



Istanbul Bilgi University UNGC COP Report

2010-2012



LAUREATE
INTERNATIONAL
UNIVERSITIES®

From the Rector:

Founded in 1996 with the motto "We learn for life, not for school", Istanbul Bilgi University has carried the vision to be an international university that expands the boundaries of science and art, embraces freedom, takes a lead in the development of society, provides a place where students and faculty share a passion for learning, and where all members, both academic and administrative, dedicate themselves to this end. As a part of this vision, our university has sought to become a more active participant of the global initiative of responsible management in June 2009 and became a signatory of United Nations Global Compact. In this way, our university has integrated the United Nations Principles for Responsible Management Education into its curriculum and research activities.



Istanbul Bilgi University has been a hub of social responsibility projects in the near history of Turkish Higher Education. As we get the opportunity to state in this report, aside from particular community projects carried out in collaboration with the local municipalities for the past sixteen years, Istanbul Bilgi University has been renowned for providing trainings and workshops on topics ranging from sports and arts to science and language for people of all ages, as well as conducting public lectures on several critical subjects throughout each academic year.

In line with the use of our rich academic and professional resources in our efforts to educate responsible citizens and leaders, I strongly believe that our initiatives for the 16th academic year of Istanbul Bilgi University provide the proof of our determination.

In the scope of our institutional emphases, the United Nations Global Compact for Higher Education framework proves to be an invaluable guide for raising awareness as well as sharing our practices with stakeholders and other academic institutions. As the Rector of Istanbul Bilgi University, I am pleased and proud to express our commitment to United Nations Global Compact for Higher Education by introducing our first progress report.

Sincerely,

Prof. Dr. M. Remzi Sanver
Rector

From the CEO

Established by a group of young entrepreneurs and academics as a private and non-profit institution in 1996, Istanbul Bilgi University (BILGI) has attempted to establish a cultural and scientific community that promotes tolerance and respect for diverse individuals with different lifestyles, beliefs and ways of thinking within the framework of contemporary universal values, while at the same time maintaining strong ties with all segments of the society. Through this value system, the essential aim of the founders was to pioneer a fresh outlook on the Turkish higher education environment.



Before it officially became a university, BILGI's foundations were laid with The Bilgi Education and Culture Foundation established in 1994 and still conducting activities in the fields of education and culture, and providing scholarships to BILGI students. Both the foundation and the university are operated by the Laureate International Universities Network of which Istanbul Bilgi University is the only member in Turkey.

Since its foundation, BILGI has been committed to the protection and advancement of democratic values and human rights, to critical thought and to effective intervention in the social fabric of its multicultural environment. This institutional stance has made BILGI a melting pot for individuals who debate societal issues and demand changes for the better. From women's rights and labor conditions to sustainability and corporate social responsibility, BILGI organizes or hosts events on various topics and paves the way for a deeper understanding of all perspectives and opinions.

In line with its liberal and socially responsible character, Istanbul Bilgi University decided to take a more active part in the global initiative in June 2009 and became a signatory of United Nations Global Compact, integrating the UN Principles for Responsible Management Education. As a statement of our determination to sustain and advance our university's mission, I am pleased to express our commitment to United Nations Global Compact for Higher Education.

Sincerely,
Rifat Saricaoglu
Chairman, Board of Trustees

HUMAN
RIGHTS

PRINCIPLE 1: Businesses should support and respect the protection of internationally proclaimed human rights

PRINCIPLE 2: and make sure that they are not complicit in human rights abuses

Istanbul Bilgi University is very active in the support and respect of the protection of the human rights. Besides the curricular activities and projects, centers such as Center for Migration Research, Youth Studies Unit, Human Rights Law Research Centre speak for our sensitivity for increasing awareness of all parties, helping in pointing out less covered issues about human rights and supporting both national and international activities.

