

**2023-2024 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

- Respect for people and diversity
- Commitment to professional ethics and human values
- Social and community responsibility
- Justice and meritocracy
- Environmental awareness and sustainability
- Lifelong learning
- Collective intelligence
- Participation
- Innovation
- Entrepreneurship

- Leadership

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.

[İSÜ GENDER](#)

ANTI-DISCRIMINATION MEASURES

Our Philosophy:

İstinye University has adopted the principle of prioritizing social benefit by considering the short- and long-term impacts of its research, education, and administrative activities; within this scope, it aims to create social responsibility and ethical awareness among its students and graduates in education, research-innovation, and technology production processes through activities carried out at local, national, and global levels, and to raise awareness for the development of ideas and projects that will benefit society; to establish cooperation and partnerships with public institutions, civil society organizations, and industry, especially local stakeholders, and to improve the work carried out within this framework; to organize lifelong learning activities and training programs for external stakeholders in order to promote lifelong learning and to make the necessary efforts to achieve the goals of supporting social development; it encourages the production of civic participation projects that include working with disadvantaged groups in cooperation with internal and external stakeholders, including university students.

- İstinye University has a completely non-discriminatory and public student admissions policy.
- Student admission to undergraduate programs in Turkey is conducted within the framework of the provisions of the Higher Education Law No. 2547 and is regulated through the national central placement system (ÖSYM), which aims to ensure transparency, merit-based evaluation, and equal opportunity for all candidates.
- At the institutional level, the University's Education and Training Policy emphasizes the principle of equality; it states that educational opportunities should be accessible to all students regardless of language, religion, race, gender, or disability.

Link: <https://www.istinye.edu.tr/system/files/yonetmelik/2025-08/istinye-universitesi-egitim-ogretim-politika-belgesi.pdf>

Furthermore, the University's Code of Ethical Conduct and the Procedures and Guidelines of the Ethics Committee require all administrators and staff to respect the dignity of students and prohibit discrimination on the basis of language, race, color, gender, religion, age, political opinion, or any other characteristic, ensuring fair practices in all university processes, including student admission.

- h) Üniversite kaynaklarının kullanımında ve işlerinin yürütülmesinde şeffaf ve hesap verebilir şekilde davranmak.
- i) Üniversiteyle iş yapma durumunda olan kişi, kurum veya kuruluşlar ile kişisel çıkar amaçlı ilişki kurmamak.
- ii) Etik kurulların bağımsız çalışması için uygun koşulları sağlamak, kurul kararlarını hakkaniyetle hayata geçirmek, etik dışı tutum ve davranışlara sessiz kalmamak. Siyasî kurum ve diğer sivil toplum kuruluşlarıyla ilişkilerinde tarafsızlık ilkesine riayet etmek.
- k) Adam kayırmacılık, rüşvet, her türlü bezdirme ve yıldırma ile mücadeleyi üniversite yaşamının öncelikleri arasına almak.
- l) Öğrenci, çalışan veya öğretim elemanı olan her kişiyi, kökeni, inancı, ırkı, milliyeti, statüsü ve görevi ne olursa olsun, eşit bireyler olarak görmek.
- m) Toplumsal cinsiyet eşitsizliğinden kaynaklanan her türlü ayrımcılığa karşı gerekli önlemleri alma konusunda duyarlı davranmak.
- n) Görevleri sırasında edindikleri gizli verileri, yetkisi olmadan ve bilgi almaya yetkili olmayan kimselere açıklamamak.
- o) Üniversiteyle iş yapan veya yapmak isteyen herhangi bir kişi, firma veya kuruluştan kişisel çıkar amaçlı hediye, borç veya ikram kabul etmemek.
- ö) Anayasal ve yasal zorunluluklar gereği mahkeme kararlarının zamanında ve usulüne uygun olarak yerine getirilmesinde hassasiyet göstermek.

