives from Koç University and Tüpraş.

Koç University Hydrogen Technologies Center (KUHyTech) has been very recently established in 2024 and it is a great example for collaboration with industry and academia for green energy. KUHyTech focuses on research regarding the production, storage, transportation, and commercialization of green hydrogen and heralds a great step towards combating climate change.

Act for Impact : [Office of Corporate Relations and Resource Development](#) serves as the primary point of contact for Koç University's fundraising initiatives that aim to maximize the flow of corporate investments to the University through mutually beneficial partnerships and philanthropic funding. Responsibilities span the following areas:

Corporate Relations: Building and maintaining solid relationships with corporate parties and promoting Koç University to a variety of internal and external constituents.

Resource Development: Maximizing contributions and other support to Koç University from corporations and foundations for a broad range of purposes.

[For the full list of corporate donors for Act for Impact initiative](#)

College of Administrative Sciences and Economics (CASE) & Graduate School of Business (GSB):

Affiliated with Turkey's largest conglomerate, CASE and GSB have solid corporate connections in various industries including energy, finance, consumer durables, and automotive both nationally and internationally. Our extensive connectivity with the industry and our international connectivity support us to build long term relations with our stakeholders. Our faculty members are top notch scholars who are involved actively in research and publish extensively thus strengthening our engagement with the society as a leading research university.

Knowledge and research can be disseminated not only via publications or academic presentations, but also via outlets such as executive education programs. Executive Education is a practical and effective path for reaching industry. Faculty use the venue to share their research with executives. In a sense, communicating relevant (and their own) research adds a unique characteristic to an instructor. Executive Education programmes increase the visibility of participating faculty members and their research. Our global and industrial connectivity empowers both our academic programs as well as our executive education collaborations. In addition, Executive Education contributes to the CASE and GSB mission and objectives by fostering connections with the business world and offering high quality state-sponsored programs such as Turquality, Turquality-2 service sector, and BISTEP program with Borsa İstanbul. Turquality is a state-funded brand-building support programme with an objective of creating global brands. It is designed to provide support to elevate companies to the level of international benchmarks and to create strong brands with higher added value and market share. The programme aims to create a synergy among Turquality companies and to deepen executives' practical experiences with prominent academicians in their field. In this context, Koç University is one of the educational partners of the Turquality

programme, providing training for and discussing contemporary approaches with executives of Turkish companies in the Turquality programme. Executive Education is the only university in Turkey offering all three programmes sponsored by the Ministry of Economics and Borsa Istanbul.

Furthermore, we are the only business school in Turkey to connect with the CEMS Alliance which is currently partnered up with more than 70 multinational corporations around the globe (<https://www.cems.org/corporate-social-partners/cems-corporate-partners>). We have well-established partnerships with businesses, such as “Young Leaders in Family Businesses Certificate Program” (YLFB) designed with E&Y, in order to enhance the management in family-owned companies and to promote the sustainability of the young generation to take part in the future of their family business. We involve our alumni in the redesign of graduate programmes through advisory boards. As part of 30th anniversary activities, the university took a massive fundraising campaign to mobilize alumni to support student scholarships.

The active research centers at CASE & GSB are the Economic Research Forum, the Centre for Research on Globalization and Democratic Governance, Migration Research Centre, and KUMPEM Retailing Forum, and Corporate Governance Forum. As an example to the activities of these centers, the research which was presented through a webinar organized by Koc University-TUSIAD Economic Research Forum (ERF) can be elaborated. ERF aims to provide a bridge between academia and the business community. It is a forum that is funded by Koc University and TUSIAD. TUSIAD is the largest non governmental business organization in Turkey. Each year, ERF organizes several conferences to highlight topics that are particularly critical for the Turkish and global economy. The idea is to bring together academia as well as the representatives from the business community to discuss the current issues and have mutual feedback. During the pandemic, a team of researchers that included four members from the Economics Department analyzed the economic costs of inequitable distribution of vaccines. The research received world wide interest, far exceeding the boundaries of the academic community. The work was cited by the media, policy makers, as well as non-governmental organizations including the WHO, WTO, UNESCO. The work was highlighted in prestigious media outlets including the New York Times, the Wall Street Journal, The New Yorker, the Financial Times, the Guardian, The Washington Post, BBC, CNBC, and Al Jazeera to name a few. In November 2021, with the onset of the omicron variant, the research was presented at US Congress in order to provide a framework to support efforts to contribute to equitable distribution of vaccines.

Another successful project conducted by ERF involves several connections with practice as well. The research agenda revolves around understanding behavior and outcomes and making evidence-based policy recommendations in the areas of education and gender, by collecting behavioral data in educational and organizational contexts. The research is tightly connected to the agendas of many NGOs, firms and government institutions, as the results are relevant to social outcomes such as gender equality, social welfare and the diversity/integration of refugees. Firms therefore tend to be interested in contributing to the research from a corporate social responsibility perspective, and public officials are interested in the research from a policy perspective, as the results can help them better understand what type of policies are likely to be effective for achieving certain policy goals.

GSB enhances pertinent collaborations between academia and the executives of the business world with its two other research center, namely KU Migros Retail Education and Research Center (KUMPEM) and Corporate Governance Forum. Aligned with our strategy of expanding research partnerships with the business community, KUMPEM is formed as a platform for research and executive education through which CASE and GSB established ties with the leading retailer Migros. Migros, through KUMPEM, currently supports PhD students and sponsors an annual conference on retailing, among other activities. The KU Corporate Governance Forum aims to combine efforts to contribute to the improvement of corporate governance practices via research, as well as facilitating the dialogue between academicians and practitioners to develop a solid base for Corporate Governance. The forum facilitated collaboration between Deloitte and KU within the scope of Deloitte's Best Managed Companies award program. ,

Beside these collaborations at institutional level, GSB aims at strengthening its connections with practices in its degree level programs as well. Koç MIM & CEMS MIM programs, as pre-experience degree programs, have the objectives to connect its cohorts with the industry through hands-on projects. Hence, the Business Project course is an important element of the Koç MIM & CEMS MIM programs' common curriculum during the spring semester. Business Projects are consultancy-like projects designed as a real life learning experience. The student team tries to solve a company's real business problem, while training for process management, result orientation and team building. During the spring semester of 2024, we did projects with our corporate partners McKinsey, Kearney Consulting, ABB, L'Oreal and Arçelik to come up with 7 successful projects and Koç University was elected as "best practice" among all the CEMS Universities. In addition to this international structure, Koç University GSB organizes an annual steering committee meeting where GSB corporate partner representatives can join, if the specific focus of the discussion points are related to their expectations and needs which should be integrated in the academic curriculum. GSB organizes skill seminars and webinars, company visits, company days to strengthen the soft skills of its cohorts as well as to enhance its connections with the business community. Guest speakers are invited to the courses, they prepare presentations with students and also evaluate students' presentations, give first-hand advice to students regarding the case studies.

As a summary, major activities to engage with the industry are as follows:

1. Forming research centers and conducting joint research projects to influence intellectual, technological, economic and social developments,
2. Disseminating knowledge through executive education programs and selective consulting projects,
3. Establishing/enhancing relations with international institutions,
4. Collaborating with the corporate world to improve its programs and delivery,
5. Organizing activities to bring the national and international corporate and the academic world together, and
6. Fostering the alumni network.

Acting with alumni

As a support to the start-up ecosystem, very recently Koç University alumni founded Q Angels angel investor network.

Different from other angel networks operating in the area, Q Angels focuses on social impact as well. Therefore, as committed in the founding contract, 10% of every investment is invested in the name of the organization's legal entity, the returns of which (if there are any) will be donated to Koç University Alumni Association to be given out as scholarships.

Name	Object	Number of students/person involved	
Boly	Boly is a mobile application that aims to maximize the sports experience of athletes by creating a unique sports community where they can match with other sports enthusiasts regardless of their location,	discover nearby sports facilities, and access equipment more easily.	9
Müvekkil	Artificial intelligence-supported Müvekkil platform aims to provide reliable information based on Turkish Law legislation in the fastest way. With the service it offers to lawyer users, it provides a solution to the inadequacy of legal document storage systems and improves inefficient	scanning processes.	10
Name	Object	Number of students/person	involved
Geeklyzer	Geeklyzer; It is an Influencer Marketing solution focused on artificial intelligence, data and algorithms. It increases marketing efficiency by offering automatic mention tracking, competition analysis, benchmark reports, brand-focused pinpoint Influencer analyses, project creation and project outcome prediction through	an easy-to-use dashboard.	5

Imperium	Imperium is the next generation construction project management software. It allows to manage construction processes such as Project Management, Procurement, Technical Office, Quality & Safety, Finance and Sales management on a single platform.	Imperium, which facilitates the construction processes with its increasing number of solution partners, serves more than 300 companies and more than 2,000 users today.	6
Pdmechanics	Pdmechanics is an AI-powered predictive maintenance SaaS start-up that reduces industrial facilities' production downtimes by early diagnosis of machine malfunctions. Gaining customers from the	largest manufacturing companies, Pdmechanics offers solutions to industrial facilities of all scales and equipment manufacturers	4
Medikarne	Medikarne offers artificial intelligence-supported health predictions, secure health data with blockchain and easy doctor access. It also provides easy access to healthcare while protecting health data.	.	2
Name	Object	Number of students/person involved	
Boly	Boly is a mobile application that aims to maximize the sports experience of athletes by creating a unique sports community where they can match with other sports enthusiasts regardless of their location,	discover nearby sports facilities, and access equipments more easily.	9

M ü v e k k i l	Artificial intelligence-supported scanning Müvekkil platform aims to provide reliable information processes. based on Turkish Law legislation in the fastest way. With the service it offers to lawyer users, it provides a solution to the inadequacy of legal document storage systems and improves inefficient	1 0
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Na m e	Object	Number of students/ person	in v o l v e d
Ge ek ly z er	Geeklyzer; It is an Influencer Marketing solution focused on artificial intelligence, data and algorithms. It increases marketing efficiency by offering automatic mention tracking, competition analysis, benchmark reports, brand-focused pinpoint Influencer analyses, project creation and project outcome prediction through	an easy-to-use dashboard.	5
Im pe riu m	Imperium is the next generation construction project management software. It allows to manage construction processes such as Project Management, Procurement, Technical Office, Quality & Safety, Finance and Sales management on a single platform.	Imperium, which facilitates the construction processes with its increasing number of solution partners, serves more than 300 companies and more than 2,000 users today.	6

Pd m ec ha ni cs	Pdmechanics is an AI-powered predictive maintenance SaaS start-up that reduces industrial facilities' production downtimes by early diagnosis of machine malfunctions. Gaining customers from the	largest manufacturing companies, Pdmechanics offers solutions to industrial facilities of all scales and equipment manufacturers	4
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M ed ik ar ne	Medikarne offers artificial intelligence-supported health predictions, secure health data with blockchain and easy doctor access. It also provides easy access to healthcare while protecting health data.	2
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[Office of Corporate Relations and Resource Development](#) strives to strengthen the University's ties with its graduates, working in tandem with the Alumni Association to offer an array of opportunities for the alumni to stay connected with Koç University. The Office aims to strengthen the University's ties with its graduates by working in tandem with the Alumni Association to provide an array of opportunities for alumni to stay connected.

- ☒ Governance: formalized rules of engagement that governs the type of resources exchanged, the desired outcomes or impacts, etc.

Examples of formal governance structures for partnering

Impact Purpose

Koç University has developed a robust framework for resource development and partnership management, focusing on structured engagement with corporate donors, individuals, and alumni. The university's formalized rules of engagement ensure that resources are strategically aligned with its mission, promoting social impact and sustainability. Notable initiatives include the Anatolian Scholarship Program, which addresses educational inequality and has garnered recognition for its effectiveness. The university also emphasizes donor recognition through programs like the KU Circle and fosters faculty excellence with sponsored professorships. Additionally, Koç University is dedicated to gender equality and stakeholder engagement, with comprehensive plans and new units to support these goals. This strategic approach not only maximizes contributions but also amplifies the university's positive impact on society and the environment.

Impact Statement

Koç University has established formalized rules of engagement that govern the types of resources exchanged and the desired outcomes, ensuring that resource development is a strategic endeavor focused on fostering strong partnerships with corporate donors, individuals, and alumni. These rules provide a clear framework for collaboration, detailing the expectations and responsibilities of all parties involved. By adhering to these guidelines, Koç University maximizes contributions and aligns them with its mission of social impact and sustainability. This structured approach not only enhances the effectiveness of fundraising initiatives but also ensures that the resources are utilized in ways that promote long-term social benefits. Through these partnerships, Koç University is able to support a wide range of programs, from scholarships for financially disadvantaged students to research initiatives that address pressing global challenges, thereby amplifying its positive impact on society and the environment.

Resource Development

The Office of Corporate Relations and Development seeks to maximize contributions to the University from corporate donors, individuals and the alumni. The University reaches out to corporates and individuals for scholarship funding, sponsored professorships and other funding-related initiatives. While the Anatolian Scholarship Program has become the signature fundraising initiative of Koç University, other programs such as annual giving, named scholarships and sponsored professorships also play an important role for resource development. In addition, the Office of Corporate Relations and Resource Development works together with the Alumni Association to increase fundraising from the alumni and develop alumni engagement.

The Anatolian Scholarship Program:

Supporting the education of financially disadvantaged yet academically strong students, the Anatolian Scholarship Program has been the primary focus of the University's fundraising efforts. Funds for Anatolian Scholarships are raised from corporates and individual donors and are utilized to cover tuition, on-campus accommodation, textbook expenses and monthly stipend. As an exemplary social initiative that brings the University together with the business world, the Program focuses on the vital issue of

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Owner

Didem Ozgur Ozden

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Entrepreneurship,
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Management,
Responsible
Management
Education, Social
Entrepreneurship,
Sustainable
Development

inequality in access to higher education in Turkey. The Anatolian Scholarship Program is based on raising awareness, researching donor prospects, soliciting donations, stewardship and donor-student relations. The support received to-date reflects the enthusiasm of a community of corporations and individuals who believe in Koç University's mission and philanthropic focus.

Within the scope of the program, donors are expected to provide an annual contribution which covers 2/3 of the annual expenses of a student. Matching corporate donations on a 2:1 basis, the University covers the remaining 1/3. When it comes to alumni donations, the matching ratio is 1:2. The matching system shows that Koç University is working hand-in-hand with corporate and individual donors to provide financially disadvantaged yet bright students with access to outstanding education that is otherwise beyond their reach.

In order to expand the Program's donor base internationally, the University has established the Koç Education Culture and Health Foundation (KECHF) which has been recognized by the IRS as a Section 501(c)(3) organization constituting a public charity in the United States. The Office of Corporate Relations and Development works in conjunction with the KECHF officers in New York City in reaching out to potential donors in the United States.

As the Anatolian Scholarship Program welcomes more students and becomes more widely known across Turkey, the number of applications to the Program shows a significant increase every year. Applications are evaluated across multiple dimensions on a weighted-scoring basis. Students' performance on the university entrance exam, their household income, social activities, reference letters and application essays constitute the basis of evaluations. Short-listed applicants are invited to the campus to take sample courses, meet faculty members and participate in social activities at the campus. In addition, one-on-one interviews are conducted with each candidate.

Awards and Recognition

In its more than 10-year life span, the Anatolian Scholarship Program has been recognized and appreciated by prestigious social responsibility, education and fundraising circles local and global. Our most recent award was a second-time recognition by the Council on Advancement and Support for Education (CASE) in August 2019. The Council recognized the Anatolian Scholarship Program in their Circle of Excellence with a Silver Award in the "Challenge Grant / Matching Gift Programs" category.

KU Circle - Donor Partnership Program

In order to recognize donors, the Office of Corporate Relations and Development launched the KU Circle of Friends in 2014. Representatives from donor companies are brought together annually through exclusive events; they receive current news about the University and benefit from discount rates in executive education programs. KU Circle gatherings create a constructive environment for exchange of ideas and help participants better understand the critical issues that revolve around the country's economic and social needs and what universities and corporations can offer in response to the emerging development issues.

Sponsored Professorships

Sponsored professorships provide recognition for the distinguished achievements of faculty and comprise of funds named in honor of a donor that provides direct research support to individual faculty members. They are established to attract,

recognize and reward members of University faculty who are internationally acknowledged scholars of exceptional distinction, whose scholarly activity and accomplishments enrich selected areas of research and teaching. The recipients hold elite faculty positions that represent prestige, leadership, and profound responsibility. In 2020, we established a new professorship with Yapı Kredi Bank. The professorship was given to Koç University Economics Professor Selva Demiralp for her research in her academic field. The Office of Corporate Relations and Development plays an instrumental role in maintaining the close relationship between sponsors and their respective professorship appointees. The Office actively explores further opportunities with donor prospects for new professorship engagements.

Alumni Fundraising Campaign

The University's 30th anniversary presented a great opportunity to build relationships with the alumni. The Office of Corporate Relations and Development implemented a new fundraising campaign which was initiated in July 2017. The overall objective of the campaign is to encourage our alumni to raise funds in support of one Anatolian Scholarship student per each alumni class. Class gifts are matched by the University on a 1:2 basis.

Gender Equality Plan

Koç University Gender Equality Plan ([KUGEP](#)) is a comprehensive and dynamic plan designed to ensure that gender equality is maintained and strengthened in all aspects of the institution. In March 2021, a committee composed of a diverse group of academic and administrative employees conducted a gender audit of the institution and identified the need for a dedicated unit to coordinate and facilitate the preparation and implementation of the Gender Equality Plan. The Gender Equality Coordinator position was created in April 2022 to address this need. KUGEP is a dynamic document that is reviewed annually to make necessary revisions and updates. The plan is also designed to work with other institutional policies and plans, such as the HR Excellence in Research Award, the UN Global Compact, and the larger SDG 2030 Agenda framework. Additionally, KUGEP addresses the gendered effects of potential disruptions to higher education and takes up the responsibility of developing a macro-level institutional plan to future-proof essential processes, operations, and employee well-being including partnering initiatives. Overall, KUGEP is an integrated policy document designed to create a more inclusive institution where every talent can reach its full potential.

Partnering for the governance of the University and CASE & GSB

The Board of Trustees (BT) is the highest entity in Koç University's governance. The BT, which has 9 trustees consisting of business leaders and academics, is an autonomous body that legally represents the university and has the ultimate executive authority. The International Board of Overseers (IBO) acts as an advisory council to BT and to the university administration. The IBO meets with the BT and the university administration once a year to review the developments concerning the University's strategic objectives and to give feedback.

The College of Administrative Sciences and Economics (CASE) and Graduate School of Business (GSB) convene an esteemed International Advisory Board annually to provide external governance and expert guidance on the CASE & GSB's academic programs. This diverse panel of global leaders, academics, and industry professionals offers invaluable insights into curriculum development, ensuring that educational offerings remain cutting-edge and relevant in a rapidly evolving global market. The board also focuses on sustainability initiatives, advising on strategies to integrate environmental and social considerations into

CASE&GSB's operations and teaching. Additionally, their expertise helps shape CASE & GSB's social impact agenda, fostering programs that equip students to drive positive change in their communities and beyond. This collaborative effort ensures that CASE & GSB not only maintain high academic standards but also leads in promoting sustainable and socially responsible business practices.

Since 2015, the GSB CEMS Team has been organizing Annual Steering Committee meetings, focusing on various critical topics, with a strong emphasis on bridging the gap between academia and private industry. These meetings foster a collaborative environment where academic leaders, industry professionals, and CEMS alumni converge to discuss and develop strategies that align educational objectives with industry needs. Inviting CEMS alumni to these meetings highlights the GSB's commitment to maintaining robust governance structures and leveraging the valuable insights and experiences of its graduates. This inclusive approach not only enhances the relevance and applicability of academic programs but also reinforces GSB's dedication to fostering strong partnerships that drive mutual growth and innovation.

GSB's commitment to social accountability reflects a broader ethos of responsibility towards its community. By prioritizing stakeholder management and establishing robust partnerships with NGOs, business and municipalities, GSB seeks to amplify its impact beyond the confines of the campus. To help facilitate mutual benefits between KU and the corporate sector, NGOs, and municipalities, and ultimately extend its societal impact, GSB officially inaugurated a specialized unit for Stakeholder Engagement Policies in March 2024 to fulfill these objectives. This unit will conduct its activities in collaboration with external stakeholders, bringing together their representatives on a dedicated board which is planned for the upcoming academic year.

2. Indicate below whether your school is accredited, ranked, associated or member of any of the following institutions.

☒

 AACSB (Association to Advance Collegiate Schools of Business)

Description of the relationship between the PRME Signatory Member and the identified institutions

Impact Purpose
Accredited by AACSB in 2021.

Impact Statement
CASE and GSB received AACSB accreditation in 2021, MBA and EMBA Programs have also been re-accredited by AMBA in the same year. Hence, KU became the only university in Turkey with “Triple Crown” status in terms of international accreditations.