Tarlabasi Community Center:

In 2006 Istanbul Bilgi University, Center for Migration Research established the “Tarlabasi Community Center” in the Tarlabasi neighborhood of Beyoglu, Istanbul. This Center provides social and educational supportive activities for women, children and youth, who live under severe social discrimination and poverty in the city to which they have migrated. These people are the most vulnerable groups struggling with problems resulting from migration and poverty. The Community Center provides a place for the inhabitants of Tarlabasi, where they can attend activities, realize and develop their abilities, communication skills, strengthen their self-expression capacities.

Through support from Istanbul 2010 European Capital of Culture Agency, in 2010 Tarlabasi Community Center conducted two projects with women and children, on art and music respectively. 60 women living in Tarlabasi participated in the art project and had the opportunity to use the streets as their art ateliers and express themselves through paintings. In the music project, 20 children established an orchestra and received education on music theory and performance. After the education, Tarlabasi Children Orchestra performed around Istanbul and at the Closing Events of Istanbul 2010 European Capital of Culture Program.

Activities of the Communication Network on Seasonal Labor Migration:

The Network, made up of academics from various disciplines and representatives from the public and non-governmental sectors, executed meetings to investigate the possibilities of a comprehensive research study on seasonal labor migration in Turkey. On 19 March 2011 Sanliurfa Workshop “Meeting of Communication Network on Seasonal Labor Migration”, on 27 September 2010 Polatli-Ankara Workshop “Meeting of Communication Network on Seasonal Labor Migration”, on 30 June 2010 Istanbul Workshop “Consultation Meeting on Seasonal Labor Migration” and on 28 May 2010 “You Have the Choice Hear My Voice: Effects of Forced Migration on Children and Young People” workshop were held as a part of the network’s activities.

Migration and Literature:

On November 3 2011, Istanbul Bilgi University Center of Migration Research and Activation and Goethe Institute organized a conference about the effects of migration experience on the literature and the progress and perception this process in Germany.

Transactional Migration Conference:

On October 31 2011 Istanbul Bilgi University organized the international conference titled “International Migration through the Germany and Turkey” with Orient-Institute Istanbul, Goethe Institute and DGIA. The aim was to rethink and debate “Turk-German Migration” from the different views of point of Turkey and Germany, in consideration of the experiences and migration researches.

Panel: Literacy Acquisition in Schools in the Context of Migration and Multilingualism

Youth Studies Unit:

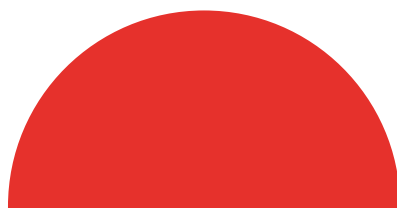
Since 2007, Istanbul Bilgi University Youth Studies Unit has been organizing the “Living Library” project jointly with Community Volunteers Foundation. The aim of the project is to raise awareness in public about the importance of human rights for the personal well-being of all. This goal is accomplished by encouraging people to think about their own human rights and those of the others. The philosophy of this program contends that human rights cannot be defended by legal texts alone: they need to be protected and fostered by everyone. The Living Library serves as a tool to foster peaceful cohabitation and to bring people closer together in mutual and careful respect for human dignity of the individual.

The Books in the Living Library are human beings. The Books in the Living Library are people representing groups frequently confronted with prejudices and stereotypes, and who are often victims of discrimination or social exclusion. The 'reader' of the library can be anybody who is ready to talk with his or her own prejudice and stereotype and wants to spend an hour of time on this experience. In the Living Library, Books cannot only speak, but they are able to answer the readers' questions, and the Books can even ask questions and learn themselves. Since 2007 Istanbul Bilgi University Youth Studies Unit has reached more than 4000 Turkish citizens by the Living Library project.

The Human Rights Law Research Centre:

The Human Rights Law Research Centre at Istanbul Bilgi University was established in December 2000. Since then, the Centre has been active in the pursuit of protecting, developing and raising awareness for human rights law and humanitarian law, both domestically and internationally.

In addition to organizing conferences, symposiums, seminars and round table discussions, both at home and abroad, the Centre is also working in unison with



a number of national and international organizations, both public and private, on various projects in the subject of human rights.