Üniversite yöneticilerinin uyacakları etik değer ve ilkeler

MADDE 9- Üniversite yöneticilerinin uyacakları akademik yönetim etiği ilkeleri şunlardır:

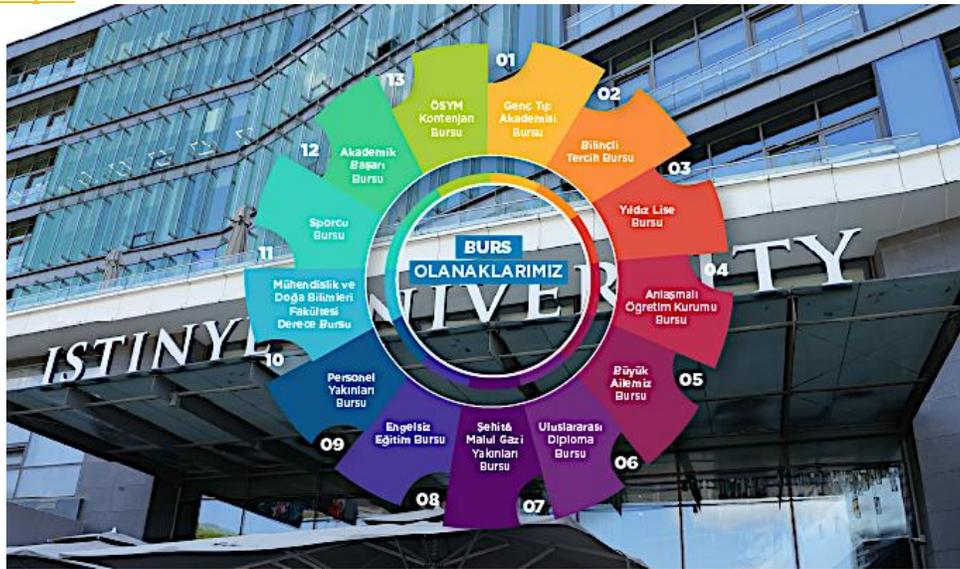
- a) Üniversite mensuplarının kişisel onurunu ve meslekî saygınlığını gözetmek.
- b) Üniversite mensupları arasında dil, ırk, renk, cinsiyet, dış görünüm, siyasî düşünce, felsefi inanç, din, mezhep ve benzeri nedenlerle ayırım yapmamak.
- c) Akademik özerkliğin gerçekleşmesi için çalışmak; akademik özgürlüğü, farklı düşünce ve görüşlerin bir arada yaşayabilmesini üniversite yaşamının temel değeri olarak görmek.
- ç) Öğretim elemanlarının atama ve yükseltme başvurularının değerlendirilmesinde, üniversite senatosunca kabul görmüş akademik performans ölçütlerini esas almak; üniversiteye eleman alımında, yükseltme ve atamalarda bilimsel standartların dışına çıkmamak; akademik kadro ilanlarında aranan özel nitelik tariflerinde liyakat kuralının ihlal edilmemesine özen göstermek.
- d) Taciz, bezdirme ve yıldırma (mobing) gibi etik dışı davranışların akademik yaşamın dışında kalması amacıyla her türlü eğitim, bilinçlendirme, bilgilendirme için gerekli tedbirleri almak; bu türden davranışlara maruz kalanların haklarını korumak.
- e) Öğretim elemanlarının yurtiçi veya yurtdışı bilimsel faaliyetlere katılımlarında ve desteklenmelerinde adalet ve liyakat ilkelerine göre davranmak.
- f) Kişilerin özlük haklarını kısıtlayıcı, kariyerlerine zarar verici engellemelerden uzak durmak.
- g) Öğretim elemanlarının bilim, sanat, araştırma ve yayınlarından doğan yasal haklarının korunmasını gözetmek.
- ğ) Öğretim elemanlarının ders yüklerinin uzmanlık alan ve yetkinlikleri göz önünde bulundurarak hakkaniyet çerçevesinde dağıtılmasını sağlamak, bunu yaparken kamu yararını gözetmek.

These policies are publicly published on the University's website to ensure transparency and accountability in the student admissions process. All our students have equal rights, and discrimination is not practiced in any way; this is guaranteed by our university's policies. Positive discrimination is applied to students with disabilities; arrangements are made to ensure their academic, spatial, and physical access throughout their education, along with scholarship opportunities. The Disability Student Unit provides support to students with disabilities throughout their university life. As part of the Barrier-Free Education Scholarship program, our university provides students with disabilities with a 10% scholarship/discount on university fees.

Link: <https://aday.istinye.edu.tr/burslar>

Istinye University has a comprehensive anti-discrimination framework that guarantees equality, diversity, and inclusion in all areas of academic and administrative life. The University's Education and Training Quality Policy strengthens commitment to ethical standards in all processes, including research, teaching, and administrative activities; it particularly emphasizes adherence to ethical principles in work practices in research, teaching, and administrative operations. This policy positions the University's activities within a perspective of corporate responsibility and contribution to society.

