

**2022-2023 REDUCING INEQUALITIES
REPORT (SDG-10)**

Istinye University

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ABOUT US

Our Mission

The mission of Istinye University is to provide innovative and sustainable education in an institution that is student-centered and in close collaboration with the sector, to conduct research based on advanced technology, to produce new knowledge and technologies, and to contribute to the development of society by developing solutions to local and universal problems.

Our Vision

The vision of Istinye University is to become one of the world's leading universities that focuses on artificial intelligence and aims for excellence in education, research, innovation and technology development.

Our Values

Entrepreneurship
Innovation
Competitiveness
Leadership
Team spirit
Respect for ethical values
Justice
Passion
Self-confidence
Social responsibility
Sense of belonging and dedication

The vision of Istinye University is to be one of the world's leading universities that focuses on artificial intelligence and aims for excellence in education, research, innovation and technology development.

APPLICATION AND RESEARCH CENTERS

- **International Sustainability Application and Research Center (IRCOS)**

When it comes to sustainability, the first thing that comes to mind is environmental and social responsibility studies, as well as taking our place as a university in all research and education activities required to establish an integrated understanding based on governance, economy and culture.

- **Center for Gender and Women's Studies**

The first and fundamental stage of the establishment process of the center was the preparation of the İstinye University Gender Equality Action Plan and the obtaining of the university's commitment to equality for the work to be carried out within the vision of the plan. The center prioritized the evaluation of the university in terms of gender equality and the training of internal stakeholders such as academic staff, administrative staff and students. At the same time, activities and projects with various external stakeholders, especially domestic and foreign universities, continue.

Scholarships

Full Scholarship Students

15% of the quotas given to our University for placement through central exams (YKS, DGS) are full scholarships, and students who gain the right to study at our University with this scholarship are exempt from tuition fees during their normal education period.

Star Student Scholarship

These are scholarships provided to successful students who are placed in IstinYE University's Faculty of Medicine with full scholarships to support their undergraduate education. Within the scope of the Star Student Scholarship, students continue their education with a full scholarship during the normal education period and receive support for accommodation, food and other living expenses (pocket money).

Barrier-Free Education Scholarship

Valid for all associate and undergraduate degree programs, students who are placed in IstinYE University with a disabled status are provided with scholarship opportunities and pocket money support to support their living expenses during the academic year.

Scholarship for Relatives of Martyrs and Disabled Veterans

It is a scholarship opportunity provided to spouses or children of martyrs and disabled veterans, their spouses and children who have the right to study at our university.

Need Based Scholarship

It is an education support scholarship provided to students who encounter financial problems while continuing their education at university.

Food Scholarship

It is a food scholarship provided to students who encounter financial difficulties while continuing their education at university.

BARRIER-FREE UNIVERSITY

Istinye University Disability Support Unit identifies the administrative, academic, physical, psychological and social needs of disabled students studying at Istinye University and carries out regulatory work on this issue. It aims to create innovation by organizing events and projects that will make disabled individuals conscious and ready for society.

Istinye University Disability Support Unit was established to provide equal and quality education opportunities to all our students, to facilitate the university life of our disadvantaged students, and to support a barrier-free life on our campuses and throughout the education process.

Disability Support Unit Services

- Identifying disabled students at our university at the time of first registration
- Orientation Training
- Counseling Service
- Informing disabled students about the work of the unit in line with the duties of the Disability Support Unit,
- To receive requests from disabled students,
- To provide students with an environment where they can express themselves freely,
- To provide students with the necessary support to solve their problems,
- Education and Information Support
- Accessibility: Making physical and social facilities accessible so our students can make the most of shared spaces
- Course Partnership Support
- Assistive and adaptive technologies
- Adaptive computer and learning strategies study rooms.