<https://gsb.ku.edu.tr/about-gsb/rankings-accreditations/>

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Owner
Didem Ozgur Ozden

Contributors
Didem Ozgur Ozden

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Public

Language
English

Country
Türkiye

Subjects
Business
Administration, Ethical Leadership, Responsible Management
Education, Sustainable Development

☒

 AMBA (Association of MBAs)

Description of the relationship between the PRME Signatory Member and the identified institutions

Impact Purpose

Accredited by AMBA in 2021.

Impact Statement

GSB MBA and EMBA programs have been re-accredited by AMBA in 2021. KU became the only university in Turkey with “Triple Crown” status in terms of international accreditations.

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Business
Administration,
Corporate Social
Responsibility (CSR),
Ethical Leadership,
Responsible
Management
Education, Sustainable
Development



EQUIS (EFMD Quality Improvement System)

Description of the relationship between the PRME Signatory Member and the identified institutions

Impact Purpose
Accredited by EQUIS in 2009.

Impact Statement
CASE and GSB received EQUIS accreditation in 2009. KU is the only university in Turkey with “Triple Crown” status in terms of international accreditations.

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Business
Administration,
Corporate Social
Responsibility (CSR),
Ethical Leadership,
Finance, Human
Resources, Renewable
Energy Management,
Responsible
Management
Education, Social
Entrepreneurship,
Sustainable
Development

☒ Financial Times

Description of the relationship between the PRME Signatory Member and the identified institutions

Impact Purpose

KU GSB ranked 35th in 2023. In the field of gender equality, GSB was one of the two schools ranked first in the world.

Impact Statement

Koç University’s Graduate School of Business ranked 35th this year in the Financial Times (FT) rankings for the top 100 Executive MBA programs in the world with its “Executive MBA” (EMBA) Master’s program for executives. In the field of gender equality, one of the most important criteria taken into consideration by the Financial Times, Graduate School of Business was one of the two schools ranked first in the world, with a 50 percent share of women faculty members. In the evaluations for measuring career leaps, Koç University Graduate School of Business EMBA graduates stood out with an average salary increase of 89%.

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Business Administration, Corporate Social Responsibility (CSR), Ethical Leadership, Human Resources, Responsible Management Education, Sustainable Development



Others (please specify)

Description of the relationship between the PRME Signatory Member and the identified institutions

Impact Purpose

Labeled by Business School Impact System (BSIS) Label awarded by EFMD Network in June 2024.

Impact Statement

Very recently in June 2024 CASE and GSB received the Business School Impact System (BSIS) Label awarded by EFMD Network.

Koç University, as the parent institution of CASE & GSB regularly informs its corresponding accreditation organizations at both national and international scales about its policies, activities, facts and figures. Turkey has a centralized higher education system with tightly controlled entry competition especially for the undergraduate programs. Higher Education Council of Turkey (YÖK) oversees all institutions of higher education in Turkey in terms of their programs, management, and research performance. This is mainly for auditing purposes. Public opinion on universities at the national level relies heavily on the rankings of the undergraduate students admitted through the centralized entrance exam. In 2021, as part of the new “Research Focused Mission Differentiation Project” of YÖK, Koç University was officially recognized as a “Research University,” one of the three Foundation Universities in the country to be officially recognized as such. Koç University also successfully completed the evaluation of the Turkish Higher Education Quality Council (YÖKAK – <http://www.yokak.gov.tr>) and recently received its 5-year accreditation in 2021.

Koç University has been ranked #1 in Turkey and among the 401-500 band worldwide in the Times Higher Education World University Rankings 2023.

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Türkiye

Subjects

Business Administration, Corporate Social Responsibility (CSR), Ethical Leadership, Finance, Human Resources, Renewable Energy Management, Responsible Management Education, Social Entrepreneurship, Sustainable Development



Local institutions and associations (please specify)

Description of the relationship between the PRME Signatory Member and the identified institutions

Impact Purpose

Accredited by Turkish Higher Education Quality Council (YÖKAK – <http://www.yokak.gov.tr>) and recently received its 5-year accreditation in 2021.

Impact Statement

Koç University, as the parent institution CASE & GSB regularly informs its corresponding accreditation organizations at both national and international scales about its policies, activities, facts and figures. Turkey has a centralized higher education system with tightly controlled entry competition especially for the undergraduate programs. Higher Education Council of Turkey (YÖK) oversees all institutions of higher education in Turkey in terms of their programs, management, and research performance. This is mainly for auditing purposes. Public opinion on universities at the national level relies heavily on the rankings of the undergraduate students admitted through the centralized entrance exam. In 2021, as part of the new “Research Focused Mission Differentiation Project” of YÖK, Koç University was officially recognized as a “Research University,” one of the three Foundation Universities in the country to be officially recognized as such. Koç University also successfully completed the evaluation of the Turkish Higher Education Quality Council (YÖKAK – <http://www.yokak.gov.tr>) and recently received its 5-year accreditation in 2021.

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1. Has the PRME Signatory Member or its governing parent institution adopted policies that are intended to influence how faculty, staff and students the school's support its commitment to RME? If so, share the adopted policies.



No, but RME is stimulated organically rather than through policies (a narrative explaining why will be prompted with this option)

Description of the practices that are intended to influence how faculty, staff and students support the school's commitment to RME.

Impact Purpose

Koç University is deeply committed to gender diversity and equality across its faculty, administrative staff, and student body. The university implements several initiatives through the Koç University Gender Equality Plan (KUGEP), including the Gender Inclusive Teaching Improvement Grant, Return-to-Research Grant, and the EMBO Self-Leadership Workshop for Women in Science. These efforts promote gender equality in academic roles and support women's leadership and career development.

In faculty appointments, Koç University emphasizes merit-based criteria, leading to a high representation of women in leadership roles, including multiple deanships and the position of Vice President for Academic Affairs. The university also addresses challenges related to gender equality, such as implicit bias and equal pay, through targeted training and career development programs.

For administrative staff and students, inclusive policies and programs are in place, including the "Zone" campaign against sexual harassment and gender-based violence. Women also benefit from scholarship programs, such as the Women in Global Management Scholarship and the Resilient Leaders Scholarship, which aim to support female candidates and those from disadvantaged backgrounds.

Koç University further supports international diversity and environmental sustainability, evidenced by initiatives like the International Staff Week and various carbon footprint reduction efforts. The university's comprehensive approach underscores its commitment to fostering an inclusive, equitable, and environmentally conscious academic community.

Impact Statement

**The practices of KU as regards gender diversity in its staff
Among faculty:**

Koç University's commitment to gender diversity among its faculty members is reflected in various initiatives outlined in the Koç University Gender Equality Plan (KUGEP). The Gender Equality Office (GEO) coordinates efforts to ensure gender equality in academic representation, acknowledging the importance of a diverse faculty. Notably, the Gender Inclusive Teaching Improvement Grant program, a joint endeavor of the GEO and the Office of Learning and Teaching (KOLT), supports faculty members in redesigning curricula and teaching materials to foster gender-equal educational principles. Additionally, the Return-to-Research grant, developed in collaboration with the Vice Presidency for Research and Development (VPRD), specifically aids female academics reintegrating into academia after career breaks, promoting gender diversity in research and academic pursuits. Moreover, in a significant partnership with EMBO, Koç University introduces the prestigious EMBO Self-Leadership Workshop for Women in Science. This workshop offers a distinctive opportunity for women scientists in Turkey, providing a valuable platform to nurture their self-leadership skills. This workshop is dedicated to empowering women scientists by equipping them with essential tools and insights required to navigate their professional and personal journeys with confidence and authenticity.

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Subjects
Corporate Social Responsibility (CSR), Ethical Leadership, Human Resources, Renewable Energy Management, Responsible Management Education, Sustainable Development, Sustainable Supply Chain Management

In Koç University, faculty appointments and promotions are based on objective criteria, and is a reflection of merit. Therefore, women are well represented in our departments. As an indication of our commitment to gender equality, we proudly hold the #1 position worldwide in terms of women faculty ratio in Financial Times Executive MBA programs ranking, with 50% female faculty.

Among administrative staff and students:

Koç University's dedication to gender diversity extends to administrative staff through inclusive policies and programs. KUGEP's comprehensive gender audit included gender-disaggregated data collection, enabling the assessment of gender equality in administrative roles and identification of areas for improvement. Initiatives such as the "Zone" campaign against sexual harassment and gender-based violence, jointly conducted by the Gender Equality Office, the Dean of Students, and the Communications Directorate, address vital concerns impacting the campus community, contributing to an inclusive and respectful academic environment.

● KU Gender Equality Plan:

https://ku-people.s3.eu-west-1.amazonaws.com/cdn/files/mailling/KU/KUGEP_2022-25.pdf

● Gender Inclusive Teaching Improvement Grant:

<https://geo.ku.edu.tr/gender-inclusive-teaching/>

● Return-to-Research Grant: <https://geo.ku.edu.tr/return-to-research-grant/>

● Zone Campaign:

<https://geo.ku.edu.tr/zone-campaign-against-sexual-harassment-and-gender-based-violence/>

It is common for women at Koç University to hold positions of leadership. As of February 2024, five out of seven Dean position are held by women (College of Administrative Sciences and Economics, Law School, College of Sciences, College of Social Sciences and School of Nursing). We also have a woman as Vice President for Academic Affairs, Prof. Funda Acar Yağcı. Prof. Acar Yağcı took over the position from Prof. Zeynep Gürhan-Canlı, who also served as the acting president of the university during an interim period, before the appointment of the current president. Nevertheless, navigating the complexities of gender equality may be difficult. Therefore, the Gender Equality Office has identified key challenges that require attention in the year 2023-24. These include:

1. Developing training programs to address implicit bias in recruitment and enhance leadership capacities of women
2. Designing tailored career development programs for women in academia
3. Promoting science communication and visibility for women academics
4. Embedding the principles of equal pay and implementing gender budgeting framework within the organizational structure
5. Advancing gender mainstreaming in research and promoting gender sensitivity in research lab environments
6. Strengthening women's presence in the innovation and entrepreneurial ecosystem
7. Addressing work-life balance challenges and fostering an inclusive organizational culture
8. Promoting equal distribution of non-promotable tasks and reducing gender inequalities in academic care labor

Graduate School of Business scholarship program for inclusion:

The objectives and scope of scholarship policies for the full-time non-thesis master's programs of the Graduate School of Business (GSB) are determined in line with the research and education policies defined by the Quality Commission (<https://>

vpaa.ku.edu.tr/kalite-komisyonu/ of Koç University (KU), a signatory of the United Nations (UN) Global Compact, and the UN Sustainable Development Goals (SDGs). In this framework, GSB aims to lead and contribute to scientific developments worldwide, ensure the generation and societal use of new knowledge, attract students with high moral standards, social awareness, and responsibility, increase the number of international students and cultural diversity through graduate programs, and provide inclusive and equitable quality education and lifelong learning opportunities for all under the UN's Quality Education goal. Therefore, it offers scholarship opportunities for students enrolled in full-time non-thesis Master of Science programs.

1. Women in Global Management Scholarship Program is implemented by GSB to promote gender equality on a global scale in the field of international management. The program aims to empower women in leadership roles by supporting female candidates who demonstrate high academic achievement, leadership potential, and a tendency to create positive change in their communities, preparing them for these roles through higher education.

The program targets local and international female candidates who have graduated from undergraduate programs, possess high academic achievement, and have either no professional experience or only short-term experience.

2. Resilient Leaders Scholarship Program focuses on candidates who:

1. Come from communities and regions that have faced significant hardships such as war, civil war, prolonged conflict, forced migration, or natural disasters, or
1. Have maintained their success and motivation despite intense financial and social pressures.

GSB recognizes the unique perspectives, talents, and determination of these individuals as exceptionally valuable in tackling complex global issues and aims to support these future leaders promote sustainable development and positive change at both global and local levels.

The practices of KU as regards the international diversity of its staff:

The university's commitment to international diversity among its faculty members is evidenced in the initiatives that foster global collaboration and inclusivity. The International Staff Week, a collaborative effort with European partners, facilitated knowledge exchange and best practices on gender equality and inclusion in higher education. This initiative in 2023 brought together professionals from ten different European countries, promoting diverse perspectives and cross-cultural connections.

The practices of KU in favor of disadvantaged students

Diversity, Inclusion and Disabilities Coordination Office (DIO) is one of the important unit as a part of the Dean of Students in Koç University. DIO enables every student who has differences such as, gender, language, disability, ethnicity and cultural characteristics to participate in equal university life within the Koç University. This unit is responsible for receiving, reporting, monitoring student applications regarding unequal or discriminatory practices, attitudes and situations. In addition, the unit provides coordination with all other units in the University for the development of solutions for unequal or discriminatory practices and situations that students may encounter during education. The unit also provides the necessary information about the objectives of the Office of diversity, inclusion and coordination of disabled students to the faculty and administrative Staff.

DIO provides help for students with disabilities and closely supports their social and academic experiences.

1. Equality in access to academic programs,
 2. Priority in accommodation needs,
 3. Equality in being included in university life,
 4. Awareness of disability within the University
- Students with disabilities receive frequent, personal guidance so that they can adapt and integrate better to the University environment. DIO also provides advice and guidance to students with permanent or temporary disabilities in the process of requesting accommodations from the university. The following are general categories;
1. Intellectual disabilities
 2. Hearing impairments (including deafness)
 3. Speech or language impairments
 4. Visual impairments (including blindness)
 5. Orthopedic impairments
 6. Autism
 7. Traumatic brain injury
 8. Other health impairments
 9. Specific learning disabilities (Dyslexia, Attention Deficit Hyperactivity Disorder ADHD etc.)

Tracking of the school's carbon footprint

Koç University Campus operations reports the carbon emission of our university as 2294 tons. This number is calculated in line with GHG Protocols Scope 1, and excludes Koç University Hospital and the Clean Room in Science and Technology Building at our request (which are not related to CASE and GSB). As CASE and GSB students make up of approximately 29% of all student body (including double majors), we estimate the carbon emission of our school to be 665 tons.

Encouragement to use soft or public transportation

You can reach both our and IETT (Istanbul Electric Tramway and Tunnel Establishments) and minibuses through the link below:

<https://ogs.ku.edu.tr/isletme-direktorlugu/ulasim-hizmetleri/>

Carpooling

In our project, 16-seat and 27-seat vehicles are used for all locations for transportation of staff and academic faculty. There are 40 ea of 16-seat and 3 ea of 27-seat personnel transport services, making 43 service vehicles available. These vehicles provide potential transportation for 720 people. In addition, availability of on-campus housing for faculty also decreases the amount of transportation needed and contributes to the conservation of energy.

Purchasing policies to support the social economy and green labels

At Koç University, environmental sustainability is deeply ingrained in the institution's operational principles. The university focuses on key areas such as energy efficiency, waste reduction, sustainable resource management, and green building design, aligning with SDG 12: Responsible Consumption and Production. Sustainable procurement practices are prioritized to ensure environmentally responsible supply chains. Through the establishment of the Koç University Sustainability Task Force (STF) and Koç University Sustainable Campus Operations, the university demonstrates its commitment to sustainable practices. The STF coordinates campus activities, sets goals, and monitors progress, while Sustainable Campus Operations focuses on reducing energy consumption, controlling greenhouse gas emissions, and increasing the use of renewable energy resources. As an active member of the International Sustainable Campus Network (ISCN), Koç University collaborates with international institutions to share best practices in sustainable campus operations. The university's campuses are equipped with automatic systems for energy optimization,

including motion sensors for lighting and temperature control. In line with the Istanbul Provincial Zero Waste Management System Plan, separate waste collection systems are implemented to manage paper, glass, metal, plastic, and organic waste. Our vision is a realistic yet ambitious action plan will be devised to transform the campus into a green and sustainable environment. This plan will prioritize substantial reductions in energy consumption, greenhouse gas emissions, and waste generation. Koç University will establish sustainable catering systems, enforce strict sustainability criteria for outside vendors, and create mechanisms to foster institution-wide synergy and accountability for achieving carbon neutrality and waste reduction targets.

Environmental projects undertaken by the students

In terms of sustainability actions by students, KU Volunteers group is a very active community. A subgroup of KU Volunteers focus on environmental issues. They conduct activities regarding recycling, trying to increase awareness and education level in this area. In collaboration with Deniz Temiz Vakfı (Clean Sea Foundation) and TEMA (The Turkish Foundation for Combating Soil Erosion, for Reforestation and the Protection of Natural Habitats), they participate in providing training to primary school students in Sarıyer area.

Zero Waste Certifications

In 2021 Basic Level Zero Waste Certificate is obtained for Rumelifeneri Campus Places complying following;

1. At least double collection of recyclable paper, glass, metal, plastic wastes and organic and other wastes separately,
2. Complying with the Istanbul Provincial Zero Waste Management System Plan,
3. Placement of glass banks, textile/clothing waste bins, waste vegetable oil collection units in easily accessible places for separate collection of wastes.
4. Basic Level Zero Waste Certificate was obtained within the scope of compliance with the relevant criteria of the Ministry of Environment and Urbanization and Climate Change.

It is aimed to obtain "Qualified Zero Waste Certificate" by converting the organic wastes generated in the campus dining areas into agricultural products by installation of the compost machine in the facility.

ISO 14001 Certifications :Increasing environmental performance and environmental management in accordance with international standards are adopted at Koç University Rumelifeneri Campus and its places. In this context, ISO 14001:2015 Environment Management certification is obtained as Koç University.

ISO-50001 Certifications :Koç University Rumelifeneri Campus has ISO 50001:2018 Energy management certification to ensure continuous improvement of energy performance and energy management system.



Employee equity, diversity, inclusion

Event

Title: Policies on employee (including faculty) equity, diversity, inclusion

Description: Women in Science Initiative for gender equality and inclusion

Date: 08/08/2024

Language: English

Sharing Rights: Public

Event Date Range: 29/08/2024 - 29/08/2025

Location: Istanbul

Description: This workshop is dedicated to empowering women scientists by equipping them with the essential tools and insights required to navigate their professional and personal journeys with confidence and authenticity. Through a scholarly and serious approach, participants will actively engage in substantive discussions and practical exercises meticulously designed to enhance their leadership acumen.

Speakers: Melissa Davies, Stephanie Ruder Schoof

EMBO Self-Leadership Workshop for Women in Science

In a significant partnership with EMBO, this esteemed workshop makes its debut in Türkiye, offering a distinctive opportunity for women scientists.

This event provides a valuable platform for women in the field of science to nurture their self-leadership skills. Guided by exceptionally qualified trainers, participants will embark on a 2.5-day exploration, delving into the intricate domains of self-awareness, self-confidence, and self-efficacy.

This workshop is dedicated to empowering women scientists by equipping them with the essential tools and insights required to navigate their professional and personal journeys with confidence and authenticity. Through a scholarly and serious approach, participants will actively engage in substantive discussions and practical exercises meticulously designed to enhance their leadership acumen.

This workshop beckons those interested to embrace the transformative potential of self-leadership while fostering connections with fellow women scientists in a setting that harmonizes academic rigor with professional growth.

Objectives

At the end of the workshop, the participants will:

- Recognize that good leadership starts within,
- Be more aware of their values, strengths, achievements and intentions,
- Understand how personality, biases and stereotypes (theirs and those of others) impact their (professional) life,
- Have a clearer view of their different roles in all areas of their life, what is most important in each one, and how to achieve this,
- Feel strengthened in their capacity to find effective and satisfying ways to deal with challenges concerning their various role,

Identify their own strategies to develop their self-leadership.

Event

Title: Policies on employee (including faculty) equity, diversity, inclusion

Description: Return to Research Grant Framework

Date: 08/08/2024

Language: English

Sharing Rights: Public

Event Date Range: 28/08/2024 - 29/08/2025

Location: Koç University
Campus Istanbul

Speakers: Faculty

Description: The initiative has become an established part of Koç University's commitment to supporting female researchers reintegrating into academia after career breaks.

Policy

Title: Policies on employee (including faculty) equity, diversity, inclusion

Description: MASTER'S DEGREE STUDIES SUPPORT PROCEDURE FOR KOÇ UNIVERSITY FACULTY AND STAFF

Date: 08/08/2024

Language: English

Sharing Rights: Public

Scope: Faculty and Staff

Enforcement Date: 01/07/2014

Number Of Pages: 5

Publisher: Human
Resources Directorate

Media: website

RETURN TO RESEARCH GRANT

The Gender Equality Office, in collaboration with the Office of the Vice President for Research and Innovation (VPRI), is pleased to announce the continuation of the Return-to-Research Grant for the year 2024. Following its successful launch in 2023, this initiative has become an established part of Koç University's commitment to supporting female researchers reintegrating into academia after career breaks.

In the 2024 installment, the Return-to-Research Grant has been expanded to include postdoctoral researchers, reflecting Koç University's dedication to the well-being and career progression of early-career researchers. This extension aligns with the institution's efforts to address the leaky pipeline problem in academia, ensuring that early-career women talent receives the necessary support to thrive in their research careers.

The Return-to-Research Grant provides institutional support for female faculty members and postdoctoral researchers who have taken family-related leave of absence for 16 weeks or more within the 12 months prior to the call deadline. It aims to facilitate a smooth transition back into research careers by offering a supportive environment and re-entry funding scheme.

Eligible expenses covered by the grant include travel expenses for conferences, workshops, and related activities, as well as graduate student support costs essential to the reestablishment of the PI's research career.