Link: <https://www.istinye.edu.tr/system/files/yonetmelik/2025-08/istinye-universitesi-egitim-ogretim-politika-belgesi.pdf>



İSTİNYE ÜNİVERSİTESİ EĞİTİM-ÖĞRETİM POLİTİKA BELGESİ

İstinye Üniversitesi, nitelikli bireyler yetiştirme misyonu doğrultusunda benimsediği eğitim-öğretim yaklaşımını, kalite güvencesi anlayışıyla yapılandırılmış bu politika belgesi aracılığıyla tanımlamaktadır. Bu belge, uzaktan eğitim de dahil olmak üzere öğrenme ve öğretme süreçlerine ilişkin temel ilke, öncelik, hedef ve mekanizmaları ortaya koyarken; aynı zamanda tüm paydaşlar için ortak bir anlayış ve farkındalık zemini oluşturmayı amaçlamaktadır.

İstinye Üniversitesi, bilgiye yön veren, eleştirel ve analitik düşünme yetkinliğine sahip, çok yönlü düşünme becerileri olan, evrensel etik değerlere bağlı, yenilikçi düşüncüyü benimseyen ve toplumu dönüştürme vizyonuna sahip lider bireyler yetiştirmeyi kendine misyon edinmiştir. Her öğrencisini, geleceği şekillendirecek yaratıcı ve girişimci birer aktör olarak görmektedir.

İstinye Üniversitesi, öğrencinin dinleyici olduğu geleneksel öğretim anlayışının ötesine geçerek; öğrenciyi merkeze alan, öğrenci ve öğrenme odaklı, katılımcı, etkileşimli, teknoloji destekli, aktif öğrenme yöntemlerini kullanan ve uygulama temelli bir eğitim modeli benimsemektedir. Bu model; yapay zeka, dijital dönüşüm, ileri teknolojiler, Ar-Ge ve toplumsal gelişmeleri odağına alır. Çok disiplinli yapısı ve teorik yükü azaltılmış uygulamalı disiplin içi ve disiplinler arası takım çalışmaları ile desteklenen öğrenme etkinlikleri öğrencilerin profesyonel yeterliliklerini ve mesleki becerilerini geliştirmeye ve yaşam boyu öğrenmeyi teşvik etmeye yöneliktir. Öğrenme süreci kişiselleştirilerek farklı öğrenme deneyimleri sağlanır. Öğrenciler araştırma yapmaya yönlendirilir. Öğrencilerin bilişsel ve sosyal gelişimi desteklenir, entelektüel birikimlerinin artması ve Birleşmiş Milletler Sürdürülebilir Kalkınma Hedefleri doğrultusunda hareket etmesi sağlanır.

Eğitim-öğretim ve araştırma faaliyetleri, üniversite-sektör iş birlikleriyle desteklenerek topluma katkı sağlamaya odaklanır. Eşitlik ilkesi doğrultusunda, dil, din, ırk, cinsiyet ve engel durumu fark etmeksizin tüm öğrencilerin eğitim olanaklarına tam erişimi sağlanır. Evrensel değerlere sahip, farklılıkları zenginlik olarak gören, küresel ölçekte yetkin dünya vatandaşı mezunlar yetiştirilmesi hedeflenmektedir.

İstinye Üniversitesi, araştıran, rehberlik eden, empati kurabilen, kendini sürekli geliştiren, etik değerlere bağlı ve yaşam boyu öğrenmeye inanan nitelikli öğretim elemanlarıyla eğitim kadrosunu oluşturur.

İstinye Üniversitesi'ndeki tüm öğretim programları, öğrencilerin bilgi, beceri, tutum ve yeterliliklerini geliştirecek şekilde planlanır. Program çıktılarıyla uyumlu ders içerikleri, öğrenme kazanımları ve değerlendirme sistemleri ayrıntılı biçimde tanımlanır. Öğrencilerin bu kazanımlara ulaşma düzeyleri düzenli olarak izlenir ve değerlendirilir. Tüm programların ilgili akreditasyon dernekleri tarafından akredite edilmesi yönündeki çalışmalar önceliklendirilir.

Tracking Application and Acceptance Data for Groups

In accordance with national and institutional regulations, Istinye University systematically monitors student applications, admission processes, registrations, and graduation data based on multiple demographic categories.

