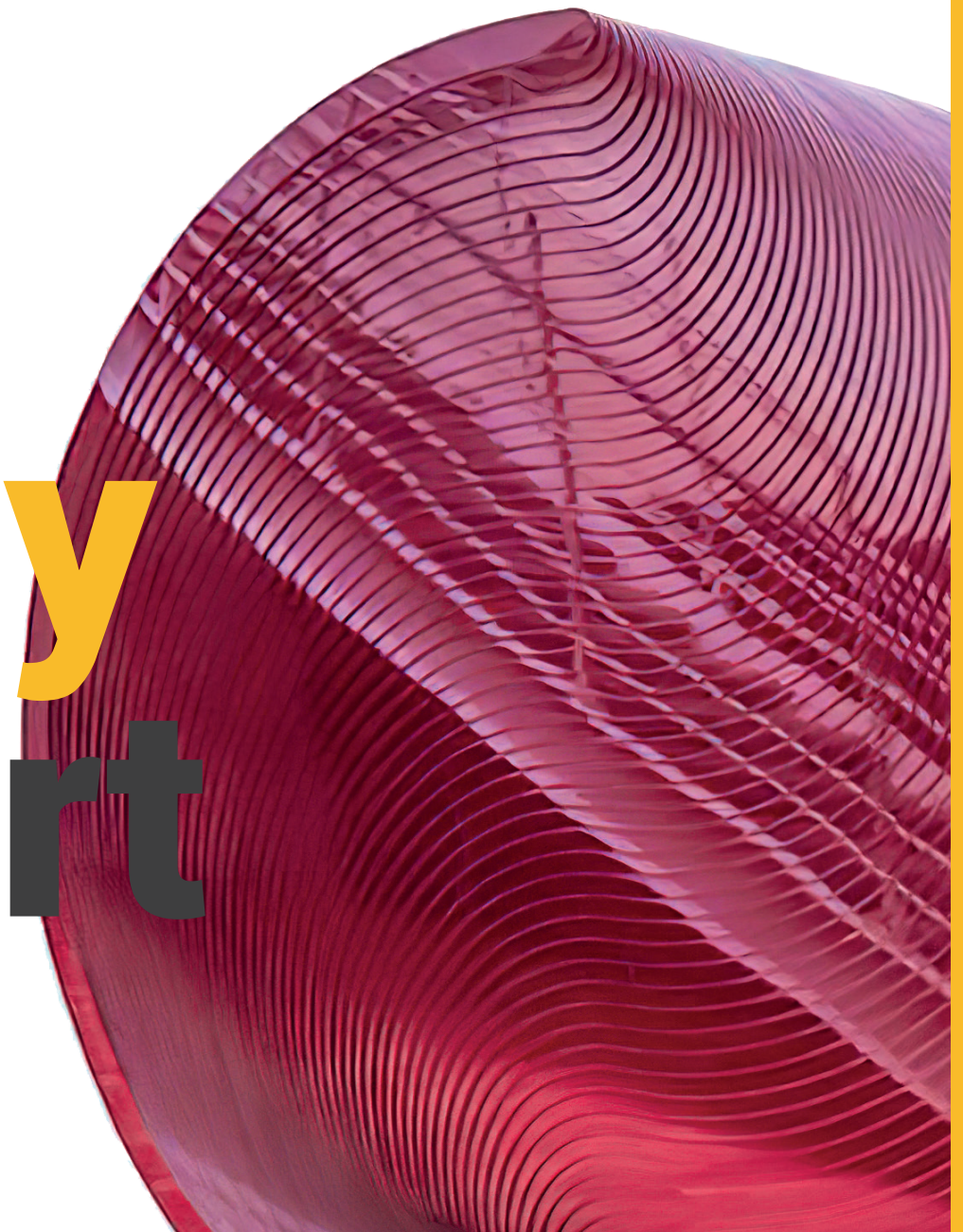
Sustainability Report



ÖZYEĞİN UNIVERSITY

2020

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Rector's Statement



To our stakeholders,

It is with great pride and resolve that I confirm our commitment to the mission of the UN Global Compact and its ten principles along with UN Principles of Responsible Management Education (PRME).

In performing its fundamental activities of education, research and knowledge transfer, all members of Ozyegin University strive to serve humanity by offering entrepreneurial, transformative and sustainable solutions. To this end, we are committed to minimizing the adverse environmental, social, and economic effects of our activities, and in doing so serving as a national, regional, and global role model for a sustainable lifestyle by:

- building the necessary management system and processes to create a University culture that embraces social service and social impact as both the driving force and the ultimate end-goal of all our activities,
- offering an important and relevant scientific knowledge repository shaped and updated by contributions of multiple disciplines as well as collaborative university-industry, university-government and university-NGO work in order to contribute to a grounded understanding for social, economic, and ecological problems and their potential solutions,
- developing need-based, targeted and bespoke solutions for local manifestations of global sustainability concerns to expand and deepen the repertoire of action-oriented collective intelligence,
- encouraging its students to become conscientious and responsible individuals who possess complex thinking skills, who are able to learn through dialogue and respect differences, who are not only cognizant to global issues but become active citizens through its worldclass comprehensive education based on cutting-edge research and experiential learning,
- attaching importance to graduating its students as solution creators who have the potential to change and transform society with positive impact through both personal and professional choices they make,
- contributing to the creation of safe, accessible and decent living environments for all individuals.

Guided by these fundamental principles and representing their evidence-based manifestations to-date, I am pleased to present the first Sustainability Report of Ozyegin University as a documentation of the initiatives undertaken and efforts expanded to create a sustainable living organization since its founding in 2007 and enrollment of its first student cohort in 2008. This report is also a reflection of Ozyegin University's approach to sustainability as a transdisciplinary, dynamic and collective effort that necessitates continuous assessment and improvement to remain aligned with the UN Global Compact, UNPRME and the UN Sustainable Development Goals as well as with the ever changing threats and opportunities on a local, regional and global scale.

With this report, I am pleased reiterate Ozyegin University's commitment to serving humanity as the ultimate driver of its research, education and knowledge transfer activities and being a continuous open sources of information as well as a reference point for these activities and their social impact.

Prof. Dr. F. Esra Gençtürk, Ph.D,
Rector



1. About This Report

1.1. Scope

This is Ozyegin University's (OzU) first sustainability report. As such, it highlights the university's sustainability efforts since its founding in 2007 and with the enrollment of its first student cohort in 2008, with a specific focus on the initiatives undertaken between January 2018 and December 2020.

The report documents the progress, showcases key achievements, and provides context on its sustainability agenda. It demonstrates the impact that the university's teaching, research, knowledge transfer as well as administrative operations have on its constituents, the environment, and the society. It also underlines OzU's commitment to and progress toward becoming a more sustainable organization.

This report has been prepared in accordance with the Global Reporting Initiative (GRI) Standards: Core option. This report presents OzU's significant economic, social and environmental impact and contributions with specific attention given to the UN SDGs, UNGC and PRME standards and disclosures. The areas of OzU's impact can be seen at a glance at the Section 10: GRI Reporting Index and Section 11: SDG, PRME, UNGC Index'. It also demonstrates the university's performance in handling issues related to its stakeholders including students, staff, as well as business, industry, government and community partners.

The present report covers all entities listed under Ozyegin University, but it does not contain any restated information. Any queries about this report may be directed to Sustainability Platform through sustainability@ozyegin.edu.tr

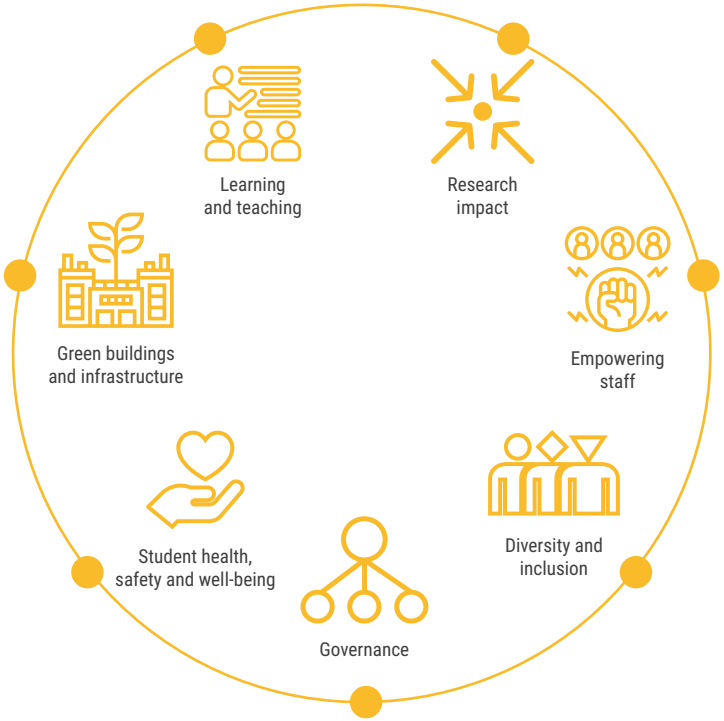


1.2. Materiality & Sustainability Context

This report follows the GRI Reporting Principles to define the report content - stakeholder inclusiveness, sustainability context, materiality and completeness and applies particularly the GRI principle "Materiality is the principle that determines which relevant topics are sufficiently important to report on them. Not all material topics are of equal importance, and the emphasis within a report is expected to reflect their relative priority."
In 2019, OzU, in line with these principles and in association with several stakeholders, undertook a content determination and materiality assessment to determine the most significant sustainability issues.

Rather than solely reporting on environmental data, OzU shares transparent accounts of its economic, social and environmental performance. Through the integrative reporting of the GRI standards, the university is able to hold itself more accountable and publicize its commitment to improving its footprint and impact. As an institution with a goal of providing a world-renowned education and contributing to society through research and knowledge transfer, many of the GRI indicators do not map directly or indirectly to the university's work. Thus the stakeholders team identified and prioritized those material based on several criteria. They considered how well the indicator reflected OzU's economic or social impacts. Since the university had not previously provided a sustainability report, the team also focused on what is already publicly reported in other venues as an important criterion of materiality.

Following the content determination and materiality assessment, the identified material topics are as follows:



The report structure consists of descriptions of operative mechanisms of the university and exemplary projects, efforts and actions regarding sustainability in the respective headings. OzU welcomes inquiries and feedback on this report via Sustainability Platform (sustainability@ozyegin.edu.tr).

1.3. Reporting on the Goals

OzU recognizes the important role higher education institutions can play not only in supporting the UN Sustainable Development Goals (SDGs) agenda, but also in promoting and contributing to the achievement of all 17 Goals. This report employs the SDGs as a framework to demonstrate the university's global sustainability impact. Detailed contributions to relevant goals are mapped in the report index.

Transformative Student Experience: OzU Way



OzU's Sustainability Approach



Sustainability Engagement



Research Impact



OzU Community



Empowering People



Operations: Sustainable Campus



GRI Reporting

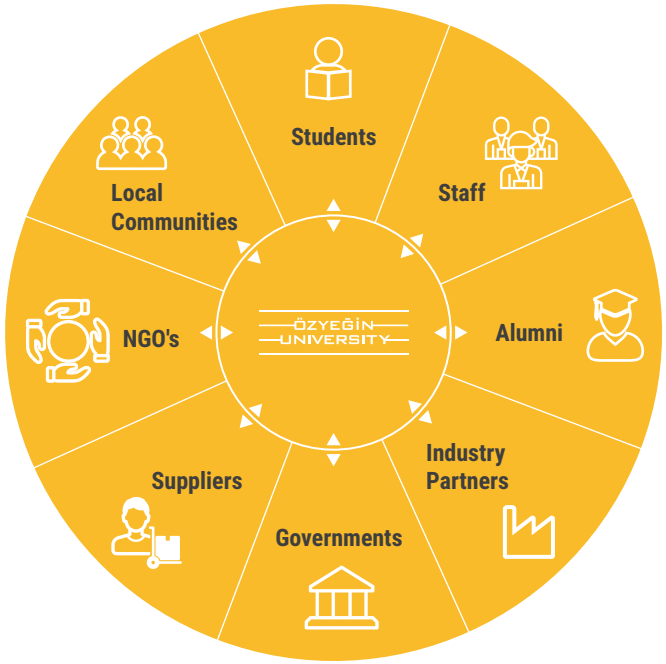


For more information on the SDGs and the University's contribution see Section 10. Detailed contributions to relevant goals and indicators are included in the report index.

1.4. Engagement Mechanisms

Ozyegin University's stakeholders are passionate about sustainability. The University is committed to listening to its stakeholders as they as they constitute an integral part of its sustainability decision making.

In preparing this report, we asked our internal and external stakeholders about the important sustainability issues. These stakeholders included the University's senior leadership, representatives of student bodies, business partners, industry groups, and community organizations.



Ozyegin University's Stakeholder Groups

Engagement Methods with Stakeholders

Students

Annual surveys
Meetings with student groups
University Student Union
Student Experience Focus Groups

Staff

Annual surveys
Annual performance reviews
University support services

Alumni

Website
Events
Mailing lists
Surveys

Local communities

Website
Publications
Projects

NGO's

Advisory boards
Projects
Joint events

Suppliers

Contractual management process
Tender processes
Relationship management
Surveys

Governments

Meetings
Project collaboration
Annual reports

Industry Partners

Advisory boards
Internships
Work integrated learning
Joint projects, seminars and workshops
Joint PhD programs
Surveys

1.5. Highlights

SUSTAINABILITY RELATED INSTITUTIONAL ACCOLADES

TIMES HIGHER EDUCATION (THE) UNIVERSITY IMPACT RANKINGS 2019 - 2020

Named “World’s Top Turkish University” in 2019, and placed 59th in “Peace and Justice” and 80th in “Affordable and Clean Energy” in 2020 based on its contributions to the United Nations’ Sustainability Development Goals

TIMES HIGHER EDUCATION (THE) AWARDS ASIA 2019

Shortlisted among the top 8 universities in the ‘Outstanding Support for Students’ category

TRIPLE-E AWARDS HONOR OUR UNIVERSITY WITH 3 AWARDS

Among all the universities in the Asia-Pacific Region:

FIRST PLACE WINNER
in the “Innovation and Collaboration Space” category in recognition of OzU-X Building

THIRD PLACE WINNER
in the “Green University” category

HONORABLE MENTION WINNER
in the “Community Engagement Initiative” category in recognition of its CEEE’s NextGEN project

TIMES HIGHER EDUCATION (THE) WORLD UNIVERSITY RANKINGS 2021

Placed in the 601-800 band in the year of its admission to the rankings, FOURTH among the Turkish universities and YOUNGEST Turkish University in the list

GREENMETRIC

Ranked FIRST in 2015, 2019 and 2020; SECOND in 2018 and THIRD in 2016 and 2017 among Turkish foundation universities

ISCN GULF 2016 - 2017

Selected as one of the international campus best practices towards being a ‘Sustainable University’ in the International Sustainable Campus Network (ISCN) and Global University Leader Forum (GULF) report

INNOVATIVE AND ENTREPRENEURIAL UNIVERSITY INDEX

Since 2012 ranked FIRST among Turkish universities founded after 2000

CALIBRE 2018 - 2019

Ranked FIRST in the CALIBRE Higher Education Employment Index for the category "Universities with the Fastest Graduate Employment” for two years in a row


ÖZYEĞİN
ÜNİVERSİTESİ
Hayatınızın girişimi!

2. About Ozyegin University

Since its founding, Ozyegin University has embraced the third generation university model and defined itself as an "entrepreneurial research university". Today, OzU is forging ahead with an unwavering commitment to "developing value-added projects at the service of society." To achieve this goal, OzU faculty prioritizes developing cutting edge projects that have a potential for commercialization, as well as rigorously conducting research and publishing articles in peer reviewed top journals of their respective fields.



2.1. Organizational Profile

Since its launch as a non-profit foundation university in 2008, Ozyegin University has grown impressively in size, stature, and influence. A spirit of innovation, respect for diversity, and practice of inclusiveness are ingrained in the university community. **In view of today's complex global challenges and rapid pace of change, OzU aspires to make an even greater impact—producing the very kind of leaders, professionals, scholars, scientific knowledge and solutions the world needs.**

Ozyegin University was established with the mission of serving society as an entrepreneurial and research-focused learning center, integrated with modern life. In line with this mission, OzU offers an innovative education model that adds value to students by preparing them to be entrepreneurial and resourceful graduates vested with an in-depth technical knowledge grounded in science, a good command of at least one foreign language, highly developed skills in information and communication technologies, and examplary competency in putting their technical knowledge to practice. OzU endeavors to instill in students the passion and dedication to make a difference for their future employers and their community by capitalizing on the skills, competencies, and experiences they acquire both during their education and through their on-site, hands-on fieldwork. In short, OzU cultivates not only professionals and academics but also entrepreneurs, intrapreneurs and socialpreneurs.