- To cooperate with academic and administrative staff to carry out joint studies for students with disabilities.
- To support disabled individuals to benefit from our university in the most effective way
- To enable them to benefit from education, training and cultural activities independently and to participate in business life with the highest efficiency
- To provide employment consultancy

Disability Support Unit Activities

1. During the registration period, cooperation was established between the staff and the Disability Support Unit. In this way, our disabled students were made aware of the existence of the unit.
2. Support was provided to our disabled students who were eligible to register for the 2022-2023 academic year during the registration process.
3. Information was provided to disabled students regarding the "Barrier-Free Education Scholarship". Request petitions were received and forwarded to the relevant units. This year, a 10% Barrier-Free Education Scholarship was given to those who were placed in Istinye University with a disabled status (disabled quota) through YKS, valid for all associate and undergraduate programs.
4. In the new academic year, the flow of information for disabled students studying at our university was ensured through correspondence with faculties, institutes and vocational schools.
5. Orientation training was provided to accelerate the adaptation of our disabled students who enrolled at our university within the framework of the 2022-2023 academic calendar.
6. At the beginning of the academic year, our disabled students were informed about the activities of our Unit and their participation in distance education and online activities was ensured.

7. By being informed about the education and training process, support was provided regarding the academic calendar, course selection and exemption exams.
8. Academic course adaptations were made for our disabled students according to their disability group.
9. Necessary arrangements have been made and followed up regarding the exams of disabled students studying at our university and the readers and markers to be assigned in the exam.
10. In face-to-face or online exams, adaptations appropriate to the disability group were made for our disabled students and additional time was provided to our disabled students who requested it.
11. Academic course support was provided to our disabled students in terms of lectures, midterms, finals and missing subjects; they were supported by our teachers, volunteer students and the disabled student unit coordinator.
12. All campuses and departments of our university were visited and deficiencies were reported. Information regarding the "Disability Support Unit Campus Access" deficiencies was given to the IstinYE University Academic Management Unit.
13. In order to ensure accessibility for disabled students, our university library's social media posts, announcements and posters were designed for the visually impaired by the Disability Support Unit.
14. Upon the requests of our visually impaired students for readers and markers, their exams were held in a separate exam hall by the Disability Support Unit.
15. On Friday, December 9, 2022, at 10:00, the 'December 3 World Disability Day Talk' was held at the IstinYE University Congress Center, moderated by Esra ÇELİKTÜRK, Coordinator of the IstinYE University Disability Support Unit. TOEF Istanbul Regional Representative/TOEF Vice President Elif Satı KALAYCIOĞLU and TSD Beylikdüzü Branch President/TOEF Vice President Ahmet BAĞBEKLEYEN were invited as speakers.

16. In order to support our disabled students' job applications, information on preparing CVs was provided and support was provided on disabled employment issues.

Barrier-Free University Awards

Istinye University was awarded a total of 6 flag awards in 3 categories within the scope of the Barrier-Free University Flag Awards organized by CoHe.

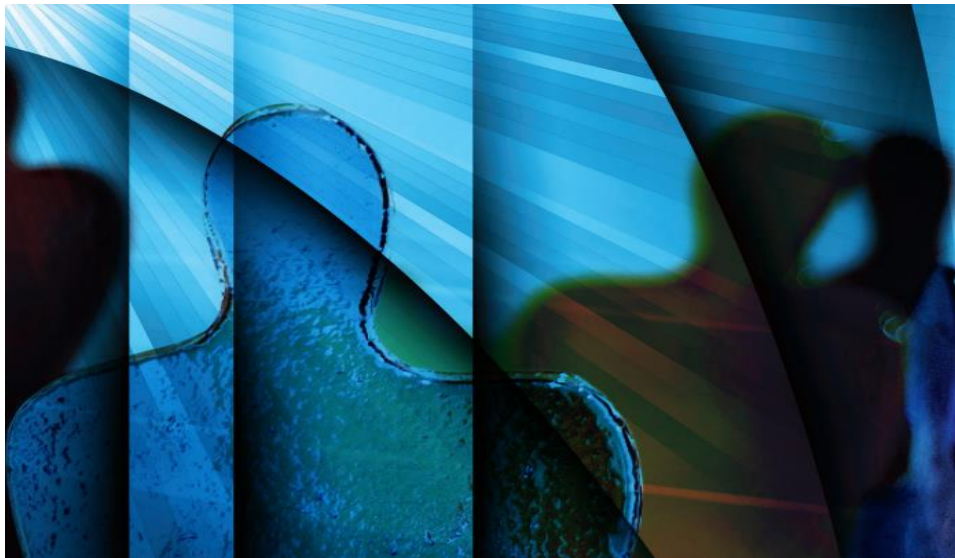
- Access in Space (Orange Flag)
- Barrier-Free Education (Green Flag)
- Access in Socio-Cultural Activities (Blue Flag)
- South Campus Main Building (Vocational School of Healthcare Services-Vocational School) – Orange Flag
- Topkapı Campus Faculties Building - Orange Flag
- Topkapı Campus - Orange Flag
- South Campus Main Building (Vocational School of Healthcare Services-Vocational School) – Green Flag
- Topkapı Campus Main Building (Faculties Building) – Green Flag
- Topkapı Campus – Blue Flag