As part of Koç University's Gender Equality Plan (KUGEP), the Return-to-Research Grant underscores the institution's commitment to promoting work-life balance and creating a supportive environment for researchers returning from career breaks. By addressing the gender-sensitive challenges associated with career breaks, Koç University aims to foster a more equitable and inclusive research environment.

For further inquiries and additional information on the grant program, please contact:
srf@ku.edu.tr

Policy

Title: Policies on employee (including faculty) equity, diversity, inclusion

Description: WHISTLEBLOWING POLICY

Date: 08/08/2024

Language: English

Sharing Rights: Public

Scope: Faculty and Staff

Enforcement Date: 25/10/2023

Number Of Pages: 5

Publisher: Risk Management, Compliance and Internal Control

Media: website

Policy

Title: Policies on employee (including faculty) equity, diversity, inclusion

Description: Regulation for the Prevention of Sexual Harassment and Assault

Date: 08/08/2024

Language: English

Sharing Rights: Public

Scope: Faculty and Staff

Enforcement Date: 01/08/2018

Revision Date: 27/04/2022

Number Of Pages: 8

Publisher: Human Resources Directorate

Media: website

 KOÇ ÜNİVERSİTESİ	WHISTLEBLOWING POLICY	Date : 25.10.2023 Update No: 1 Update Date : 01.04.2024 Responsible Unit : Risk Management, Compliance and Internal Control Directorate Page : 1 / 5
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1. PURPOSE

The purpose of the Whistleblowing Policy ("*Policy*") is to regulate the principles for Koç University (KU) employees and stakeholders to notify Koç University of transactions and actions that they suspect to be in violation of the Principles of Ethical Conduct and Integrity and Koç University policies, procedures and legislation. Unvest Araştırma Geliştirme Danışmanlık ve Ticaret A.Ş., an affiliate company of Koç University, is also obliged to comply with Koç University policies and procedures to the extent applicable. References to Koç University in this Policy also include Unvest Araştırma Geliştirme Danışmanlık ve Ticaret A.Ş. Employees and Business Partners may also make notifications regarding Unvest Araştırma Geliştirme Danışmanlık ve Ticaret A.Ş. in accordance with this Policy. This Policy aims to clearly and unambiguously state that persons who report in good faith are protected against retaliatory actions to which they may be exposed.

2. SCOPE

All employees and managers of Koç University and Unvest Araştırma Geliştirme Danışmanlık ve Ticaret A.Ş. are obliged to act in accordance with this Policy, which is an integral part of the Code of Ethical Conduct and Integrity. Koç University and Unvest Araştırma Geliştirme Danışmanlık ve Ticaret A.Ş. expects all Business Partners to act in accordance with this Policy to the extent applicable to the relevant party and/or transaction and takes the necessary steps to ensure this.

3. REFERENCES

- 3.1. Relevant legal legislation, especially higher education legislation
- 3.2. Principles of Ethical Behavior and Integrity
- 3.3. Compliance Policy
- 3.4. Business Partners Compliance Policy
- 3.5. Human Rights Policy
- 3.6. Gift and Hospitality Policy
- 3.7. Donation and Sponsorship Policy
- 3.8. Competition Law Procedure
- 3.9. Anti-Bribery and Anti-Corruption Policy
- 3.10. Conflict of Interest Policy
- 3.11. Administrative Employee Discipline Directive

4. RESPONSIBILITIES

- 4.1. It is among the primary duties and responsibilities of all managers working at Koç University to communicate the Principles of Ethical Conduct and Integrity and this Policy to all employees and Business Partners, to ensure that employees attach the necessary importance to these rules, and to show the necessary effort and leadership to comply with the Principles of Ethical Conduct and Integrity and this Policy.
- 4.2. The Risk Management, Compliance and Internal Control Directorate is responsible for creating, monitoring and updating the Policy.
- 4.3. All employees and managers of Koç University are responsible for complying with this Policy, implementing and supporting the relevant procedures and controls in line with the requirements in this Policy.

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5. DEFINITIONS

- 5.1. Employee** Refers to all Koç University academic and administrative staff. Employee also includes Third Party Employees as defined.
- 5.2. Whistleblowing Appropriate** sharing of observations and concerns regarding transactions and actions that are suspected to be/will be in violation of the legislation, the Code of Ethical Conduct and Integrity, relevant internal policies, procedures, regulations or other internal regulations.
- 5.3. Whistleblower :** Whistleblower.
- 5.4. Business Partners:** Suppliers, working and project partners, cooperating companies, foundations, associations, donors and recipients, donors and recipients of sponsorship, Koç University Economic Enterprise customers , customers of Koç University and Unvest Araştırma Geliştirme Danışmanlık ve Ticaret A.Ş. and any person acting on their behalf and account.
- 5.5. Retaliation:** Any adverse action taken against an employee to punish him or her for making a report, including, but not limited to, demotion, disciplinary action, termination, reduction in salary, or change in duties or shifts.
- 5.6. Student** Any person attending a Koç University educational program to obtain a degree, diploma or certificate.
- 5.7. Investigation:** A detailed and careful examination of relevant actions and behaviors to determine the truth.
- 5.8. Third Party Employee:** Suppliers, working and project partners, cooperating companies, foundations, associations, donors and recipients, sponsorship givers and recipients, Koç University Economic Enterprise customers, any person acting on behalf and account of Koç University and Unvest Araştırma Geliştirme Danışmanlık ve Ticaret A.Ş..

6. BASIC PRINCIPLES

- 6.1.** Koç University places great importance on complying with applicable legislation; conducts its activities with the highest ethical standards and integrity; and promotes a culture of "open communication" and "accountability" to prevent unethical or unlawful actions.
- 6.2.** Koç University expects its Employees and Students who directly or indirectly witness any unlawful activity or unethical behavior, who are legally informed about such a situation or who suspect such a situation to report/convey their concerns and encourages its Business Partners and stakeholders to do the same.
- 6.3.** Koç University carefully evaluates all whistleblowers reported to it and aims to investigate the allegations as set out in this Policy below. In this direction, all investigations are carried out as soon as possible following the receipt of the report, taking into account the results of the preliminary evaluation.
- 6.4.** Koç University respects the anonymity and confidentiality of whistleblowers and observes this to the extent permitted by the legislation. However, no action can be taken in the event that anonymous reports and reports without contact information are abstract reports.

7. METHOD

7.1. Notice Subjects

Any illegal, unethical, or contrary to Koç University policies and procedures behavior or activity that has occurred in the past, is ongoing at the time of the report, or is expected to occur in the future,

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including (but not limited to) the following topics, may be the subject of a report.

7.1.1. Actions Against Employees

Actions related to situations that prevent employees from being in a safe, peaceful and professional working environment.

7.1.2. Actions Against the Institution

Koç University Employees are expected to act with integrity, honesty, responsibility, trust and dignity. Behaviors and activities that may damage the tangible or intangible assets of Koç University materially and/or morally or its reputation in violation of these principles are considered as actions against the institution.

7.1.3. Business Partner Actions

Business Partners are also expected to act in accordance with the Code of Ethical Conduct and Integrity and other applicable policies and procedures and to avoid actions that may be detrimental to the organization.

7.1.4. Actions by/against Students

In the event that student-related actions are reported, the report is transferred to the Dean of Students' Office and the Office of Legal Affairs. In these cases, the relevant Faculty Dean, Institute Director or the Rector decides on the actions to be taken upon the recommendation of the Office of Legal Affairs.

7.2. Whistleblowing Methods

Notifications regarding the situations and actions within the scope of this Policy can be sent via e-mail address ihbar@ku.edu.tr. In cases where it is not possible to send e-mails, the relevant persons may make a report by contacting the Risk Management, Compliance and Internal Control Directorate directly. In case the reports are made to other units, the relevant unit transfers the report to the Risk Management, Compliance and Internal Control Directorate and the report received is evaluated according to article 7.3.

7.3. Evaluation of Notices and Notifications

7.3.1. Incoming notifications and reports are subject to preliminary examination by the Risk Management, Compliance and Internal Control Directorate. In this context, issues within the scope of disciplinary matters related to the Higher Education Law No. 2547 are directly transferred to the Office of Legal Affairs without any action being taken.

7.3.2. Reports that are fictitious or slanderous, contain abstract allegations, where the complainant is not or cannot be identified, and are only accusatory will not be evaluated and an investigation will not be opened. When the Risk Management, Compliance and Internal Control Directorate concludes that an investigation should be conducted after the preliminary examination to be conducted by the Risk Management, Compliance and Internal Control Directorate regarding administrative personnel, the investigation activity is carried out in accordance with the relevant legislation, Koç University policies and procedures by obtaining the approval of the Rector. Internal departmental regulations are established by the Risk Management, Compliance and Internal Control Directorate regarding the investigation procedures and principles for administrative personnel.

7.3.3. Matters that do not require an investigation due to their content and for which direct disciplinary action can be taken are forwarded to the Office of Legal Affairs. Matters related to personnel that fall outside the above-mentioned issues are forwarded to the Human Resources Directorate. Other issues are either directed to the relevant units or transferred to the Rector's Office, depending on

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their content. In this process, it is also considered whether there is a situation that may cause a conflict of interest between the relevant unit to which the transfer will be made and the Whistleblower or the subject of the whistleblowing.

7.4. Privacy, Personal Data Protection and Anonymous Sharing

7.4.1. Koç University respects the anonymity and confidentiality preference of Whistleblowers. In this context, all information is kept confidential to the extent permitted by the legislation and all personal data obtained within the scope of the whistleblowing are processed in accordance with the Personal Data Protection Law No. 6698 and other legislation.

7.4.2. In order for certain investigations to be properly conducted in accordance with the legislation, the identity and testimony of the complainant must be included in the investigation file and made available to the Whistleblower as part of his or her right of defense. If this is the case when a report is made, the Whistleblower is informed. In processes where students or academics are reported, anonymous reports are not taken into account; if the identity of the complainant and the Whistleblower is known, Koç University has the obligation to initiate an investigation ex officio in disciplinary offenses related to non-complaint-related offenses and, if necessary, an investigation may be initiated without the consent of the Whistleblower.

7.4.3. The confidentiality of the investigation is essential and the department conducting the investigation is under no obligation to inform the Whistleblower about the course and results of the investigation.

7.4.4. A Whistleblower has the following options when reporting an incident:

7.4.4.1. Not sharing names and contact information to remain anonymous,

7.4.4.2. Sharing name and contact information and allowing this information to be communicated only to authorized persons. In this case, the Whistleblower can be contacted directly to request information needed during an investigation.

7.4.4.3. The matters specified in Article 7.4.2 of this Policy are reserved.

7.4.5. Koç University is a public legal entity and many of its employees are considered public officials. The obligation of public officials to report to the judicial authorities or law enforcement authorities within the framework of the Turkish Criminal Code due to the performance of their duties is reserved in any case and will be done if legally required.

7.5. Zero Tolerance of Retaliation

7.5.1. Koç University encourages and supports the raising of concerns. It is very important that a Whistleblower feels comfortable and safe and does not worry that his/her professional life will be negatively affected as long as he/she acts honestly and in good faith.

7.5.2. Therefore, an Employee who makes a Whistleblowing Report without anonymity may not be terminated, suspended, dismissed, dismissed or replaced, or any other similar action may not be taken with or without any justification (solely for making a Whistleblowing Report).

7.5.3. Koç University will not tolerate any form of retaliation against a Whistleblower. Retaliation is considered a clear violation of this Policy.

7.5.4. Koç University protects Whistleblowers even if the accuracy of the incident cannot be proven by an investigation, provided that the Whistleblowing is made in good faith, on reasonable grounds and not for the purpose of creating victimization, harm or personal benefit. However, if it is revealed during the course of an investigation that the Whistleblower has intentionally and maliciously made a false report, this Employee may be subject to disciplinary action. Therefore, it is of utmost importance that Whistleblowing is based on concrete facts and observations, is not

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slandorous and, if possible, is provable.

7.6. What is Expected from the Whistleblower

7.6.1. A Whistleblower is expected to provide as much sufficient and detailed information as possible to ensure a clear understanding, accurate and fair assessment of the incident that is the subject of the whistleblowing. Therefore, to the extent possible, Whistleblowers are expected to include answers to the following questions:

- Name(s) of the person(s) under suspicion
- Detailed information on the subject
- When / where / between whom did the issue occur?
- How many times has it happened? Does it recur? When did it first occur?
- If it has not happened yet, when is it expected to happen?
- When did the whistleblower become aware of the issue?
- Who else is aware of the issue? If the administrators know about it, have they taken any measures to prevent it?
- Did the whistleblower witness the incident directly or heard about it from someone else?
- Is there any evidence of the reported issue?
- Is there a danger to life or property?

7.7. Authorities and Responsibilities

The Risk Management, Compliance and Internal Control Directorate is authorized to conduct preliminary investigations on the reported issues, to investigate, report and follow up the process in line with the principles set forth in this Policy and in compliance with the legislation and policies. In order to keep the statistical data on whistleblowing issues in a healthy manner and to ensure reporting integrity, the units shall appropriately forward the whistleblowing received to the Risk Management, Compliance and Internal Control Directorate.

8. ANNEXES AND RECORDS

None.

9. REVIEW

The Risk Management, Compliance and Internal Control Directorate is responsible for reviewing and updating this document. The review is conducted every year in July. The document is revised when and where deemed necessary.

10. CHANGE/TRAINING TABLE

Changing page	History	Amendment	Amended by
	01.04.2024	Revision within the scope of compliance policies.	Risk Management, Compliance and Internal Control Directorate
Distribution (Related Departments)			
All Koç University			

Statement

Title: Policies on employee (including faculty) equity, diversity, inclusion

Description: KU Gender Equality Action Plan 2022-2025

Date: 08/08/2024

Language: English

Sharing Rights: Public

Relevant Stakeholders:
Students, faculty, staff

Purpose:
Informing the KU
Community on campus
about the gender equality
roadmap

Event

Title: Policies on employee (including faculty) equity, diversity, inclusion

Description: KOLT Teaching Improvement Grants

Date: 08/08/2024

Language: English

Sharing Rights: Public

Event Date Range: 29/08/
2024 - 28/08/2025

Location: Koç University
Campus Istanbul

Speakers: Faculty

Description: Teaching
support grant for KU
Faculty



KOÇ
ÜNİVERSİTESİ
GENDER EQUALITY OFFICE



Gender Equality Action Plan 2022 - 2025

Introduction

Koç University (KU) is a pioneer in Türkiye for being a champion of gender equality in research and academia. Gender equality is one of the main pillars of the institution where issues and themes concerning gender have been a substantial part of the curriculum offered and research conducted, and the organization is structured on the principles of creating a safe and equal environment where no one feels left behind.

To solidify and ensure the sustainability of the existing strengths in gender equality while identifying any shortcomings and areas for improvement, KU leadership has decided to develop its first Gender Equality Plan. In March 2021, a committee composed of a diverse group of academic and administrative employees led by Prof. Dr. Bertil Emrah Oder, the director of the Center for Gender Studies at KU & Dean of Law School & UNESCO Chair Holder on Gender Equality and Sustainable Development, has been appointed to conduct a gender audit of the institution and to diagnose any blockages standing in the way of institutional advancement of diversity and inclusion.

The preliminary work of the committee quickly showed an institutional need for a dedicated unit with sufficient resources to coordinate and facilitate the required preparation and implementation of the Gender Equality Plan. In April 2022, the Gender Equality Coordinator started her new position to institutionalize the mechanisms for gender equality efforts at KU.

From March 2021 to June 2022, the Gender Equality Committee and Gender Equality Coordinator conducted a comprehensive assessment to see the current state of the institution. Backed by the strong support and endorsement of top leadership, the data were collected around the organization to gain a complete 360-degree view of gender equality at KU. The informed and intentional data-collection process produced multidimensional and multilayered institutional data on gender in research, teaching, and organizational structures from various vantage points of different employment types and career levels. This invaluable data gathering process also enabled the university leadership to check the availability of crucial data for gender auditing, map existing data, and discover data silos in the institution. Thus, the data gathering process for KUGEP functioned as a test to check the organizational capabilities for comprehensive monitoring and reporting of gender equality.

The data-informed deliberative process involved various academic and administrative units and actors from different levels. Diversity and inclusion of different perspectives in the assessment and decision-making processes of KUGEP were essential. Data-driven results and draft actions were presented in many venues with varied actors to attain the most diverse reactions before the overall action plan was finalized.



Introduction

KUGEP has been developed over a period of 3 years, 2022-2025, after a long process of participatory deliberation. The final consensus of various stakeholders is summarized as action items under 7 sections that also conform to the content requirements of the European Commission:

1. Organizational excellence for gender equality;
2. Work-life balance and organizational culture;
3. Gender balance in leadership and decision-making;
4. Gender equality in recruitment and career progression;
5. Research;
6. Teaching;
7. Measures against gender-based violence, including sexual harassment.

To tackle the problem areas diagnosed by the gender audit, the action items under these 7 sections are approved by the Senate and the President. Responsible units for the development and implementation of these action items and a concrete timeline extending over three years have also been carefully designed in KUGEP. A multi-channel communication media plan for effective dissemination of the action plan throughout the organization and relevant stakeholders has also been mapped out with the Communications Directorate.

Detailed and concrete actions to be carried out by responsible teams with their precise deadlines will be outlined and communicated within the institution

throughout the academic year. Specific performance indicators and methods of impact measurement will be tracked and reported by one of the KU Research Centers KUSIF, which is specialized in social impact studies and measurement.

On the other hand, KUGEP is also designed as a dynamic document. Yearly status check-ins are planned to leave room for necessary revisions and updates according to changing needs and challenges faced by various university stakeholders. Also, action items in KUGEP are developed to allow space for variation and freedom for the individual units to translate the objectives and actions to their specific circumstances. The leading facilitator and director of KUGEP, who will ensure the units are implementing actions with a certain degree of freedom yet within KUGEP's main framework, will be the Gender Equality Coordinator directly reporting to the President.

While developing KUGEP special attention was devoted to designing an integrated plan that works well with other grand-level institutional policies and plans such as the HR Excellence in Research Award (HRS4R), strategic internationalization, STEM-oriented research ecosystem, deepened innovation framework, UN Global Compact, and the larger SDG 2030 Agenda framework. In addition, this plan takes the opportunity to address the growing concern for possible new mass disruptions to higher education like Covid-19 and its gendered effects within the organization, and takes up the responsibility of developing a macro-level institutional plan to

future-proof essential processes, operations, and employee well-being. Thus, KUGEP is an integrated policy document addressing cross-cutting issues of the institution with integrated strategies transcending boundaries of units or disciplines to integrate different stakeholders and processes into a multidimensional organizational matrix of the institutional gender equality framework.

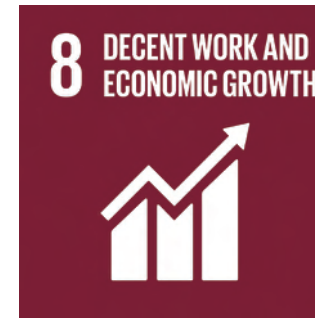
An ambitious plan for a more inclusive institution where every talent can reach its full potential, KUGEP first and foremost strives to leverage the already created synergy within the institution on gender equality with various pioneering and aspiring initiatives spread throughout the organization. Aligned with KU's strategic priorities and backed by the definitive support of top leadership, this action plan aims to build a safer and more sustainable higher education ecosystem where each member of our community feels valued, cherished, and respected.