The Centre monitors all national and international judicial decisions regarding human rights and humanitarian law. Through its website, the Centre presents and publicizes the ratification of related conventions and their subsequent implementation by Turkey. The reports and decisions of United Nations, International Labor Organization, the Council of Europe and the European Court of Human rights regarding human rights in Turkey can be viewed at this site (<http://insanhaklarimerkezi.bilgi.edu.tr/>).

Within its capacity as an educator, the Centre has been planning and coordinating the Masters of Law (LL.M) program in Human Rights Law since 2001. The program is the first such masters program ever offered in Turkey. The program makes it possible to examine human rights law from an interdisciplinary perspective by considering the needs of its applicants and the different sectors of professional life from which they come. The Centre is also preparing and conducting other educational programs that emphasize the importance and the implementation of human rights for various professions. Human Rights Activism classes are offered on Saturdays and are open for public attendance.

The Research and Working Groups on "Prevention of Discrimination and Violence Against Women" , "Health, Medicine and Human Rights" , "Social and Criminological Studies" , "Refugee Law" and "Judicial Reform and Access To Justice" that are established by the Centre also carry out various researches.

28-30 March 2011 Workshop on Access to Justice for Trafficked Persons organized by Human Rights Law Research Center in Cooperation with OSCE (Organization for Security and Co-operation in Europe)

Accesses to Justice Mechanisms for the victims were covered within several of activities and cases. Discussion sessions were held especially on how the criminal justice system can enable victims to access justice, including compensation, and



what the key challenges and developments in this context are. The representatives of NGOs and other international institutions from 15 different countries attended.

3 March 2011 Seminar on Discrimination Against Roma (organized by Zero Discrimination Association)

Ms. Idil Isil Gül (a member of the Human Rights Law Research Center of Istanbul Bilgi University) gave a seminar on Discrimination Against Roma on the invitation of a Roma organization, namely Zero Discrimination Association. Issues such as types and legal definitions of discrimination, legal tools which can be used to fight against discrimination, available domestic and international legal remedies and their impact were covered.

Awareness Raising in the Areas of Non-Discrimination and Equality Targeted at Civil Society Organizations (ART Project)

The overall goal of the project was to take a next step in the improvement of the impact and effectiveness of CSOs with regard to the implementation of equality and non-discrimination legislation and policy. 32 countries were involved (EU, EEA/EFTA, Croatia, FYROM, Turkey, Serbia) in the project. The project was implemented by Migration Policy Group and Human European Consultancy and financed under EU's PROGRESS Programme. The project was implemented in Turkey by Istanbul Bilgi University Human Rights Law Research Center. In November 2011 and February 2012 two-day seminars were held in Istanbul aiming at raising awareness of CSOs in the areas of non-discrimination and equality. 24 CSOs attended each of the training seminars. The trainings focused on discrimination on the grounds of race or ethnic origin, religion or belief, disability, sexual orientation or sex identity and age (grounds covered by the 2000/43 and 2000/78 EU Anti-discrimination Directives). There was a concluding meeting in Brussels on 20 April 2012 for experience sharing and evaluating the seminars. This meeting was attended by a member of the Human Rights Law Research Center and two seminar participants.



Research Findings on the Implementation of The Law on The Protection of The Family: Narratives of The Judges, Prosecutors and Lawyers



The Law on the Protection of the Family, No. 4320, since its enactment in 1998, has been a target of criticisms and in the focus of the many discussions in several aspects from its conformity with the cultural structure in Turkey to the differences in its implementation. Upon the severe criticisms of the women's organizations, the law was revised by clarifying certain issues in 2007. Yet these amendments did not cease the discussions on the law. Istanbul Bilgi University Human Rights Law Research Center has conducted a research on the implementation

of the Law on the Protection of the Family. The research aimed at elucidating how law is perceived and how the judges, prosecutors and lawyers implement it.

A press conference and panel was held on 17 November, 2011 at Istanbul Bilgi University where the findings of the research were presented. The conference programme continued with a speech by Minister of Family and Social Policies, Fatma Sahin and Habibe Yılmaz Kayar from the Center for Legal Support to Women Association on the new draft law on the protection of women and the other family members from violence.