FIGHTING AGAINST DISCRIMINATION AND HARASSMENT

Gender equality is not only a fundamental principle of human rights, but also a prerequisite for a peaceful, prosperous and sustainable world. The discrimination faced by women, who make up half of the world's population, reduces their representation in political empowerment, economic opportunities and participation, and negatively impacts their lives and health.

Istinye University has advanced by laying sensitive foundations on gender equality since its establishment. Our priorities include developing our values on gender equality, making the necessary changes in the infrastructure on the subject, and publishing a permanent and sustainable gender equality policy.

The Gender Equality Directive has been prepared and accepted in order to plan and carry out studies aimed at spreading and developing gender awareness in the university and society. The commission established within the scope of the directive carries out studies in this field.



EDUCATION-TRAINING POLICY DOCUMENT

Policies, which are frameworks that define the basic functions carried out in universities and briefly determine organizational structures, mechanisms and processes, are an important element of the quality assurance system. This policy document regarding education and training, which is the most basic function of our university, is both an awareness-raising and monitoring tool for all stakeholders and expresses the mechanisms, priorities, principles, goals and processes related to the institution's internal quality assurance system.

A) Basic principles in education and training processes:

- 1) Shifting the focus from the teacher-teaching process to the learner (student)-learning process,
- 2) Taking into account the individual characteristics, learning styles, experiences, skills, and preferences of the learners,
- 3) The learner has his/her own knowledge and role in what to learn and how to acquire advanced skills,
- 4) The facilitator role of the teacher and sharing the responsibility of learning,
- 5) Conducting lessons with active and interactive methods,
- 6) Emphasizing outputs (gains) rather than inputs, clearly and explicitly determining learning gains,
- 7) Moving from transferring information to deep understanding, critical thinking and effective use of information,
- 8) Emphasizing interdisciplinary approaches,
- 9) Tracking student course loads (ECTS) and recognizing previous learning (credit transfer),
- 10) Making evaluations more process and peer-based, and providing continuous feedback.

B) Decisions/goals regarding education and training:

- 1) To raise qualified graduates and world citizens who are aware of information, know the ways to access information, learn by making sense of the information they have accessed, can produce new information from the information they have learned, can use the information they have produced in problem solving, have developed critical thinking and creativity skills, have the competencies required by their professional field, are productive, communicate effectively, are sensitive to natural and social problems, are multicultural, strong in sociocultural and intellectual aspects, have a high sense of social responsibility, have adopted ethical values, and see differences as richness through a student and learning-focused education model based on scientific research, community service, and internationalization.
- 2) Instead of the traditional education model where one-way information transfer, intensive lessons and students are listeners; to implement a student and learning-focused education model where students are participants, interactive, versatile, encouraging, skill-developing, team-oriented, analytical, questioning, emphasizing the use of artificial intelligence, digital transformation, advanced technological infrastructure, R&D activities and social developments, including technology and application-based, multi-disciplinary programs with reduced theoretical course load, and continuous self-assessment and improvement.