Dr. Behice Pehlivan, Gender Equality Coordinator

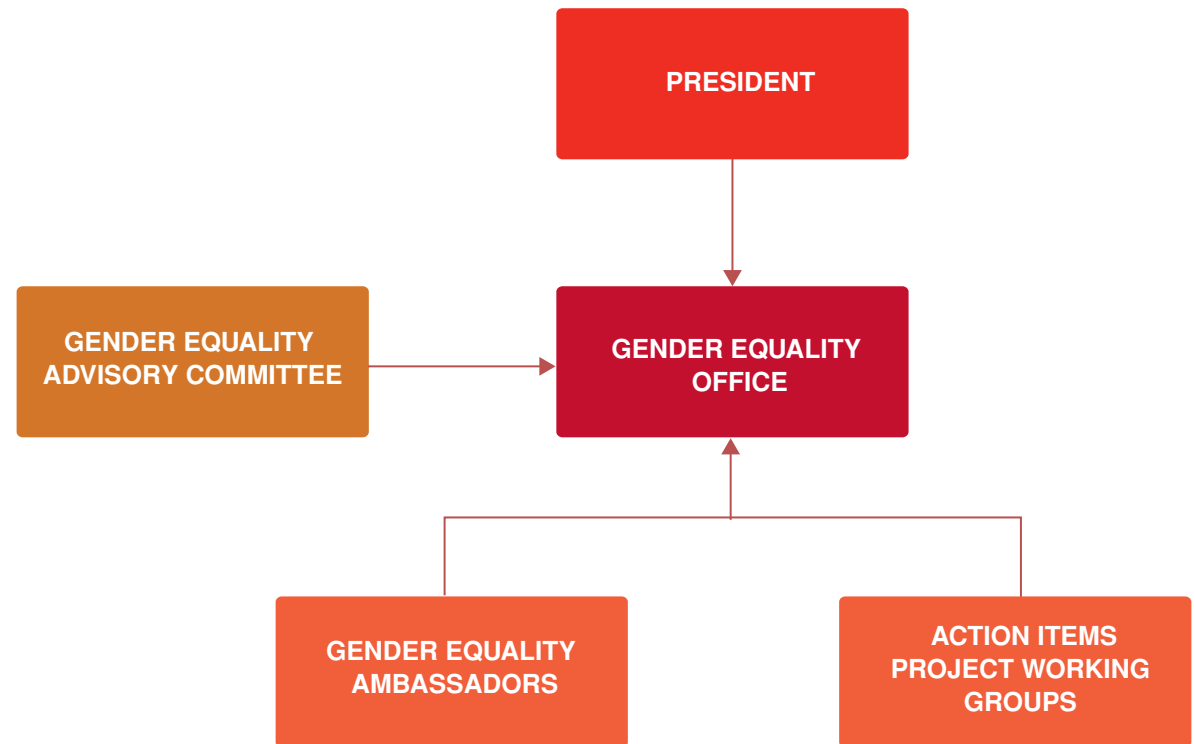
Prof. Dr. Bertil Emrah Oder, Director of KOÇ-KAM & Dean of Law School & UNESCO Chair

Prof. Dr. Zeynep Gürhan Canlı, Acting President & Vice President for Academic Affairs

SDG Agenda 2030: SDG Goals KUGEP Addresses



Structure of KU Gender Equality Policy



KUGEP Main Sections



- 1 Organizational excellence for gender equality
- 2 Work-life balance and organizational culture
- 3 Gender balance in leadership and decision-making
- 4 Gender equality in recruitment and career progression
- 5 Research
- 6 Teaching
- 7 Measures against gender-based violence, including sexual harassment



Data Analysis

The data used in this analysis were collected by the Gender Equality Committee and Gender Equality Coordinator from various academic and administrative units to review the state of play and diagnose areas of improvement at KU. A side benefit of the data collection process was to gain a complete 360° view of the institution, understand the current state of the availability of gender audit data, and see if there are any data silos in the organization.

A

Data Collected and Used for KU Gender Equality Plan

Gender disaggregated data of:

- Academic and administrative staff (including research teams)
- Undergraduate and graduate students
- Number of absence days
- Number of staff applying for/taking maternal leave, for how long, and how many returned after taking the leave
- Sabbatical applications and sabbatical leaves
- Faculty participating in the Visiting Scholar Program
- Faculty being promoted
- Academic and Administrative leadership positions
- Academic and Administrative decision-making positions
- Teaching Celebration Recognition recipients
- Teaching Awards recipients
- Teaching Evaluation Results
- Research Project applications
- Primary Investigators of Research Projects
- Patent application and received patents
- Exit Survey Results (only administrative)
- Student applications
- Conference-panels speakers (invited)
- Student Satisfaction Survey 2021
- Employee Belonging Survey 2020 (carried out every 2 years)
- Scholarly publications and impact
- Academic Search Committees
- Academic Promotions Committees
- Duration until academic promotion
- Student disciplinary investigations (including sexual harassment cases)
- Recruitment
- Retention / Exits
- Career movements of administrative staff (promotions, rotations)
- Performance evaluations (Academics and administrative)



Data Analysis

B The Gender Equality Committee also decided to gather data from employees through a survey in order to capture personal experiences and narratives of employees. Asli Mert, professor of sociology at KU & Gender Equality Committee member, conducted an online survey named "Perceptions and Experiences of Employees on Gender Equality", approved by the Koç University Ethical Committee (no. 2021.417.IRB3.192). The Survey was conducted between 9 March 2022 and 11 April 2022.



C Unstructured interviews conducted by Gender Equality Coordinator between April 2022-June 2022.

D The following items were subjected to Documentary Analysis by the Gender Equality Coordinator:

- Institutional policy handbooks, procedures and regulations (Faculty Handbook, HR leave policies, etc.)
- KU job advertisements (Administrative & Academic)
- KU Mission & Vision & Values documents
- Faculty & Staff Meeting Presentations



Impact Measurement

In order to measure the impact of the Gender Equality Plan on the organization and to be able to see if the targeted change and transformation is being achieved, the **Gender Equality Office** will collaborate with **Koç University Social Impact Forum (KUSIF)**.

KUSIF is a research and practice center on social impact to foster social innovation through research, education and collaboration, and it is one of the leading organizations in the social impact field in Turkey and has become a reference point in social impact studies.

GEP will use KUSIF's 4-Step Approach to measure its impact throughout the KU organization:

- I.** Develop GEP's theory of change
- II.** Determine which outcomes will be measured
- III.** Choose the evidence level and appropriate resource and evaluation tools
- IV.** Evaluate GEP's impact



The background features a collage of three images: a large building with a clock tower, a modern building with a central archway, and a long hallway with a textured wall. A semi-transparent red overlay covers the entire page. Several geometric shapes, including squares and rectangles in various shades of red and orange, are scattered across the design.

State of Play & Action Items

Abbreviations



ASAD: Academic Strategy and Analyses Directorate

BoT: Board of Trustees

BRD: Budget and Reporting Directorate

CDC: Career Development Center

CD: Communications Directorate

DOS: Dean of Students

EACD: Entrepreneurship and Academic Consulting Directorate

GEA: Gender Equality Ambassadors

GEC: Gender Equality Coordinator

GS: General Secretary

HR: Human Resources

HRS4R TF: HRS4R Task Force

KOLT: Koç University Office of Learning and Teaching

KWORKS: Entrepreneurship Research Center

KOÇ-KAM: The Center for Gender Studies at Koç University

KU: Koç University

LD: Library Directorate

CRRD: Corporate Relations and Resource Development Directorate

OIP: Office of International Programs

P: President

PID: Process Improvement Directorate

SDG: Sustainable Development Goals

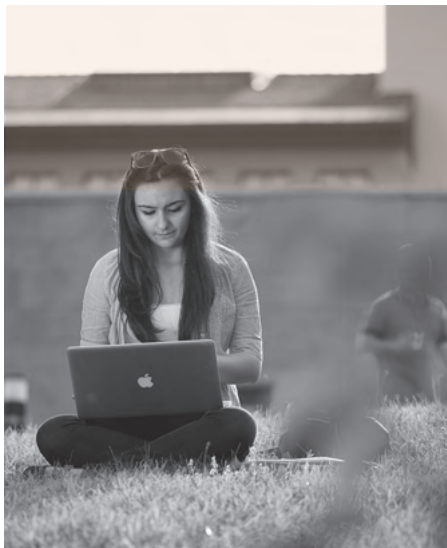
VPs: Vice Presidents

VPAA: Office of Vice President for Academic Affairs

VPRD: Office of Vice President for Research & Development

Timeline Projection

Priority	Timeframe
I: Immediate Action	Actions materialized by 12/2022
ST: Short-Term	Project start by 12/2022 Actions materialized by 6/2023
MT: Medium-Term	Project start by 12/2022 - Mid-Term evaluation 6/2023 Actions materialized by 12/2023
LT: Long-Term	Project start by 6/2023 - Mid-Term evaluation 12/2023 Actions materialized by 6/2024





1

Organizational Excellence for Gender Equality

Organizational Excellence for Gender Equality

Current Strengths & Weaknesses

- Gender equality has been a founding principle and a strong focus of Koç University from the very start; however, it has not been explicitly integrated into the strategy or mission documents.
- KU stands out with its lively ecosystem where many projects and initiatives on gender issues are being carried out simultaneously. There is a need for centralization and consolidation of all these various efforts and resources to increase efficiency, synergy, and visibility.
- Strategic initiatives and endorsement from leadership on topics of gender equality issues cannot be effectively diffused throughout the organization due to a lack of a central coordination point; various contact points on gender equality issues and initiatives are unevenly scattered throughout the organization in different units or stakeholder groups.
- The existing data infrastructure is quite efficient and agile at KU. Besides, there is a big-scale institutional improvement and digitalization project with various units led by the Information Technologies Directorate.
- The establishment of the Academic Strategy and Analyses Directorate in 2020 has also increased organizational effectiveness in gathering, consolidating, and analyzing institutional data under one branch.
- Although KU has been collecting and analyzing gender-disaggregated data and routinely sharing the findings with various national and international governing and regulatory bodies, systematic data collection for the sole purpose of monitoring gender equality in the institution has been nonexistent.



Organizational Excellence for Gender Equality

Objective	Action	Responsible Unit	Timeline
1. Build an Efficient Data Infrastructure for Gender Analytics	1a. Build a sustainable and dynamic data collection and reporting structure for gender equality monitoring	GEC, ASAD, IT	ST
	1b. Make a yearly plan on gender data collection (surveys, focus groups, interviews, etc.) and coordinate all the relevant units for necessary actions	GEC, GEA	I
2. Dynamic and Adaptable Gender Equality Plan	2a. Produce a comprehensive gender equality status report every year	GEC	7/2023
	2b. Produce a yearly Gender Equality Plan Progress Report and make adjustments/ revisions if necessary	P, VPs, GEC	9/2023
	2c. Produce new Gender Equality Plans every three years	GEC	7/2025
3. Strengthened and Enhanced Institutional Capacity for Gender Equality	3a. Allocate necessary resources (human resources, training, organizational capacity, institutional priority, authority and budget) to Gender Equality Coordinatorship to implement Gender Equality Plan effectively and in timely manner	P	I
	3b. Make gender equality framework a critical part of strategy building activities and efforts on leadership level	P, VPs	ST
	3c. Consolidate all gender equality efforts in the institution under Gender Equality Coordinatorship to produce synergy and efficiency	P, VPs	I
	3d. Integrate Gender Equality Coordinator into organizational structures, processes and committees (e.g. Coordination Committee) in order to mainstream and cultivate gender equality thoroughly in the institutional mechanisms	P, VPs	I
	3e. Develop a yearly institutional plan on communications & outreach activities for special days to address women's issues (e.g. March 8th, Women in Engineering Day)	GEC, CD	I
4. Heightened institutional visibility of the Gender Equality efforts	4a. Increase awareness on Gender Equality Plan by incorporating it into institutional strategy and communication documents (Strategy/ Vision/ Mission documents, Annual Reports, Faculty & Staff Meetings, etc.)	GEC, CD	ST
	4b. Build an attractive website for Gender Equality Coordinatorship and keep it up-to-date with relevant news, documents, links to gender-relevant projects and research in the institution	GEC, CD	I
	4c. Start KU Lecture Series as a seminar series on Gender Equality throughout the year (with a selection of success stories of gender mainstreaming in different fields in higher education)	GEC, CD, Deans	I

Organizational Excellence for Gender Equality

Objective	Action	Responsible Unit	Timeline
5. Appoint Gender Equality Ambassadors in all Academic and Administrative Units	5a. Appointment of Gender Equality Ambassadors to promote and monitor the implementation of Gender Equality Plan actions in their units	GEC, Deans	I
	5b. Gender Equality Ambassadors will work in close contact and collaboration with Gender Equality Coordinator		
	5c. Ambassadors will have regular meetings to discuss the progress and necessary adjustments to the Gender Equality Plan		
	5d. There will be Ambassadors who are R1 and R2 level and represent Early Career Researchers in the institution		
6. Effective transition to Gender Budgeting	6a. Build a Task Force for institutional adoption of gender-sensitive budgeting structures	GEC, BRD	LT
7. Gender Sensitive Communication	7a. Start an awareness-raising campaign promoting usage of gender-sensitive language in all internal and external communication of the institution	GEC, CD	MT
8. Constant Benchmarking of Good Practices	8a. Be watchful and monitor good practices developed in other institutions for gender equality and bring suitable ones to the leadership's attention	GEC	I
9. Holistic Approach to Sustainable Development Goals and KU Efforts	9a. Institutionally realize Gender Equality Plan and actions as a part of larger SDG 2030 Agenda; create synergy by integrating gender equality initiatives into larger KU SDG framework and making connections between different action plans & initiatives serving SDGs	GEC	LT



2

Work-life Balance and Organizational Culture

Work-life Balance and Organizational Culture

Current Strengths & Weaknesses

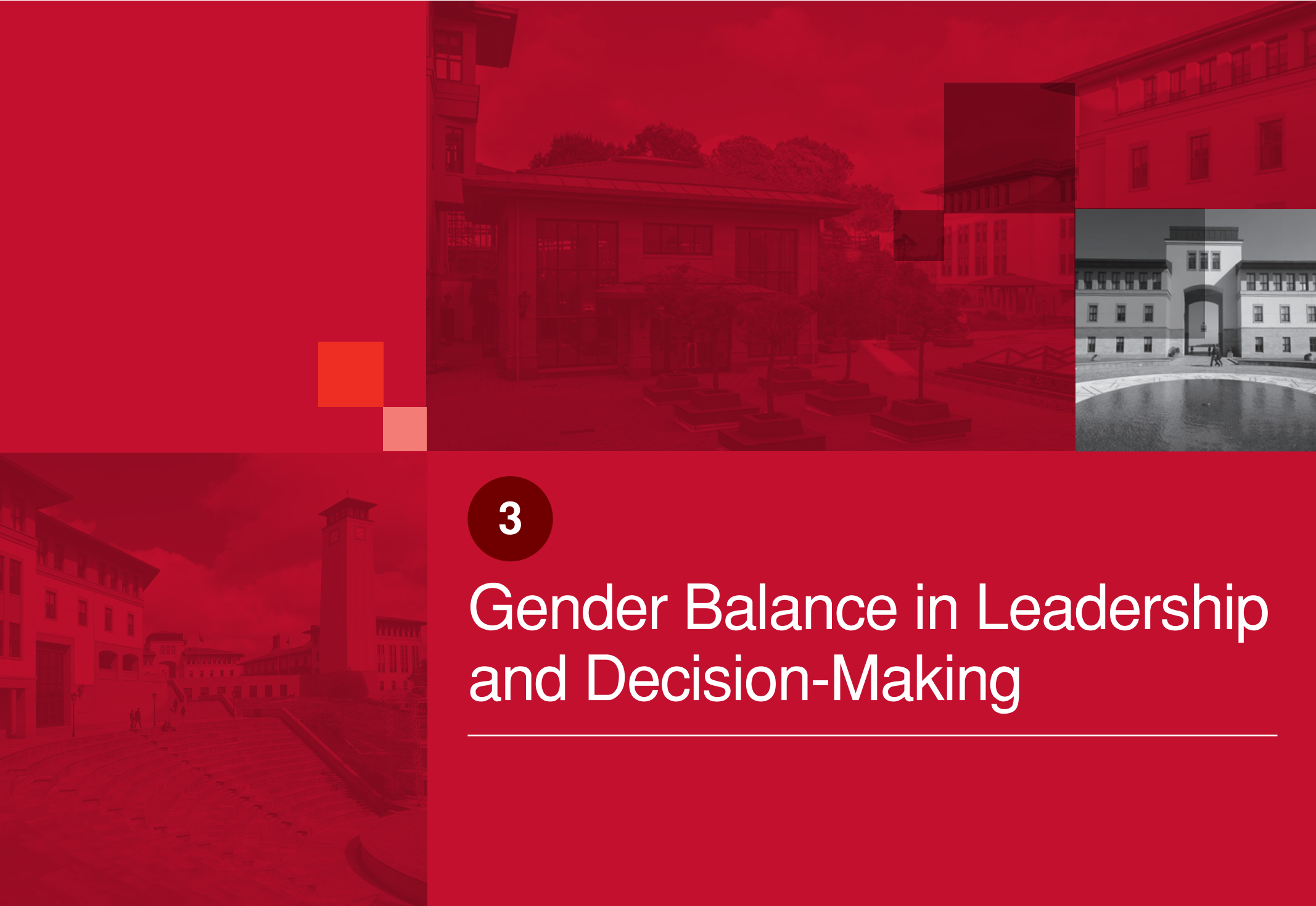
- Koç University has strived to build an organizational culture that ensures that all staff feels valued and welcomed at work. Our desk analysis of university policies, regulations, and documents revealed that Koç University fully confirms national laws regarding maternity cover and other types of labor regulations. On top of that, KU offers a 15-day paternity leave to male employees.
- There are also abundant resources for virtual training and development activities for employees supporting health care and wellbeing. KU also offers an Employee Assistance Program to all its employees to help with their psychological, medical, financial, and legal counseling, helping them create a healthy work-life balance.
- There are enough lactation rooms on campus with appropriate technical equipment and also an affordable kindergarten for the employees' small children.
- Employees benefit from flexible work with 2 days a week remote working option with extensive learning and development opportunities for employee adaptation to hybrid workplace arrangements, work-life balance, mindfulness, and wellbeing.
- All indicators show that social practices at KU are welcoming and inclusive for all staff regardless of gender.
- General sense from the institution-wide Belonging Survey reveals that 83% of female employees and 81% of male employees feel valued and welcomed at work and think there is a respectful, open, and welcoming organizational culture.
- On the other hand, there is no institutional mechanism or specific support structure for the reintegration of staff after career breaks such as maternity leaves.
- Also, a review of institutional regulations and policy documents revealed that the general understanding of 'care responsibilities' is too narrow (only in terms of paternal care) to accommodate the real-life variety and complexities of care responsibilities employees have the responsibility to fulfill.
- The Gender Equality Committee discussions exposed an urgent need for specific work-life balance programs tailored to the work dynamics of the academic staff.
- "Perceptions and Experiences of Employees on Gender Equality" Survey* revealed that female employees struggle more with work-life balance, feel more exhausted, and are less productive as a result of the pandemic. They also perceive their care and housework responsibilities to have increased more due to the pandemic relative to men.
- Along with this survey, committee discussions and interviews with women academics proved that there is a problem of general invisibility and undervaluation of care responsibilities of (mostly) academic labor and gendered understanding of certain administrative tasks and women employees being overburdened by 'office housework'.
- What has also been revealed through this data was the institution's lack of a structured mechanism to future-proof the work-life balance and well-being of employees against exterior shocks like Covid-19.

*A significant percentage of respondents who are academic staff (62,8%) completely disagreed with the statement "I generally complete my work without having to work in the evenings/at night". Also, there is a very clear gender divide among respondents as regards whether they perceive administrative responsibilities to be shared equally among academic staff based on gender. While 23,1% of women strongly disagreed with the statement "I believe that administrative responsibilities are shared equally among academic staff based on gender", none of the men did. 33,3% of men completely agreed that administrative responsibilities are shared equally among academic staff based on gender, while only 11,5% of women completely agreed with this statement.



Work-life Balance and Organizational Culture

Objective	Action	Responsible Unit	Timeline
1. Promoting work-life balance and family friendly workplace	1a. Awareness-raising activities on the need for organizational culture change for productivity and more efficient use of employees' time during working hours	P, VPs, GS, HR	LT
	1b. Implement institutional mechanisms to extend parental benefits (health insurance, parental leaves, childcare facility, etc.) to all employees with all contract types including early career researchers with temporary contracts (in accordance with HRS4R Action Plan)	HR, VPRD, HRS4R TF	LT
	1c. Funding scheme for all employees in order to support their research after family-related breaks	VPRD, Deans	ST
	1d. Redefine gender-neutral 'care responsibilities' in institutional policies and regulations to include different kinds of care (elderly care, sickness care, disability care, and so on) other than maternal care	GEC, VPAA, VPRD, Deans, HR	LT
	1e. Develop work-life balance learning & development & awareness programs specifically tailored for academic staff	GEC, VPAA, VPRD, Deans, HR	ST
2. Reduce gender inequalities in academic care labor & promote equal distribution of administrative tasks	2a. Establish a Care and Equality Task Force from female academics to start the conversation	GEC	MT
	2b. Under the guidance of the Task Force, find effective ways of data gathering on gendered practices of academic care labor & gendered administrative tasks; establish peer support structures and find actions for improvement		
	2c. Launch a comprehensive awareness-raising campaign (especially at leadership level) about gendered academic care work and unequal distribution of administrative tasks	GEC, VPAA, CD	MT
	2d. Establish institutional mechanisms to comprehensively include academic care labor and administrative work in performance evaluations	P, VPs	LT
3. Future-proof well-being of employees and prepare for future shocks like Covid-19	3a. Develop an institutional framework to increase the adaptive capacity and institutional resilience of the university against future mass-disruptions like Covid-19 with targeted efforts to protect employees against gendered effects on work-life balance and academic/ administrative/ organizational productivity	P, VPs, PID, HR	MT



3

Gender Balance in Leadership and Decision-Making

Gender Balance in Leadership and Decision-Making

Current Strengths & Weaknesses

- Koç University is a pioneering institution in women's leadership in the organization. 42% of academic leadership roles and 52% of administrative leadership roles belong to women. Furthermore, 36% of full professors are women.
- As a research-intensive university, KU has established a variety of research centers. The gender disaggregated composition of the leadership of those research centers with a significant amount of financial resources from internal and external funding shows that 25% of Center Directors are women. Advisory Boards of these research centers have 37% women where Executive Boards have 48%. On the other hand, the Advisory Boards of the engineering departments in the College of Engineering have a more unbalanced composition (only 20% of engineering advisory boards are women with 3 departments having all-male advisory boards).
- A nuanced look at the leadership of research centers in fields of medical sciences, technology, energy, and entrepreneurship shows women are underrepresented in these fields. Advisory Boards have 19% and Executive Boards have 35% women (data on the Research Center in the field of Nursing is excluded here).
- On the other hand, there are no structural mechanisms of training and accountability to ensure gender equality in decision-making.
- "Perceptions and Experiences of Employees on Gender Equality" Survey revealed that 42.9% of men and 25% of women in academic positions completely agreed with the statement "I believe that I am given sufficient authority/autonomy to conduct my work". Although there are no male academics who completely disagreed with the statement, 25% of women did so, also reporting that they are not given sufficient authority or autonomy. In parallel with the results for academic staff, a higher percentage of women in administrative positions (11.7%) completely disagreed with the statement in comparison to 3.8% of their male colleagues.
- Gender Equality committee discussions and interviews with female employees pointed to the lack of institutional support mechanisms such as mentoring or training for female employees to rise to leadership roles.