Mapping of the Anti-Discrimination Legal, Institutional and Policy Framework in Turkey and the Western Balkans

Migration Policy Group and Human European Consultancy conducted a mapping of the legal, institutional and policy framework regarding anti-discrimination in Turkey and the Western Balkans. The study included an analysis of discrimination

issues in Turkey and the Western Balkans with a mapping of the anti-discrimination legislation, policies and stakeholders in the region. The results of the study provides an overview of the anti-discrimination and equality legislation and policies, establish an inventory of discrimination, and carry out a mapping of the stakeholders involved in combating discrimination and promoting the principle of equality. It covers discrimination on the grounds of racial or ethnic origin, religion or belief, disability, age and sexual orientation in the fields of employment, education, training, social protection, access to goods and services, social advantages and membership of a workers' organization. The study for Turkey was carried out by two members of the Human Rights Law Research Center, Idil Isil Gül and Burcu Yesiladali. The study was conducted as a contract for the European Commission's Directorate-General for Employment, Social Affairs and Equal Opportunities. The final report of Turkey and the synthesis report for Turkey and Western Balkans were submitted to European Commission in 2011.

Combating Discrimination in Turkey through Documenting and Reporting

The project aims to contribute to revealing ongoing discrimination practices and strengthening the mechanisms that work towards combating discrimination in Turkey. The specific objective of the project is to enhance the role of civil society in addressing the issue of discrimination based on race or ethnic origin, religion or belief, disability, and sexual orientation or sex identity. In the framework of the project implemented between February 2010-March 2012 following activities and outputs were accomplished:

A mapping report on CSOs and trade unions that conduct anti-discrimination related work was prepared. The report (in Turkish) is available at: http://insanhaklarimerkezi.bilgi.edu.tr/docs/Haritalama_Calismasi_Raporu.pdf

Four monitoring reports on cases of discrimination based on race or ethnic origin, religion or belief, disability, and sexual orientation or sex identity were prepared



by independent researchers. Reports were presented in a dissemination meeting held on 28 February 2011. Reports (in Turkish) are available at: http://insanhaklarimerkezi.bilgi.edu.tr/source/221_sub5c.asp.

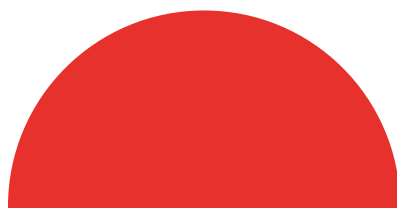
The Street Law Clinic

Since 2003, the Street Law Clinic of the Istanbul Bilgi University aims to empower people who do not know or have the opportunity to learn about law and legal processes, through the provision of legal information. In this course, students teach inmates and detainees in various prisons of Istanbul for about nine weeks. While this interaction allows students to develop professional skills and view law through the eyes of vulnerable groups, it also allows them to establish links with people from different social backgrounds and develop first-hand experience regarding prisons while also developing skills such as teaching with interactive methods, speaking in public and responding to spontaneous questions. In 2011, 16 students were enrolled in the Clinic and 82 inmates successfully completed the classes; out of which 59 are men and 23 are women. Last year, 20 students were enrolled in the Clinic and it was expected to reach approximately 150 convicts and detainees.

Each year, the capacity of the Clinic grows; the number of students, the number of inmates and detainees and the prisons which are worked with increase every year. These classes are efficient because positive feedback is received from the management of the prisons and the inmates themselves. The convicts who attend the classes of the Clinic are aware of their rights and defend those by using the appropriate means such as the right to petition, the right of action, etc... This fact indicates that the Clinic reaches its aim to empower the vulnerable.

Bilgi Acik Kapi

Bilgi Acik Kapi project is under the coordination of the Psychology department and helps to raise awareness among the students and public about the issues of



violence and trauma. The Center provides public awareness programs, providing educational guidance and counseling as well as book and toy donations to people in the less developed cities of Turkey.