The university currently has 6 faculties, 2 vocational schools, and 3 graduate schools, offering a total of 23 undergraduate and 28 graduate (masters and Ph.D.) degree programs. Ozyegin University is a single campus predominantly residential university, undertaking all its activities at its Çekmeköy Campus spanning 214.179 sqm campus size.



Faculties, Departments and Graduate Schools

Faculty of Business
Business Administration
Economics
Entrepreneurship
International Finance
International Trade and Business
Management Information Systems

Faculty of Social Sciences
Psychology
International Relations
Humanities and Social Sciences

Faculty of Architecture and Design
Architecture
Industrial Design
Communication Design
Interior Architecture and Environmental Design

Faculty of Law
Law

Faculty of Engineering
Computer Science
Electrical & Electronics Engineering
Industrial Engineering
Mechanical Engineering
Civil Engineering
Natural and Mathematical Sciences

Faculty of Aviation and Aeronautical Sciences
Aviation Management
Professional Flight

School of Applied Sciences
Hotel Management
Gastronomy and Culinary Arts

Graduate School of Engineering and Science
Architecture
Industrial Engineering
Mechanical Engineering
Civil Engineering
Electrical & Electronics Engineering
Computer Science

Graduate School of Business
MBA
Executive MBA
Financial Engineering and Risk Management
PhD in Business

Graduate School of Social Sciences
Public Law Master's
Private Law Master's
Psychology Master's
Psychology Master's (Non-thesis)
Design, Technology and Society Master's
Public Law PhD
Design, Technology and Society PhD

2.2. Governance

Foundation universities are under the supervision of the Turkish Council of Higher Education (YÖK-CoHE) in accordance with the ***Turkish Higher Education Law*** and are regulated by specific legislation; ***Foundation Universities Bylaws***. Foundation universities are able to make policies, set priorities, charge tuition, and progress in line with their institutional mission and strategic plan.

Ozyegin University has **5 (five)** Governing Bodies:

1. **The Board of Trustees** governs the university and steers its long-term administrative, educational, social and financial strategic plans on behalf of the Hüsnü M. Özyeğin Foundation. It mainly oversees the implementation of the founding vision and mission of the university.

2. **The University Senate** is the academic governing body of the university, making decisions and plans about its educational, scientific, research and publication activities.

3. **The University Executive Board** assists the rector in implementing the university strategy and policies.

4. **Rector** is the academic head of the university and chairs the senate, executive board and university committees. The Rector prepares the plans for investment, budget and recruitment after consulting with the relevant university organs and the executive board. The rector is responsible for implementation of the decisions made by the CoHE. While the President of Turkish Republic appoints the rectors of public universities, boards of trustees appoint the rectors of foundation universities, subject to subsequent approval by the President of the Turkish Republic.

5. **The Vice Rector** assists the rector in academic affairs. The Vice Rector also represents the Rector when needed.

Ozyegin University has **4 (four)** Decision-making Bodies:

1. **Deans** represent individual faculties and all of the units administratively linked to them. The Deans are responsible for ensuring that the education, research, and knowledge transfer activities performed at the faculty level. Deans are accountable to the Rector and the senate. They chair the committees (academic organs) and executive committees (the administrative organ) of faculties.

2. **School and Institute Directors** perform the same duties as the Deans at the graduate and vocational school level.

3. **Academic Directors of Research Centers** perform the same duties as the Deans and School Directors at the research center level.

4. **Administrative Directors** run various operational units of the university reporting either to the Rector or the General Secretary of the university. These units at OzU include Office of Learning and Teaching, Coordination of CoHE Relations, Student Dean's Office, Human Resources, Financial Affairs, Office of Planning and Analysis, Student Services, Knowledge, Technology Transfer and Entrepreneurship, Information Technology, Accreditation and Quality Assurance Office.

Foundation Universities Bylaws

Turkish Higher Education Law

2.3. Values and Principles

OzU's values are academic freedom, academic integrity, responsibility, flexibility, diversity, and accessibility. In shaping its activities, it uses the guiding principles of entrepreneurialism, sustainability, interdisciplinarity, collegiality, personal development, and non-discrimination. These were announced along with the university's vision and mission during the foundation stage in February 2008, before the university admitted its first student cohort in September 2008. The University Senate approved the University Code of Ethics in 2015. This code states the ethical values and principles that all members of OzU must adhere to in dealing with ethical issues.

Ethical Behavior

OzU has an open and honest interaction with its students, faculty and staff with regard to ethics and has adopted a broad non-discrimination policy. It has included university-wide ethics policies and procedures within its mission to ensure that its current members as well as next generations of OzU stakeholders have a strong ethical foundation. OzU's ethics policies and procedures create awareness of ethical issues, stimulate ethical behavior among students, faculty and staff, and aim to extend this awareness and behavior to partner institutions. Additional policies that govern faculty ethical behavior are the Policy on Acceptable Use of IT Facilities (2008), the Copyright Policy (2009), and the Intellectual Property Policy (2008).

Academic Freedom

OzU has been one of the signatories of the Magna Charta Universitatum since 2011 to express the university's commitment to its academic values and purposes. Accordingly, OzU assures each faculty member the freedom to critique and advocate changes in the existing theories, beliefs, programs, and policies, and guarantees faculty the right to support any colleague whose academic freedom is threatened. Likewise, as described in the University's Policy on Rights and Responsibilities of Students (2010), students have the same rights: "to freely express their opinions about the academic content of a course, even if it is against the opinion of the relevant instructor, without having any concern about being penalized. However, different opinions and/or criticisms must be presented duly in accordance with the code of conduct in an academic environment."

Academic Honesty

OzU established clear standards for ethical behavior of students by issuing Principles of Academic Honesty, the Policy on Rights and Responsibilities of Students and the Policy of Confidentiality of Student Records in 2009. Faculty are required to monitor and stimulate high standards of academic honesty in all student work, and students are required to adhere to such standards.

Academic honesty is being open and responsible in all academic activities and acting in compliance with the ethical principles and standards that build trust in society for science and scientists, and must be followed in academic circles.

Ozyegin University Code of Ethics

Magna Charta Universitatum

Academic Integrity

Academic integrity entails the commitment to act with trustworthiness, honesty, fairness and respect. OzU expects academic integrity not only from its students but also from all its stakeholders in all their actions. Any violation of academic integrity is a threat to the fundamental mission of the university. Therefore, members of OzU are expected to maintain their academic integrity and avoid any conflict between their personal interests and professional responsibilities.

Anti-Bribery and Anti-Corruption Commitment

University is committed to prohibiting bribery and corruption and to be in compliance with applicable anti-bribery laws and OzU Code of Ethics.



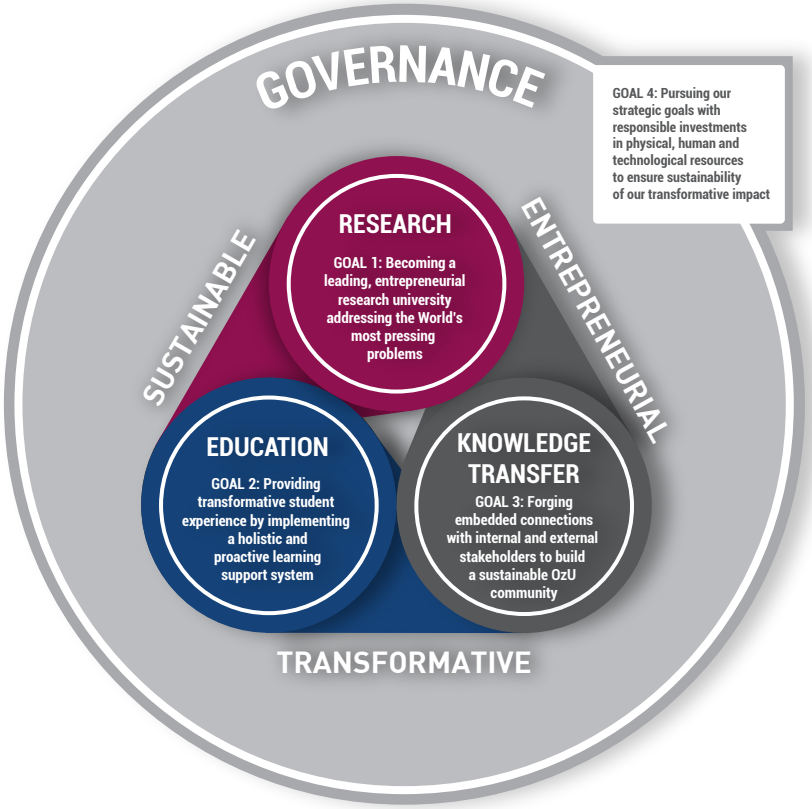
Hey You
İlke Yılmaz

2.4. Key Documents

OzU's strategic plan, social contribution framework and education policy are the key documents for the sustainability report.

Strategic Plan

Ozyegin University strategic path is built upon the guiding values and principles which are intrinsically connected to sustainability goals. Developed through a participative process in collaboration with students, staff and the wider OzU community, the 2018-2023 strategy emphasizes that it is the collective responsibility of the whole university community to work towards attaining the UN 2023 goals.



At its heart, the strategy aims to create a transformative educational experience for students, preparing them for life and work; make scholarly impact by contributing to scientific knowledge repository and generate economic benefits to the society by transferring knowledge that the university has created. All four strategic goals relate to the university's commitment to sustainability and reflect the impact that the institution has on the economy, society and the environment.

Social Contribution Framework

OzU's Social Contribution Framework is written with the objective of embedding sustainability principles and practices throughout its learning and teaching, research and operational activities. It sets a number of goals across the areas of culture, education, research, community, partnerships, infrastructure and operations.

Education Policy

The policy states that each student is a unique individual who needs an inclusive, safe and caring environment that supports student engagement and achievement in academics, co-curricular as well as extra-curricular activities for intellectual, professional and social development.
The university assists students through its uniquely designed OzU transformative journey that is student-centered and learning oriented so that they achieve their fullest potential.

Social Contribution Framework

Education Policy

Educational Policy sets the graduate attributes as a set of broad skills that students will have acquired and be able to demonstrate at an appropriate level upon graduation. The two key graduate attributes relating to sustainability are:

Knowledge of sustainable development:
OzU graduates will have engaged in processes to develop their abilities to recognize environmental and social impacts and to provide leadership on sustainable approaches to complex problems.

Knowledge of social responsibility:
OzU graduates will have developed cultural, social and ethical awareness and skills and have a positive role as responsible and engaged members of communities.

We aim OzU graduates to lead and excel in business life, in social service, as entrepreneurs and scholars as responsible world citizens who think consequentially and engage constructively. We believe that the university's role is to guide and provide institutionally streamlined student experience through innovative learning communities, inclusive student-centered advising services, and access to hands-on activities with direct interaction between students and faculty. We encourage students to construct knowledge as they learn to find answers to their questions, discover for themselves and practice skills necessary to reach their goals.



Bicycle
Zekine Kundukan



3. Transformative Student Experience: OzU Way









Education at OzU provides students with the ability to align their knowledge and skills at world-class levels and to transform themselves by learning to learn. This process entails hands-on education in relation with sectors, maintaining an entrepreneurial mindset and becoming responsible citizens. In this section OzU's approach to transformative student experience is given followed by a description of its innovative Sectoral Education Program.

OzU Transformative Student Experience (TSE) is structured and supervised with a student journey mapping which enables continuous planning, monitoring and improvement of the learning experience. The core dimensions of OzU TSE that complement and reinforce the bachelor curriculum are:

Sectoral Knowledge & Skills: The undergraduate curriculum at OzU provides scientific knowledge, as well as hard and soft skills development that not only train students academically, but also prepare them for their roles as value adding citizens and as professionals in the society. To this end, academic curriculum is augmented with an innovative sectoral education program and hands-on experiential learning that strengthen the link between research orientation of the university and its commitment to providing student-centered, applied education in a systematic, reasoned and coherent manner across the various faculties and throughout the student journey.

Meta Learning: This means learning to learn. As a key component of OzU TSE, students shape their learning paths. This involves students' recognizing opportunities for improvement, confidence in their academic success, and learning to effectively plan, monitor, and evaluate their learning strategies.

There are four specialized administrative aspects of this framework that are essential for its facilitation:

- **Digitalization of education:**
  The Office of Learning and Teaching Excellence (OLTE) develops new digital learning spaces where the learners can blend their subject knowledge and learning experiences in order to have transformative competencies.

- **OzU Analytics:**
  OLTE tracks learning and teaching experiences, outcomes and successes, as well as predicts the best scenarios for learning to learn processes at the institutional level.

- **OzU Advising:**
  Student Dean's Office provides professional advisors to assist students during their freshman and sophomore years with developmental and proactive advising, in coordination with academic units and various student support services.

- **OzU Learning and Development:**
  Analyzing-predicting-developing-implementing cycle provides OLTE with valuable data for improvements in learning and teaching. The findings from the above processes are evaluated and analyzed in order to implement improvements in the OzU Curriculum and student lifecycle experience.

Sectoral Education Program

Ozyegin University's concept of entrepreneurship manifests itself in an innovative management style seizing opportunities and spearheading new solution oriented initiatives to address contemporary problems in higher education. Its innovative Sectoral Education Program (SEP) directly aims to improve its students' career decisions and employability through exposure to sectoral knowledge and development of necessary skills.

SEP consists of three interdependent components. First is the academic component designed to enhance the degree programs with eight Sectoral Solutions courses focusing on various industries, career tracks and soft skills.



SEC 101- Introduction to University: This course is mandatory for all newly enrolled students and is designed to facilitate student's adjustment to university life but also expand their personal and social development. In this course's "sensibility and social responsibility" module, students gain awareness of the UN SDGs.

SEC 201/203- Introduction to Sectors: Students are exposed to a variety of sectors as well as the respective sustainability concerns and solutions.

SEC 301/302- Sectoral Solutions Local/Global Expertise: At this third year course, students examine the sectors they are interested in along with industry/sector specific sustainability issues at a local and global level via case studies.

SEC 401- Sectoral Practicum: Teams of 4th year students are assigned to real-world projects by a company in the sector they are interested in. While students generate solutions to real life business problems, they consider "People, Planet and Profit" aspects related to their project.

SEC 402- Business Integration: This course makes use of a business simulation game covering the simultaneous analysis of and integrated decisions on competitive strategy, finance, operations (production, distribution), organization and human resources management, corporate citizenship and social responsibility.

SEC 405- Artificial Intelligence- Impact on Humanity, Society and Business: This elective course pursues a cross-disciplinary investigation of the effects of emerging technologies of Artificial Intelligence, with an emphasis on its societal impacts.

SEC 499- Building a New Business: This elective course aims to train and guide students through the practical fundamental steps of a new business as an entrepreneur or intrapreneur ranging from identifying opportunities and testing value propositions to build and validate business models to deliver and capture value.

Second part of the Sectoral Education Program is the co-curricular mandatory internships which are administered by individual academic units. OzU is the only University in Turkey with a mandatory internship for all its undergraduate degree programs to ensure that all students gain relevant occupational experience. OzU also provides extracurricular non-credit internship opportunities which include on-campus work opportunities as well as institutional agreements with selected firms to offer a month long, off-campus, paid internships to freshmen and sophomores.

The third component of SEP is ***OzU's strong Professional Development and Employability support systems.*** OzU Professional Development team organizes seminars, training, case studies, mock interviews and on-campus interviews in cooperation with leading companies, in order to contribute to the students' professional life and job search processes. The team offers a rich selection of training to students to vest them with the required skills before they take the leap into professional life. The training programs focus on key skills, including CV development, interview techniques, and interpersonal communication. In addition to required internships, a rich selection of non-credit internship opportunities both at home and abroad is offered.



#OzU Way



4. OzU's Sustainability Approach

Sustainability has been one of the core principles of OzU manifesting itself in sustainable architecture, engineering, education, living and practice since it was established in 2008. Over the last twelve years, several strong initiatives which were aligned with the UN SDGs, even prior to the announcement of the SDGs, have been undertaken by the university administration and the faculty members.