- National Framework:** In Turkey, student admissions to undergraduate programs are centrally administered by ÖSYM (Student Selection and Placement Center) under the Higher Education Law No. 2547, ensuring fairness and transparency. While the centralized system does not collect data based on individual declarations such as ethnicity, religion, or sexual orientation, it mandates universities to report detailed statistics on student admissions, enrollment, progress in the learning process, and graduations to the Council of Higher Education (YÖK) as part of annual audits.
- Institutional Monitoring:** Istinye University monitors the enrollment, continuation, and graduation rates of all students through its information technology and student information systems. This data is regularly reviewed by the Istinye University Quality Directorate to ensure equal participation; annual alumni surveys are also conducted to monitor the employment status of graduates.

NUMBER OF STUDENTS	Developing Countries	Other	Grand Total
International	1.362	1.668	3.030
Other		9.467	9.467
Total	1.362	11.135	12.497

NUMBER OF STUDENTS	Students Starting Education	Other	Grand Total
Male	1.370	3.654	5.024
First Generation	796	1.476	2.272
Other	574	2.178	2.752
Female	1.911	5.562	7.473
First Generation	1.207	2.621	3.828
Other	704	2.941	3.645
Grand Total	3.281	9.216	12.497

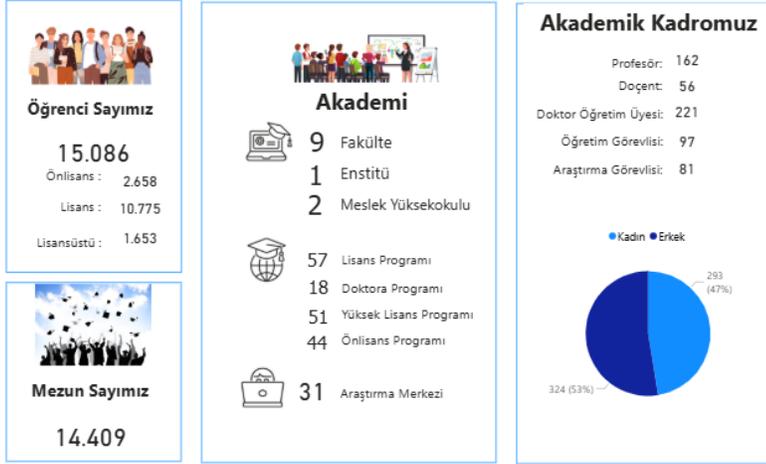
NUMBER OF GRADUATES	Male	Female	Grand Total
Arts and Humanities/Social Sciences	184	272	456
Medicine	195	651	846
Science, Technology, Engineering and Mathematics	166	189	355
Grand Total	545	1.112	1.657

Current information regarding the number of students, graduates, and academic staff at our university can also be accessed through our university's website.

Link: <https://www.istinye.edu.tr/tr/universite/sayilarla-isu>

Ana Sayfa > Üniversite

Sayılarla İSÜ



Veriler 12.10.2025 tarihinde güncellenmiştir.

Microsoft Power BI

- **Anti-Discrimination Policies:** The University's Education and Training Policy, Declaration on Equality, Diversity and Inclusion, and Gender Equality Plan support inclusivity for disadvantaged groups, including women, students with disabilities, international students, and refugees, and explicitly prohibit discrimination. These policies ensure equal access and participation for all students admitted to the university..

Link: <https://www.istinye.edu.tr/system/files/yonetmelik/2024-10/%C4%B0stinye%20%C3%9Cniversitesi%20E%C5%9Fitlik%2C%20%C3%87e%C5%9Fitlilik%20ve%20Kapsay%C4%B1c%C4%B1l%C4%B1k%20Beyan%C4%B1.pdf>

• **Refugee and International Students:** In accordance with the regulations of the Council of Higher Education (YÖK), the university accepts international and newly settled refugee students; and offers institutional support mechanisms including Turkish language preparatory programs and scholarship opportunities.

Link: https://international.istinye.edu.tr/sites/international.istinye.edu.tr/files/inline-files/Steps%20to%20Follow%20After%20Registration_0.pdf

Turkish Preparatory Program: This program offers Turkish language courses for international students enrolled in programs where the language of instruction is Turkish. Its aim is to enable these students to understand their departmental courses and use Turkish effectively in their academic work.

Link: <https://yabancidiller.istinye.edu.tr/en/divisions/turkish-preparatory-division>

GENDER EQUALITY

Gender Equality Directive: This directive was prepared and adopted to plan and implement activities aimed at disseminating and developing gender awareness throughout the university and society. The Commission established under this directive continues its work in this area. Furthermore, our university has a support unit dedicated to addressing psychological and sexual harassment.