LABOUR

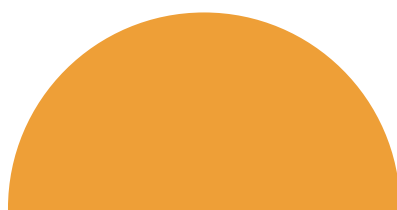
- PRINCIPLE 3:** Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;
- PRINCIPLE 4:** the elimination of forced or compulsory labor;
- PRINCIPLE 5:** the effective abolition of child labor; and
- PRINCIPLE 6:** the elimination of discrimination in respect of employment and occupation.

Turkey's constitutional law has governance issues regarding Higher Education. This external problem affects all higher education institutions including Istanbul Bilgi University. Although the University management has taken real steps for solving these governance issues, the challenge cannot be overcome unless external legal arrangements are finalized. As for other activities within the university, units such as Sociology and Education Studies as well as centers such as The Social, Economic and Political Research Center are active in Labor rights area both in the professional and academic arena.

Sociology and Education Studies Unit:

The Sociology and Education Studies Unit works on the issues of identity, discrimination, modernization, citizenship and urbanization. The academics of the Sociology Department help the primary school teachers and the students raise their awareness on the subjects of human rights, democracy and discrimination. Some of the discussions and projects of the Sociology and Education Studies Unit are as below:

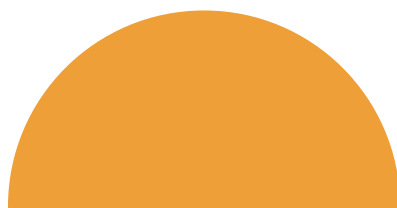
- “Istanbul Bilgi University SECBIR Conferences VIII: R.Nazli Somel, Unequal Education: Student, Teacher, School Organizations and Their Perceptions about Communal and Educational Inequalities” was held on 25th May 2011.



- 2011- 2012 Analysis of Instructor Books Project was initiated by sociology students and SECBIR experts and carried on with workshop performances and regular meetings. The aim is to research, report and present the results of these researches of 2011-2012 Academic yearbooks and share with the public.
- In January 2011, ASEP initiated the project on Prejudices, Stereotypes and Discrimination: Sociological and Educational Perspectives. The aim of the project is to cultivate and educate an instructive group of people (primary school teachers, high school teachers), who specialize in discrimination. This project supports the idea about partly correct the deficiency of texts, model lectures that includes prejudgments, stereotypes and discrimination in Turkey.
- Istanbul Bilgi University Sociology department started the projects “City and Human” and “City and Youth” with high schools in which Sociologists shared their experiences with high school teachers.

Pusulacik:

Bilgi’s Child Studies Unit started the “Pusulacik” project to support the dissemination of human rights education for children. Pusulacik is the Turkish version of Compasito, which is a manual for human rights education for children developed by the Council of Europe. The manual compiles various experiences of teachers, youth workers, social workers and NGOs from around Europe. Istanbul Bilgi University Child Studies Unit translated the manual into Turkish, printed 2500 copies, and disseminated it to the experts that are working actively on children rights. The university has also been holding training programs for primary school teachers, social workers, youth workers and volunteers working on the subject.



Children Have Say:

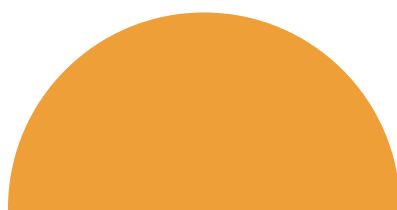
“Children Have Say” is a board game developed by the children Studies Unit of Istanbul Bilgi University for 10-15 age groups aiming at the enhancement of children’s knowledge on children’s rights and their skills on linking their rights with their daily life experiences. The game has been printed in around 1000 copies and has been disseminated to teachers and NGO workers working with children all around Turkey. The board game has reached more than 200 Institutions, more than 500 teachers and more than 5000 children since 2009.