This manifestation is evident in the 2018 - 2023 strategy of the university in which sustainability is deeply embedded. OzU aspires to be the leading educational institution in providing a sustainable lifestyle by trying to minimize the negative environmental, social, and economic effects stemming from its activities. In accordance with this goal, OzU has aimed to create and disseminate knowledge, raise awareness, and conduct multi and transdisciplinary research on the subject of sustainability. In approaching the concept of sustainability from a transdiciplinary academic, managerial and administrative perspective, OzU seeks to develop a university model creating a sustainable lifestyle among all of her stakeholders. To these ends, it aims to:

- *determine the goals for sustainability, monitor these goals, and share the results with the stakeholders,*
- *conduct multidisciplinary research on sustainability,*
- *create a curriculum and learning environment in which sustainability is embedded within as well as across disciplines,*
- *maintain a sustainable university campus,*
- *promote a culture of sustainability,*
- *and create coordinated networks to foster cooperation among stakeholders including faculty members, university staff, students, government bodies, and private sector both at the international and local level.*

This multifaceted and comprehensive approach to sustainability has been instrumental in explicitly and implicitly guiding all the strategic goals adopted by the university and the tactical as well as operational practices, it follows to achieve these goals.

OzU's efforts specifically geared towards research and teaching via Sustainability Platform and activities undertaken to maintain a Green campus with the guidance and oversight provided ***Center for Energy, Environment and Economy*** (CEEE) and ***Health, Safety and Environment Department*** (HSE) as well as the efforts of ***Knowledge, Technology Transfer Office*** and ***Entrepreneurship Center*** are discussed below.

4.1. Sustainability Governance

4.1.1. Sustainability Platform

The university's social contribution structure and focus were crafted based on the recommendations offered by the Sustainability Work Group as a result of the internal and external stakeholder meetings held across the university during the development phase of the 2018 - 2023 Strategic Plan. The work group report aimed at developing a university model that would provide a sustainable lifestyle among all its participants/stakeholders. Drawing from this goal, Sustainability Platform (SP) was born as an overarching unit reporting directly to the Rector. This new unit coordinates all the sustainability activities of OzU mentioned in the previous section. All of these endeavors are run concurrently by different units -both academic and administrative- and coordinated by SP to integrate the perspective of the SDGs and to create synergies hence improving their efficiency, effectiveness, and impact.

In addition to coordinating the sustainability endeavors of the university, SP; as an innovative and integrated model created under the common points of multidisciplinarity, participation, and inclusion; utilizes diverse mechanisms and develops and runs a range of projects that contribute to solving existing and emerging problems regarding sustainability.

In order to attain these objectives, SP aims to propel OzU's capacity and experience in different fields while creating an on-campus network for all the stakeholders to promote interdisciplinary cooperation on issues related to sustainability. To this end, an SDGs based analysis combining Turkey's priorities for sustainability and OzU's strengths revealed the following Sustainability Clusters:

1. Decent Work and Economic Growth



2. Sustainable Cities



3. Energy and Climate



4. Social Equality



The cluster structure is employed in essence to foster inter/multi disciplinary initiatives. Since all the SDGs are related to each other, none of them can be tackled in isolation from the others. The analysis led to the clustering of the most interconnected SDGs with each other hence promoting collaboration that cuts across disciplines. Moreover, the clusters themselves are not isolated from each other. Inter-cluster actions e.g. projects and research are highly sought after. As a matter of fact, clusters seek to both disseminate knowledge and identify and seize potential inter-cluster collaborations. Last but not least, SDGs under clusters are not static. This fluent structure allows the clusters to adapt to the changes that might occur in the SD landscape.

Overall, SP's activities encompass all the SDGs. However due to its coordination and cross-cutting role, SDG 17 is prominent.

4.1.2. Center for Energy, Environment and Economy (CEEE)

CEEE was established in 2009 as the first research and application center of Ozyegin University focusing on radiative transfer, nanoscale thermal sciences, energy efficient buildings, human space interaction, and capacity development.

All these research areas are tied to 3 E's of the Center: ***Energy***, efficiency and harvesting, ***Environmental*** concerns and climate change, ***Economic*** impact and development. Since its foundation, CEEE acknowledges the need to develop strategies built on sound basis in order to overcome the major environmental problems and possible disasters caused by climate change faced by the world and focused on increasing its widespread impact without giving up the depth of science. With this awareness, the center carried out multidisciplinary, interdisciplinary and transdisciplinary studies. CEEE contributes to knowledge generation efforts by collaborative works of students and partners with either completed or ongoing 14 doctoral and 14 master theses, more than 55 journal articles, and more than 75 conference articles. 'Energy Harvesting projects in Nano-Dimension', supported by Marie Curie and TÜBİTAK in 2009, were the first projects. In addition, 6 basic research projects on radiative heat transfer and 11 projects taken for energy efficiency implementation and training activities enabled the center to grow as a team and to be effective in the society with six major European Union grants received so far. All these efforts by CEEE can be listed under SDGs 4, 7, 9, 11, 13 and 17.

CEEE has also contributed to the efforts concerning legislation and awareness creation. Participation in the 2009 Copenhagen and 2019 Madrid Climate Change conferences and Zero Istanbul Workshop organized in 2010 can be seen as examples of these efforts. Furthermore, CEEE has been working with the Ministry of Energy and Natural Resources, the Ministry of National Education and local governments for four years supporting further legislative efforts.

CEEE/EÇEM



Please see the CEEE booklet *"Research and Application from Nano to Giga"* which offers a detailed account of both the individual and collective contributions of the CEEE researchers to science and society, and their accomplishments and results in terms of research, application, and widespread impact through their innovative and holistic research since 2009. *Nano* refers to the Center's nano-scale heat transfer research, with *Giga* placing a strong emphasis on the Giga-tons of reduction in CO2 emissions made possible through the Center's integrated engineering and architecture studies.

4.1.3. Health & Safety and Environment Department (HSE)

Thanks to its tenacious commitment to protecting the environment, Ozyegin University has been playing a leading role among Turkish universities in building an exemplary campus and designing a solid operational structure. As Turkey's very first university that is accredited with ISO14001 Environmental Management System and ISO 45001 Occupational Health and Safety Management System, it has been the first university to have a Health, Safety and Environment (HSE) Department in Turkey. Therefore, OzU operations have been carried out according to strict environmental principles. The HSE Department aims to raise awareness on the basic requirements of civic life, and the basis of health, safety and environment culture, with the ultimate goal of instilling health, safety, and environmental concerns to every member of OzU community. The HSE Department is responsible for keeping track of legislations, creating a safe work environment on campus in compliance with effective laws, and providing guidance/consultancy pertaining to the HSE issues. The department has published three policies: "Safety", "Environment", and "Emergency Response". The HSE Department sets its goals and objectives in line with these policies and continues to provide guidance to all departments and members of Ozyegin University.

ÖZYEĞİN UNIVERSITY
HSE



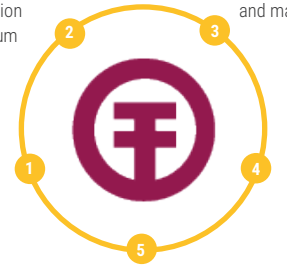
4.1.4. Knowledge, Technology Transfer and Entrepreneurship Center

Ozyegin University has an umbrella unit that encompasses the OzU Technology and Transfer Office (TTO), Center for Entrepreneurship, Lifelong Learning Academy (LLA) and Openfab that work in cooperation to coordinate and enhance OzU's contribution to knowledge dissemination.

TTO Services

Sponsored Research
- Guiding researchers to appropriate national / international grant programs
- Project development and pre-evaluation support, developing project consortium

University Industry Collaboration
- Connecting academicians and industry
- Joint project applications, project writing and management service



Education, Promotion and Professional Development Activities
- Announcements about funding and collaboration opportunities
- Organizing trainings and info days
- Social media management

Intellectual Property Rights Management
- Patent, utility model, design applications and registration process
- Patentability and innovation research
- Commercialization of the IPR portfolio

Entrepreneurship Activities
- Providing incubation center service
- Business plan and mentoring support to entrepreneurs
- Organizing acceleration programs

The mission of OzU TTO is to encourage innovation, to support university industry collaboration and sponsored research projects and to facilitate economic development through the effective management and transfer of OzU technologies and intellectual property rights.

Center for Entrepreneurship

OzU opened the first center for entrepreneurship, the Fit Startup Factory, and the first undergraduate and master's programs in entrepreneurship in a Turkish university. It has designed the first course specifically supporting student entrepreneurs, and has provided ongoing support to graduate entrepreneurs.

The Fit Startup Factory is Turkey's first business acceleration program launched under the auspices of Ozyegin University in 2011. The Fit Startup Factory is an accelerator program designed to enable entrepreneurs in Turkey to create high potential and sustainable tech businesses and test their business ideas in the shortest time frame with the minimum number of activities, using the lean business, customer-driven development methodologies. The Factory supports entrepreneurs with training, infrastructure, mentorship, and a wide business network from the idea stage to the actual launch.

Guided by its founder Hüsnü Özyeğin's strong entrepreneurial spirit, Ozyegin University has taken upon itself the responsibility of contributing to the country's relatively underdeveloped culture of entrepreneurship since its very foundation. This spirit penetrates all institutional aspects of the university, as well as the members of OzU community, from academics to administrative staff, students and alumni. At OzU, entrepreneurship is defined as knowledge-based action and it can be nurtured by strengthening out-of-the-box thinking, to subsequently engage with the environment proactively in order to recognize the potential and opportunities, and to persevere through opportunities and challenges.

As such, entrepreneurship at OzU is not only a degree program, a career choice or a myriad of support activities provided to entrepreneurs, intrapreneurs and socialpreneurs but is a way of thinking behind all we do and a way of life for all OzU members.



Center for Entrepreneurship Support Programs

fit startup factory

	Pre Incubation Idea, Concept	Incubation Product, Validation	Post Incubation Growth, Globalization
PROGRAMS	BİGG 1st Stage No-Code and Low-Code Program "SEC- 499 Starting a New Business" Course	BİGG 2nd Stage Academic Entrepreneurship	Sectoral & Corporate Meeting Events Investor & Entrepreneur Meeting Events
SUPPORT	Mentorship Support Center for Entrepreneurship Grant Scheme Using Lab & Openfab Financial Support	Mentorship Support Incorporation & Incubation Support Marketing & Sales Support Financial Support	Investor Interviews & Preparation Participation in Acceleration Programs

Lifelong Learning Academy

Lifelong Learning Academy

OzU established a lifelong learning center called Lifelong Learning Academy (LLA) in order to manage its educational outreach activities in 2015. The center aims to provide educational resources for those not studying at the university by organizing reskilling, upskilling as well as crossskilling activities that are custom designed for a specific institution or as open enrollment activities for general public. Since its establishment, LLA has provided professional training and certificate programs on subjects such as marketing, economy, data science, innovation, change management, talent development and leadership to many companies, especially in the retail and banking sectors, and these trainings have reached approximately 1.200 participants to date.

Openfab

OPEN FAB

Openfab is a learning, making and sharing center established in 2015 with the support of Ozyegin University and Istanbul Development Agency to support entrepreneurship and maker culture. This makerspace is an interdisciplinary interaction and innovation ground which creates an environment and community for the production of collective projects. It has organized more than 150 technology and design-centered events, reaching more than 4.000 participants.

4.2. Partnerships for the Goals

Ozyegin University recognizes that collaboration and working with partners is key to tackling the complex problems and global challenges humanity faces today. OzU connects with leading researchers and students with government, industry, private and public sector, NGOs and research organizations.

Partnership with Business

OzU - TÜSİAD Sustainable Development Forum

TÜSİAD and Ozyegin University established the TÜSİAD-Ozyegin University Sustainable Development Forum (SDF) in 2017. The SDF aims to introduce new approaches and methods in order to propel sustainable economic development and smart industrialization while minimizing their adverse effects on society and environment. SDF carries out its activities considering the needs of the business world with focus on SDGs.

One of the first projects of SDF has been to determine the best policies for Turkey's sustainable development by collecting firm level sustainability information, aggregating this data to sectoral level and conducting analyses. The project has given way to publishing various sector specific analyses as well as a general analysis for Turkey as a whole. The Government of Turkey presented its 2nd Voluntary National Review (VNR) report on July 15, 2019 at the UN High-level Political Forum (HLPF) in New York. The report provides a review of Turkey's progress towards Sustainable Development Goals and integration of SDGs into the national agenda. The VNRs aim to facilitate the sharing of experiences, including successes, challenges and lessons learned, with a view to accelerating the implementation of the 2030 Agenda. The Research has been included as one of the best practices contributing to SDG 9.



Partnerships with Industry

Collaborative Project with White Goods Suppliers Association (BEYSAD)

OzU's collaborative project "Industry 4.0 Competence Center", which was developed in collaboration with BEYSAD and TÜSİAD,
has been awarded with funding within the scope of the Competitive Sectors Program run by the Ministry of Science, Industry and Technology, the General Directorate of European Union and Foreign Affairs, and the EU Financial Programs Department. The project "Digital Transformation of SMEs in Turkey through Establishment of the Industry 4.0" is intended to build an Industry 4.0 Competence Center within the university which would cater to all entrepreneurs and companies, particularly SMEs. The center aims to ensure the sustainability of the Industry 4.0 transformation, improve efficiency in manufacturing processes, promote competitiveness, and strengthen the integration of SMEs with the value chain in manufacturing.



Summary of Research Performance

Partnerships with Government Bodies

Ozyegin University faculty actively provides support to Turkish government's SDG policy development through the contributions to the government bodies. These partnerships covering research activities as well as implementation projects towards achieving SDGs occur at both local and national government levels. The partnerships include but not limited to the ones with Ministry of Energy and Natural Resources, the Ministry of National Education, the Ministry of Industry and Technology, Minister of Tourism and various municipalities (e.g. İstanbul Municipality, Gaziantep Municipality, Çekmeköy Municipality, etc.)

NEXT-GEN

Ozyegin University and CEEE have signed a protocol with the Ministry of National Education and ten vocational and technical schools in Southeastern Turkey, where students are going to be trained by teachers, who have attended the YENİ NESİL (New Generation) Energy Efficiency Course and certified by the Ministry of National Education. CEEE is developing an artificial intelligence (AI) based website, in order to disseminate the energy efficiency culture not only in Turkey, but also world-wide. As a natural extension of YENİ NESİL, the new project dubbed NEXT-GEN aims to expand CEEE's experience to ten provinces in Southeastern Turkey, and later to three African countries, Mauritania, Niger and Tunisia.



Partnerships with NGOs

Hüsnü M. Özyeğin Foundation

Ozyegin University works in cooperation with the Ozyegin Foundation to contribute to local and rural sustainable development in Turkey. The foundation has adopted a holistic and integrated approach to rural development with seven fundamental elements such as economic development, social development, infrastructure, women's empowerment, organization and sustainability, environment and partnership and collaborations. Ultimately, it is aimed to influence rural policies. Therefore, OzU and the foundation prepare and implement sustainable development plans, conduct joint projects with government bodies and other parties to foster rural development, mobilize students to work in development projects, run capacity building certification programs, and publish the outcomes academically.

The Integration of Urban and Rural Economies Project

Ozyegin University and Sustainability Platform launched the "Integration of Rural and Urban Economies" project under the auspices of the General Directorate for Development Agencies at the Ministry of Industry and Technology. The project is intended to offer recommendations for the integration of urban and rural economies in order to propel local and rural development in Turkey. To this end, the project team is developing a comparing and classifying model based on social, economic, cultural and spatial assessments for approximately 170 districts determined by the ministry. The project aims to offer an innovative perspective to holistic and community-based local development for decision makers, policy makers and practitioners. The study entails a series of meetings with the public sector, local government, private sector and non-governmental organizations, as well as field trips and the in-depth analysis of the collected data. The resulting manual will be compiled into a book which will be shared with all stakeholders.

Local and Rural Development from the Perspective of Sustainability

The book, Local and Rural Development from the Perspective of Sustainability brings together academic studies and field practices in the fields of local and rural development, agriculture, food and ecology policies.

The book reveals the need for a rights-based, sustainable, ecological and equitable development approach and offers the reader new road maps. It also provides a functional resource for representatives of producer organizations, academics, students, policy makers and practitioners in the field.



Local and Rural Development from the Perspective of Sustainability, 2019



Partnerships with NGOs

Interdisciplinary Research Laboratory on the Rights of the Child

The laboratory opened its doors at the Faculty of Law in November 2019 as with a partnership with Raoul Wallenberg Institute of Human Rights and Humanitarian Law (RWI) at Lund University, Sweden. The main goal of the laboratory is to put into action the approach to children's rights underpinned by the United Nations Convention on the Rights of the Child. To this end, the laboratory, on the basis of its academic responsibility, aims at acknowledging and defending the rights of children through the transformation of education, research and practice. The laboratory's priority fields of study focus on transforming non-rights-based practices employed for the protection of children and contributing to child-friendly policies and practices.