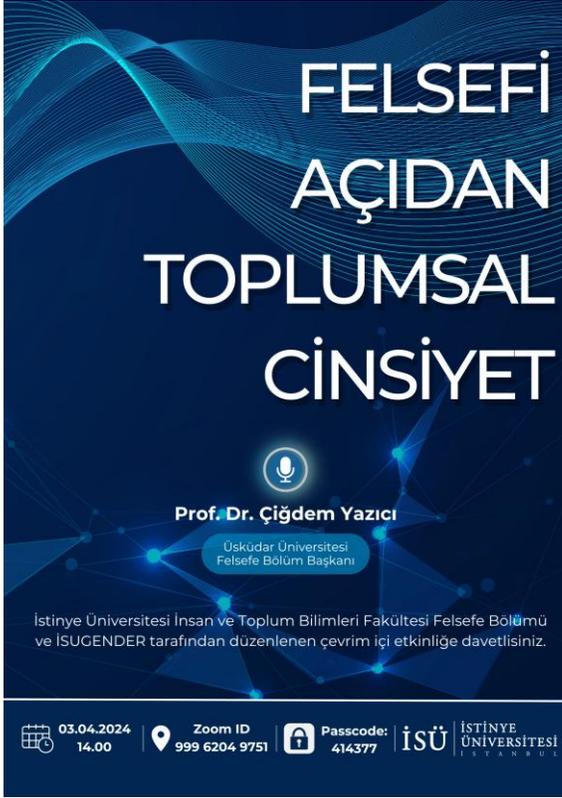
Link: <https://www.istinye.edu.tr/tr/universite/psikolojik-ve-cinsel-tacize-karsi-destek-birimi>

The Istinye University Gender Equality Plan has two main objectives: Firstly, to unequivocally demonstrate the university's strong and clear commitment to ensuring and maintaining a safe and inclusive environment where neither Istinye University employees nor students are subjected to discrimination, harassment, prejudice, or any other negative treatment based on their gender. Secondly, the Gender Equality Plan lays the groundwork for the unquestionable implementation of this first objective.

Through these holistic policy and practice frameworks, the University ensures the systematic monitoring of application and admission processes and student success rates, and guarantees that disadvantaged groups are supported throughout their academic lives.

Link: <https://www.istinye.edu.tr/sites/default/files/isu-gender-equality-plan.pdf>

EVENTS



Event: Gender from a Philosophical Perspective

Organized by: Faculty of Humanities and Social Sciences, Department of Philosophy & İSUGENDER

Event Date: April 3, 2024 / Wednesday

On behalf of the Department of Philosophy, the event was hosted by Assist. Prof. İbrahim Eylem Doğan, Head of Department, and on behalf of the İSUGENDER Center for Gender and Women's Studies, by Assist. Prof. Selen Yanmaz, Center Director. At the event held on April 3, 2024, Prof. Dr. Çiğdem Yazıcı, Head of the Department of Philosophy at Üsküdar University, delivered a presentation titled "Gender from a Philosophical Perspective."

The event, organized by the Department of Social Work and the Department of English Translation and Interpreting at Istinye University, was held as part of the EDUSIGN & SIGNEDU project, which focuses on joint curriculum development in the fields of sign language and artificial intelligence. Participating as a speaker, Assoc. Prof. Özer Çelik discussed the impact of digital accessibility efforts on Deaf people and innovative AI applications in this area. During the event, the challenges Deaf individuals face in the digital world, the role of artificial intelligence in overcoming these challenges, and the latest developments in the field were addressed.

2021-1-TRO1-KA220-HED-000027580

EDUSIGN & SIGNEDU "JOINT VENTURE OF CURRICULUM STUDIES AND ARTIFICIAL INTELLIGENCE IN SIGN LANGUAGE"

YAPAY ZEKÂ DESTEKLİ DİJİTAL ERİŞİLEBİLİRLİK ÇALIŞMALARININ SAĞIRLAR İÇİN ÖNEMİ

Moderatör
İstinye Üniversitesi
Arş. Gör. İsmail Nalbantoğlu

Konuşmacı
Eskişehir Osmangazi Üniversitesi
Engelsiz Çeviri Kurucusu
Doç. Dr. Özer Çelik

İstinye Üniversitesi ITBF İngilizce Mütercim Tercümanlık Bölümü ve SBF Sosyal Hizmet Bölümü tarafından düzenlenen çevrimiçi etkinliğe davetlisiniz.
*Katılım belgesi verilecektir.