Children Have a Word:

“Children Have a Word” Radio program focuses on children’s rights and is weekly on air at Acik Radyo Turkey. The program is produced and presented by a group of youngsters aged 10 to 18 by the guidance of Istanbul Bilgi University Child Studies Unit. The purpose is to disseminate knowledge and awareness on children’s rights through the perspective of the children themselves. From its beginning in May 2008, 160 different programs have been broadcasted on Acik Radyo radio channel in the Children Have a Word radio program. Acik Radyo is estimated to have nearly 70.000 listeners in Istanbul and nearly 30.000 listeners through the internet.

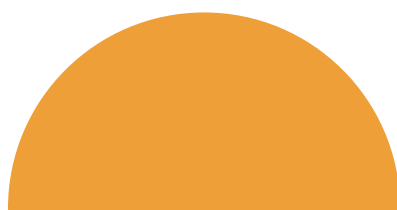
Incentives:

In order to increase and support publishing among academics, Istanbul Bilgi University is giving monetary incentives to the academicians for their publications of cited articles or books, etc. Each year approximately 170.000 \$ is paid to the academics as an incentive bonus.



The Social, Economic and Political Research Center (TESAR):

The Social, Economic and Political Research Center (TESAR) are one of the most active centers of the university. Since its foundation 1998, the center has been organizing free educational lessons given to the high school graduate youth of Dolapdere and Kustepe, the shantytown areas where two campuses are located. These lessons are made up of First Level English and Computing, Second Level English and Computer Accounting, Third Level English and Digital Photography and Fourth Level English. Lessons are conducted in the evening during the week at the campuses located in Kustepe and Dolapdere and there have been more than 6500 students participating in the program since November 1997 to 2009. Another socially responsible act of the center is the Free Sports Schools. As part of the Free Sports Schools Project that was initiated a few years ago by the Turkish National Olympic Committee (TMOK), Bilgi opened its doors to the Kustepe Sports Complex on the weekends to the youth and children of Kustepe and provides training in volleyball, handball and basketball.”



ENVIRONMENT

- PRINCIPLE 7:** Businesses should support a precautionary approach to environmental challenges;
- PRINCIPLE 8:** undertake initiatives to promote greater environmental responsibility;
- PRINCIPLE 9:** encourage the development and diffusion of environmentally friendly technologies.

Istanbul Bilgi University has been an active supporter for the respect and protection of environment. University tried to support every project or movement regarding environment and as being the first university using carbon and sulfur free wind energy, Istanbul Bilgi University has proved itself as being an environment friendly university.

The Research Centre for the Environment:

The Research Centre for the Environment, Energy and Sustainability established in Fall 2010 aims to contribute to studies carried out in the field of the environment, taking into account all aspects of environmental problems, including energy and sustainability. In a year the center started a research on “Public Preferences for Climate Change policy Instruments in Turkey”. The center also has supported WWF Earth hour since 2011, raised awareness about paper saving within the university, started “Climate Finance and Carbon Market certificate program” and a voluntary educational program on increasing environmental awareness among house wives and primary school students.

“Paper Awareness” Campaign:

“Paper Awareness” Campaign is a project implemented by Senior Advertising



students as part of their graduation project. The aim of the campaign is to create awareness about paper usage and call people to decrease the usage of papers and increase recycling within the three campuses of Istanbul Bilgi University. As the result of the campaign, in February 2011, there was an 18% decrease in print out and photocopy materials and the paper recycling doubled compared to February 2010. Furthermore, in February 2011, as a result of the Paper Awareness campaign, the university registered an 18% decrease in print out and photocopy materials and the paper recycling doubled compared to February 2010.

Green Electricity:

In October 2009 Istanbul Bilgi University decided to use carbon and sulfur free wind energy and by 2010 January the University started to use wind energy that is supplied by the wind mills from the Aegean region of Turkey. With this new energy source the University not only reduced its carbon footprint but also did economic saving as well. By the usage of this environmentally friendly energy it is estimated that the university saved %25 of energy. At present Istanbul Bilgi University is the only university that uses 100% green electricity in Turkey. By January 2010, the University started to use wind energy that is supplied by the wind mills from the Aegean region of Turkey. With this new energy source the University not only reduced its carbon footprint but also did economic saving as well. By the use of this environmentally friendly energy it is estimated that the university saved %25 of energy.