Partnerships for Quality Education

With a strong belief in the importance of professional competencies in academic education, the university joins international education and professional networks, takes an active part therein, and attends their training programs. Faculties and departments attend the professional training and workshops organized by the organizations they are affiliated with.

AABInternational | AACSB | European Association for Architectural Education

cumulus | Eaquals | ico-D International Council of Design

WDO World Design Organization



Partnerships with Universities

NEED4B Project

NEED4B New Energy Efficient Demonstration for Buildings

OzU involved in NEED4B: New Energy Efficient Demonstration for Buildings Project co-financed by the European Union under the Seventh Framework Programme (FP7) which consists of a team of 15 partners from five countries in Europe, who have put their efforts and wishes in a wider deployment of the new, very low energy buildings in Europe.

NEED4B has successfully demonstrated the technical, environmental and economic feasibility of designing, constructing and operating buildings with very low energy consumption. Ozyegin leg of the project is the construction of the ScOLa (School of Languages) building, which is recognized as an exemplary building for its innovative and integrated energy management. ScoLa building is one of the most energy efficient and sustainable buildings in Turkey with its automation and lighting systems designed to offer 65 percent efficiency through the use of transparent and opaque surfaces, its natural ventilation system, and the integration of renewable energy resources.

circe | RISE | Özyeğin Üniversitesi | acciona Construction

BOESIGN | DIRCO | Derome | 4M

UMONS Université de Mons | Ingeniería y Control Electrónico, S.A. | Format D² | FIBA GROUP

Universidad Zaragoza | RINA

Partnerships for Dissemination of Knowledge

OzU is one of the pioneers and staunch proponents of Open Access (OA) in Turkey. Founded in 2010, the Institutional Repository *"eResearch@ozyegin"* maintains almost 4.067 full-text documents meanwhile with a strong progressive growth within the last 11 years. One objective of the OzU is to provide global open access to the published output of scientific research conducted by Ozyegin University staff within the framework of open access principles by means of partnerships with OpenAire, OpenDoor, ROAR, and Dspace. This ensures the widest possible dissemination for the output of Ozyegin researchers and contributes to the growing body of research literature that is now freely available online.

OpenAIRE | OpenDOAR www.opendoar.org | ROAR Registry of Open Access Repositories | Google Scholar

TOP 25 PERFORMING UNIVERSITIES IN INTERNATIONAL JOINT PUBLICATIONS

TOP 25 PERFORMING UNIVERSITIES IN OPEN ACCESS PUBLICATIONS



Memberships

OzU pursues its sustainability efforts in collaboration with the other leading institutions that are recognized for their efforts in sustainability both in Turkey and around the world.

ISCN | aashe | Network for Business Sustainability

SUSTAINABLE DEVELOPMENT SOLUTIONS NETWORK | RINGS | eua EUROPEAN UNIVERSITY ASSOCIATION

UI GreenMetric | THE UNIVERSITY IMPACT RANKINGS INAUGURAL PARTICIPANT | PRME Principles for Responsible Management Education

Sustainable Development Forum SKF TÜSİAD


AIR ARCHITECTURE
HAVAALANI TERMINAL BİNALARI
BAKING
FaçadeGreenery
Kutsal Kitap Atlası
Kathy Reichs
break no bones
JOBS
GENES, CELLS AND BRAINS
SHOAH
Yalın Yeni Girişim

5. Sustainability Engagement

Ozyegin University is committed to expansive, varied and inclusive engagement across the OzU community to encourage and ensure the adoption of sustainable practices and outcomes. The community is engaged through sustainability initiatives including courses, events, student initiatives and outreach programs.



5.1 Engaging the Students & Staff

5.1.1 Engagement through the Curriculum

The university aims at inducing its students to internalize a sustainable lifestyle and act accordingly both as an individual and professional. In order to instill such a culture within the university, OzU has developed an innovative and comprehensive way to provide its students with sustainability education and to raise their awareness on sustainability throughout their tertiary education. In the 2019 - 2020 Academic Year, out of 1,205 courses offered, 176 courses include sustainability as the course content. Thus, OzU guarantees every student's access to knowledge of sustainability through examination of SDGs in various compulsory courses.

The first step of this comprehensive approach to putting sustainability to the educational agenda is to integrate sustainability as content into ENG 101 and ENG 102 compulsory academic English courses for all undergraduate programs. The courses aim at not only creating a culture by providing awareness on sustainability but also fostering the development of various sustainability projects designed by students.

In 2018 these courses have been redesigned in line with the university's education policy that "puts sustainability at the nexus of its research, teaching and service activities" to develop an awareness of global challenges such as climate change, gender inequality, poverty, environmental degradation. In line with this, ENG 101 focuses on language and academic skills development through the themes of contemporary global issues and sustainable development. The course addresses the underlying causes and impacts of contemporary global issues and the United Nations Sustainable Development Goals (UN SDGs).

The redesign of the subsequent course, ENG 102 provides students with an opportunity to work creatively on effective and feasible solutions to the environmental, economic, and social problems locally and worldwide. Students create projects that suggest solutions to social, economic and environmental problems, present them before a jury consisted of members from OzU Sustainability Platform. Following the selection process, the first three winning projects are granted support by the rectorate.



The content of ENG 101 and ENG 102 inspires instructors from School of Languages (ScOLa). They started to integrate sustainability into their life on campus. They focused on the issue of single use plastic waste on campus, a problem that required urgent solution. According to the survey conducted, it was found out that drinking water bottles/cups and plastic caps used in cafes on campus were the major sources of disposable plastic waste. The initiative started by a sustainability presentation, 'A More Sustainable ScOLa', in order to raise awareness about the harms of disposable plastic on human's health and environment. It also focused on practical and affordable solutions such as using thermoses, replacing bottled water vending machines with water dispensers and installing water dispensers in cafeteria. Similar presentations were made both in preparatory and undergraduate programs to relay the message to the students and expand the impact. To revitalize the old concept of 'teachers as role models', ScOLa instructors stopped using disposable water glasses on dispensers and used thermoses instead. In addition, a portable banner with a built-in battery powered motor was built and carried throughout the campus to raise awareness on a larger scale. Upon demand from ScOLa instructors, a water dispenser was installed in school cafeteria to encourage both the staff and the students to use their personal thermoses instead of plastic cups offered by the cafeteria. The attempt was coupled with an art installation, 'My 9-Month Old Plastic Mountain', which demonstrated the amount of disposable plastic used by one person on campus in an academic year.

Besides, ENG 101 & ENG 102, OzU Student Life Office runs community engagement projects through SEC 101 course which involves a required component for students to volunteer for a community engagement project of their choice. Students take SEC 101 in their freshman year, and throughout the semester, they work for 6 hours either at a partner NGO or in OzU Cares (Duyarlı OzU) projects. SEC 101 develops projects with children, animals, senior citizens, people with disabilities, or the HSE Department.







Exemplary SEC 101 Projects

Within the framework of the "Show your Contribution" module under SEC 101 course, all students enrolled in the course participate in a field study related to a social issue of their choice. These field studies are designed to provide not only awareness but also an opportunity for hands-on knowledge and experience.

The State of the Planet

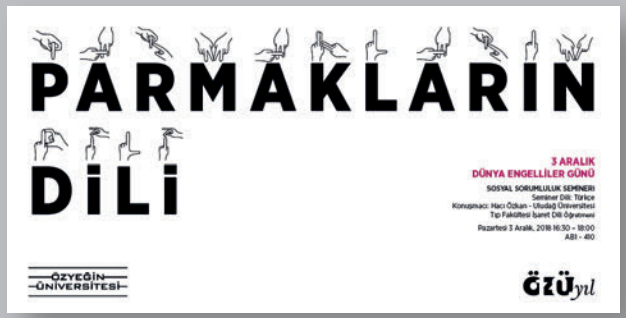
In this project, students learn about the concept of sustainability in three stages, understanding social issues and the concept of sustainability, obtaining information about the social problem the students want to contribute to solving and the visualization of the information they acquire while working in groups and using collaborative tools.

Make a Wish

In order to fulfill the wishes of children aged between 3-18, who struggle with a life-threatening disease, students collaborate with Make a Wish Association, try to create a financial resource pool by organizing different activities and events on campus during the semester. After raising enough funds, students make the necessary arrangements to fulfill the wishes.

Language of the Fingers

This project aims to popularize the Sign Language and to contribute to the socialization of deaf children. The students receive basic Turkish Sign Language and empathy training from Turkish Association for People with Hearing Impairment at the beginning of the project. After receiving that training, they organize a day with deaf children with various events and activities.



The Box of Imagery

The Box of Imagery aims to make various visual materials accessible for visually impaired individuals. In this context, priority is given to the Ozyegin University Art Collection (Uni-Art), artworks on the campus, and logos and photos of the buildings. Students are trained by the Audio Description Association before they start making audio descriptions.

Gender Equality Project

Within the scope of the project, the students are expected to create messages that encourage the use of gender sensitive language and to carry out visualization studies to ensure the visibility of this discourse on campus. Students receive training from Purple Roof Women's Shelter Foundation. Other partners on this project are OzU Gender Equality Unit and the Flying Broom Foundation.



The Earth Hour

This project contains online workshops on creating solutions for problems anticipated in different scenarios for the future of the world. OzU Care mentors supervise the workshops in which students brainstorm on solutions to the problems the various scenarios suggest.



Buggy Eyed Girl
Elif Karadayı

5.1.2. Engagement through the Student Life Office Activities

In addition to sustainability courses, OzU students take part in social responsibility projects, contribute to social initiatives, and work on sustainability as an integral part of their education. To this end, Community Engagement Projects are run under the umbrella of OzU Cares (Duyarlı OzU) by the Student Life Office. Duyarlı OzU is a student-led initiative that dates back to 2011. The initiative aims to promote sustainability, community engagement, and social responsibility, which are deeply rooted in Ozyegin University's founding philosophy. Since 2011 OzU Cares' efforts have led to 59.760 hours of volunteering, 9.940 students have been reached, 291 students have become Duyarlı OzU (OzU Cares) volunteers, 135 course projects have been designed, 8 *"OzU Care Packages"*, 4 *"Wish Tree"* projects and 2 *"Twin School"* projects have been brought to life.

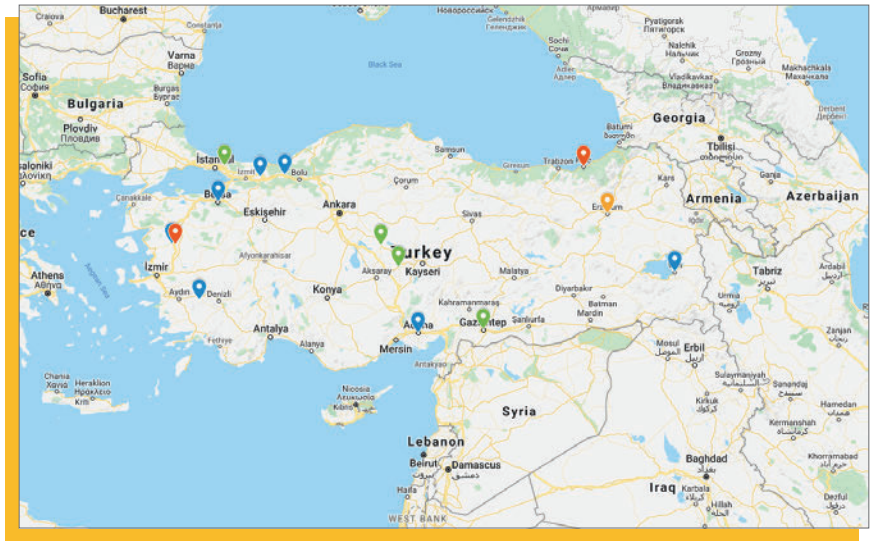




OzU Cares Projects across Turkey

OzU Cares Packages: In 2020, OzU members shared care packages with 199 severely disadvantaged families in the Nişantepe district through online grocery store applications.

The Twin School Project: This project is a culmination of the Shoeboxes of Hope Project organized in 2014. Back in November 28, 2015, the Shoeboxes of Hope Project organized a visit to Fikri Akay Primary School in Soma, Manisa, which later became OzU's twin school. The visit sparked the Twin School Project. The project entails the renovation of a village school every spring as part of the community engagement projects at OzU.





OzU Law Clinics

Law Clinics are an applied education model developed specifically for the Faculty of Law students which aim to equip students with the practical experience they will need in their future careers and help them acquire the fundamental values that each legal professional must possess, while strengthening access to justice for those in need of legal advice and support. To this end, Real Case Clinics are organized to provide pro bono legal guidance to citizens with no access to legal counseling contributing to SDG 16 Peace, Justice and Strong Institutions

5.1.3 Engagement Through Student Clubs

OzU remains committed to fostering a culture that empowers students to uphold sustainability principles and pursue their own sustainability initiatives.

In 2020, there were 46 student clubs six of which are directly related to the student-led sustainability activities on campus:

HSE Community
The HSE Community is a student community dedicated to developing and promoting environmental responsibility and safety consciousness among students.

Social Umbrella Club
This club aims for organizing events for broadening the students' understanding of sustainable development.

Interdisciplinary Thought Club
This club brings participants together to discuss possible solutions to minimize the gap between different disciplines with the ultimate goal of bringing them together and developing new strategic solution methods to complex problems.

HeForShe
Created by UN Women, the United Nations entity for gender equality and the empowerment of women, the HeForShe solidarity movement for gender equality provides a systematic approach and targeted platform where a global audience can engage and become change agents for the achievement of gender equality in our lifetime. HeForShe Club invites OzU students to be a part of this movement.



Women Studies Club
This club aims to raise awareness about gender equality by creating discussion platforms for OzU students.

OzU LGBTIQ+
This club aims to provide a safe space for LGBTIQ+ students and to organize activities against discrimination based on sexual identity and sexual orientation in the society.

Local Pathway Fellow by SDSN - Youth
OzU SDSN Youth Ambassador is selected as a Local Pathway Fellow by UN Sustainable Development Solutions Network (SDSN). Through the Local Pathways Fellowships and its many initiatives, SDSN Youth intends to amplify the tremendous energy and capabilities of youth in materializing the Sustainable Development Goals (SDGs).

5.1.4 Engagement through the Sectoral Education and Professional Development Office Activities

Sectoral Orienteering '20: "Sustainability"

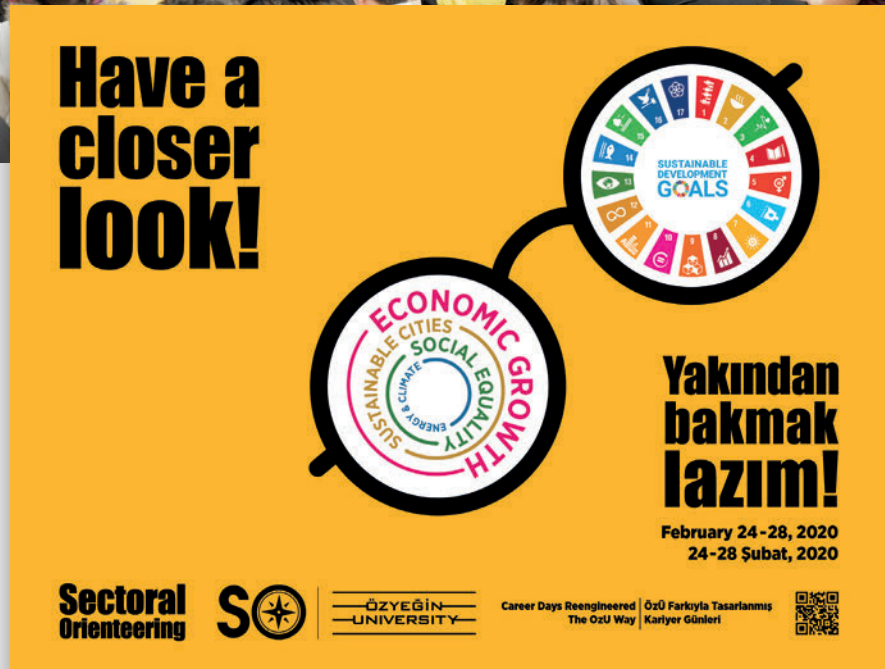
Sectoral Orienteering, the flagship event of the Sectoral Education and Professional Development Program, is a week-long organization in lieu of traditional university career days. During the Sectoral Orienteering week, the university brings together top executives and representatives from companies, institutions and NGOs with students, and carries out a variety of activities such as panels, sectoral talks, interview simulations and case studies.