Gender Balance in Leadership and Decision-Making

Objective	Action	Responsible Unit	Timeline
1. Achieve & Maintain gender balance in KU leadership	1a. Maintain gender balance in leadership level of KU organization and in all decision-making committees and boards and make this a primary responsibility of the President and Vice-Presidents	BoT, P, VPs	MT
	1b. Achieve gender balance in Search Committees for Leadership positions such as deans, etc. (in coordination with the HRS4R Action Plan implementation)	P, VPs	LT
	1c. Aim for a gender-balanced composition in the leadership of the Research Centers and Advisory & Executive Boards	P, VPRD	LT
2. Mainstream gender in leadership culture and decision-making	2a. Gender equality trainings for leadership and management levels to develop gender-aware leaders to act as change agents	GEC, VPAA, VPRD, HR	ST
	2b. Define 'promoting gender equality' as a job responsibility and performance evaluation criteria in institutional recruitment and performance evaluation policies	P, VPs, HR	MT
	2c. Develop institutional mechanisms to hold leaders and decision-making committees responsible for making gender-sensitive decisions	P, VPs	MT
3. Develop leadership capacities of women	3a. Well-defined and institutionalized support mechanisms (trainings, mentoring programs, peer networking opportunities) for academic and administrative female employees (with special emphasis on early career scholars and higher education professionals) to develop their leadership competencies as emerging leaders	VPs, Deans, HR	ST



4

Gender Equality in Recruitment and Career Progression

Gender Equality in Recruitment and Career Progression

Current Strengths & Weaknesses

- KU is a university that prides itself on its high ratio of female employees. 46% of academic staff and 53% of administrative staff are women.
- However, more nuanced data shows an uneven distribution of gender among academic departments and administrative units. Only 27% of College of Engineering (CE) and 28% of College of Science (CS) academics are women whereas there are 6 departments where the % of women is below 20 (Electrical and Electronics Engineering 13%, Mechanical Engineering 8%, Chemistry 10%, Mathematics 20%, Physics 9%, and Economics 20%).
- In administrative branches campus operations have units with a significantly low number of women (no women in Security, Fire Brigade & Emergency Management Unit Directorate and Technical Operations Directorate, whereas Construction Directorate 6%). When we look at computer science and IT, we again see relatively small numbers of women (Computer Engineering 36% and IT Directorate 26%).
- Share of women among new recruits is slightly higher (53% academics, 59% administrative) and women generally leave the institution in larger numbers, especially in their first years (first 3 years in administrative staff and first 10 years in academics).
- Between 2015 and 2022, Faculty Search Committees had 40% women as their members in total. However, the numbers decrease dramatically when it comes to search committees in CE and CS (19% women; 6 search committees had no women at all) and School of Medicine (7%). Meanwhile, the faculty promotions committees had significantly more men (29% women) between 2019 and 2021.
- Our comprehensive review of the institutional procedures and practices has revealed that job advertisements require standardization with a critical gender-sensitive lens.
- There is a long-established HR procedure of structured exit interviews with administrative employees, but it does not extend to the academic staff.
- The Gender Equality Committee and individual interviews also revealed a need for institutional structures and support programs dedicated to the development of certain professional skills of female employees to prepare them for leadership roles.
- Our review of the instructional structure and policies revealed the lack of standardized recruitment and career support structures for early career researchers, especially at the R2 level (this area of improvement was also diagnosed by the HRS4R Award Task Force in 2018).



Gender Equality in Recruitment and Career Progression

Objective	Action	Responsible Unit	Timeline
1. Achieve gender balance in recruitment and promotion committees	1a. Aim for gender-balance in all academic recruitment and promotion committees, develop institutional mechanisms of accountability for gender imbalanced committees	P, VPAA, Deans	I
	2a. Provide implicit bias training to all recruitment committee members and recruiters of administrative staff (all decision-makers in recruitment processes)	GEC	ST
2. Develop gender-sensitive recruitment process	2b. Institutionally standardize all academic and administrative job advertisements to prevent any gendered language or implicit discrimination so that they will attract most diverse applicant pool	GEC, HR, Deans	ST
	2c. Build a library of guides on best practices in gender-sensitive academic recruitment on an easily accessible website for all faculty	GEC, LD	I
	2d. Develop institutional mechanisms of accountability for all-male shortlists in academic recruiting	GEC, VPAA, Deans	ST
	2e. Develop specialized and proactive outreach and scouting activities to attract women candidates for fields in which women are severely underrepresented	GEC, VPAA, Deans	ST
3. Retention of Women	3a. Establish institutional monitoring and evaluation mechanisms of female turnover (academic and administrative staff and R1 researchers), especially in the fields women are underrepresented	GEC, ASAD, VPAA, HR	ST
4. Better institutional insight about retention & exits	4a. Build a sustainable and reportable exit survey & exit interview structure for academic and administrative employees and R1 researchers exit	GEC, VPAA, Deans, HR	ST

Gender Equality in Recruitment and Career Progression

Objective	Action	Responsible Unit	Timeline
5. Tailored Career Development Programs for Female Academics	5a. Devise a Faculty Advancement Program (mentoring, coaching, workshops, seminars, trainings, resources) tailored to female academics to overcome gendered obstacles in most challenging areas (e.g. negotiation skills, networking, personal branding)	GEC, GEA (faculty)	ST
6. Equal Pay for Equal Work as an Institutional Guiding Principle	6a. Develop awareness raising programs targeted to decision makers on leadership and management level to promote equal pay principle and to combat implicit bias that may lead to pay discriminations and glass ceiling	P, VPs, GEC, HR	MT
7. Improved Gender-Sensitive Recruitment and Career Services for Early Career Researchers (in coordination with KU HRS4R Action Plan)	7a. Establish a close coordination and collaboration between Gender Equality Office and HRS4R Action Plan Task Force	GEC, VPRD, HRS4R TF, Deans	ST
	7b. Develop OTM-R (Open Transparent and Merit-based Recruitment) procedures promoting gender equality for R2 level post doctoral researchers (standardized and gender-sensitive job advertisements and application process with special attention to attracting women academics in fields women are severely underrepresented)		
	7c. Revitalize the Researcher Development Office and its activities with an enhanced and revised Researcher Development Framework to support career development of early career researchers (R1-R2) with a gender-sensitive approach addressing gendered discriminations and obstacles for young female researchers		
	7d. Organize a Task Force composed of R1-R2 researchers from all disciplines to diagnose gendered discriminations encountered and develop policy recommendation and institutional solutions to improve working conditions and career needs of young researcher body		

The background features a collage of architectural and academic images. A large, multi-story building with many windows is visible in the upper half. In the lower left, there's a close-up of a building's corner with a small sign. On the right, a student is shown reading a book in a hallway. The entire composition is overlaid with various shades of red and semi-transparent geometric shapes, including squares and rectangles.

5

Research

Research

Current Strengths & Weaknesses

- Koç University is a leading institution in Türkiye with KOÇ-KAM as an interdisciplinary hub for gender research with a large portfolio of collaborative national and international projects. This center also holds a competitive funding program to support outstanding academic research projects on gender issues. The conferences, panels, and seminar series KOÇ-KAM organize frequently bring scholars from various disciplines together and foster thoughtful exchanges on patterns of cultural and social prejudice in gender-based inequalities. KOÇ-KAM's governing board is composed of female faculty from various disciplines including Computer Engineering and Nursing.
- UNESCO Chair on Gender Equality and Sustainable Development at KU, closely associated with KOÇ-KAM, also works for the advancement of research and scholarly collaboration in interdisciplinary research on gender equality and sustainable development in education, social, and human sciences, and natural sciences in Türkiye, and its region.
- Despite these islands of excellence in gender research, a well-developed and institutionalized gender mainstreaming framework is missing in the overall design and outputs of research at KU. There is a general lack of awareness and knowledge on the integration of gender analysis through research & innovation among academics and research management staff. Research leadership in the institution does not show a clear and visible commitment to incorporating gender equality through research conducted at KU and there is no such priority in the university's strategic agenda.
- The institutional research activity data reveals a larger share of men in research project applications, especially in the most prestigious ones with large funding (28% of Horizon applications are made by women).
- When the entire research & innovation cycle at KU is considered, women are significantly underrepresented in technology transfer and commercialization stages (20% of primary investigators of private sector projects, 20% of patent applications, and 25% of licensed patents are by women).
- Interviews and committee discussions revealed a perception that the research and awards of female academics receive less attention from the institution's public communications and promotional materials.



Research

Objective	Action	Responsible Unit	Timeline
1. Achieve gender balance in research teams & labs	1a. Raise awareness of faculty and research staff about gender diversity and encourage research leaders to make gender conscious choices regarding recruitment for their research teams	GEC, VPRD, Deans	ST
2. Gender Mainstreaming in Research	2a. Start awareness raising campaigns about mainstreaming gender in research with workshops, seminars, and trainings	GEC, GEA, VPRD	ST
	2b. Build a comprehensive online library for researchers to provide guidelines, case studies, tools, resources, online trainings, best practices on the issue	GEC, VPRD, LD	I
	2c. Develop a course for doctoral students on incorporation of gender analysis in research design and management	GEC, VPRD, KOLT	ST
3. Increased Visibility of Gender-Specific Research and Female Researchers	3a. Establish institutional mechanisms to provide effective presentation & dissemination of gender-specific research results and outcomes to academic and general public i. Guidance and consultancy to female researchers to promote and increase the visibility of their research ii. Institutional support to promote and increase the visibility of the research outputs of KU researchers on women-specific issues	GEC, CD, VPRD, GEA	ST
4. Gender Diversity in STEM	4a. Establish Networks & Mentoring Schemes to provide common platforms for female scientists and researchers in STEM	GEC, Deans, GEA, VPRD	ST
	4b. Seminar series to share Personal Narratives / Behind the scene stories of female scientists		
5. Enhanced and inclusive innovation & entrepreneurship framework	5a. Conduct an overall institutional assessment of innovation & entrepreneurship ecosystem of the institution to see if it is inclusive of all genders	GEC, VPRD, EACD, KWORKS	MT
	5b. Develop specialized support and mentoring programs for female employees and doctoral students (R1 level) who have innovative and entrepreneurial potential		



6

Teaching

Teaching

Current Strengths & Weaknesses

- 47% of all student population and 41% of international students at KU are women. While women make up the majority of the undergraduate student body of the College of Social Sciences and Humanities (72%), the ratio of female students falls sharply at the College of Engineering (28%). A close analysis of the academic departments shows Mechanical Engineering (16%), Computer Engineering (20%), Electrical and Electronics Engineering (18%), Physics (15%), and Mathematics (21%) have the lowest share of female students in their undergraduate population.
- Koç University offers a wide range of courses specifically on gender issues from various disciplines such as history, philosophy, sociology, psychology, arts, literature, international relations, and so on. There is an undergraduate Track program on Gender Studies in the College of Social Sciences and Humanities. KOÇ-KAM also has a Gender Studies Certificate Program (GSCP) that is geared toward developing an understanding of gender issues by adopting an interdisciplinary and multidisciplinary approach. The Core Program at KU, which provides common ground for all students by offering a structured exposure to various disciplines and major competencies, offers gender-focused courses as well as courses with gender issues being a critical part of the curriculum.
- While gender studies is a strong part of course offerings at KU, the aforementioned gender-mainstreamed curriculum is not distributed evenly throughout the institution. Gender-focused or gender-integrated course offerings are almost exclusively housed in the College of Social Sciences and Humanities, and College of Administrative Sciences and Economics. A preliminary scan of the overall curriculum shows a significant lack of gender dimension in courses offered in disciplines such as STEM and medical sciences. In-depth curriculum analysis and course mapping are needed to see the full picture of this.
- There is a general lack of awareness about methods of mainstreaming gender components into teaching and gender-sensitive pedagogies among teaching and supporting staff. This issue has not been discussed, prioritized, or incentivized by the leadership of the institution.
- Students at KU are quite interested in gender-related issues and they have been engaging in curricular and co-curricular activities on these topics throughout the year. However, a central communication and coordination point to map these activities to create synergy is missing.



Teaching

Objective	Action	Responsible Unit	Timeline
1. Gender Mainstreaming in Teaching	1a. Institution-wide Curriculum Analysis and Course Mapping	GEC, VPAA, Deans	I
	1b. Build an online library for teaching faculty and assistants on guidelines and self-assessment tools for gender mainstreaming in educational materials and activities	GEC, KOLT, LD	I
	1c. Build a course for all teaching staff on Inclusive Classroom and Gender-Sensitive Pedagogies	GEC, KOLT, VPAA	ST
	1d. Organize a workshop for faculty on Integrating Gender Dimension into Curricula where best practices and experiences can be shared	GEC, KOLT, GEA	ST
2. Engage Students	2a. Make KU Gender Equality Plan an institutional source and contact point for students who want to develop co-curricular projects on gender equality issues	GEC, DOS	I
	2b. Organize workshops with students where they can brainstorm possible new solutions to problems addressed in KU Gender Equality Plan such as mainstreaming gender in research or increasing gender diversity in STEM	GEC, OIP	I
	2c. Develop a (collaborative teaching) course for undergraduate/ graduate students on gender equality as a joint effort and platform for various specialists in and outside of KU	GEC, KOÇ-KAM, KOLT	MT
3. Reward & Incentivize Efforts of Gender Mainstreaming in Teaching	3a. Create a funding scheme for teaching staff who want to design / revise curriculum / teaching materials for inclusive classroom and gender-sensitive pedagogy	GEC, KOLT	ST
4. Engage Alumni	4a. Establish close connection between Gender Equality Office and Alumni Office (and other alumni associations) to spread the KU gender equality agenda to larger community; develop joint projects with KU alumni engaging current students (mentoring schemes for female students, project-based learning projects on gender equality, etc.)	GEC, CRRD, CDC	I



7

Measures Against Gender-based Violence, Including Sexual Harassment

Measures Against Gender-based Violence, Including Sexual Harassment

Current Strengths & Weaknesses

- Koç University has a clear Sexual Harassment Prevention Regulation in place to sustain its academic research, teaching, working, and living environment free of sexual harassment. Above all, investigation procedures of gender-based violence cases are performed with utmost diligence and attention by the top leadership of the university. The expertise located at Law School and KOÇ-KAM provide a critical strength to the organization's ability and know-how in leading and finalizing investigations in a timely manner according to national laws.
- Counseling Service Unit (KURES) provides professional psychological support and psychological counseling to students and plays a critical role in preventive actions and counseling support needed in institutional measures against gender-based violence.
- KU students are required to take an online Sexual Harassment Awareness Training, prepared by KURES to raise awareness of the issue on the student side. Academic and administrative employees are required to take similar training, prepared by HR to inform employees of the issue.
- "Perceptions and Experiences of Employees on Gender Equality" Survey revealed that employees feel safe everywhere on the campus at all times as there is no respondent who completely disagrees with the statement.
- The same survey disclosed that the highest percentage of employees report that they can easily access institutional information and guidelines regarding workplace policies on the prevention of sexual harassment. All in all, men report that such information is more accessible compared to women. 42.9% of men in academic positions completely agreed with the statement "I access institutional information and guidelines regarding workplace policies on gender equality and prevention of sexual harassment with ease", whereas the rate was 28.6% for female academics).
- Committee discussions and interviews along with feedback from students revealed a general need of the community for easy-to-understand information about the institution's zero-tolerance policy, and preventive and complaint mechanisms.
- Due to increased awareness of this institution's measures against sexual harassment and probably because of the global surge in sexual harassment cases on campuses after Covid-19, there has been a significant increase in reported cases and the number of investigations opened (# of official complaints surged from 1 per semester at 2016 to 6 per semester at 2022). This increase in numbers exposes the organizational need for overall process improvement, especially for effective complaint mechanisms and maintaining the work-life balance of staff managing the operations and investigations committees.
- Our review of the existing measures and informative mechanisms of the institution against gender-based violence exposed employees' lack of information and know-how, especially in the first response to sexual harassment cases. Current training materials seem to be out of date and insufficient and do not cover a wide range of staff (especially those who have a high probability to be the first-responder to such cases like security, dormitory staff, or staff of service providers on campus).



Measures Against Gender-based Violence, Including Sexual Harassment

Objective	Action	Responsible Unit	Timeline
1. Process Improvement for sustainable services	1a. Form a Task Force consisting of all related administrative units led by Process Improvement Director	P, PID	I
	1b. Analyze as-is and develop to-be process for more efficient and effective complaint and support mechanisms (clear, visible, and robust reporting channels)	PID	I
	1c. Diagnose financial, reorganization, human resources, digitalization and training needs to improve the process; take necessary steps to meet these needs	P, PID	I
	1d. Develop easy to understand materials explaining the sexual harassment complaint and disciplinary process; publish the visual explanations on available sites where all employees and students can see	GEC, CD	ST
2. Comprehensive Training	2a. Update all existing training materials to accommodate current mechanisms and needs	KURES, HR, VPAA, CD, KOLT	ST
	2b. Develop institution-wide training program on critical first response to harassment complaints for every academic and administrative employee in close-contact to students (faculty, TAs, security guards, etc.)	HR, GS, VPAA	ST



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GENDER EQUALITY OFFICE

Event

Title: Policies on employee (including faculty) equity, diversity, inclusion

Description: Showcase events for gender equality on campus

Date: 08/08/2024

Language: English

Sharing Rights: Public

Event Date Range: 29/08/2024 - 29/08/2025

Location: Koç University
Campus Istanbul

Speakers: Faculty

Description:
KU showcase events for
gender equality



Travel

Policy

Title: Policies on travel

Description: Koç University Travel Policy

Date: 08/08/2024

Language: English

Sharing Rights: Public

Scope: Travel

Enforcement Date: 01/03/2020

Revision Date: 14/06/2024

Number Of Pages: 8

Publisher: KU Financial
Affairs Directorate

Media: website

Sustainability related efforts booklet



- International Staff Week on Gender Mainstreaming in Higher Education:
<https://geo.ku.edu.tr/staff-week/>

The 2024 International Staff Week, hosted by the Gender Equality Office (GEO), is set to unfold from May 13th to May 17th at Koç University's Istanbul Campus. This year's theme, "Innovative Aspects," brings together eight distinguished speakers from Koç University to explore avant-garde, creative, and cutting-edge approaches addressing academic inequalities.

Engage in a thought-provoking week dedicated to pioneering methods and creative

methodologies fostering gender equality in higher education. Through immersive discussions, workshops, and collaborative activities, participants will confront and challenge prevalent inequalities within academic structures.

Throughout the sessions, our lineup of speakers will delve into inventive strategies, including dynamic drama techniques, progressive educational practices, gendered soundscapes, visual communication design combating gender-based violence, and the impactful role of podcasting in driving social change and sustainability.

This immersive experience invites professionals passionate about gender equality, inclusion, and organizational culture in higher education to join us. Together, let's push the boundaries of innovation to cultivate an academic environment of equality and inclusivity.

Prepare to be inspired, engaged, and connected at the forefront of pioneering gender mainstreaming practices. Join us in Istanbul for a transformative week of collaborative learning and networking, embracing the future of inclusive academia.