- 3) To organize the university as a learning-teaching environment, to strengthen a learning-based approach, to ensure accessibility for every student, to include them in the education process and make them think about solving problems, to base education processes on love and tolerance, to adopt an understanding that respects differences and diversity.
- 4) To employ faculty members who guide students, facilitate learning, research and share what they have learned, believe in lifelong learning, develop themselves, act ethically, can mentor, have an innovative and change-oriented understanding, and have the necessary knowledge and skills.
- 5) To ensure that students benefit from education and training activities at the highest level, regardless of their language, religion, race, gender and disability, within the framework of the principle of the right to equal education.
- 6) To provide education and training services at international standards within the framework of national needs and professional qualifications, with the aim of being a competitive world university.
- 7) To present all outputs of the education and training and research infrastructure as a contribution to society through University-Sector collaborations.
- 8) To increase the number of international programs and students in line with the goal of qualified internationalization, to give importance to program accreditations, joint programs and projects, student and academic/administrative staff exchange.
- 9) In order to reach and measure the minimum 60% targeted course and class success; to ensure the use of high-level learning such as performance assignment, project, presentation, research report, portfolio studies and relative assessment methods that evaluate knowledge and skills, in addition to classical measurement application tools.
- 10) To manage learning and teaching processes with a quality assurance approach together with the PDCA cycle (planning, doing, checking, acting); to monitor the level of students reaching program competencies, on-time graduation status, employment periods, and satisfaction levels at the university, and to carry out improvement studies.
- 11) Student and learning-focused education requires; designing a learning program (curriculum), defining and monitoring learning outcomes, implementing active-interactive teaching methods, increasing the number of elective courses, encouraging interdisciplinary activities, reducing weekly course hours, simplifying course content, encouraging students to engage in extracurricular sociocultural activities, and raising their intellectual levels.

AYDER COOPERATION

A cooperation protocol was signed with Alternative Life Association (AYDER) on 25.02.2022 to increase informative and awareness-raising seminars and meetings within the scope of the United Nations Sustainable Development Goals. A place was allocated in Vadi Campus in order to coordinate the projects with AYDER. Within the scope of the “Accessible University” project carried out since 2022 together with İstinye students and AYDER-Barrier-Free Life Laboratory (EyLab), the students prepared the “Accessibility Report-2023” of the university campuses after the training they received. In addition, the training carried out in cooperation was prepared according to the year-based planning calendar and reporting studies were carried out by collecting student feedback from the trainings provided.

1. Meetings were held with small groups that could be considered within the scope of Volunteer Training.

The mobile application “Sesim Elim”, which offers TSL-Turkish Sign Language education, has been shared as a reference for those who have learned sign language and/or as a free and rich innovative resource for those who are just starting. A brochure has been shared as an example.

<https://www.sesimelim.com/>



2. Diversity-Inclusion Trainings were provided.

A modular structure of 2 hours of training was provided to our students in both Topkapı and Vadi Campuses. A survey was conducted to obtain student feedback and evaluations. A report was prepared regarding measurement and evaluation.



3. Correct Approach to Disability Education (EDY / CADE) (Online and Face to Face)

A meeting was held with a volunteer team to assist in the preparation of the Barrier-Free Campus report, and a report was started to be prepared on how barrier-free our university campuses are, “within the framework of certain criteria” from the perspective of students.

ISTINYE UNIVERSITY DECLARATION OF EQUALITY, DIVERSITY AND INCLUSION

As Istinye University, we are committed to creating a community that embraces diversity and places inclusivity at the center of its values. Beyond accepting differences, we aim to create an environment free from all forms of discrimination, especially racism.

Istinye University is a mosaic of individuals with unique backgrounds, experiences, and perspectives. This diversity enriches our learning experience and strengthens our collective understanding. Our university is woven into its fabric to oppose all forms of racism, bigotry, and discrimination. We take great care to create a safe and inclusive environment where every individual feels respected, valued, and supported, with zero tolerance for discrimination based on race or ethnicity, gender, or dress.

We are committed to developing policies and programs that challenge bias and promote inclusivity. Our curriculum and institutional practices are designed to confront racism and prejudice in all its forms and to educate and empower our community. We aim to graduate students who are not only academically competent but also socially conscious, challenging injustice and advocating for equality.

We recognize that being a truly egalitarian, inclusive and anti-racist institution requires the capacity for continuous inquiry, collaboration and change. Together, we are determined to maintain an atmosphere where the values of equality, diversity and inclusivity are experienced in all areas of university life, where everyone feels a sense of belonging, respect and support.