"Sustainability" was designated as the theme of the 10th Sectoral Orienteering which took place between February 24 and February 28, 2020; with activities organized around 4 main SDG clusters:

- **Social Equality**
  (1 panel, 7 Sectoral talks, 4 seminars, 2 social events)
- **Energy and Climate**
  (1 panel, 1 seminar, 17 sectoral talks)
- **Sustainable Cities and Housing**
  (1 panel, 10 sectoral talks)
- **Decent Work and Economic Growth**
  (2 panels, 17 sectoral talks)

78 different events took place at SO'20, with the participation of 101 guests from 61 leading companies and 2.601 OzU students.





Disability Free Banking Hackathon

The Office organized a hackathon under the theme of "Disability Free Banking" on February 28-29, 2020 in collaboration with Alternatif Bank. 9 teams made up of 36 members pit their project ideas against each other to make banking services accessible to all segments of society, in particular to people with disabilities. The top three teams were awarded cash prize and internships at Alternatif Bank, while two teams received jury special prize, and other participating teams were presented incentive awards. The first place winner of the Hackathon was the team Alternative Solution with their Alternative POS Device project.



Top Three Winners and Projects in Hackathon

1. **Alternative Solution - Alternative POS Device**
   A POS structure that offers a safer and more conscious payment process for shoppers, especially for the visually impaired.

2. **Koral - A Customizable Digital Banking Experience Based on the Type of Disability**
   An application committed to "accessibility for everyone from anywhere anytime", offering an accessible online banking experience which can be customized based on different types of disability with its auditory, visual, and sign language options.

3. **Bolkar - Mobile Application Audio Accessibility Interface**
   An easy-to-use interface for the visually impaired and patients suffering from muscle diseases. The interface is integrated with a mobile banking application to enable disabled people to complete banking transactions through its touch point, audio notification, and voice input features.

5.1.5. Engagement through Openfab Lectures & Programs

The Openfab team, together with academicians from different faculties, have been working on developing new lecture contents since 2018. Openfab supported the lectures by providing information about coding, electronic cards, sensors for interactive design. For example, MAKEntas, commenced at the beginning of the 2018 Fall Semester, is a one-week program open for all industrial design students who want to learn coding, creative prototyping methods, and 3D printing technology.



Openfab aims to spread maker culture throughout the university, showing new ways for learning and encouraging people to make "something" through Maker Workshops. All workshops are open and free for OzU family members. These interactive and practical workshops have reached more than 1000 participants since 2015.



5.2 Engaging the Community

5.2.1 Sustainability Platform Initiatives



Local and Rural Development Expert Training Certification Programs

The Sustainable Local and Rural Development Expert Training Certification Program is organized jointly by Ozyegin University and Hüsnü M. Özyeğin Foundation. Organized since 2013, the "Sustainable Local and Rural Development Expert Training Certification Program" was held for the seventh time last year. To date, over 550 professionals have benefited from the program.

The certification program is designed to provide participants with a vision about the basic paradigms, applications, and thematic areas of sustainable local and rural development. The program has so far garnered great attention predominantly from public sector and NGO employees. In addition to OzU faculty, academicians from different universities, NGO executives, and representatives of producer organizations have made significant contributions to the program as trainers.

HÜSNÜ M.ÖZYEĞİN VAKFI

Sustainability Talks

OzU Sustainability Platform organizes Sustainability Talks to enhance the university's knowhow in sustainability and promote the dissemination of knowledge about SDG's. The series addresses the multidimensional topic of sustainability with invited speakers from different disciplines and sectors. The impact of the seminar series is augmented with interactive discussions. Since 2018, 15 talks focusing on various aspects of sustainability such as food security, inequalities and clean energy have been delivered.

Sustainability Workshops

The workshops organized by the Sustainability Platform give hands-on experience and welcomes different parties. The series started in fall 2019 and three workshops have been held focusing on biophilic design, socio-technical interactions in transportation, and sustainable finance.





yaklaş (closer)

yaklaş

Organized by the Sustainability Platform with a different theme every year, 'yaklaş' intends to create a common ground that allows for collective, focused discussion, reflection and transdisciplinary work by dealing with the focal problem in an increasingly complex new world order, where we are exposed to rapidly changing and increasing (but not deepening) knowledge. This common ground, open to all, is aimed to create new connections between multidisciplinary collaborators, reducing not only distance to the focal problem, but also the distance between collaborators, bringing them "closer".

'yaklaş', with the purpose providing sustainable improvement towards the focal complex issue includes all the organized work done for the recognition and understanding phase of the project work. The most important goal is to achieve improvement and progress in the subject it focuses on creating expanded responsibility networks and action plans.

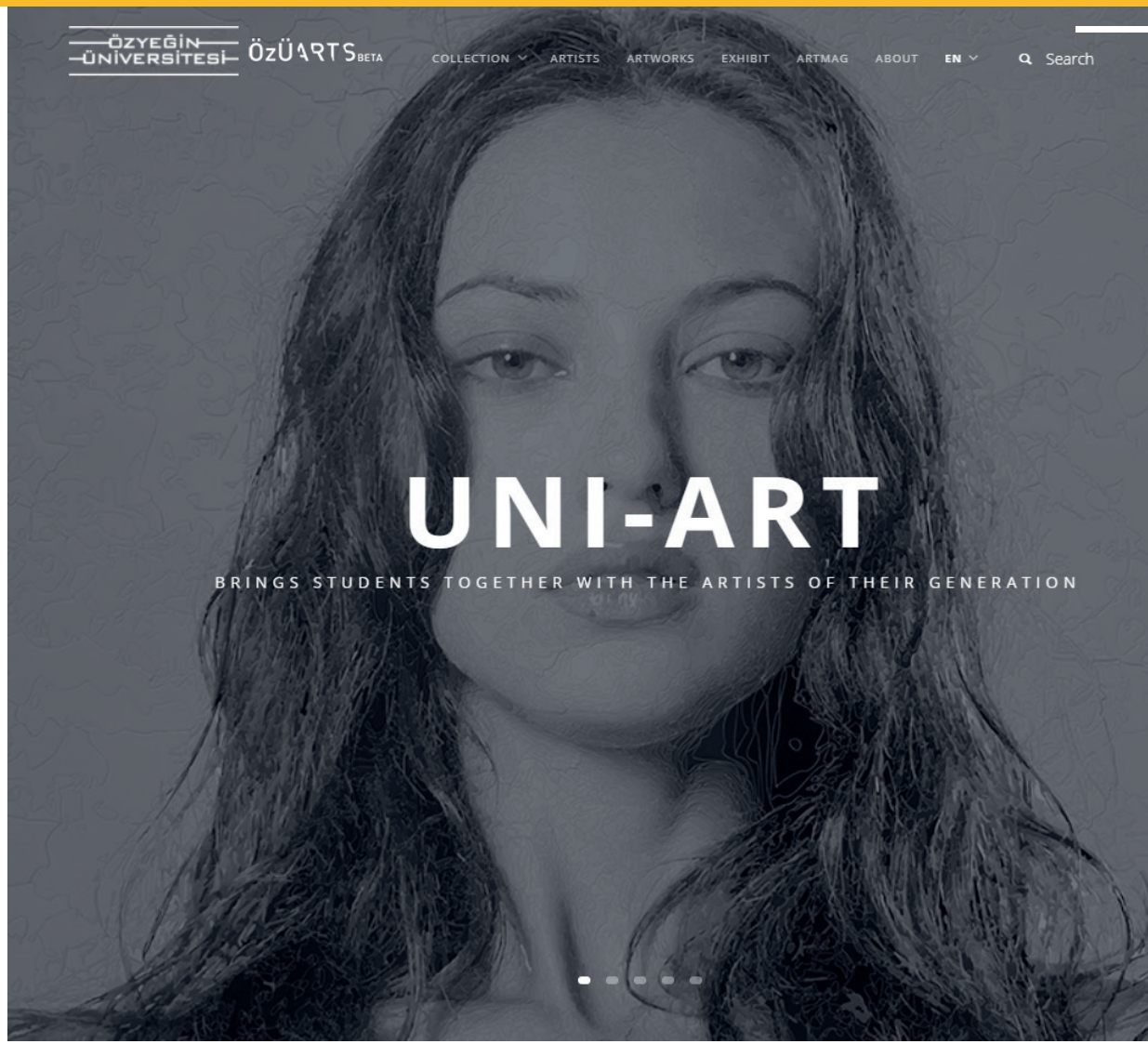
In 2019 'yaklaş', dubbed yaklaş_Nişantepe focused on reducing inequalities (SDG 10) by raising the awareness of participants on inequalities unique to disadvantaged and disenfranchised groups. To this end talks with experts, walks in the disadvantaged neighborhoods, and workshops have been organized. The upcoming "yaklaş" will focus on the intersection between art and sustainability and is still under development.



OzU and Cultural Heritage: OzUArts

At Ozyegin University, art has expanded the boundaries of research and discussions across disciplines, ever deepening our comprehension. These discussions covered a broad range of topics from “Cruelty to Animals as a Performance of Art” to the question of “When can food be considered art?” In open areas, elevator waiting areas, and almost in every moment at OzU, University’s art collection, consisting of over 150 works ranging from serigraphy to sculpture, photography to installation, subtly vests students with knowledge of art.

Sustainability Platform announces the launch of OzUArts as a new initiative which builds on Uni-Art’s rich tradition of inconspicuous learning by combining it with our university’s multidimensional academic and personal development programs. A compilation of Uni-Art's extensive collection and artworks from the Ozyegin Family Archive, the beta version of OzUArts is open to everyone as the digital art platform in which members of OzU can interact.



5.2.2 Ozyegin University Couple and Family Center (OzUÇAM) Initiatives

OzUÇAM is established as a training, application and research center for Couple and Family Therapy master degree program in February 2017 is open to OzU students and staff as well as any individuals outside of the university. Individual, couple and family therapy, play therapy, group therapy, psycho-education, and psychological assessment and tests are provided in the center.

One of the main goals of OzUÇAM is to provide therapy service for individuals, couples and families who come from low and middle economic status. The center aims to make scientific and societal contributions by providing accessible couple and family therapy services for the community. In addition to this, OzUÇAM is a center conducting research projects, providing certificated training programs in couple and family therapy, and providing psychoeducation for individual and relational growth.

The number of therapy sessions and number of clients at OzUÇAM

	Number of sessions	Total Number of Applications	Number of Applications by Ozyegin University Students	Number of Applications by Ozyegin University Staff	Number of External Applications
February 2017 August 2017	155	35	22	0	13
September 2017 August 2018	1,353	183	76	6	101
September 2018 August 2019	1,535	168	71	11	86
September 2019 August 2020	1,339	167	41	4	122
September 2020 December 2020	**119**	**9**	**2**	**0**	**7**
Total	**4,501**	**562**	**212**	**21**	**329**

Upon the pandemic, the center started to provide online services. Accordingly, since then, it has being accepting clients from not only Istanbul but also from many other cities in Turkey; hence, providing therapy services to a wider range of clients.



5.2.3 Lifelong Learning Academy (LLA) Initiatives

LLA provides various training programs in cooperation with industry actors. These training programs include partnerships with various major companies of Turkey.



Le Cordon Bleu

Within the framework of the cooperation agreement signed with Ozyegin University in 2012, Le Cordon Bleu Istanbul unit gave more than 1500 culinary and pastry certificates participants aged 18-70 under the umbrella of the Lifelong Learning Academy, as well as university students. In addition, the unit organizes online masterclasses every month by international instructor Chefs, open to the public for free. Waste-Free Kitchen recipes and videos can be accessed from the web page of Le Cordon Bleu, which attaches importance to sustainability. In addition, Le Cordon Bleu supports its students' endeavors to provide food aid to those in need in the neighborhoods which are in the vicinity of the Çekmeköy Campus.

Innovation Academy

The program initiated with İşbank in 2017, was designed to raise awareness of the concept of innovation, bring decision-makers who are expected to manage innovation and in-house entrepreneurship processes together, and thus improve the value proposition and customer experience the bank offers to its customers. In the program, Innovation Strategy, Innovation Culture, Taking the Right Lessons from Decision and Creativity Processes, Industry 4.0, Artificial Intelligence, Entrepreneurial Mentorship Training, and Design Thinking are discussed. The program has reached 125 participants so far.

5.2.4 Center for Entrepreneurship and Fit Startup Factory Initiatives



The 10.000 Women Initiative

The 10.000 women initiative was launched by Goldman Sachs, the international investment bank, in a total of 16 countries - 8 in Africa, 5 in the Middle East and Far East, and 3 in the Americas. The project had a total budget of USD 100 million. The Turkish leg of the 10.000 women initiative was managed by the Center for Entrepreneurship at Ozyegin University. Women entrepreneurs, who were carefully selected and admitted into the project, received a variety of training programs. Women entrepreneurs who successfully completed their training were provided with mentorship support by the Center for Entrepreneurship.



PACHA: Natural Collagen and Protein Chips

Pacha company is established as a result of a rigorous R&D process. The inspiration for the product called 'Pacha' was the trotter soup which is high in cholesterol, difficult to find, difficult to cook, difficult to drink especially in the hot summer days, and difficult to consume every day. Pacha chips is a functional food, which contains 64% protein and 10% collagen from natural sources without additives.
With Pacha initiative Dr. Aslı Zuluğ was honored with the Woman Entrepreneur of the Year 2020 award in recognition of her healthy diet at the International Women's Entrepreneurial Challenge Foundation (IWEC Foundation) Conference.



Alumni of the Fit Startup Factory Tackles Challenging Problems

Ozyegin University the Fit Startup Factory offers incubation and acceleration programs to early stage entrepreneurs. Below, you can find a few of those projects developed by the entrepreneurs who graduated from the Fit Startup Factory programs and currently work on innovative startups which deliver solutions aligned with the SGDs:

Palantil Technology, ESPCopter

ESPCopter is a unique, small size mini-drone which is wirelessly networkable, interactive and programmable. It is a result of more than two years of research, development and testing by Metehan Emlik who is currently an undergraduate student studying at the Electrical – Electronics Engineering Department at Ozyegin University. ESPCopter is an educational toy which helps users learn programming with block codes, do Internet of Things (IoT) projects with the drone, and learn how to fly a drone.

Pychotech Biotechnology

This company has started creating innovative products by using algae and cyanobacteria. Currently it is working on several microalgae and cyanobacteria species as feedstock for third-generation biofuel production.

Alkazar Climate

Alkazar climate provides high resolution and high accuracy climate analysis using historical data and numerical methods for the desired region and height on Earth.



Financial Assistance to Startups Responding to Problems Caused by COVID-19

The Fit Startup Factory - COVID-19 Fast Track Funding Call was launched to support innovative projects of the Ozyegin University faculty, students, and alumni providing solutions towards the COVID-19 pandemic and its ramifications, which affected all aspects of our daily lives. The call offered an opportunity to those who wanted to address current problems caused by COVID-19. The call not only offered equity-free financial assistance but also included mentorship and strategic consultancy support and access to prototyping infrastructure.

5 finalist projects were selected and supported.

Anlık: A mobile application designed to help cafés and restaurants increase their revenues by creating special promotions for their products which otherwise will be wasted.

R-19: A vending machine intended to recycle medical waste such as masks and gloves used against COVID-19.

RetroStation: A retro game console designed to spend quality time at home during lockdown.

Social Water: Smart water refill stations that unite water filtration and contactless payment.

Vet'NPaw: A virtual marketplace bringing together pet owners and veterinarians online.

Corporate Maker Trainings

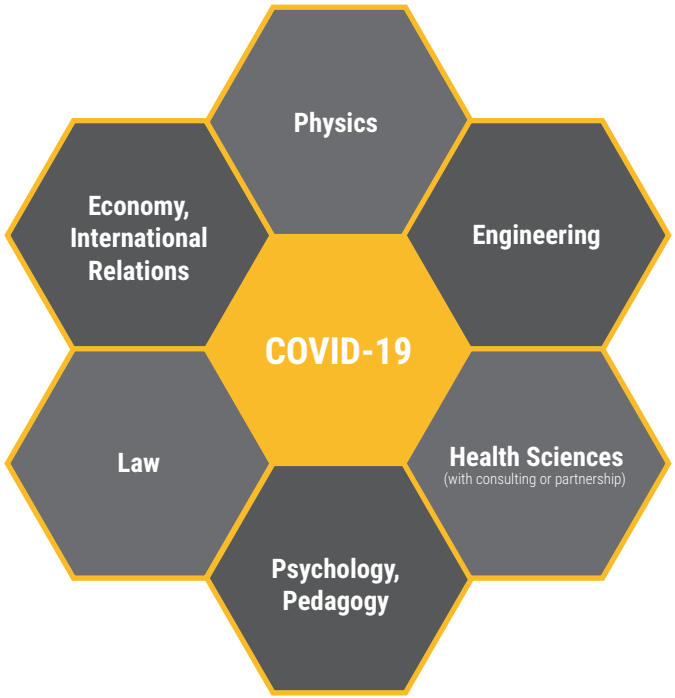
Openfab has been developing workshops, trainings, and programs on Arduino with coding, electronic prototyping, design thinking, 3D modelling & printing, internet of things for firms such as Unilever, Oyak Renault, Fibabanka and İşbank since 2018.