The Program

Gender Equality in Academia: Innovative Aspects

• International
Staff Week in Istanbul •

13-17 May, 2024

PROGRAM

May 13th, Monday

Opening Morning Reception
Introductory Sessions on Koç University
Icebreaking Session
Campus Tour
Bosporus Tour + Welcome Dinner

May 14th, Tuesday

09.30 Leading Gender Equality Strategy, Dr. Behice Pehlivan
11.00 Visual Communication Design Solutions for Equality, Çağla Turgul
Lunch Break

13.00 Teaching Women and Gender in Literature, Dr. Gülşah Şenkol
14.00 Podcasting for Impact, Dr. Gonca Ongan

May 15th, Wednesday

09.30 Sharing Experiences & Networking Session
11.00 Age Diversity at HEI, Assoc. Prof. Justin Marcus

Lunch Break

13.00 Creative Drama Workshop, Dr. Mehmet Zeki Giritli

May 16th, Thursday

09.30 Gender and Equality in Education, Prof. Dr. Fatoş Gökşen
11.00 Sharing Experiences & Networking Session

Lunch Break

13.00 Deep Listening Workshop, Dr. Oğuz Öner

May 17th, Friday

09.30 Out-of-Itinerary Tour in the city



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GENDER EQUALITY OFFICE



EMBO Self-Leadership Workshop for Women in Science

<https://geo.ku.edu.tr/embo-self-leadership-workshop-for-women-scientists/>

In a significant partnership with EMBO, this esteemed workshop makes its debut in Türkiye, offering a distinctive opportunity for women scientists. This event provides a valuable platform for women in the field of science to nurture their self-leadership skills. Guided by exceptionally qualified trainers, participants will embark on a 2.5-day exploration, delving into the intricate domains of self-awareness, self-confidence, and self-efficacy. This workshop is dedicated to empowering women scientists by equipping them with the essential tools and insights required to navigate their professional and personal journeys with confidence and authenticity. Through a scholarly and serious approach, participants will actively engage in substantive discussions and practical exercises meticulously designed to enhance their leadership acumen. This workshop beckons those interested to embrace the transformative potential of self-leadership while fostering connections with fellow women scientists in a setting that harmonizes academic rigor with professional growth.

Objectives

At the end of the workshop, the participants will:

- Recognize that good leadership starts within,
- Be more aware of their values, strengths, achievements and intentions,
- Understand how personality, biases and stereotypes (theirs and those of others) impact their (professional) life,
- Have a clearer view of their different roles in all areas of their life, what is most important in each one, and how to achieve this,
- Feel strengthened in their capacity to find effective and satisfying ways to deal with challenges concerning their various role,
- Identify their own strategies to develop their self-leadership.

Statement

Title: Other policies not mentioned above

Description: KU Sustainability Booklet

Date: 08/08/2024

Language: English

Sharing Rights: Public

Relevant Stakeholders: Academia, business and civil society organisations

Purpose: A curation of sustainability initiatives at KU

URL:

<https://cdn.ku.edu.tr/cdn/files/sustainability/sustainability-policy.pdf>

Policy

Title: Other policies not mentioned above

Description: KU Compliance Policy

Date: 08/08/2024

Language: English

Sharing Rights: Public

Scope: Faculty and Staff

Enforcement Date: 25/10/2023

Revision Date: 01/04/2024

Number Of Pages: 3

Publisher: Risk Management, Compliance and Internal Control Directorate

Media: website

 KOÇ ÜNİVERSİTESİ	COMPLIANCE POLICY	Date : 25.10.2023 Update No: 1 Update Date : 01.04.2024 Responsible Unit : Risk Management, Compliance and Internal Control Directorate Page : 1 / 3
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1. PURPOSE

The purpose of the Compliance Policy ("Policy") is to establish a comprehensive and effective Compliance framework specifically designed for Koç University and to demonstrate the commitment of Koç University and Unvest Araştırma Geliştirme Danışmanlık ve Ticaret A.Ş., a subsidiary of Koç University, to comply with legal regulations, internal policies and procedures, good corporate governance practices and ethical rules.

2. SCOPE

All employees and managers of Koç University and Unvest Araştırma Geliştirme Danışmanlık ve Ticaret A.Ş. are obliged to act in accordance with this Policy, which is an integral part of the Code of Ethical Conduct and Integrity. Koç University and Unvest Araştırma Geliştirme Danışmanlık ve Ticaret A.Ş. expect all of their Business Partners to act in accordance with this Policy and take the necessary steps to ensure this. The policies and procedures of Koç University also apply to Unvest Araştırma Geliştirme Danışmanlık ve Ticaret A.Ş.. The principles, guidelines and standards set forth in this Policy by references to "Koç University" are also applicable to Unvest Araştırma Geliştirme Danışmanlık ve Ticaret A.Ş. and its Business Partners, unless there is an obstacle related to higher education legislation.

3. REFERENCES

- 3.1. Relevant legal legislation, especially higher education legislation
- 3.2. Principles of Ethical Behavior and Integrity
- 3.3. Whistleblowing Policy
- 3.4. Business Partners Compliance Policy
- 3.5. Human Rights Policy
- 3.6. Gift and Hospitality Policy
- 3.7. Donation and Sponsorship Policy
- 3.8. Competition Law Procedure
- 3.9. Anti-Bribery and Anti-Corruption Policy
- 3.10. Conflict of Interest Policy
- 3.11. Administrative Employee Discipline Directive

4. RESPONSIBILITIES

- 4.1. It is among the primary duties and responsibilities of all managers working at Koç University to communicate this Policy together with the Code of Ethical Conduct and Integrity to all employees and Business Partners, to ensure that employees attach the necessary importance to these rules, and to show the necessary effort and leadership to comply with the Code of Ethical Conduct and Integrity and this Policy.
- 4.2. The relevant units are responsible for complying with all national and international legislation, policies and procedures of Koç University in line with their respective fields of activity.
- 4.3. The Risk Management, Compliance and Internal Control Directorate is responsible for the creation, improvement follow-up and periodic updating of the Policy.
- 4.4. All employees and managers of Koç University are responsible for complying with this Policy, implementing and supporting the relevant procedures and controls in line with the requirements in this Policy.
- 4.5. Risk Management, Compliance and Internal Control Directorate is responsible for the implementation of the methodology, general oversight and coordination of compliance activities.

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5. DEFINITIONS

- 5.1. Business Partners:** Suppliers, working and project partners, cooperating companies, foundations, associations, donors and recipients, sponsorship givers and recipients, Koç University Economic Enterprise customers, customers of Koç University and Unvest Araştırma Geliştirme Danışmanlık ve Ticaret A.Ş. and any person acting on their behalf and account.
- 5.2. Compliance:** Compliance with the requirements of laws and regulations, industry and organizational standards, internal policies, procedures and generally accepted ethical standards.

6. BASIC PRINCIPLES

- 6.1.** Effective Compliance management can only be achieved by adopting a well-designed Compliance structure taking into account the needs of the relevant organization. The Compliance structure becomes sustainable when it is integrated into all processes and activities and reflected in the corporate culture and employee behaviors.
- 6.2.** Koç University's Compliance obligations are not limited to compliance with mandatory regulations (*legislation, permits, licenses, guidelines and guiding principles prepared by regulatory authorities, court decisions, customs, etc.*) or contractual obligations, but also include Compliance commitments undertaken by Koç University, such as contracts with third parties, organizational standards such as policies and procedures, or Compliance commitments undertaken voluntarily within the framework of excellence or leadership role.

7. METHOD

7.1. Compliance Program

7.1.1. Compliance Impact Areas and Risk Analyses

Within the scope of the CRM (Corporate Risk Management) program, the Risk Management, Compliance and Internal Control Directorate, together with the relevant units of Koç University, makes general assessments regarding the compliance risks and improvement areas that the University is or may be exposed to. In the evaluations, studies are carried out by taking into account the characteristics of the institution. As a result of these studies, it is aimed to reduce the issues with high compliance risk to an acceptable level by establishing corrective, preventive and preventive control points in the processes of the relevant unit(s). Risk analyses and developments are reported to the Rector within the relevant program.

7.1.2. Main Components of the Adaptation Program

Koç University's Compliance Program is a set of rules, policies and procedures that aim to identify and manage Koç University's Compliance issues with an approach based on risk and excellence. The Compliance Program brings together the corporate Compliance culture supported and monitored by senior management and the written standards across Koç University with the participation of all relevant employees.

The main components of the Adaptation Program are set out below:

- Top management support and leadership
- Risk assessment
- Determination of policies and standards
- Education and communication
- Monitoring, internal audit, reacting and feedback

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7.1.3. Compliance Activities Structure

7.1.3.1. Koç University's Compliance Approach: It is shaped by the importance and leadership given to Compliance issues by senior management. Koç University's senior management acts as an example throughout the organization by applying core values, generally accepted corporate governance principles and ethical standards, and provides leadership to ensure that Compliance is adopted as part of Koç University's culture and reflected in the attitudes and behaviors of employees.

7.1.3.2. Risk Management: The Risk Management, Compliance and Internal Control Directorate monitors and analyzes the Compliance risks of the units within the scope of the CRM program or annual planned audits or thematically. When necessary, the Risk Management, Compliance and Internal Control Directorate may request information on this subject.

7.1.3.3. Consultancy Activities: This refers to the activities in which the Risk Management, Compliance and Internal Control Directorate fulfills its advisory function within the framework of its own organizational guidelines for all Compliance risks identified through Systematic Risk Analysis.

7.2. Raising / Communicating and Reporting Concerns

Koç University expects all stakeholders and employees who witness or are aware of or suspect any unethical behavior, irregularity or misconduct that is incompatible with the legislation, the Code of Ethical Conduct and Integrity and other policies and procedures to report it in accordance with the Koç University Whistleblowing Policy.

7.3. Authorities and Responsibilities

The relevant units of Koç University are authorized and responsible for complying with this Policy and all national and international legislation in line with their respective fields of activity. In this context, it is ensured that the units undertaking executive, audit and consultancy roles in Compliance processes have the necessary authorizations to act in accordance with the compliance policies.

8. ANNEXES AND RECORDS

None.

9. REVIEW

The Risk Management, Compliance and Internal Control Directorate is responsible for reviewing and updating this document. The review is conducted every year in July. The document is revised when and where deemed necessary.

10. CHANGE/TRAINING TABLE

Changing page	History	Amendment	Amended by
	01.04.2024	Revision within the scope of compliance policies.	Risk Management, Compliance and Internal Control Directorate
Distribution (Related Departments)			
All Koç University			

Statement

Title: Other policies not mentioned above

Description: KU Code of Ethical Conduct

Date: 08/08/2024

Language: English

Sharing Rights: Public

Relevant Stakeholders:
Students, faculty, staff

Purpose: Ethical Code of
Conduct

Learning Object

Title: Other policies not mentioned above

Description: KU Sustainability & Innovation Manual

Date: 08/08/2024

Language: English

Sharing Rights: Public

Department: Koç
University all colleges

Learning Object Subject:
All disciplines

Educational Level: PhD,
Masters and
undergraduate studies

Learning Outcome: Respo
nsible citizens

Interactivity Type: Active

Description: Manual for
students on sustainability
and innovation efforts on
campus



**KOÇ
UNIVERSITY**



CODE OF ETHICAL CONDUCT AND PRACTICE PRINCIPLES



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1. PURPOSE

The purpose of this document is to bring a common ethical understanding to the daily working life of the University by creating a working culture and to determine the practice principles.

2. SCOPE

These principles apply to all full-time and part-time academic and administrative staff of Koç University.

3. REFERENCES

- 3.1. The Regulations of Higher Education
- 3.2. The Core International Human Rights Treaties
- 3.3. The United Nations Global Compact
- 3.4. Koç University Administrative Staff Personnel Regulations
- 3.5. Sexual Harrassment Prevention Regulation

4. BASIC PRINCIPLES

Koç University aims to raise individuals securing added value and bearing responsibility for the world and their country with a people-oriented approach, and to produce science. To that end, it aims to be a reliability, continuity and prestige symbol for its students, graduates, employees, suppliers, non-governmental organizations –shortly all stakeholders– both nationally and globally.

Koç University Code of Ethical Conduct is prepared in line with the principles of Vehbi Koç, the founder of Vehbi Koç Foundation, to be the best, to create wealth for continuous development, to strengthen the country, to see human resource as the most important asset and to adopt superior business ethics and honesty.

While this document is intended to be guidance, it is expected from the University staff to demonstrate attitudes and behaviours securing the cultural integrity of the University. Additionally, it is expected from all employees to protect and improve the reputation and reliability of the name of “Koç University”

All employees of the Koç University are obliged to respect the Koç University Code of Ethical Conduct. It is expected from all stakeholders to respect business ethics rules and all of the practice principles supporting these rules everywhere. As well as the obligation to respect these rules, all employees and stakeholders are also obliged to notify the relevant authorities when they are aware of any disrespect to these rules.

It is among the fundamental duties and responsibilities of the mid and senior-level managers of Koç University to inform all employees about the Code of Ethical Conduct, to ensure that the employees would give due consideration to these rules, and to make sufficient effort and to show leadership for the realization of the Ethical Code of Conduct.

4.1. University/Employee Relations

Koç University aims to be the most preferred, honourable university for any related person and stakeholder, composed of the most successful and efficient academic members and professionals adding value to sustainable growth.

Koç University esteems its employees and respects employee rights.

The policy of *“Our most important asset is our people”* is one of the fundamental principles adopted by Koç University since it was founded and expresses the people-oriented approach of the University.

In this regard, Koç University adopts the following principles on its relations with academic and administrative staff:

- For employment, to seek only appropriate qualifications as eligibility criterion, to provide equal opportunities without discrimination,
- For the advancement of the University, to bring the most qualified young people, experienced academic staff and professionals to the University,
- To get maximum benefit from the qualifications, powers and creativity of the staff,
- To provide equal facilities and opportunities for the training, instruction and advancement of the staff,
- To award effort and success with fair and competitive wage policies, efficient and objective performance evaluation system and practices,
- To increase attachment and commitment of the staff to the University by providing equal opportunities in promotion and rewarding,
- To enable continuity of labour peace,
- To provide clean, healthy and secure working conditions to staff,
- To create and maintain a transparent working environment considering cooperation and solidarity as the utmost component and promoting mutual respect,
- In order to protect human dignity in workplace, to strictly prevent any employees of the University from being subjected to any kind of violence or harassment,
- To prevent any potential incidents and situations related with the harassment in accordance with the framework of Sexual Harassment Prevention Regulation,
- To take into account the view and suggestions of the staff, to respond them and to take motivation increasing measures,
- Not to share the private data of the staff, other than legally obliged, without the permission and knowledge of the staff,
- To respect human rights,
- To carry out the scientific works within the framework of liberty principle, to make no compromise of freedom and accuracy.

4.2. University/Stakeholders Relations

The fundamental principles guiding the relations of Koç University with its stakeholders are listed as follows:

- To represent and raise the prestige of “Koç University” in the eye of public,
- To benefit from the comments and suggestions and to maintain positive relationships by keeping the communication channels with the stakeholders open,
- To avoid personal comments while speaking for the University in front of public,
- As a university, to have a sense of responsibility about social issues.

a- Relations with the State

- To comply with all applicable legal norms in the countries operated and to be operated,
- To manage, record, maintain and report all operating and financial activities in full accordance with law.

b- Social Responsibility

- To design, support and carry out studies contributing to scientific, economical, social and cultural development,
- To show awareness to social matters and to support society in its advancement.

c- Relations with Students

- To create value for students, to meet their demand and requests at the highest level in parallel with the education policies and philosophy of the University,
- To raise awareness among students of the ethical values of the University and ensure that they respect those values,
- To provide high-quality education services and follow consistent education policies,
- To create a long-term environment of trust in the relations with students,
- To aim to be the first preference of the students by enhancing student satisfaction,
- Not to misinform or mislead students,
- To enable the contribution of students into the decision-making processes of the administration about themselves,
- To observe equal opportunities among students,
- To ensure students act consciously, aware of their rights and obligations,
- To ensure students comply with all required norms by exercising self-control.

d- Relations with Suppliers

- To create mutual value in the business relations with suppliers,



- To maintain an open, direct and accurate communication with suppliers,
- To select suppliers with objective criteria,
- To respect reasonable confidentiality and work safety rules required by supplier in supplier auditing and visits,
- To maintain the ethical values of the University within and during the relations with suppliers.

e- Relations with Competing Parties and Competition

- Apart from the limitations permitted by the legislation, not to make any agreements or not to act in any way, directly or indirectly, aiming to prevent, distort or restrict competition, or having or that may have such an effect,
- Not to have any discussions or information exchanges with competing parties about market and/or competition conditions,
- To avoid any discussions and actions at the meetings of association, assembly, chamber, professional body etc. participated on behalf of the University and at the other private or professional meetings and talks that may lead to or may be described as situations mentioned above.

f- Global Responsibility - Environment Protection

- To improve and enable efficient implementation of environment policies of the Koç University.

g- Global Compact

- To act for the benefit of our country and earth in accordance with the principles in the areas of human rights, labour, the environment and anti-corruption set by the United Nations Global Compact and to show exemplary corporate citizenship through our staff and suppliers.

4.3. The Code of Ethical Conduct

It is the primary responsibility for our academic and administrative staff to maintain and advance the association of the name of “Koç University” with professionalism, honesty and trust. In this regard, it is expected from the staff of Koç University:

- To respect legal norms at all times,
- To perform their duties pursuant to the fundamental moral and humane values,
- To avoid any attitude and behavior harmful to human dignity, including mobbing and sexual harassment, in the workplace,
- To act in justice, good faith and sympathy with the aim of mutual benefit in all relations,
- For whatever the purpose may be, not to obtain unfair profit and benefit, accept or offer bribe from/to the real and legal persons under any circumstances,

- In the performance of duties, to act in compliance with the relevant business code of conduct and any practice principles supporting those rules,
- Unless openly authorized, not to behave, state or correspond in such a way bringing the University under an obligation,
- Not to act in a disturbing and/or harmful manner to other employees and not to disharmonize the work environment,
- Including the data and information systems of the University, to take care of all tangible and intangible assets as if their own personal assets and to protect them against any potential loss, damage, misuse and unethical use, abuse, theft and sabotage,
- To use the sources of the University only for the works related with the University,
- To work with an awareness that the University would be ethical precedent for the students and to act in line with this responsibility.

a- Asset and Knowledge Management

Intellectual Property Rights

- To ensure that the legal processes are started and completed in time in order to safeguard the intellectual property rights of the newly developed products, mechanisms and software,
- To avoid any –deliberately– unauthorized usage of patents, copyrights, trade secrets, brand, computer programs or other intellectual and industrial property rights of other corporations.

Knowledge Management

- To ensure all legally required records are kept appropriately and in accordance with data security,
- Not to respond to third party requests of information falling within the category of “confidential to University” without the approval of senior management,
- To exercise due diligence for the accuracy of the statements announced and records provided by the University.

b- Security and Crisis Management

- To take necessary measures to protect the staff, data and information systems and fields of activity of the University against any potential terror act, natural disasters and malevolent attempts,
- To prepare the required crisis planning for emergency crisis management to be formed in case of terror, natural disaster, etc. and, through this method, to maintain the continuity with minimum loss in the case of crisis,
- To take all kinds of measures in order to prevent the University assets to be stolen or damaged.

c- Confidentiality

- To act with an awareness that the financial and business secrets of Koç University, the information that might impair the competition power of Koç University, the rights and data belonging to the staff and the agreements with business partners fall within the scope of “confidentiality” and to maintain their protection and confidentiality,
- For whatever the purpose may be, not to share the knowledge learned and documents obtained as part of the job with unauthorized persons and departments both within and out of the University and not to use for speculative (directly or indirectly) purposes,
- Not to use non-public information about students, graduates and other real and legal person business partners for purposes other than anticipated or share them with third parties without necessary permissions.

d- Avoiding Conflict of Interest

Conflict of interest; means to possess any kind of actual or potential benefit or any financial or other kind of actual or potential personal interest that affects or may affect the duties of the staff to be performed impartially and without expecting any personal benefit and that is provided or may be provided to the staff, their relatives, friends or associated real or legal persons.

e- Self-Dealing Prohibition

- Not to gain unfair advantage on behalf of one's own, relatives or third parties by misusing his/her status and authorities,
- In personal investments, to exercise due care for avoiding conflict interest with Koç University,
- To exercise due care for the personal investments or engagements other than normal duty activities not to hinder the time and diligence allocated to their current duties at Koç University and to avoid any such circumstances that may prevent to focus on main duties,
- To notify the higher manager in case an employee and any person that fills the principal decision making position in regard with the relevant work at the customer or supplier entities are immediate relatives,
- The employees should notify the University at the start of their employment if they are shareholders in a company or participate in the investments made by that company. This matter shall be particularly inquired during the job interview.
- The employees shall notify the next higher manager of any changes in this regard and other matters that may be perceived as similar conflicts of interest and this notification shall be forwarded to at least two upper managers.
- To inform the higher manager as soon as he/she learned that his relatives are shareholders or financial interest holders in a company having a business relationship with the University.

f- Participation to Representation and Organization Invitations

Apart from conferences, receptions, promotional activities, seminars etc. open to general participation and organized by real or legal persons that has developed or carrying a potential to develop business relation with the University; participation to invitations such as sport activities, trips in Turkey/abroad etc. that may affect or be perceived as affecting the decision making processes are subject to approval of the authorized department managers.

g- Receiving and Giving Gifts

While maintaining relations with private or official real and legal persons who would like to develop or continue a business relation with the University;

- Apart from the materials given as customs of trade, in accordance with commercial customs or commemorative/promotional items, not to accept and offer any gift that creates an impression of illegality, may produce a dependency relation or may be perceived so.
- Not to request any discount or advantage from suppliers, students, Koç Group companies or third parties that is ethically inappropriate and/or may cause conflict of interest, not to make such an offer to third parties and not to accept such an offer.

h- How to Do Business with the University for the Resigned

In case of doing business with the University after resignation, it is required to act in parallel with the interests of the University, to observe business moral and ethical rules, to avoid pre and post conflicts of interest.

i- Insider Trading

To be aware that trying to gain a commercial interest by using any kind of confidential information of the University or giving to third parties (insider trading) is considered as a legal crime and never make any attempt in this regard.

j- Occupational Health and Safety

- The University aims to fully secure occupational health and safety both at the fields of activity and during work. The staff shall comply with the rules brought in this regard and take the necessary measures.
- No goods or materials posing a danger for the staff and the University or carrying an illegality shall be kept at the fields of activity of the University.
- Except the ones based on an appropriate medical report, the staff shall not kept any narcotic, addictive, restrictive or destroying substances on mental or physical faculties at office and shall not work at office or within the scope of job under the effect of such substances.

k- Prohibited Political Activity

The University does not grant to political parties, politicians or political candidates. No demonstration, propaganda or similar activity is permitted within the boundaries of the University area for this purpose. The resources of the University (such as vehicle, computer, e-mail) cannot be allocated to political activities.