ACADEMIC STAFF - PROJECTS

ORGANIZATIONS FUNDING THE PROJECT	PROJECT NAME	PROJECT START DATE	PROJECT COMPLETION DATE
TÜBİTAK	Investigation of the Effect of Functional Respiratory Muscle Training on Trunk Stabilization, Aerobic Capacity and Performance in Wheelchair Basketball Athletes	01.06.2023	01.06.2025
Erasmus+	SISDDP-Sustainable, Inclusive and Smart Development within Decentralization Process: the EU experience	01.04.2022	31.03.2025
TÜBİTAK	Determination of Factors Affecting Performance in Wheelchair Basketball Athletes: Digital Functional Level Classification System as a Best Practice Model for Classification - Digital Scale Development	01.02.2023	01.02.2025
TÜBİTAK	Is it possible to remove the obstacles faced by mentally disabled individuals in higher education? Down Syndrome Honorary Student Program	15.08.2023	15.08.2024
TÜBİTAK	Screening of Psychological Well-being of Earthquake Victims Involved in Rescue	18.02.2023	25.02.2023
TÜBİTAK	Uncertain Loss Situations of Earthquake Victims and Their Experiences Regarding the Earthquake (Before-During-After) (Field Work Area(s): Adana, Kahramanmaraş, Hatay)	14.02.2023	21.02.2023
TÜBİTAK	Evaluation of the Mixture of Soil and Rubble in the Disaster Zone as Material (Area(s) where the Field Work will be Conducted: KAHRAMANMARAŞ)	14.02.2023	21.02.2023

STUDENT PROJECTS



**Evaluation of the Effect of Nutrition and Exercise on
Dysmenorrhea in Women Aged 18-26**
TÜBİTAK



**Development of Innovative Drug Candidate Molecules Targeting
Breast Cancer Stem Cells**
TÜBİTAK



**Ageism and Stereotypes Applied to the Elderly in Television
Series Produced in Türkiye**
TÜBİTAK



**Informing Consumers About Water Used in Denim/J Jeans
Washing Processes Within the Scope of Sustainable Development
Goals. Measuring Behavioral Change in Target Audience Before
and After Informing Consumers**
TÜBİTAK



**The Effect of the Statements of Political Parties in Türkiye About
Syrians Under Temporary Protection Status on Young University
Voters**
TÜBİTAK

STUDENT PROJECTS



Relationship between Perceived Parenting Attitudes and Self-Esteem, Marital Attitudes and Marital Maturity among University Students

TÜBİTAK



Epidemiological, Clinical and Pathological Analysis of 5-Year Data on Breast Cancer According to Age

TÜBİTAK



Research on the Perception of Violence

TÜBİTAK



Examining the Effects of Cultural and Social Pressures on the Education and Marital Life of Women Aged 18 and Over

TÜBİTAK



The Impact of Violence Experiences of University Students Residing in Istanbul on Their Academic Success

TÜBİTAK

STUDENT PROJECTS



Understanding Women's Poverty

TÜBİTAK



Examining the Difficulties Faced by Guidance and Counseling Teachers Working in Schools Regarding Child Neglect and Abuse

TÜBİTAK



Problems and Expectations of Disabled Individuals and Their Families

TÜBİTAK



The Effect of Parents' Attitudes Towards Sexual Education on Adolescents' Attitudes Towards Sexual Education

TÜBİTAK



The Effect of Physical Changes in Adolescents on Their Social Anxiety Levels

TÜBİTAK

STUDENT PROJECTS



Investigating the Effects of Anorexia Nervosa and Obese Adolescents' Views on Body Perception on Their Development
TÜBİTAK



Investigation of Play and Toy Characteristics of Children Aged 3-6 Living in Rural Areas in the Home Environment: Family Guidance in the Home Environment
TÜBİTAK



Development and Evaluation of the Effects of the “Mother Child Education Program” for Preventing Home Accidents in Children Aged 3-6
TÜBİKAT



Investigation of Men's Depression Status and Quality of Life in Infertile Couples
TÜBİKAT



The Effect of Education Given with a Hand-Made Breast Simulator on the Knowledge Levels of Nursing Students About Breast Self-Examination
TÜBİTAK

STUDENT PROJECTS



Investigation of the Relationship of Intraoral Somatosensory Sensation with Head and Body Posture, Static and Dynamic Balance in Individuals with Developmental Stuttering: Development of an Assessment Parameter
TÜBİTAK



Evaluation of the Knowledge and Attitudes of Pregnant Women and Their Family Members Towards Postpartum Depression
TÜBİTAK