Maker Camps

Maker Camps are organized for high school students during summer and winter. Participating students learn how to write code, new electronic cards, design, 3D modelling and printing in the first week and then they work on their projects applying the knowledge they gained. Openfab organized 10 maker camps between 2016 and 2020 and over 200 students.

5.2.5 OzU COVID-19 Forecasting and Solution Development Team

OzU COVID-19 team is established in response to the global pandemic in order to coordinate all efforts, communication, and dissemination under the roof of the OzU Sustainability Platform on an “academic freedom” and “volunteering” basis. Accordingly, it conducts inter- and multidisciplinary studies pertaining to COVID-19, carries out research and shares findings for recommendation, and eventually publishes “white papers” as a first step to respond to urgent needs, while planning to disseminate these studies through standard refereed processes in the long run.



#WeStudyTogether Project

In the #EUvsVirus Hackathon organized by the European Commission during the COVID-19 pandemic period, the #WeStudyTogether project was selected as one of the best 117 projects and won the right to participate in the "Match-athon". The project is a platform that enables university students who are deprived of collaborative work environments due to the COVID-19 pandemic which forces education and work activities to be carried out from home and to work together online.

Note on COVID -19

When the COVID-19 pandemic necessitated the migration of all university activities to online platforms, Ozyegin University rapidly adopted distance education and work with the strengths of its infrastructure, capable information technologies team, and agile as well as laser focused decisions of its leadership team. Following the decision of the Council of Higher Education, Ozyegin University shifted from predominantly face-to-face instruction to remote education by March, 23, 2020 and continued with virtual instruction and learning for the 2020-21 Academic Year.


Akademisyen Ofisleri
Faculty Offices
201, 219
CAD Laboratuvarı
CAD Lab
221
Araştırma Laboratuvarları
Research Labs
226, 227
Sınıflar & Çalışma Odaları
Classrooms & Study Rooms
225, 245,246
Kitabevi
Bookstore
234
Kopyalama Merkezi
Copy Center
235
Nano Laboratuvarı
Nano Lab
236
Teknik Çizim Laboratuvarı
Technical Drawing Lab
239
Optik Laboratuvarı
Optic Lab
240

6. Research Impact



Ozyegin University strives to be one of the premier entrepreneurial research universities of Turkey. The university conducts research that is relevant to real life, beneficial to the humankind and targeted to increase the quality of people's daily lives. A total of 1.780 publications are indexed at Scopus between 2015 and 2020; 12% of which is related to SDGs.

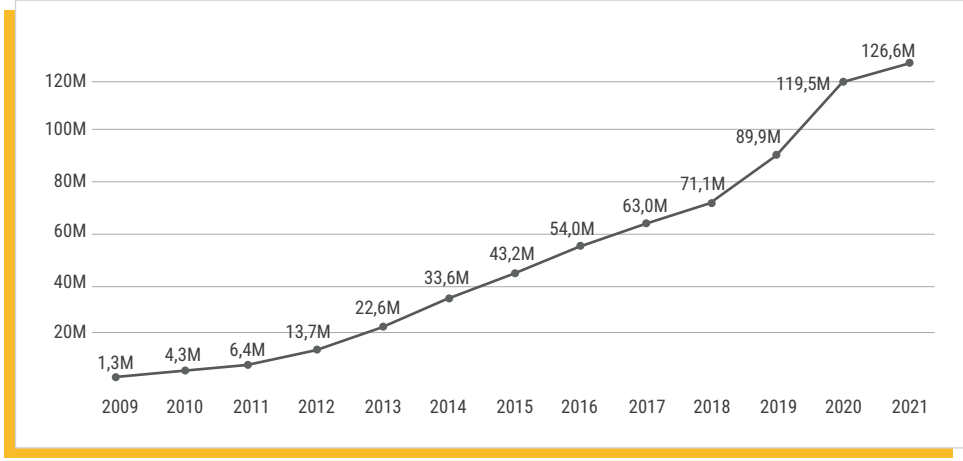
As a research university, it aims to educate future leaders through the process of discovery and creation of new knowledge. OzU faculty members are active researchers, globally well recognized in their respective areas.

Research provides the basis for sustainable economic growth as it is converted into technology by development. Application of knowledge is targeted to generate economic benefits to the society through start-up and spinout companies, and through improved efficiency and productivity for existing companies. Ozyegin University has a vast number of patents - national and international, invented by faculty members and it is keen in increasing this number.

6.1 Research Performance

OzU's cumulative sponsored research volume reached TL 126 million with 590 projects in ten years. Collaborative grant projects and university industry collaborations constitute the big portion of this research performance. Research activities and collaborations lead to new technology, software and commercial product development resulting with more than 200 patent applications and +70 granted patents. Many of these projects make significant contributions to SDGs in different aspects, mainly on SDG 7 Affordable and Clean Energy, SDG 8 Decent Work and Economic Growth and SDG 11 Sustainable Cities and Communities. More information on contribution to SDGs will be provided in the following section.

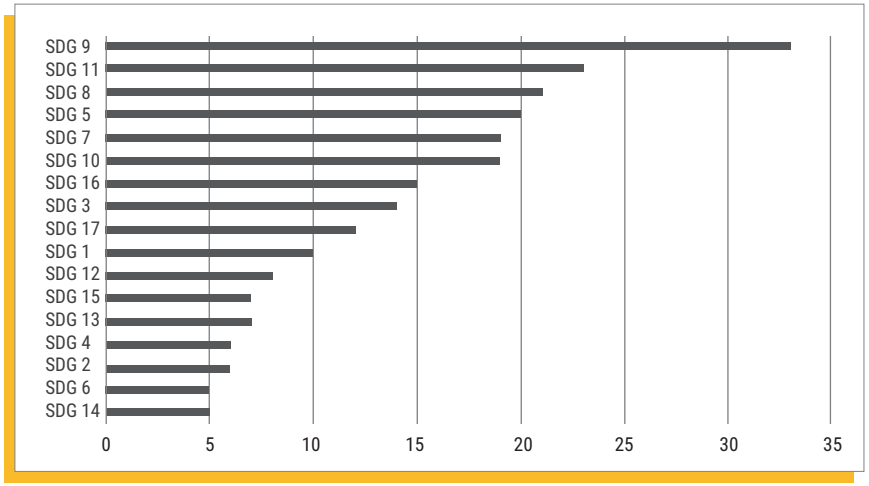
OzU Cumulative Research Funds (TL)



As the university pursues goal of making value added contributions through applied knowledge, sustainability stands out in its research practices as a core principle and a dominant focus. In fact, these research projects extend far beyond the limits of basic research, and cover a wide spectrum of activities, from academic publications to conferences, from MakerLab to Finance Laboratory, from training programs for women entrepreneurs to preparing curriculum on energy efficiency for vocational high schools. All these efforts are tracked and evaluated following the framework of United Nations' 17 Sustainable Development Goals.

Moreover, research projects on the SDGs correspond to 20% of OzU's collective research funds. OzU's recent efforts in sustainability are classified in the figure below in line with the United Nations' SDGs.

Distribution of OzU's sustainability effords by SDG's



Summary of
Research Performance

6.2 Exemplary Projects

OzU focuses on innovative research to generate ideas that help solve complex local, regional and global sustainability problems. The numerous projects that offer solutions to sustainability problems illustrates the scope of university's scientific contribution to understanding and solving issues that are at the heart of SDGs. Recent examples of the major projects are shared below.



Co-Benefits

The Co-Benefits project facilitates international mutual learning and capacity building among policymakers, knowledge partners and multipliers through a range of measures.

As a first step, country-specific assessments of the available opportunities to harvest the social and economic co-benefits of renewable power generation are prepared in order to shape appropriate policy action. Secondly, training materials, online courses and face-to-face trainings are used to disseminate new insight within the target group and beyond. Thirdly, political dialogue sessions will enable political leaders to focus their attention on pathways to overcome barriers to progress. Finally, Co-Benefits identifies strategies to connect the co-benefits of climate change mitigation with climate action plans, the Paris Ambition Mechanism and Measurement, Reporting and Verification (MRV) schemes to support the implementation of Nationally Determined Contributions (NDCs).



'CHARM - Jean Monnet Chair of Migration and Mobility in Europe'

Associate Prof. Dr. Deniz Sert, a member of the Faculty of Social Sciences at Ozyegin University, has become the recipient of the prestigious Jean Monnet Chair for a term of 36 months in recognition of her project 'CHARM - Jean Monnet Chair of Migration and Mobility in Europe'.

Through her 36-month CHARM project, Dr. Sert aims to design a new course at OzU on migration and mobility in Europe, and hopes to provide an information, networking, and discussion platform for all students, researchers, academicians, NGO representatives, policy makers, and other professionals and expert institutions involved in the field of migration and mobility. The course will develop strong relationships among participants through a series of workshops and conferences, and pave the way for future collaborations in education, research, and discussion activities.

procuRE

European Commission granted “procuRE: re-commercial Procurement of Breakthrough Solutions for 100% Renewable Energy Supply in Buildings” project, in which OzU and Istanbul Metropolitan Municipality (İstanbul Büyükşehir Belediyesi - İBB) are partners, under Horizon 2020 program. The project started as of December 2020, to support renewable energy applications by receiving 7 million Euros of R&D investment.

The project, involving various academics from OzU, Faculty of Architecture and Design Building Materials and Physics Laboratory, intends to provide 100% renewable energy to existing public buildings located in different cities in Europe. These developed systems are purchased through a tender method and implemented in selected public buildings. With the realization of improvement in tasks in facilities, the annual energy requirement of each building is supplied totally from renewable energy systems. The OzU team carries out the necessary research studies to ensure that the pilot building in Istanbul uses 100 % renewable energy without requiring other energy resources.

RESPOND Project: Multilevel Governance of Mass Migration in Europe and Beyond an EU Horizon 2020 Research Project

With the goal of enhancing the governance capacity and policy coherence of the EU, its member states and neighbors, RESPOND is a comprehensive study of responses to the 2015 Refugee Crisis and brings together 14 partners.

For RESPOND, Ozyegin University conducts research on migrant integration, citizenship, belonging and gender and contributes to the impact of the research through creating the project blog and newsletters and a documentary film and through co-organizing scientific conferences.

TRIBE

The Tribe project, funded by the Horizon 2020 program, brings the sustainable energy concepts to the user level and aims to have significant reduction in carbon footprint by increasing the awareness of building occupants. The solutions developed from this project are currently applied to the Engineering Building at OzU. All these concepts can be useful if the knowhow developed can be transferred to technicians who build the required infrastructure to make buildings more energy efficient and comfortable. CEEE is working with three local vocational schools to improve their curriculum to create the technical staff with the necessary knowhow and contribute to the increase of energy efficient buildings in Turkey.


GENES, CELLS AND BRAINS
FOURIER ANALYSIS
AN INTRODUCTION

7. OzU Community

OzU understands the importance of maintaining a value-based sustainable culture and, takes the necessary actions to offer an inclusive place to study and work. Cultural inclusion at OzU covers access for people with different backgrounds.



7.1 Diversity and Inclusion



Led by the values of diversity and inclusion, OzU aims to create an environment where everyone can contribute, grow and succeed. Diversity and inclusion are celebrated and equal opportunity is a must. OzU Non-Discrimination Statement was announced along with university's vision and mission on the website in February 2008. The statement is as follows:

"Ozyegin University hires academic and administrative staff and admits students regardless of gender, race, color, national or ethnic origin, creed, religion, age, disability, sexual orientation or gender identity and does not discriminate on the basis of gender, race, color, national or ethnic origin, creed, religion, age, disability, sexual orientation or gender identity in the administration of its educational and employment policies, its scholarship conferment, or any university-sponsored programs."

7.1.1 Gender Equality Unit

The Unit was established in December 2019 as reflection of strong commitment of OzU to institutionalize gender equality efforts and maintain their sustainability. Establishment of OzU Gender Equality Unit was an action undertaken as part of the H2020 PLOTINA project. OzU also designed a tailor-made Gender Equality Plan (GEP) during the project in order to reinforce its existing gender- and sexuality-based non-discriminatory policy and to improve gender equality.

OzU GEP actions aim to contribute to increasing the number of female researchers, promote their careers and integrate the gender dimension into the design, evaluation and implementation of research, to enhance its quality and relevance, and to foster excellence and the social value of innovations.

Key gender equality actions at OzU:

- Participation in the PLOTINA project has been a milestone for enhancing gender equality at OzU. The project took place between February 2016 and January 2020. As part of the project actions, OzU went through an audit process collecting both quantitative and qualitative data, based on which a tailor-made GEP consisting of more than 30 actions in five key areas was prepared.
- A major action within PLOTINA was a series of gender sensitivity and awareness seminars that around 60% of the OzU staff, including academic and administrative personnel, received in 2019.



The university is also in the process of re-organizing its internal institutional structures from an SDG perspective with gender equality being an important aspect of the current planning. With the new organizational architecture, OzU will revise and continue to implement its GEP measures. The development and realization of a dynamic and sustainable gender equality policy backed by the aforementioned structures remains a major target at OzU.

LGBTIQ+ Awareness Project

A social diversity project to increase LGBTIQ+ awareness, prepared by OzU Psychology Department third-year student Uğur Cihat Özküsen, has been carried out under the umbrella of the Sustainability Platform Social Equality Cluster. The project was prepared as a part of "The Study of the U.S. Institute (SUSI) Student Leaders" Program, organized by the Meridian International Center in partnership with the U.S. Department of State.

The research project is also conducted in cooperation with OzU LGBTIQ+ Club and OzU Women's Studies Club. The organized events included a seminar entitled "Gender Performativity, Queer Theory and Dis-identification", a workshop under the title of "Creating Safe Zones with LGBTI+ Individuals" and a final online talk, entitled "LISTAG: Being a Parent of an LGBTIQ+ Individual", which was held on April 17, 2020 with four volunteer mothers at LISTAG, an organization based in Istanbul to provide support and solidarity for friends and families of LGBTIQ+ individuals.

7.1.2 Equal Opportunity in Education Scholarship Program

Since its inception, Ozyegin University offers a rich array of scholarships to create value for each successful student and vest them with innovative and world-class educational opportunities. In recognition of its social responsibility, the university launched the Equal Opportunity in Education Scholarship Program in 2015. This scholarship program continues to thrive with the generous contributions of private and institutional donors, with the number of recipients reaching 127 in the 2020-2021 Academic Year.

Through the program, the university offers its world-class education opportunity to prospective students who succeed in ranking among the top 1% in the Turkish national university entrance exam but are unable to be enrolled at OzU unless provided with full scholarship.

OZYEGIN UNIVERSITY
EQUAL OPPORTUNITY IN EDUCATION
SCHOLARSHIP PROGRAM



7.2 Mental Health and Well-being

Mental health and well-being are a core institution-wide priority and is vital to ensuring OzU remains a supportive, diverse and inclusive place to study and work. OzU provides free mental health support to both its students and staff through three different channels of Psychological Counselling Services, Leading Employee Assistance Program (LEAP) and counselling services by phone provided by the Health Insurance.

The Psychological Counselling Unit aims to support students by facilitating their adaptation to the university life, contributing to their personal development, assisting them in overcoming potential academic, personal and social challenges and helping them acquire new skills to cope with daily life problems. All students currently enrolled at Ozyegin University are eligible for psychological counselling services. This Unit offers personal development seminars for the SEC 101 course, runs group sessions, and support groups, as well as webinars for students and staff.

The Psychological Development Team conducted 73 group studies for students and staff between January 2018 and December 2020. Eight of these studies were recorded as SEC 101 personal development seminars. A total of 2.916 students participated in these free group sessions (including watching recorded seminars). All Psychological Counselling services are free of charge.

Sportive activities are crucial in well-being of all stakeholders of OzU. To this end OzU offers various sports opportunities covering large variety ranging from sailing to rugby. The Sports Center, which is located in the campus hosting the indoor court with 1,500-person capacity, fitness center, swimming pool, studios (billiards, yoga/pilates, chess etc.) among other amenities, coordinates all these activities with specialized full time staff.

LEAP is a comprehensive support program offered by Ozyegin University to all its academic and administrative staff and to their nuclear family members living under the same roof. The program is free of charge and designed to provide assistance with overcoming any challenging issues which affect employees' quality of professional and/or personal life.

Lastly, there is also free and confidential Counselling via phone for all employees (Psychological, Child/Family, One-on-One, Medical, Legal- Regulatory) covered by the university health insurance.