28.05.2024 20:00
Toplantı Kimliği: 759 400 3974

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2209A TÜBİTAK ÖĞRENCİ PROJESİ "OTİZME YÖNELİK FARKINDALIK" ANİMASYON FİLM GÖSTERİMİ



Proje Yürütücüsü
Melissa Arslan
Istinye Üniversitesi Sağlık Yönetimi Bölümü 4. sınıf öğrencisi

Istinye Üniversitesi İktisadi, İdari ve Sosyal Bilimler Fakültesi, Sağlık Yönetimi Bölümü tarafından düzenlenen etkinliğe davetlisiniz.

*Istinyelilik Manifestosu 1 dersi kapsamındadır. Katılım 10 puandır.

21.05.2024
14.00- 16.00

Vadi Ana Yerleşkesi
Konferans Salonu

İSÜ İSTİNYE
ÜNİVERSİTESİ
İSTANBUL

Event: Screening of the Animation Film "Awareness of Autism" from the 2209A TÜBİTAK Student Project.

Organized by: Department of Health Management, Faculty of Economics, Administrative and Social Sciences



isÜ İSTİNYE
ÜNİVERSİTESİ
İSTANBUL

TÜBİTAK

YÖSEK

YÜKSEKÖĞRETİMDE ZİHİNSEL ENGELLİ BİREYLERİN ÖNÜNDEKİ ENGELLERİ KALDIRMAK MÜMKÜN MÜ?
DOWN SENDROMLU FAHRI ÖĞRENCİ PROGRAMI

PROJE KAPANIŞ TOPLANTISI VE ÇALIŞTAYI

07 Haziran 2024 Cuma 10:00 - 14:30

İstinye Üniversitesi Vadi Kampüsü H Yerleşkesi I. Kat Konferans Salonu

Kayıt ve bilgi için done.tutuncu@istinye.edu.tr elektronik posta gönderebilirsiniz.

"Bu çalışma, Türkiye Bilimsel ve Teknolojik Araştırma Kurumu (TÜBİTAK) tarafından 123K117 Numaralı proje ile desteklenmiştir. Projeye verdiği destekten ötürü TÜBİTAK'a teşekkürlerimizi sunarız."

Event: Is it Possible to Remove Barriers for Individuals with Intellectual Disabilities in Higher Education? Down Syndrome Honorary Student Program Project Closing Meeting and Workshop

Organized by: Department of Health Management, Faculty of Economics, Administrative and Social Sciences

İSÜ İSTİNYE
ÜNİVERSİTESİ
İSTANBUL

**PSİKOLOJİK TACİZE, MOBBİNGE, CİNSEL TACİZE
VE CİNSEL SALDIRIYA KARŞI FARKINDALIK**

Istinye Üniversitesi Psikolojik Tacize, Mobbinge, Cinsel Tacize ve Cinsel Saldırıya Karşı
Destek Birimi (ISUPCT) tarafından düzenlenen etkinliğe davetlisiniz.

Dr. Öğr. Üyesi
Ezgi Yıldırım

Klinik Psikolog
Selin Öztürk

15.02.2024 - 14:00

Zoom - 922 0943 4873

334491

You are invited to the online event organized by Istinye University's Support Unit Against Psychological Harassment, Bullying, Sexual Harassment, and Sexual Assault (ISUPCT), to be held on February 15, 2024, at 14:00. The presentations will be delivered by Assist. Prof. [Name Surname], Member Ezgi Yıldırım, and Clinical Psychologist Selin Öztürk.

Event: Raising awareness against psychological harassment, mobbing, sexual harassment, and sexual assault.
Event Organizer: Support Unit Against Psychological Harassment, Crowds, Sexual Harassment and Sexual Assault



Event: First Sign Language and Deaf Studies Conference: Sign Language for All

Project Name: 2021-1-TR01-KA220-HED-000027580 EDUSIGN & SIGNEDU 'JOINT VENTURE OF CURRICULUM STUDIES AND ARTIFICIAL INTELLIGENCE IN SIGN LANGUAGE'

Event Organizers: ITBF English Translation and Interpreting Department, SBF Social Work Department

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.

The Disability Support Unit at Istinye University operates with the mission of ensuring that all students have equal opportunities in education and social life. The unit provides the necessary support and guidance to help students with disabilities overcome academic, social, and physical barriers, enabling them to experience university life in the most productive and fulfilling way.