5. METHOD

5.1. Obligation to Notify of Violations

Staff is obliged to notify the manager or, as the case may be, the next higher manager and/or the President, of any actual or suspected violation against Koç University Code of Ethical Conduct or legal regulations applied to the University.

These notifications of the staff shall be strictly kept secret from third parties.

It should be minded that this notification mechanism shall be in line with the interests of the University.

It is especially important to have the notifiers freed from intentions such as gossiping about the notified or affecting his/her career in a negative way. In this respect, confidentiality, objectivity and compliance with the ethical rules are extremely critical in the course of notification and investigation. Both the notifier and the authorities managing this process must exercise maximum care and attention to this point.

If a violation is at the same time considered as a crime, the University shall fulfil its lawful obligations.

Any confirmation of lies and/or aspersions shall be interpreted as an ethical code violation and necessary sanctions shall be imposed.

5.2. Disciplinary Practice

The disciplinary penalties to be imposed upon a violation of the Code of Ethical Conduct are as follows:

- If a deliberate misconduct is in question, to dismiss (pursuant to the applicable articles of the Labour Law) and, if necessary or legally obliged, legal remedies shall be followed. The past beneficial works of the offender cannot cause a full or partial remission of the judgment.
- If there is no abuse or a negligence committed indeliberately and caused by oversight or negligence is in question, other than cases of obvious contradiction with law, appropriate oral or written admonition shall be given in accordance with the effect and extent of the act.

NOTES

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Statement

Title: Other policies not mentioned above

Description:

Koç University Graduate School of Business Strategic Vision Statement for Enhancing Stakeholder Engagement, Social Impact, and Sustainability

Date: 08/08/2024

Language: English

Sharing Rights: Public

Relevant Stakeholders: Academia, business and civil society organisations

Purpose: Koç University Graduate School of Business Strategic Vision Statement for Enhancing Stakeholder Engagement, Social Impact, and Sustainability



Student equity, diversity, inclusion

Event

Title: Sexual Harassment Campaign

Description: At Koç University, fostering a safe and inclusive academic environment is paramount, where every individual is treated with respect and dignity. The “Zone” campaign is a vital part of this commitment, addressing the important issue of gender-based violence and sexual harassment.

Date: 08/08/2024

Language: English

Sharing Rights: Public

Event Date Range: 29/08/2024 - 29/08/2025

Location: Koç University Campus Istanbul

Speakers: KU students

Description: At Koç University, fostering a safe and inclusive academic environment is paramount, where every individual is treated with respect and dignity. The “Zone” campaign is a vital part of this commitment, addressing the important issue of gender-based violence and sexual harassment.

Koç University Graduate School of Business

Strategic Vision Statement for Enhancing Stakeholder Engagement, Social Impact, and Sustainability

Introduction:

In today's dynamic business landscape, business schools are not only hubs for academic excellence but also pivotal players in fostering sustainable development, social impact, and responsible business practices. As stewards of knowledge and innovation, business schools have a unique opportunity to leverage their resources, networks, and expertise to engage stakeholders, drive positive societal change, and support the long-term sustainability of their institutions.

In the bustling landscape of Turkey's business education, the challenges faced by institutions like Koç University (KU) Graduate School of Business (GSB) echo those of global peers. Amid the era of artificial intelligence (AI) and innovation, the demand for research and teaching that yields impactful outcomes has never been greater. There's a pressing need to enhance the quality of research and innovation jobs to attract and empower young people to tackle unprecedented challenges. Against this background GSB should engage with professionals from diverse backgrounds to foster collaborative partnerships. Given the fast-paced nature of change, we must equip our students with future-focused skills while upholding human-centered principles like learner-centered education. However, the local context adds layers of complexity. With financial constraints and challenges to recruit faculty members from different academic and cultural backgrounds, building a curriculum that meets international standards while addressing local needs becomes a daunting task. The urgency not to lag behind necessitates innovative learning techniques and program structures. GSB's strategic response involves fostering a collaborative environment both on campus with interdisciplinary programs as well as with its external stakeholders by leveraging partnerships with corporate entities to welcome their financial support to this cutting-edge interdisciplinary research and teaching environment on campus, and also as a business school we must collaborate with NGOs, other universities and policy-makers to embrace a collective and inclusive human development approach to education on a basis of a multi stakeholder engagement principle.

Furthermore, in a region marked by inequalities, poverty and political tensions, community building and impact creation take center stage. GSB's commitment to social accountability reflects a broader ethos of responsibility towards its community. By prioritizing stakeholder management and establishing robust partnerships with NGOs and municipalities, GSB seeks to amplify its impact beyond the confines of the campus. This approach aligns with KU's new evolving policy landscape, which emphasizes inclusive decision-making processes and holistic approaches to address social challenges. As GSB navigates the complex intersection of global pressures and local

realities, its dedication to fostering innovation, inclusivity, and community engagement stands as a beacon of resilience in the face of challenging circumstances.

This policy paper outlines a strategic framework for GSB based on its strengths, to navigate these challenges, emphasizing the importance of stakeholder engagement, social impact, sustainability, and supporting the university's impact and endowment program through strategic business connections.

Context and Background

Stakeholder Engagement Practices in Business Schools: The current landscape of stakeholder engagement practices in business schools is evolving rapidly. Traditionally, stakeholders in business schools have been primarily identified as students, faculty, and alumni. However, there has been a growing recognition of the importance of engaging a broader range of stakeholders, including employers, local communities, regulatory bodies, and industry partners. Business schools are increasingly focusing on building meaningful relationships with these stakeholders to better understand their needs, expectations, and concerns. This involves activities such as advisory boards, industry partnerships, internships, mentorship programs, community outreach initiatives, and alumni networks. Effective stakeholder engagement fosters collaboration, promotes diversity of thought, enhances the relevance of business education, and strengthens the school's reputation and impact.

Significance of Impact Measurement and Reporting in Business Education: Impact measurement and reporting are becoming increasingly important in the context of business education for several reasons. Firstly, there is growing demand from stakeholders, including students, employers, donors, and regulatory bodies, for transparency and accountability in how business schools deliver value and contribute to society. Impact assessment allows business schools to demonstrate the outcomes and effectiveness of their educational programs, research activities, and outreach efforts. Secondly, impact measurement helps business schools identify areas of strength and areas for improvement, enabling them to enhance the quality and relevance of their offerings. Thirdly, impact reporting can help attract funding, support strategic decision-making, and differentiate the school in a competitive market. Common metrics for impact measurement in business education include student outcomes (e.g., employment rates, salary levels, career advancement), research productivity, industry partnerships, social and environmental contributions, and alumni engagement.

Rationale Behind Establishing an Endowment Program: Establishing an endowment program can provide several benefits for a business school and its stakeholders. Firstly, an endowment program helps ensure the long-term financial sustainability and stability of the school by providing a reliable source of income to support its operations, programs, and initiatives. Endowment funds are typically invested, and the returns generated from these investments are used to fund scholarships, faculty positions, research projects, infrastructure development, and other strategic priorities. Secondly, an endowment program allows the school to attract and retain top talent, including

faculty members and students, by offering competitive financial support and resources. This enhances the school's reputation and competitiveness in recruiting outstanding individuals. Thirdly, an endowment program can create a legacy of philanthropy and support for the school, engaging alumni, donors, and other stakeholders in contributing to its long-term success. Additionally, endowment funds provide financial flexibility and resilience, enabling the school to weather economic downturns and adapt to changing circumstances while maintaining its core mission and values. Overall, establishing an endowment program aligns with the school's commitment to excellence, innovation, and impact in business education.

Strategic Response of GSB:

1. **Stakeholder Engagement Management:** GSB should adopt a proactive approach to stakeholder engagement, recognizing the diverse interests and perspectives of stakeholders including students, faculty, KU institutes, research centers, labs, departments, alumni as well as local communities, businesses, NGOs, academic partners and policymakers. Implement regular communication channels such as advisory boards, surveys, focus group discussions, and online platforms to gather feedback, address concerns, and foster collaboration. Develop tailored engagement strategies for different stakeholder groups, aligning their interests with the mission and values of the GSB and KU.
2. **Social Impact Initiatives:** Integrate social impact into the core curriculum, offering courses, workshops, and experiential learning opportunities that explore the intersection of business and societal challenges. Establish partnerships with social enterprises, nonprofits, and Istanbul Metropolitan Municipality and its district municipalities to create real-world projects that address pressing social issues while providing students with practical skills and insights. Encourage faculty for their impact-based research by seeking funding opportunities from the corporate world.
3. **Sustainability Integration:** Embed sustainability principles across all GSB activities, from campus operations to research initiatives to student-led initiatives. Develop sustainability-focused courses and research programs that examine topics such as sustainable business models, sustainable finance, ESGs in accordance with the UN SDGs.
4. **Business Connections for Sustainable Growth:** Forge strategic partnerships with businesses that share the GSB's commitment to social impact and sustainability, creating opportunities for joint research projects, executive education programs, and ESG initiatives. Facilitate networking events, industry forums, and alumni reunions to connect GSB stakeholders with business leaders, fostering collaboration, knowledge exchange, and career opportunities. Develop mentorship programs that pair students with industry professionals to provide guidance, insights, and career development support in the fields of sustainable business and social entrepreneurship.

5. GSB's Unique Positioning to Establish Funding Framework for GSB and to Support the "Act for Impact" Endowment Program within the University at large: GSB is uniquely positioned in Turkey and the surrounding region by its global connectivity, a unique selling point that we intend to use consistently in our communications with various stakeholders. GSB's CEMS MIM program has been identified as a best practice among the top 33 CEMS business schools by the CEMS Program Review Team (PRT) for its connection and collaboration with global corporate partners, bringing together faculty members, students, company representatives, and KU alumni. In accordance with this commendation and other international accreditation assessments, GSB has made a strategic decision to further enhance its existing strength by formalizing and strengthening its stakeholder management practices. This initiative is aimed at supporting KU's new vision, "Act for Impact," and seeks to foster meaningful relationships to advance the university's general endowment program, facilitate mutual benefits between KU and the corporate sector, and ultimately extend its societal impact.

As a result, having officially launched a specialized unit for Policy Management and Stakeholder Engagement in March 2024 to fulfill these objectives, GSB will implement the proposed framework for stakeholder engagement, social impact, sustainability, and support the KU endowment program management at large. GSB positions itself as a leader in responsible business education and practice. Through its strong and established strategic business connections both locally and globally, GSB aims at harnessing the collective power of academia, industry, and society to drive positive change, create value for stakeholders, and contribute to a more sustainable and inclusive future.

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Statement

Title: KU Student Code of Conduct

Description: KU Student Code of Conduct

Date: 08/08/2024

Language: English

Sharing Rights: Public

Relevant Stakeholders:
Students, faculty, staff

Purpose: Inform students about their rights and responsibilities

URL:
<https://apdd.ku.edu.tr/en/academic-policies/student-code-of-conduct-2/>

Policy

Title: Diversity & Inclusion Directive for KU Students

Description: The purpose of this Directive is to regulate the formation and operating principles of the Office for Diversity, Inclusion, and Coordination for Students with Disability.

Date: 08/08/2024

Language: English

Sharing Rights: Public

Scope: KU Students

Enforcement Date: 29/03/2024

Number Of Pages: 5

Publisher: Koç University Office for Diversity, Inclusion, and Coordination for Students with Disability

Media: website

URL:
<https://dio.ku.edu.tr/en/announcement/koc-university-directive-for-the-office-of-diversity-inclusion-and-coordination-for-students-with-disabilities-2/>

Statement

Title: Graduate School of Business (GSB) Full-Time Non-Thesis Master of Science Programs Scholarship Policies and Types

Description: Graduate School of Business (GSB) Full-Time Non-Thesis Master of Science Programs Scholarship Policies and Types

Date: 08/08/2024

Language: English

Sharing Rights: Public

Relevant Stakeholders:
Prospective students

Purpose:
Graduate School of
Business (GSB)
Scholarships for Inclusion

Graduate School of Business (GSB) Full-Time Non-Thesis Master of Science Programs Scholarship Policies and Types

The objectives and scope of scholarship policies for the full-time non-thesis master's programs of the Graduate School of Business (GSB) are determined in line with the research and education policies defined by the Quality Commission (<https://vpaa.ku.edu.tr/kalite-komisyonu/>) of Koç University (KU), a signatory of the United Nations (UN) Global Compact, and the UN Sustainable Development Goals (SDGs).

In this framework, GSB aims to lead and contribute to scientific developments worldwide, ensure the generation and societal use of new knowledge, attract students with high moral standards, social awareness, and responsibility, increase the number of international students and cultural diversity through graduate programs, and provide inclusive and equitable quality education and lifelong learning opportunities for all under the UN's Quality Education goal. Therefore, it offers scholarship opportunities for students enrolled in full-time non-thesis Master of Science programs.

FULL-TIME MASTER OF SCIENCE IN INTERNATIONAL MANAGEMENT NON-THESIS PROGRAMS (KOÇ MIM, CEMS MIM) SCHOLARSHIPS

1.1 Women in Global Management Scholarship Program

a) Purpose:

The Women in Global Management scholarship program is implemented by GSB to promote gender equality on a global scale in the field of international management. The program aims to empower women in leadership roles by supporting female candidates who demonstrate high academic achievement, leadership potential, and a tendency to create positive change in their communities, preparing them for these roles through higher education.

b) Target Group:

The program targets local and international female candidates who have graduated from undergraduate programs, possess high academic achievement, and have either no professional experience or only short-term experience.

c) Scholarship Scope:

The scholarship provides full tuition waiver for the CEMS MIM or Koç MIM programs. It is a merit-based scholarship. GSB reserves the right to not offer the scholarship for a given academic year if no suitable candidates are found.

d) Application Conditions and Obligations:

- Submit all required application documents specified on the GSB application pages for the CEMS MIM or Koç MIM programs within the application period.
- Achieve a minimum GMAT score of 650 or equivalent GRE score.
- Have a minimum undergraduate GPA of 3.3.

- Be accepted as an "Outstanding Candidate" by the Admission Evaluation Committee based on the application file, individual interview, and group case discussion evaluations.

e) Application Deadlines:

Applications for the GSB CEMS MIM and Koç MIM programs begin each January. Candidates applying for the Women in Global Management scholarship must complete their applications, with no missing documents, by the first Monday of May of the current academic year. Incomplete applications or those submitted after the specified deadline will not be considered.

1.2 Resilient Leaders Scholarship Program

a) Purpose and Target Group:

This scholarship program focuses on candidates who:

- Come from communities and regions that have faced significant hardships such as war, civil war, prolonged conflict, forced migration, or natural disasters,
- or
- Have maintained their success and motivation despite intense financial and social pressures.

GSB recognizes the unique perspectives, talents, and determination of these individuals as exceptionally valuable in tackling complex global issues and aims to support these future leaders promote sustainable development and positive change at both global and local levels.

b) Scholarship Scope:

The scholarship provides full tuition waiver for the CEMS MIM or Koç MIM programs. It is a need- and merit-based scholarship. GSB reserves the right to not offer the scholarship for a given academic year if no suitable candidates are found.

c) Application Conditions and Obligations:

- Submit a motivation letter explaining the conditions and environments specified in section 1.4 (a), supported by evidence.
- Submit all required application documents specified on the GSB application pages for the CEMS MIM or Koç MIM programs within the application period.
- Have a minimum undergraduate GPA of 3.3.
- For CEMS MIM program applications, achieve a minimum GMAT score of 650 or equivalent GRE score.
- Be accepted as an "Outstanding Candidate" by the Admission Evaluation Committee based on the application file, individual interview, and group case discussion evaluations.

d) Application Deadlines:

Applications for the GSB CEMS MIM and Koç MIM programs begin each January. Candidates applying for the Resilient Leaders scholarship must complete their applications, with no missing documents, by the first Monday of May of the current academic year. Incomplete applications or those submitted after the specified deadline will not be considered.

1.3 BEYOND ECTS Scholarship Award Program: Business case competition awards organized by university student clubs nation-wide

a) Purpose:

KU GSB,

1. Supports university student clubs (SCs) that enhance campus life and boost students' participation in activities by sponsoring awards for business case competitions organized by these SCs.
2. Aims to encourage university students to engage in club activities beyond their academic requirements by sponsoring awards for business case competitions of the approved SCs by GSB.
3. Seeks to integrate individuals with strong analytical, problem-solving, teamwork, discussion, and persuasion skills, and leadership potential into the KU GSB student and alumni community by offering program scholarships to the top-performing members of the team winning the case competition.
4. It is a merit-based scholarship.

b) Target Group:

University SCs organizing business case competitions and students enrolled in the 3rd and/or 4th years of undergraduate programs who participate in these competitions are the target group of this scholarship program.

c) Scholarship Scope:

This scholarship program provides full tuition waiver for the CEMS Master of Science in International Management (CEMS MIM) program as an award to the winning team members (up to 3 members) of the business case competitions organized by SCs that meet the application dates and conditions and approved by GSB. Only one SC competition is supported each academic year. GSB reserves the right not to provide sponsorship if deemed insufficient.

d) Application Conditions and Obligations:

1. Application conditions and obligations for university student clubs (SCs) organizing business case competition awards:
 - GSB announces the sponsorship awards for university SC business case competitions on its website, specifying the academic year and application dates. Additionally, GSB may announce these sponsorship awards through its social media channels.

- National university SCs must complete their applications by uploading the required documents through the application portal link on the GSB website within the specified application dates.
- GSB provides the SC with a statement signed and sealed by the GSB Director, outlining the additional conditions for receiving the scholarship award.
- Scholarship awards are given to candidate students only if these additional conditions are met.
- SCs that receive sponsorship must inform participants about the CEMS MIM program scholarship as the first-place prize, following the positive evaluation of the application and receipt of the sponsorship statement from GSB.
- SCs that have received sponsorship cannot apply for the GSB sponsorship award for two consecutive years. This condition is implemented to ensure diversity among SCs receiving sponsorship support.
- The award for the sponsored SC business case competition is a tuition waiver for the GSB CEMS MIM program. The scholarship is granted only to the members of the winning team (up to 3 members), who must be students enrolled in the 3rd and/or 4th years of undergraduate programs in universities nation-wide.
- The organizing SC is responsible for informing competition participants and winners in written format about the scholarship conditions and additional requirements.
- SCs that receive the award must provide the names and email addresses of the winning team members to the GSB CEMS MIM Program Officer.

2. Application conditions and obligations for candidate students eligible to apply for the **First-Place Award** of university SC business case competitions:

- Be among the three members of the winning team in the university SC business case competition sponsored by GSB.
- Meet the additional admission requirements specified in the GSB sponsorship statement.
- Complete the application by uploading all required documents specified on the GSB applications webpage to the application system.
- Be accepted into the program based on individual interviews and group case discussion evaluations.
- Have a minimum undergraduate GPA of 3.3 at the time of application.
- Upload the document showing a minimum GMAT score of 650 or an equivalent GRE score to the application system.

e) Application Dates:

1. Application dates for university SCs organizing business case competition awards:

- Application announcements are published on the GSB website and social media channels in December of the current academic year.
- Applications close on the last Friday of January of the current academic year. The application results are communicated to the SCs' board/managing members via email.

2. Application dates for students eligible to apply for the first-place award of university SC business case competitions:

- Students enrolled in the 4th year of their undergraduate studies must complete their applications by the first Monday of May of the current academic year.
- Acceptance and scholarship results for students applying under the competition sponsorship award are announced on the last Friday of May of the current academic year, along with an acceptance letter from the CEMS MIM Program Officer.
- Students enrolled in the 3rd year of their undergraduate studies must complete their applications by the first Monday of May of the next academic year.

f) Scholarship / Award Application Documents:

1. Required documents for university SC business case competition award applications:
 - An official letter signed and sealed by the dean of the university to whom the SC is affiliated, indicating that the applying SC is officially active;
 - An official letter showing the number of participants registered for the relevant business case competition organized by the SC in the previous two years, signed and sealed by the dean or unit manager to whom the SC is affiliated.
 - A presentation file containing information about the business case competition organized by the SC.
2. Required documents for students eligible to apply for the first-place award of university SC business case competition:
 - Students eligible to apply for a scholarship must notify their decision via email to the relevant CEMS MIM program officer.
 - Upload the information and documents specified in the GSB statement and general application documents listed on the GSB website's CEMS MIM program applications page to the application system.
 - Indicate the club, competition name, and year of the award in the relevant fields and resume when entering information and documents into the application system.