7.3 Accessibility

The Disabled Student Unit, which is structured within the Student Life Office reporting to the dean of Students takes the necessary measures to facilitate the educational life of the disabled students, carries out activities in this direction and sets the guiding principles. The team provides support for students with a disability, long-term illness and/or mental health condition. Support services can include adjustments to study conditions through equitable assessment arrangements and assistive technologies. OzU values the richness of diversity among staff and recognize the contribution made by those with disability.

Ozyegin University Disability Commission was established on September 15, 2015 to facilitate the campus life of disabled students and academic and administrative staff at the university, to plan administrative regulations that support the education of disabled students, to determine the needs and measures to be taken to meet these needs, to eliminate barriers, to offer solutions, to encourage their active participation to benefit from the activities at the university in order to develop themselves socially. Ozyegin University Accessible Unit Directive has been implemented in accordance with the decision taken at the Senate meeting dated 29.11.2010, numbered 2019/7.

Some of the activities carried out in the 2019-2020 Academic Year to enhance accessibility are listed next:

Assistant Support
In order to provide academic, social and individual support that disabled students may need throughout their university life; part-time work-study student groups are formed to provide assistance when and where requested. Assistant support continued online during the distance education process in the 2020 Spring Semester and Summer School.

Material Support
ABBYY Finereader OCR license has been used to convert the students' course materials into a screen reader-readable format since the 2019 Fall Semester. For the visually impaired students in the 2019-2020 Spring Semester, the books of the courses they enrolled in during the semester have been made available online. The voice navigation system in the Student Center was expanded in the 2019-2020 Academic Year inside the Faculty of Law (AB3), Sports Center and OzU-X buildings. During the pandemic led distance education process due to COVID-19, the disabled students were contacted and arrangements were made in line with their demands.

SEC 101 Introduction to University Life Seminars
Seminars about disability were included in the SEC 101 course. Specialists in their fields were invited as speakers to the seminars for an informed discussion about disability and accessibility. With increase of awareness, all stakeholders are expected to be more sensitive to disability and accessibility and support related voluntary work.

The number of disabled students

DISABILITY	Number
ADHD	3
Speech and language disorders	9
Physically disabled	2
Hearing impaired	4
Visually impaired	4
Insulin-dependent diabetes	1
TOTAL	23



Mirror
Mehmet Ali Uysal

8. Empowering People

OzU's success builds upon the greater sense of community and belonging; that allows students and employees to connect with Ozyegin University's mission and vision. By empowering all staff to thrive, the university achieves its aim of shaping the world through innovative and creative solutions to complex local, national and global problems.









8.1 OzU Workforce

Ozyegin University operates under Labor Law No:4857 and Higher Education Law No:2547 and as such has very defined employment practices in reference to age, wages and working conditions to promote diversity and inclusion in the workplace. Labor Law No:4857 clearly defines the minimum wage and the university is legally held responsible for providing at least this wage. Additionally, Labor Law clearly prohibits forced labor, modern slavery and human trafficking, and child labor.

Ozyegin University provides several additional benefits to its employees such as free private health insurance, free shuttle transportation, free lunch and life insurance. Moreover, Leading Employee Assistance Program (LEAP), which is a comprehensive support program offered by Ozyegin University to all its academic and administrative staff as well as their nuclear family living under the same roof, is free of charge and designed to provide assistance to overcome challenges which may affect employees' efficiency and quality of life.

"Code of Ethics", "Non-Discrimination Statement" and HR Policy of Ozyegin University cover the stand on discrimination. "Code of Ethics" states that members of the University must respect and value differences among individuals, never allow discrimination or harassment, treat all colleagues, employees, students, stakeholders and external parties and individuals with kindness and respect; and protect the dignity and honor of all stakeholders. OzU hires academic and administrative staff and admits students regardless of gender, race, color, national or ethnic origin, creed, religion, age, disability, sexual orientation or gender identity; and does not discriminate on the basis of gender, race, color, national or ethnic origin, creed, religion, age, disability, sexual orientation or gender identity in the administration of its educational and employment policies, its scholarship conferment, or any university sponsored programs. In line with this, Ozyegin University HR Policy also covers the university's stand on forced labor.



Office Madness
Şeyda Cesur

Total Workforce*

Contract Type**	Female	Male	TOTAL
Permanent	478	390	868
Fixed	97	128	225
TOTAL	575	518	1083

** September 2019 – August 2020*
*** Permanent staff entails full time employee whereas fixed contract covers the part time faculty.*

New Hires and Turnover*

	New Hires		Turnover	
	Number	Rate	Number	Rate
Female	52	50%	43	41%
Male	52	50%	31	30%
<30	32	31%	20	19%
30-50	66	63%	52	50%
50+	6	6%	2	2%
TOTAL	104		104	

** September 2019 – August 2020*

Number of People with Caregiver Benefits*

	September 2019 August 2020
Unpaid leave after birth	11
Half time employment	1
Part time employment	0
Birth Benefits	25
Paternality Leave	9
Employees on Maternity Leave	14
Who comes back to work	13
Who leaves	1

** September 2019 – August 2020*

8.2 Gender Equality

Gender equality is an important constituent of the sustainable management philosophy at OzU. The university continues to identify and address barriers to women's inclusion and progression. For instance, in 2016, OzU carried out a Gender Equality Audit which covered a wide range of issues from gender balance in academic and administrative units and human resources policies to work-personal life integration, curricula, and research projects. Based on this study, a Gender Equality Plan (GEP) has been prepared.

OzU GEP aims to create a work environment that is sensitive to gender equality in all academic and administrative units, and to further increase the quality of all teaching-learning and research activities at the university.

Women in leadership positions*

	Female	Male	TOTAL
Academic Management	5	8	13
Professor	9	19	28
Assoc. Professor	16	15	31
Assist. Professor	87	75	162
Instructor	118	59	177
Research Assistant	45	19	64
Administrative Management	36	26	62
Administrative Staff	162	169	331
TOTAL	478	390	868

** September 2019 – August 2020*

8.3 Developing Workforce Capability

OzU offers staff a range of development opportunities including compliance education, online training, face-to-face learning, and mentoring programs. Professional development opportunities are linked to specific capabilities under a capability development framework. These opportunities range from leadership, skills development, data analysis, information literacy to specific training such as social impact training and social impact measurement training or internal auditing training.

Social Impact and Measurement Training
In order to increase awareness of social impact and impact assessment practices and to measure if the desired outcome is accomplished by different student experience programs organized in the university, two level trainings on Social Impact Measurement are organized for professionals from different offices at the university.

Annual Training Hours*

2019-2020	Training Hours per Person	Total Training Hours
Male	4,67	1.821,50
Female	3,76	1.796,50
TOTAL	4,17	3.618,00

** September 2019 – August 2020*

Training Hours by Position*

	Female	Male	TOTAL
Academic Management		8	8
Professor		8	8
Associate Professor	2,5	86	88,5
Assist. Professor	144,5	34	178,5
Faculty Member	259	382	641
Research Assistant	32	8	40
Administrative Management	190,5	62	252,5
Administrative Staff	1168	1233,5	2401,5
TOTAL	1796,5	1821,5	3618

**September 2019 – August 2020*

8.4 Occupational Health and Safety

OzU operations have been carried out according to strict occupational health and safety principles. The Health, Safety and Environment (HSE) has aimed to raise awareness to the basic requirements of civic life, and the basis of health, safety and environment culture, with the ultimate goal of instilling the HSE culture in the stakeholders of Ozyegin University. The HSE department is responsible for keeping the track of legislations, creating a safe work environment on campus in compliance with effective laws, and providing consultancy pertaining to the HSE issues. The department established the Occupational Health and Safety, Emergency Response in accordance with the ISO 45001:2018 Occupational Health and Safety standard, as well as effective laws and regulations.

The management systems are effective within the limits of the Ozyegin University Çekmeköy Campus. Subcontractors and business partners may develop their own Occupational Health and Environment Plans for their own operations in line with OzU's policies and plans. They must obtain the approval of the HSE Manager at Ozyegin University. Besides, The Environmental Protection, Waste Management, and Energy Efficiency Management Plans are an integral part of and are always used with the Occupational Health and Safety Plan.

HSE carries out the safety inspection of laboratories and publishes the Safety Plan for the university. Additionally, training and seminars are given to stakeholders, response teams are formed and participation and achievement certificates are issued.

Health & Safety Statistics

	2018	2019	2020
Injury rates	0,099	0,389	1,76
Lost-day rate	4,548	3,704	0
Work-related fatalities	0	1	0

HSE Training Sessions Throughout the Year

Offered for staff	Offered for students
HSE Orientation	HSE General Principles
Safe Work Procedures	Waste Management
Technical Process and Safe Work On-the-job trainings	Traffic
Subcontractor trainings	Safe/Defensive Driving First-Aid HSE Applications in Engineering HSE Applications in Construction Sites Addiction



9. Operations: Sustainable Campus

For OzU, being a green university means decreasing its ecological footprint, prioritizing the environment and its future preservation in all its academic, scientific and operational pursuits and building an organic community which constantly improves itself on every aspect of sustainability in collaboration with all its stakeholders. OzU campus operations are carried out according to strict environmental principles. Under the supervision of the HSE office, OzU has taken the national laws and regulations as the minimum requirements and built upon these by taking the necessary measures for the ISO 14001 Environmental Management System.



The university's emphasis on the practice of sustainability is directly reflected in the architecture and construction of OzU campus. Since its first days, Ozyegin University has aimed to build a sustainable and exemplary education environment. The university built a modern campus in Çekmeköy, at the suburbs of Istanbul, in 2012. The first three buildings erected at the campus were all awarded with LEED certificates, showing the dedication of OzU to environmental sustainability. All other buildings were also built as sustainable and energy efficient buildings. In fact, the fourth academic building of OzU was constructed with more stringent rules than a LEED certificate would dictate. In addition to the LEED standards, ScOLa building was designed and built as part of a European Union Framework Programme 7 (EU-FP7) project called NEED4B (New Energy Efficient Demonstration for Buildings).

This major effort was conducted by Center for Energy, Environment and Economy (CEEE), which allowed the detailed and integrated engineering and architecture principles to be applied to the construction as well as to the operations of ScOLa building (These efforts are in line with the Sustainable Development Goals 7, 9 and 11 mentioned above). Currently, the ScOLa building is considered as one of the most energy efficient and sustainable buildings in Turkey. Moreover, the building constructed by the university after ScOLa, The Law School building, has become the second most efficient building on the campus although CEEE is not involved in the process. All engineers and architects involved in the NEED4B project have applied their experiences effectively to the new construction and through teaching by practice and example, OzU acquired another sustainable building, with a very low carbon footprint.

The sustainable engineering efforts undertaken by the university are not limited to the academic buildings. Before the campus was built, the University Board of Trustees approved the construction of the Energy Distribution Center (EDS) in 2010 paving the way to centralized heating and cooling modalities. EDS is in the core of regional heating/cooling concepts emphasized by the European Union FP7 and Horizon 2020 programs to achieve high energy performance on more than a single building. EDS at OzU makes the campus very efficient in energy use with a very low carbon footprint. All campus buildings are constructed according to the highest standards.



9.1 Energy and Emissions Reduction

OzU has several applications to restrict its carbon footprint including the use of wind power and solar panels on all the non-green roofs, as well as a trigeneration system for heating and cooling. It has recently started using a web-based carbon footprint calculator and carbon management software that provides the capacity to measure, track, report and manage their carbon footprints based on the guidelines of "The Greenhouse Gas Protocol" published in 2001 by the World Resources Institute and the World Business Council for Sustainable Development. Ozyegin calculates Scope One and Two Emissions; emissions intensity and emissions reductions, using 2018 as the base year.

Summary of GHG Emissions

Operational Boundary	Associated Inventory/Service	2018 (tCO2-e)	2019 (tCO2-e)	2020 (tCO2-e)
Scope 1	Natural Gas, Transport Fuels, Stationary Fuels, Refrigerants	7.647 tonnes	7.295 tonnes	5.798 tonnes
Scope 2	Purchased Electricity	1.244 tonnes	1.630 tonnes	405 tonnes
Scope 3		0	0	0
Gross Total		8.891 tonnes	8.926 tonnes	6.203 tonnes
Emissions Intensity (tCO2-e/m2 GFA22)		0.04	0.04	0.02



Energy Consumption (kwh)

	2018 (kwh)	2019 (kwh)	2020 (kwh)
Electricity consumption	13,476,539	13,721,751	8,965.641
On-campus renewable electricity generation	417,605	455,470	195,210
Total energy consumption	13,058,934	13,266,281	8,770.431
Energy intensity (GJ/m2 GFA)	0.213971341	0.205412487	0.135799626

9.2 Materials and Waste

Efficient management of materials and waste is vital for minimizing the environmental impacts. All the waste management activities, including hazardous waste, is handled in accordance with the ISO 14001 Certification.

OzU Environment Policy states "Ozyegin University guarantees that it will protect the environment, help reduce environmental pollution, increase energy efficiency, comply with the effective legislations, satisfy the compliance requirements, and continuously improve its environment management system to increase its environmental protection performance. Sustainable resource use for environmental protection entails recycling, putting emphasis on the quality of water and air, minimizing climate change, and the protection of biodiversity and ecosystems.

Ozyegin University senior management guarantees that the university will duly fulfill all of its commitments, take the lead for the Environmental Management System, and ensure quality assurance for all of these processes." As a result of these commitments, OzU is the first university to receive the 'Zero Waste Certificate' in recognition of its zero waste efforts within the scope of the 'Zero Waste Project' led by the Ministry of Environment and Urbanization in 2020.

Total Weight of Waste by Type and Disposal Method

Disposal method	Weight of waste (tonnes)		
	2018	2019	2020
Reuse	0.070	1.650	2.6
Recycling	75.435	63.653	22.684
Composting	35.715	35.255	27.83
Landfill	138.500	67.385	50.95
Hazardous waste	8.449	8.224	3.72
Total Waste	258.169	176.167	107.784

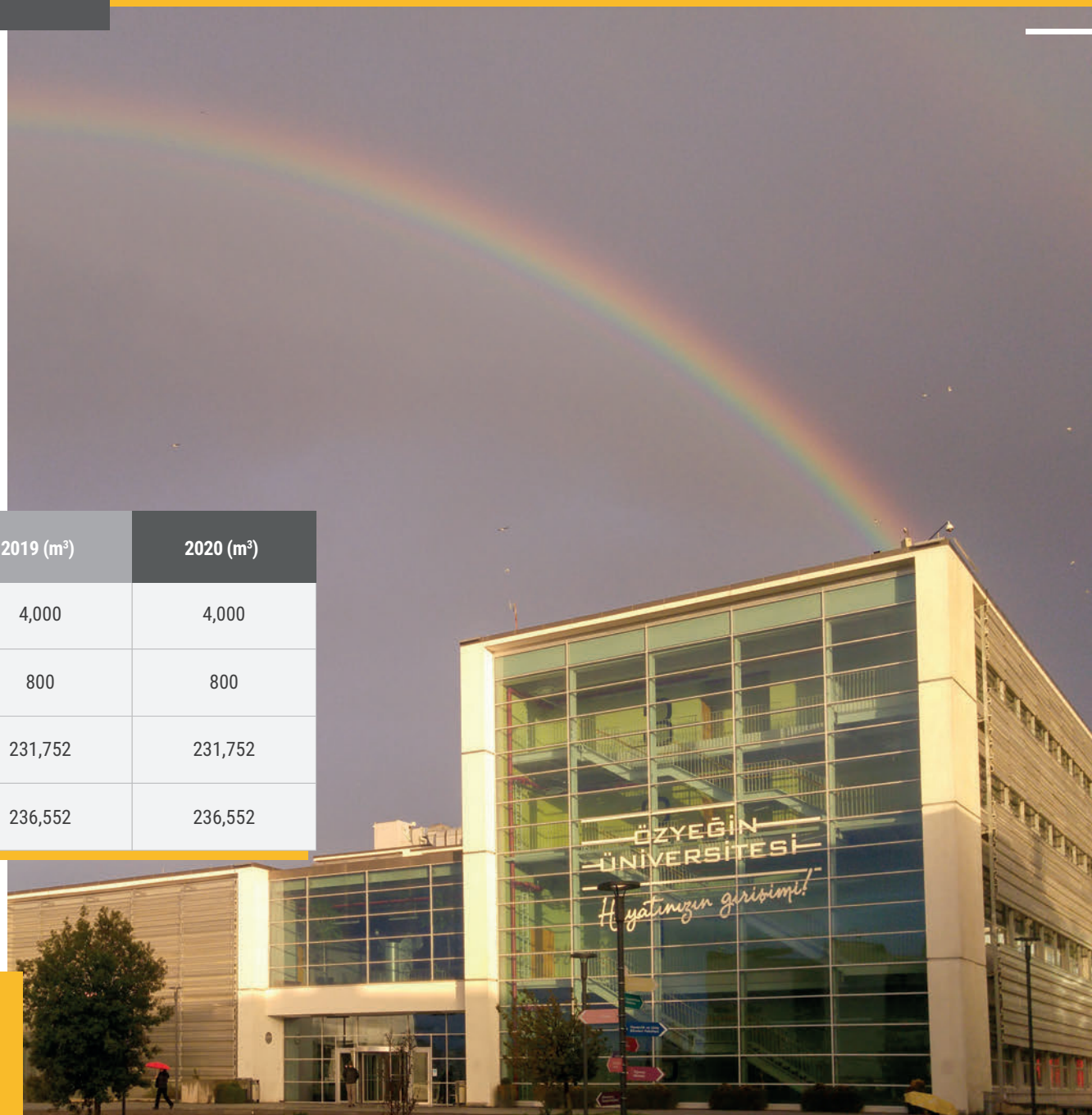
9.3 Water

Wastewater produced at OzU is sent to Paşaköy Advanced Biological Wastewater Treatment Plant, which has a treatment capacity of 100,000 m^3/day to serve a population of 500,000 features of advanced systems and equipment for sludge drying, UV disinfection, and bio filtration. Regular audits are conducted to verify that wastewater is treated.