- To ensure accessibility of educational materials such as audiobooks and lecture notes for visually impaired students.
- Implementation of physical accessibility arrangements on campus (barrier-free pathways, elevators, ramps)
- Providing psychological counseling and guidance services
- Providing academic counseling and individual tutoring support
- Supporting and encouraging participation in social activities

Link: [Engelsiz Öğrenci Birimi | İstinye Üniversitesi](#)

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 Unit for Students with Disabilities. This ensured that our students with disabilities were aware of the unit's existence.
2. Information regarding the "Accessible Education Scholarship" for disabled students has been provided. Application forms have been received and forwarded to the relevant departments. This year, a 10% Accessible Education Scholarship is awarded to all associate and undergraduate students admitted to Istinye University through the YKS exam with a disability status (disability quota).
3. In the new academic year, information regarding disabled students studying at our university was ensured through correspondence with faculties, institutes, and vocational schools.
4. At the beginning of the academic year, our disabled students were informed about the activities carried out by our Unit, and their participation in distance education and online activities was ensured.
5. They were informed about the education and training process; and provided support regarding the academic calendar, course selection, and exemption exams.
6. Academic course adaptations suitable for the disability group were made for our disabled students.
7. Arrangements have been made and monitored regarding the exams of disabled students studying at our university, as well as the assignment of readers and markers to administer the exams.

8. In both in-person and online exams, adaptations appropriate to the disability group were made for our disabled students, and additional time was provided to disabled students who requested it.
9. Academic support for disabled students was provided during lectures, midterms, finals, and for missing topics; this support was provided by our instructors, volunteer students, and the disabled student unit coordinator.
10. All campuses and departments of our university were visited, and deficiencies were reported. Information regarding shortcomings in the "Disabled Student Unit Campus Access" was provided to the Academic Administration Unit of IstinYE University.
11. To ensure accessibility for students with disabilities, the university library's social media posts, announcements, and posters have been described for visually impaired students by the Disability Student Unit.
12. Upon the request of our visually impaired students for readers and sign language interpreters, their exams were conducted in a separate examination room by the Disabled Student Unit.
13. To support our disabled students in their job applications, they were provided with resume preparation skills and assistance on issues related to the employment of disabled individuals.

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

EDUCATION AND TRAINING POLICY DOCUMENT

Policies, which are frameworks defining the core functions carried out in universities and briefly outlining organizational structures, mechanisms, and processes, are a crucial element of the quality assurance system. This policy document, concerning education and training, which is the most fundamental function of our university, serves both as a tool for raising awareness and monitoring among all stakeholders, and as an expression of the institution's internal quality assurance system mechanisms, priorities, principles, objectives, and processes.

A) Fundamental principles in education and training processes:

- 1) Shifting the focus from the teacher-teaching process to the learner-learning process,
- 2) Taking into account the individual characteristics, learning styles, experiences, skills, and preferences of learners,
- 3) Ensuring that the learner has their own knowledge and role regarding what they will learn and how they will acquire advanced skills.
- 4) The teacher taking on a facilitating role and sharing the responsibility for learning,
- 5) Conducting lessons using active and interactive methods,
- 6) Emphasizing outputs (outcomes) rather than inputs, clearly defining learning outcomes,
- 7) Shifting from information transfer to deep understanding, critical thinking, and effective use of information,
- 8) Emphasizing interdisciplinary approaches,
- 9) Tracking student course loads (ECTS) and recognizing prior learning (credit transfer),

10) Making assessments more process-oriented and peer-based, and ensuring continuous feedback.

B) Decisions/objectives related to education and training:

1) To cultivate qualified graduates and global citizens who are aware of knowledge, know how to access it, understand the information they acquire, can generate new knowledge from what they have learned, can use the knowledge they produce to solve problems, develop critical thinking and creativity skills, possess the competencies required by their professional field, are productive, communicate effectively, are sensitive to natural and social problems, are multicultural, socio-culturally and intellectually strong, have a high sense of social responsibility, embrace ethical values, and see diversity as richness, through a student and learning-oriented education model based on scientific research, community service, and internationalization.

2) Instead of the traditional education model with one-way information transfer, intensive lectures, and students as passive listeners, we aim to implement an education model that is student-centered, interactive, multifaceted, stimulating, skill-developing, team-based, analytical, inquisitive, and emphasizes the use of artificial intelligence, digital transformation, advanced technological infrastructure, R&D activities, and social developments; a model that includes technology and application-based, multidisciplinary programs with reduced theoretical course load; and a model focused on continuous self-assessment and improvement, thus focusing on students and learning.