Gynecological Examination Fear Scale Development Study
TÜBİTAK



The Effect of HPV Education Given to Women of Reproductive Age (Aged 18-49) with Role-Play Technique on Their Knowledge Levels: A Randomized Controlled Study
TÜBİTAK



Simulation Based Scenario Analysis for Integration of Electric Vehicle Charging Units into Fuel Stations in the Context of Sustainable Cities
TÜBİTAK

STUDENT PROJECTS



**Analysis of Anti-Aging Effect of Resveratrol via Sirtuin Genes in
Young and Old Mesenchymal Stem Cells**

TÜBİTAK



**Examining the Knowledge Levels of University Students in
Different Faculties About Stuttering**

TÜBİTAK

OTHER EVENTS

Link	Events	Location
<u>#</u>	December 3rd International Day of Persons with Disabilities Conversation	Topkapi Campus Congress Center
<u>#</u>	Interview for the Disabled People's Week of May 10-16	Zoom
<u>#</u>	Transfer of Experience from Our Graduates to Our Students	Valley Campus Conference Hall
<u>#</u>	Where Is Social Work in the Fight Against Violence?	Zoom
<u>#</u>	After the Earthquake With a Public Health Approach	Zoom
<u>#</u>	Crisis Interventions After the Earthquake	Zoom
<u>#</u>	Disaster Area Projects Experience Sharing Meeting #1	Zoom
<u>#</u>	Disaster Area Projects Experience Sharing Meeting #2	Zoom
<u>#</u>	Risk Reduction in Disaster Management	Zoom
<u>#</u>	Social Work in Disasters	Topkapi Campus Floor 1
<u>#</u>	Child Development Monitoring in Hospitals	Zoom
<u>#</u>	Children's Rights Panel	Topkapi Campus Congress Center
<u>#</u>	Who Wants to Learn Turkish?	Online
<u>#</u>	Frontiers of Machine Learning "Technology & Society"	Vadi Campus Conference Hall & Zoom
<u>#</u>	Intercultural Competence in Online Language Exchanges	AB407 - AB509
<u>#</u>	Economic Effects of the Earthquake	Zoom
<u>#</u>	3rd International Media and Society Symposium	Vadi Campus Conference Hall & Online
<u>#</u>	Toward a Literature of Sign Language	Zoom

PUBLICATIONS

1. Article

Designing an efficient humanitarian supply chain network during an emergency: A scenario-based multi-objective model

Ghoushchi, S.J., Asghari, M., Mardani, A., Simic, V.M., Babaei Tirkolaee, E.B.

Socio-Economic Planning Sciences, 2023

2. Article • Open Access

Machine learning techniques for the identification of risk factors associated with food insecurity among adults in Arab countries during the COVID-19 pandemic

Qasrawi, R.F., Hoteit, M., Tayyem, R.F., ...Polo, S.V., Al-Halawa, D.A.

BMC Public Health, 2023

3. Article • Open Access

Optimizing sustainable industry investment selection: A golden cut-enhanced quantum spherical fuzzy decision-making approach

Hacıoğlu, Ü., Dinçer, H., Yılmaz, M.K., ...Sonko, M., Delen, D.

Applied Soft Computing, 2023

4. Article

Fuzzy approximation of a fractional Lorenz system and a fractional financial crisis

Aderyani, S.R., Saadati, R., Allahviranloo, T.A., Abbasbandy, S., Catak, M.

Iranian Journal of Fuzzy Systems, 2023

5. Article

Inclusive Approach of Türkiye on Access and Integration of Refugees to Higher Education | Mültecilerin Yükseköğretime Erişimi ve Entegrasyonu Konusunda Türkiye'nin Kapsayıcı Yaklaşımı

Yıldız, A.

Bilig, 2023

6. Article

Transnational Turkish-German community in limbo. Consequences of political tensions between migrant receiving and sending countries

Ünver, O.C.

International Migration, 2023

7. Article • Open Access

Effects of Turkish cultural products on its foreign policy toward Africa: Turkish TV series as an example of soft power in Kenya, Mozambique, and Senegal | Efectos de los productos culturales turcos en su política exterior hacia África: Las series de TV turcas como ejemplo de poder blando en Kenia, Mozambique y Senegal

Ruiz-Cabrera, S., Gürkan, H.

Profesional de la Informacion, 2023