In this plant, bioremediation technology uses bacteria to solve wastewater pollution. These bacteria enable biodegradation of organic molecules hence, and prevent fats, oils and grease (FOG) accumulation in wash water and wastewater.

Water Consumption

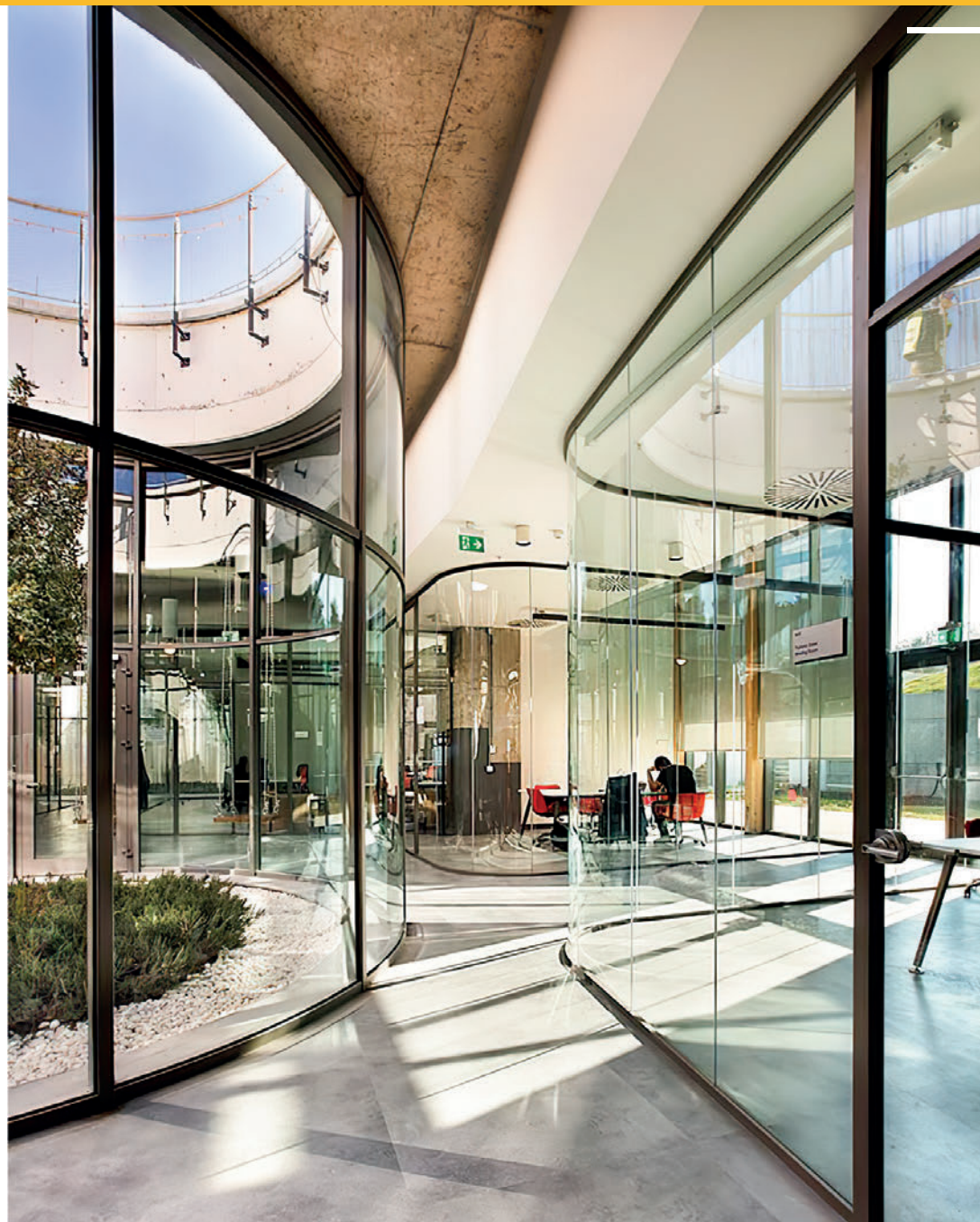
	2018 (m^3)	2019 (m^3)	2020 (m^3)
Groundwater	3,000	4,000	4,000
Rainwater collected directly and stored by the organization	600	800	800
Municipal water supplies or other public or private water utilities	226,854	231,752	231,752
Total water consumed (based on available data)	230,454	236,552	236,552



9.4 Procurement

Ozyegin University is fully committed to integrity and high standards of business conduct in everything it does, including its dealings with its subcontractors, independent contractors, consultants, distributors, licensees, suppliers, or other agents- to be named OzU Third Parties. OzU's reputation is sustained through each business transaction whether it is in education, research or service to the community that it concludes. Therefore, OzU has prepared a contract based on Human Resources Policy and Turkish Labor Law. OzU Procurement team considers a range of impacts when selecting suppliers. This includes local labor markets, contribution to the community, as well as the environmental impact and financial value proposition to the university.

The suppliers and subcontractors comply with the requirements of ISO 14001 Environmental Management System and ISO 45001 Occupational Health and Safety Management System Standards certifications. Regular audits are executed to control whether the sub-contractors actually fulfil their obligations.





10. GRI Reporting

10.1 Material Topics and Impacts

Ozyegin University Scope and boundary of our material issues			
Ready for life and work	Employability and graduate impact, OzU graduates entering the workforce and organizations where alumni are employed or give their time	**Student health, safety and well-being**	Mental and physical health, safety and well-being of all students.
Research impact	Communities where the outcomes of OzU research is applied.	**Empowering staff**	Staff and services including health & safety, security, attraction and retention, workplace stress, mental health and workforce casualization.
Green buildings and infrastructure	OzU building and infrastructure across all campuses and sites including energy, greenhouse gas emissions, water, and waste.	**Governance**	Policies, systems and approaches to the governance of issues in sustainability including academic integrity, bribery & corruption and human rights
Learning and teaching	Current and future OzU students and staff, including communities where graduates apply sustainability knowledge.	**Diversity and inclusion**	Current and future students, staff and employees who study and work at OzU including staff gender equality, students from low socio-economic backgrounds, and disability and access.

10.2 GRI Index

GRI STANDARD	DISCLOSURE	Reference/response
General Disclosures		
GRI 102: General Disclosures 2016	102-1 Name of the organisation	2. About Ozyegin University
	102-2 Primary brands, products and services	2. About Ozyegin University
	102-3 Location of headquarters	https://www.ozyegin.edu.tr/en/about-us
	102-4 Location of operations	https://www.ozyegin.edu.tr/en/about-us
	102-5 Ownership and legal form	2. About Ozyegin University
	102-6 Markets served	2. About Ozyegin University
	102-7 Scale of the organisation	2. About Ozyegin University
	102-8 Information on employees and other workers	8.1. OzU Workforce
	102-9 Supply chain	9.4. Procurement
	102-10 Significant changes to the organisation and its supply chain	9.4. Procurement
	102-11 Adoption of the precautionary approach	The University adopts the precautionary principle in its approach to climate change risk management
	102-12 External initiatives	4.2. Partnership for the Goals
	102-13 Memberships of associations	4.2. Partnership for the Goals
	102-14 Statement from senior decision maker	Rector's Statement
	102-16 Values, code of conduct and code of ethics	2.3. Values and Principles
	102-18 Governance structure	2.2. Governance
	102-40 Stakeholder groups engaged	1.4. Engagement Mechanisms
	102-41 Collective bargaining agreements	8.1. OzU Workforce
	102-42 Identifying and selecting stakeholder groups	1.4. Engagement Mechanisms
	102-43 Approach to stakeholder engagement	1.4. Engagement Mechanisms
	102-44 Key topics and concerns raised	1.1. Scope, 1.2. Materiality
	102-45 Entities included in the consolidated financial statements	https://www.ozyegin.edu.tr/sites/default/files/upload/AkreditasyonveKaliteGuvencesi/ozu_instutional_internal_review_report_2019.pdf
	102-46 Defining report content and topic boundaries	1.1. Scope
	102-47 List of material topics	1.2. Materiality
	102-48 Restatements of information	1.1. Scope
	102-49 Changes in reporting	1.1. Scope
	102-50 Reporting period	1.1. Scope
	102-51 Date of most recent previous report	1.1. Scope
	102-52 Reporting cycle	1.1. Scope
	102-53 Contact point for questions	1.2. Materiality
	102-54 Claims of reporting in accordance with the GRI Standards	1.2. Materiality
	102-55 GRI content index	10.3. GRI Index
	102-56 External assurance	1.1. Scope

GRI STANDARD	DISCLOSURE	Reference/response
Material Topic – Ready for life and work (Section 3 – Transformative Student Experience)		
GRI 103: Management Approach 2016	103-1 Explanation of the material topic and its Boundaries 103-2 The management approach and its components 103-3 Explanation of how the organization evaluates the management approach	3. Transformative Student Experience 4. OzU's Sustainability Approach 5.1. Engaging the Students & Staff
Material Topic – Research Impact (Section 6 – Research Impact)		
GRI 103: Management Approach 2016	103-1 Explanation of the material topic and its Boundaries 103-2 The management approach and its components 103-3 Explanation of how the organization evaluates the management approach	6. Research Impact
Material Topic – Green Buildings and Infrastructure (Section 9 – Operations: Sustainable Campus)		
GRI 103: Management Approach 2016	103-1 Explanation of the material topic and its Boundaries 103-2 The management approach and its components 103-3 Explanation of how the organization evaluates the management approach	9. Operations: Sustainable Campus
GRI 305-1: Emissions	Direct (Scope 1) GHG emissions	9.1. Energy and Emissions Reduction
GRI 305-2: Emissions	Energy indirect (Scope 2) GHG emissions	9.1. Energy and Emissions Reduction
GRI 305-3: Emissions	Other indirect (Scope 3) GHG emissions	9.1. Energy and Emissions Reduction
GRI 305-4: Emissions	GHG emissions intensity	9.1. Energy and Emissions Reduction
GRI 302-1: Energy	Energy consumption within the organisation	9.1. Energy and Emissions Reduction
GRI 302-3: Energy	Energy intensity	9.1. Energy and Emissions Reduction
GRI 303-1: Water	Water withdrawal by source	9.3 Water
GRI 303-3: Water	Water recycled and reused	9.3 Water
GRI 306-2: Water	Waste by type and disposal method	9.3 Water
Material Topic – Learning and Teaching (Section 3 – Transformative Student Experience)		
GRI 103: Management Approach 2016	103-1 Explanation of the material topic and its Boundaries 103-2 The management approach and its components 103-3 Explanation of how the organization evaluates the management approach	3. Transformative Student Experience 4. OzU's Sustainability Approach 5.1. Engaging the Students & Staff

GRI STANDARD	DISCLOSURE	Reference/response
Material Topic – Student health, safety and well-being (Section 7 – OzU Community)		
GRI 103: Management Approach 2016	103-1 Explanation of the material topic and its Boundaries 103-2 The management approach and its components 103-3 Explanation of how the organization evaluates the management approach"	7. OzU Community
Material Topic – Empowering Staff (Section 8 - Empowering People)		
GRI 103: Management Approach 2016	103-1 Explanation of the material topic and its Boundaries 103-2 The management approach and its components 103-3 Explanation of how the organization evaluates the management approach	8. Empowering People
GRI 401-1: Employment	New Employee Hires and Turnover	8.1. OzU Workforce
GRI 401-2: Employment	Benefits provided to full time employees	8.1. OzU Workforce
GRI 401-3: Employment	Parental Leave	8.1. OzU Workforce
GRI 403-2: OH&S	Types of injury and rates of injury, occupational diseases, lost days, and absenteeism, and number of work-related fatalities"	8.4. Occupational Health and Safety
Material Topic – Governance (Section 2 - About Ozyegin University)		
GRI 103: Management Approach 2016	103-1 Explanation of the material topic and its Boundaries 103-2 The management approach and its components 103-3 Explanation of how the organization evaluates the management approach	2. About Ozyeğin University
Material Topic – Diversity and Inclusion (Section 7- OzU Community)		
GRI 103: Management Approach 2016	103-1 Explanation of the material topic and its Boundaries 103-2 The management approach and its components 103-3 Explanation of how the organization evaluates the management approach	7. OzU Community
GRI 405-1	Diversity and Equal Opportunity	7.1. Diversity and Inclusion

11. SDG, PRME, UNGC Index

TITLE	SDG	PRME	UNGC
Rector's Statement			
1. About this report			
1.1. Scope	SDG 12	Introduction	
1.2. Materiality Sustainability Context			
1.3. Reporting on the Goals			
1.4. Engagement Mechanisms		Principle 6: Dialogue	
1.5. Highlights			
2. About Ozyegin University			
2.1. Organizational Profile		Principle 1: Purpose Principle 2: Values	Principle 10
2.2 Governance	SDG 16		
2.3 Values and Principles			
2.4. Key Documents	SDG 4, SDG 16		
3. Transformative Student Experience: OzU Way	SDG 4, SDG 8, SDG 13, SDG 9, SDG 10, SDG 11	Principle 3: Method	
4. OzU's Sustainability Approach			
4.1. Sustainability Governance	SDG 16, SDG 17	Principle 1: Purpose Principle 5: Partnerships Principle 6: Dialogue	
4.2. Partnerships for the Goals	SDG 17		
5. Sustainability Engagement			
5.1. Engaging the Students and Staff	SDG 4, SDG 7, SDG 8, SDG 9, SDG 11, SDG 12, SDG 13, SDG 15, SDG 16	Principle 3: Method	
5.2. Engaging the Community	SDG2, SDG 3, SDG 4, SDG7, SDG 8, SDG 9, SDG 11, SDG 12, SDG 13, SDG 17	Principle 6: Dialogue	

TITLE	SDG	PRME	UNGC
6. Research Impact			
6.1. Research Performance	SDG 2, SDG 4, SDG 5, SDG 6, SDG7, SDG9, SDG 10, SDG 11, SDG 12, SDG 14, SDG 15, SDG 17	Principle 4: Research Principle 5: Partnerships Principle 6: Dialogue	Principle 7 Principle 9
6.2. Exemplary Projects			
7. OzU Community			
7.1. Diversity and Inclusion	SDG 4, SDG 5, SDG 10	Principle 6: Dialogue	Principle 6
7.2. Mental Health and Well-being	SDG 3		
7.3. Accessibility	SDG 4		
8. Empowering People			
8.1. OzU Workforce	SDG 5; SDG 8; SDG 10	Principle 6: Dialogue	Principle 1 Principle 2 Principle 3 Principle 4 Principle 5 Principle 6 Principle 10
8.2. Gender Equality	SDG 4, SDG 5, SDG 8, SDG 10		
8.3. Developing Workforce Capability	SDG 4, SDG 10		
8.4. Occupational Health and Safety	SDG 3, SDG 8		
9. Operations: Sustainable Campus			
9.1. Energy and emissions reduction	SDG 7, SDG11, SDG12, SDG 13		Principle 1 Principle 2 Principle 4 Principle 5 Principle 7 Principle 8 Principle 9
9.2. Materials and Waste	SDG 11, SDG 13		
9.3. Water	SDG 6		
9.4. Procurement	SDG 8, SDG 12		



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