1.4 Koç-Case Scholarship Award Program: Business case competition awards organized by the KU student clubs

a) Purpose:

KU GSB,

1. Supports KU student clubs (KU SCs) that enhance campus life and boost students' participation in activities by sponsoring awards for business case competitions organized by these SCs.
2. Aims to enhance interaction and communication between KU SCs and other university communities and students across Turkey through these competitions, fostering inter-university student mobility via extracurricular activities on the KU campus;
3. Aims to encourage university students to engage in club activities beyond their academic requirements by sponsoring awards for business case competitions of the approved SCs by GSB.

4. Seeks to integrate individuals with strong analytical, problem-solving, teamwork, discussion, and persuasion skills, and leadership potential into the KU GSB student and alumni community by offering program scholarships to the top-performing members of the team winning the case competition.
5. It is a merit-based scholarship.

b) Target Group:

KU SCs organizing business case competitions and students enrolled in the 3rd and/or 4th years of undergraduate programs who participate in these competitions are the target group of this scholarship program.

c) Scholarship Scope:

This scholarship program provides full tuition waiver for the CEMS MIM program as an award to the winning team members (up to 3 members) of the business case competitions organized by KU SCs that meet the application dates and conditions. Only one KU SC competition is supported each academic year. GSB reserves the right not to provide sponsorship if deemed insufficient.

d) Application Conditions and Obligations:

1. Application conditions and obligations for KU SCs organizing business case competition awards:
 - GSB announces the sponsorship awards for KU SC business case competitions on its website, specifying the academic year and application dates. Additionally, GSB may announce these sponsorship awards through its social media channels and KU Daily.
 - KU SCs must complete their applications by uploading the required documents through the application portal link on the GSB website within the specified application dates.
 - GSB provides the KU SC with a statement signed and sealed by the GSB Director, outlining the additional conditions for receiving the scholarship award.
 - Scholarship awards are given to candidate students only if these additional conditions are met.
 - KU SCs that receive sponsorship must inform participants about the CEMS MIM program scholarship as the first-place prize, following the positive evaluation of the application and receipt of the sponsorship statement from GSB.
 - KU SCs that have received sponsorship cannot apply for the GSB sponsorship award for two consecutive years. This condition is implemented to ensure diversity among SCs receiving sponsorship support.
 - The award of the sponsored KU SC business case competition is a tuition waiver for the GSB CEMS MIM program. The scholarship is granted only to the members of the winning team (up to 3 members), who must be students enrolled in the 3rd and/or 4th years of undergraduate programs.
 - The organizing KU SC is responsible for informing competition participants and winners in writing about the scholarship conditions and additional requirements.

- KU SCs that receive the award must provide the names and email addresses of the winning team members to the GSB CEMS MIM Program Officer.
2. Application conditions and obligations for candidate students eligible to apply for the **First-Place Award** of university KU SC business case competitions:
 - Be among the three members of the winning team in the KU SC business case competition sponsored by GSB.
 - Meet the additional admission requirements specified in the GSB sponsorship statement.
 - Complete the application by uploading all required documents specified on the GSB applications webpage to the application system.
 - Be accepted into the program based on individual interviews and group case discussion evaluations.
 - Have a minimum undergraduate GPA of 3.3 at the time of application.
 - Upload the document showing a minimum GMAT score of 650 or an equivalent GRE score to the application system.

e) Application Dates:

1. Application dates for KU SCs organizing business case competition awards:
 - Application announcements are published on the GSB website and social media channels in December of the current academic year.
 - Applications close on the last Friday of January of the current academic year. The application results are communicated to the KU SCs' board/managing members via email.
3. Application dates for students eligible to apply for the first-place award of KU SC business case competitions:
 - Students enrolled in the 4th year of their undergraduate studies must complete their applications by the first Monday of May of the current academic year.
 - Acceptance and scholarship results for students applying under the competition sponsorship award are announced on the last Friday of May of the current academic year, along with an acceptance letter from the CEMS MIM Program Officer.
 - Students enrolled in the 3rd year of their undergraduate studies must complete their applications by the first Monday of May of the next academic year.

f) Scholarship / Award Application Documents:

1. Required documents for KU SC business case competition award applications:
 - An official letter signed and sealed by the KU Dean of Students indicating that the applying KU SC is officially active;
 - An official letter showing the number of participants registered for the relevant business case competition organized by the KU SC in the previous two years, signed and sealed by the KU Dean of Students.

- A presentation file containing information about the business case competition organized by the KU SC.

2. Required documents for students eligible to apply for the first-place award of KU SC business case competition:

- Students eligible to apply for a scholarship must notify their decision via email to the relevant CEMS MIM program officer.
- Upload the information and documents specified in the GSB statement and general application documents listed on the GSB website's CEMS MIM program applications page to the application system.
- Indicate the club, competition name, and year of the award in the relevant fields and resume when entering information and documents into the application system.

2. In which areas does the PRME Signatory Member or its governing parent institution set aspiration targets? Mark all that apply.

Koç University Graduate School of Business Strategic Vision Statement for Enhancing Stakeholder Engagement, Social Impact, and Sustainability Introduction: In today's dynamic business landscape, business schools are not only hubs for academic excellence but also pivotal players in fostering sustainable development, social impact, and responsible business practices. As stewards of knowledge and innovation, business schools have a unique opportunity to leverage their resources, networks, and expertise to engage stakeholders, drive positive societal change, and support the long-term sustainability of their institutions. In the bustling landscape of Turkey's business education, the challenges faced by institutions like Koç University (KU) Graduate School of Business (GSB) echo those of global peers. Amid the era of artificial intelligence (AI) and innovation, the demand for research and teaching that yields impactful outcomes has never been greater. There's a pressing need to enhance the quality of research and innovation jobs to attract and empower young people to tackle unprecedented challenges. Against this background GSB should engage with professionals from diverse backgrounds to foster collaborative partnerships. Given the fast-paced nature of change, we must equip our students with future-focused skills while upholding human-centered principles like learner-centered education. However, the local context adds layers of complexity. With financial constraints and challenges to recruit faculty members from different academic and cultural backgrounds, building a curriculum that meets international standards while addressing local needs becomes a daunting task. The urgency not to lag behind necessitates innovative learning techniques and program structures. GSB's strategic response involves fostering a collaborative environment both on campus with interdisciplinary programs as well as with its external stakeholders by leveraging partnerships with corporate entities to welcome their financial support to this cutting-edge interdisciplinary research and teaching environment on campus, and also as a business school we must collaborate with NGOs, other universities and policy-makers to embrace a collective and inclusive human development approach to education on a basis of a multi stakeholder engagement principle. Furthermore, in a region marked by inequalities, poverty and political tensions, community building and impact creation take center stage. GSB's commitment to social accountability reflects a broader ethos of responsibility towards its community. By prioritizing stakeholder management and establishing robust partnerships with NGOs and municipalities, GSB seeks to amplify its impact beyond the confines of the campus. This approach aligns with KU's new evolving policy landscape, which emphasizes inclusive decision-making processes and holistic approaches to address social challenges. As GSB navigates the complex intersection of global pressures and local realities, its dedication to fostering innovation, inclusivity, and community engagement stands as a beacon of resilience in the face of challenging circumstances. This policy paper outlines a strategic framework for GSB based on its strengths, to navigate these challenges, emphasizing the importance of stakeholder engagement, social impact, sustainability, and supporting the university's impact and endowment program through strategic business connections. Context and Background Stakeholder Engagement Practices in Business Schools: The current landscape of stakeholder engagement practices in business schools is evolving rapidly. Traditionally, stakeholders in business schools have been primarily identified as students, faculty, and alumni. However, there has been a growing recognition of the importance of engaging a broader range of stakeholders, including employers, local communities, regulatory bodies, and industry partners. Business schools are increasingly focusing on building meaningful relationships with these stakeholders to better understand their needs, expectations, and concerns. This involves activities such as advisory boards, industry partnerships, internships, mentorship programs, community outreach initiatives, and alumni networks. Effective stakeholder engagement fosters collaboration, promotes diversity of thought, enhances the relevance of business education, and strengthens the school's reputation and impact. Significance of Impact Measurement and Reporting in Business Education: Impact measurement and reporting are becoming increasingly important in the context of business education for several reasons. Firstly, there is growing demand from stakeholders, including students, employers, donors, and regulatory bodies, for transparency and accountability in how business schools deliver value and contribute to society. Impact assessment allows business schools to demonstrate the outcomes and effectiveness of their educational programs, research activities, and outreach efforts. Secondly, impact measurement helps business schools identify areas of strength and areas for improvement, enabling them to enhance the

quality and relevance of their offerings. Thirdly, impact reporting can help attract funding, support strategic decision-making, and differentiate the school in a competitive market. Common metrics for impact measurement in business education include student outcomes (e.g., employment rates, salary levels, career advancement), research productivity, industry partnerships, social and environmental contributions, and alumni engagement.

Rationale Behind Establishing an Endowment Program: Establishing an endowment program can provide several benefits for a business school and its stakeholders. Firstly, an endowment program helps ensure the long-term financial sustainability and stability of the school by providing a reliable source of income to support its operations, programs, and initiatives. Endowment funds are typically invested, and the returns generated from these investments are used to fund scholarships, faculty positions, research projects, infrastructure development, and other strategic priorities. Secondly, an endowment program allows the school to attract and retain top talent, including faculty members and students, by offering competitive financial support and resources. This enhances the school's reputation and competitiveness in recruiting outstanding individuals. Thirdly, an endowment program can create a legacy of philanthropy and support for the school, engaging alumni, donors, and other stakeholders in contributing to its long-term success. Additionally, endowment funds provide financial flexibility and resilience, enabling the school to weather economic downturns and adapt to changing circumstances while maintaining its core mission and values. Overall, establishing an endowment program aligns with the school's commitment to excellence, innovation, and impact in business education.

Strategic Response of GSB: Stakeholder Engagement Management: GSB should adopt a proactive approach to stakeholder engagement, recognizing the diverse interests and perspectives of stakeholders including students, faculty, KU institutes, research centers, labs, departments, alumni as well as local communities, businesses, NGOs, academic partners and policymakers. Implement regular communication channels such as advisory boards, surveys, focus group discussions, and online platforms to gather feedback, address concerns, and foster collaboration. Develop tailored engagement strategies for different stakeholder groups, aligning their interests with the mission and values of the GSB and KU.

Social Impact Initiatives: Integrate social impact into the core curriculum, offering courses, workshops, and experiential learning opportunities that explore the intersection of business and societal challenges. Establish partnerships with social enterprises, nonprofits, and Istanbul Metropolitan Municipality and its district municipalities to create real-world projects that address pressing social issues while providing students with practical skills and insights. Encourage faculty for their impact-based research by seeking funding opportunities from the corporate world.

Sustainability Integration: Embed sustainability principles across all GSB activities, from campus operations to research initiatives to student-led initiatives. Develop sustainability-focused courses and research programs that examine topics such as sustainable business models, sustainable finance, ESGs in accordance with the UN SDGs.

Business Connections for Sustainable Growth: Forge strategic partnerships with businesses that share the GSB's commitment to social impact and sustainability, creating opportunities for joint research projects, executive education programs, and ESG initiatives. Facilitate networking events, industry forums, and alumni reunions to connect GSB stakeholders with business leaders, fostering collaboration, knowledge exchange, and career opportunities. Develop mentorship programs that pair students with industry professionals to provide guidance, insights, and career development support in the fields of sustainable business and social entrepreneurship.

GSB's Unique Positioning to Establish Funding Framework for GSB and to Support the "Act for Impact" Endowment Program within the University at large: GSB is uniquely positioned in Turkey and the surrounding region by its global connectivity, a unique selling point that we intend to use consistently in our communications with various stakeholders. GSB's CEMS MIM program has been identified as a best practice among the top 33 CEMS business schools by the CEMS Program Review Team (PRT) for its connection and collaboration with global corporate partners, bringing together faculty members, students, company representatives, and KU alumni. In accordance with this commendation and other international accreditation assessments, GSB has made a strategic decision to further enhance its existing strength by formalizing and strengthening its stakeholder management practices. This initiative is aimed at supporting KU's new vision, "Act for Impact," and seeks to foster meaningful relationships to advance the university's general endowment program, facilitate mutual benefits between KU and the corporate sector, and ultimately extend its societal impact. As a result, having officially launched a specialized unit for Policy Management and Stakeholder Engagement in March 2024 to fulfill these objectives, GSB will implement the proposed framework for stakeholder engagement, social impact, sustainability, and support the KU endowment program management at large. GSB positions itself as a leader in responsible business education and practice. Through its strong and established strategic business connections both locally and globally, GSB aims at harnessing the collective power of academia, industry, and society to drive positive change, create value for stakeholders, and contribute to a more sustainable and inclusive future.

References: Stakeholder Engagement Practices in Business Schools: Doh,

J. P., & Stumpf, S. A. (2020). Handbook on responsible leadership and governance in global business. Edward Elgar Publishing.

Freeman, R. E., & Reed, D. L. (2020). The power of and: Responsible business without trade-offs. Columbia University Press. (<https://eds.p.ebscohost.com/eds/ebookviewer/ebook?sid=bf99a1f0-393d-4e1c-9a93-15bb0718b10b%40redis&vid=0&format=EB>)

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Statement

Title: Other targets not mentioned above

Description: KU GSB Statement of Vision

Date: 27/08/2024

Language: English

Sharing Rights: Public

Relevant Stakeholders: Academia, Business, Civil Society

Purpose: Statement of Vision

Koç University Graduate School of Business

Strategic Vision Statement for Enhancing Stakeholder Engagement, Social Impact, and Sustainability

Introduction:

In today's dynamic business landscape, business schools are not only hubs for academic excellence but also pivotal players in fostering sustainable development, social impact, and responsible business practices. As stewards of knowledge and innovation, business schools have a unique opportunity to leverage their resources, networks, and expertise to engage stakeholders, drive positive societal change, and support the long-term sustainability of their institutions.

In the bustling landscape of Turkey's business education, the challenges faced by institutions like Koç University (KU) Graduate School of Business (GSB) echo those of global peers. Amid the era of artificial intelligence (AI) and innovation, the demand for research and teaching that yields impactful outcomes has never been greater. There's a pressing need to enhance the quality of research and innovation jobs to attract and empower young people to tackle unprecedented challenges. Against this background GSB should engage with professionals from diverse backgrounds to foster collaborative partnerships. Given the fast-paced nature of change, we must equip our students with future-focused skills while upholding human-centered principles like learner-centered education. However, the local context adds layers of complexity. With financial constraints and challenges to recruit faculty members from different academic and cultural backgrounds, building a curriculum that meets international standards while addressing local needs becomes a daunting task. The urgency not to lag behind necessitates innovative learning techniques and program structures. GSB's strategic response involves fostering a collaborative environment both on campus with interdisciplinary programs as well as with its external stakeholders by leveraging partnerships with corporate entities to welcome their financial support to this cutting-edge interdisciplinary research and teaching environment on campus, and also as a business school we must collaborate with NGOs, other universities and policy-makers to embrace a collective and inclusive human development approach to education on a basis of a multi stakeholder engagement principle.

Furthermore, in a region marked by inequalities, poverty and political tensions, community building and impact creation take center stage. GSB's commitment to social accountability reflects a broader ethos of responsibility towards its community. By prioritizing stakeholder management and establishing robust partnerships with NGOs and municipalities, GSB seeks to amplify its impact beyond the confines of the campus. This approach aligns with KU's new evolving policy landscape, which emphasizes inclusive decision-making processes and holistic approaches to address social challenges. As GSB navigates the complex intersection of global pressures and local

realities, its dedication to fostering innovation, inclusivity, and community engagement stands as a beacon of resilience in the face of challenging circumstances.

This policy paper outlines a strategic framework for GSB based on its strengths, to navigate these challenges, emphasizing the importance of stakeholder engagement, social impact, sustainability, and supporting the university's impact and endowment program through strategic business connections.

Context and Background

Stakeholder Engagement Practices in Business Schools: The current landscape of stakeholder engagement practices in business schools is evolving rapidly. Traditionally, stakeholders in business schools have been primarily identified as students, faculty, and alumni. However, there has been a growing recognition of the importance of engaging a broader range of stakeholders, including employers, local communities, regulatory bodies, and industry partners. Business schools are increasingly focusing on building meaningful relationships with these stakeholders to better understand their needs, expectations, and concerns. This involves activities such as advisory boards, industry partnerships, internships, mentorship programs, community outreach initiatives, and alumni networks. Effective stakeholder engagement fosters collaboration, promotes diversity of thought, enhances the relevance of business education, and strengthens the school's reputation and impact.

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Strategic Response of GSB:

1. **Stakeholder Engagement Management:** GSB should adopt a proactive approach to stakeholder engagement, recognizing the diverse interests and perspectives of stakeholders including students, faculty, KU institutes, research centers, labs, departments, alumni as well as local communities, businesses, NGOs, academic partners and policymakers. Implement regular communication channels such as advisory boards, surveys, focus group discussions, and online platforms to gather feedback, address concerns, and foster collaboration. Develop tailored engagement strategies for different stakeholder groups, aligning their interests with the mission and values of the GSB and KU.
2. **Social Impact Initiatives:** Integrate social impact into the core curriculum, offering courses, workshops, and experiential learning opportunities that explore the intersection of business and societal challenges. Establish partnerships with social enterprises, nonprofits, and Istanbul Metropolitan Municipality and its district municipalities to create real-world projects that address pressing social issues while providing students with practical skills and insights. Encourage faculty for their impact-based research by seeking funding opportunities from the corporate world.
3. **Sustainability Integration:** Embed sustainability principles across all GSB activities, from campus operations to research initiatives to student-led initiatives. Develop sustainability-focused courses and research programs that examine topics such as sustainable business models, sustainable finance, ESGs in accordance with the UN SDGs.
4. **Business Connections for Sustainable Growth:** Forge strategic partnerships with businesses that share the GSB's commitment to social impact and sustainability, creating opportunities for joint research projects, executive education programs, and ESG initiatives. Facilitate networking events, industry forums, and alumni reunions to connect GSB stakeholders with business leaders, fostering collaboration, knowledge exchange, and career opportunities. Develop mentorship programs that pair students with industry professionals to provide guidance, insights, and career development support in the fields of sustainable business and social entrepreneurship.

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References:

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EFMD (European Foundation for Management Development). (2018). "Impact Assessment Report: Business Schools."

The Aspen Institute. (2021). "Business Education and ESG: Understanding the Landscape."

1. Does the PRME Signatory Member disclose its performance on policies related to RME, including its successes and failures?

☒ Yes, with full transparency (e.g. school website, sustainability report, multi-stakeholders panel)

Public Media

Title: Website of disclosure of performance

Description: GSB webpage for Collective Learning and Transparency

Date: 08/08/2024

Language: English

Sharing Rights: Public

Author: Didem Özgür Özden

Published Date: 01/06/2024

Degree Of Recognition: International and National

Media Name: Graduate School of Business Collective Learning and Transparency webpage

Media Type: Report

Duration: All PRME and Global Compact reports

URL:
<https://gsb.ku.edu.tr/collective-learning-and-transparency/>

Koç University's Commitment to Collective Learning and Transparency for Broader Social Impact

Impact Purpose

Koç University (KU) is firmly committed to the principles of the RME, emphasizing collective learning and transparency as key drivers of social impact. The university regularly publishes detailed reports on its progress, strategies, and activities related to these principles, highlighting both achievements and lessons learned from failures. This openness not only showcases KU's dedication to responsible management education but also fosters a collaborative environment that benefits the global community. For more information and access to the latest reports, visit the Collective Learning and Transparency webpage of the KU Graduate School of Business.

Impact Statement

Koç University (KU) is deeply committed to the principles outlined by PRME. Believing in the power of collective learning and transparency, KU views these as essential components for driving broader social impact. By sharing strategies, processes, policies, activities, and outcomes related to these principles, KU aims to foster a collaborative environment that benefits not only the university but also the global community.

KU regularly publishes reports detailing progress and achievements related to responsibility principles. These reports provide insights into strategies, processes, policies, and activities, showcasing the dedication to responsible management education and enabling others to learn from the experiences. Importantly, KU also shares its failures, believing in the benefit of lessons learned and the value of sharing experiences with the community and the public. By acknowledging and reflecting on setbacks, KU demonstrates a commitment to continuous improvement and collective growth.

For more information about Koç University's initiatives and to access the latest reports, please visit the Collective Learning and Transparency [webpage](#) of KU Graduate School of Business.

Applicable Date Range
Aug. 29, 2024 - Aug. 28, 2025

Owner
Didem Ozgur Ozden

Contributors
Didem Ozgur Ozden

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Public

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English

Country
Türkiye

Subjects
Business
Administration,
Corporate Social
Responsibility (CSR),
Ethical Leadership,
Responsible
Management
Education, Sustainable
Development

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