3) To organize the university as a learning-teaching environment, to strengthen a learning-based approach, to ensure accessibility for all students, to involve them in the teaching process and encourage them to think about problem-solving, to base educational processes on love and tolerance, and to instill an understanding that respects differences and diversity.

- 4) To employ teaching staff who guide students, facilitate learning, encourage research and share their knowledge, believe in lifelong learning, continuously improve themselves, behave ethically, provide mentorship, have an innovative and transformative mindset, and possess the necessary knowledge and skills.
- 5) To ensure that students benefit from educational activities to the highest degree, without discrimination based on language, religion, race, gender, or disability, within the framework of the principle of equal right to education.
- 6) To provide education and training services at international standards, within the framework of national needs and professional qualifications, aiming to be a competitive world university.
- 7) To offer all outputs of the education, training, and research infrastructure as a contribution to society through University-Industry collaborations.
- 8) To increase the number of international programs and students in line with the goal of qualified internationalization, and to prioritize program accreditations, joint programs and projects, and student and academic/administrative staff exchange.
- 9) To achieve and measure a minimum 60% target for course and class success; to ensure the use of higher-order learning methods such as performance assignments, projects, presentations, research reports, portfolio work, and relative assessment methods, in addition to classical assessment tools.
- 10) Managing learning and teaching processes with a quality assurance approach using the PDCA cycle (planning, doing, checking, acting); monitoring the student's level of achievement of program competencies, on-time graduation, employment duration, and satisfaction levels at the university, and conducting improvement studies.

11) In line with the need for student and learning-oriented education; designing the curriculum, defining and monitoring learning outcomes, implementing active-interactive teaching methods, increasing the number of elective courses, encouraging interdisciplinary activities, reducing weekly class hours, simplifying course content, enabling students to engage in extracurricular socio-cultural activities, and raising their intellectual level.

ACADEMIC STAFF PROJECTS

ORGANIZATION PROVIDING FUNDING FOR THE PROJECT	PROJECT NAME	PROJECT START DATE	PROJECT COMPLETION DATE
TÜBİTAK	Investigation of the Effects 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	Determining Factors Affecting Performance in Wheelchair Basketball Athletes: Digital Functional Level Classification System - Digital Scale Development as a Best Practice Model for Classification	01.02.2023	01.02.2025
TÜBİTAK	Is it Possible to Remove Barriers for Individuals with Intellectual Disabilities in Higher Education? Down Syndrome Honorary Student Program	15.08.2023	15.08.2024
TÜBİTAK	Screening of the Psychological Well-being of Earthquake Victims Involved in Rescue Efforts	18.02.2023	25.02.2023
TÜBİTAK	Uncertain Missing Person Status of Earthquake Victims and Their Experiences (Before-During-After) Related to the Earthquake (Field Study Area(s): Adana, Kahramanmaraş, Hatay)	14.02.2023	21.02.2023
TÜBİTAK	Evaluation of Soil and Debris Mixture as Material in the Disaster Area (Field Study Area(s): KAHRAMANMARAŞ)	14.02.2023	21.02.2023

STUDENT PROJECTS



Evaluation of the Effect of Teachers' Orthorexia Nervosa Tendencies on Their Nutritional Knowledge Levels and Anthropometric Measurements

TÜBİTAK



Investigation of the Relationship Between Temporomandibular Dysfunction, Obesity, and Quality of Life

TÜBİTAK



Investigation of the Relationship Between Core Stability and Respiratory Parameters in Children with Thoracic Hyperkyphosis

TÜBİTAK



Kinesio Taping and Sham: The Effect of Kinesio Taping on Ankle Instability in the Elderly

TÜBİTAK



A mobile application that provides financial and emotional support to elderly people in nursing homes, as well as contributing to sustainability.

TÜBİTAK



Bionic Hand with Haptic Sensory Feedback

TÜBİTAK



An application that detects disabled pedestrians at traffic lights using artificial intelligence and image processing.

TÜBİTAK



Examining the Relationship Between State and Trait Anxiety Levels and Perceived Social Support Among Parents of Children with SMA (Spinal Muscular Atrophy)

TÜBİTAK



Child Development Department Students' Views on Children's Rights

TÜBİTAK



Investigation of the Relationship Between Avoidance Behaviors and Executive Function Skills in School-Aged Individuals with Stuttering

TÜBİTAK



**Examining Caregivers' Perceptions Regarding Doll Use by
Individuals with Alzheimer's/Dementia: A Qualitative Study'**

TÜBİTAK