Climate Change Law for Turkey: 2012 and After/ Conference and Workshop:

The conference and workshop was organised by Faculty of Law with the support of The Research Centre for the Environment, Energy and Sustainability. The events was also supported by UNDP and Ministry of Environment and Forestry.



Bilgi carbon footprint has been calculated by Gaia

Gaia Carbon Finance is the first domestic carbon finance trading and consulting company based in Istanbul since 2006. In 2012 Gaia and Bilgi worked together to develop Bilgi's in-house emission management capacity. Bilgi's total carbon foot-print has been calculated as tCO₂e 8084 which 4,547 of tCO₂e coming from green energy and as the result the footprint of Istanbul Bilgi University came out as 3,537 tCO₂e in 2011.



ANTI-COR
RUPTION

PRINCIPLE 10: Businesses should work against corruption in all its forms, including extortion and bribery.

Code of Conduct and Ethics:

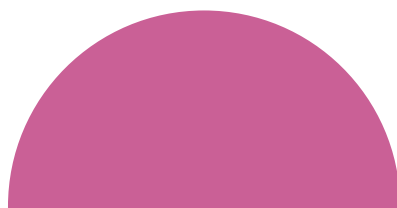
The University has developed Code of Conduct and Ethics that sets out principles of integrity and ethical behavior, responsibilities of all parties; academics, students, suppliers and the public. The Code sets a baseline and provides basic principles and a methodology to help guide the management in the attainment of this common goal. The Code is very detailed and covers several topics such as The Role of Administrators and Managers, Accurate Records and Reporting, Conflicts of Interest, Unfair Competition, Bribery and Corruption etc. More detailed information can be found at the end of the report or <http://www.bilgi.edu.tr/en/university/ethics/>

BILGI Ethics Helpline:

BILGI has established an ethics helpline for its academic and non-academic employers to be used either raising a question or reporting a possible violation. The confidential BILGI Ethics Helpline can be reached at www.bilgiethics.net, or by calling the Helpline toll-free using the phone number found on the website. The Helpline is available at all times, and reports can be made in any language. The Helpline is staffed by a professional service provider, who forward questions and concerns to appropriate personnel for handling.

Directive on Scholarships and Support:

The University has prepared a directive on scholarships and support based on paragraph 3 of addendum Art. 9 of Law no 2547 on Higher Education. The directive aims at regularization of coverage and conditions of scholarships and discounts

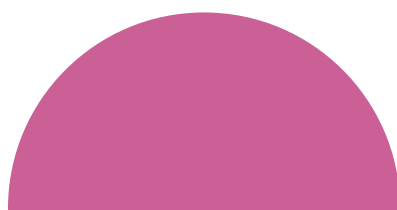


applicable for students enrolled in associate degree, undergraduate and graduate programs at Istanbul Bilgi University. The basic principles behind scholarships, support and discounts are rewarding successful students with scholarships and providing support, within financial means, to those students in need, in order to increase the quality of education and to ensure equality of opportunity in education. In line with the above, the Scholarship Committee aims at education of more number of students by ensuring the support of individuals and institutions sharing the aim of increasing the level of social education and culture. For more information <http://dys.bilgi.edu.tr/>

Istanbul Bilgi University has a very transparent system regarding corruption in order to take a further step Ethics Committee was established in 2011

Ethics Committee:

The active subcommittee of the University's Ethics Committee was established in the beginning of 2011 and is reviewing the researchers conducted by faculty on human subjects. The role of the Committee is to evaluate the ethical dimensions of the academic researchers conducted on human- related subjects in terms of health, security, human rights, general law and ethical principles.



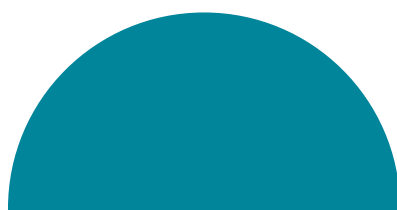
COURSES

Courses Given Directly Related to UNGC for HE and Responsible Citizenship

BUS 481 Business Ethics: The course aims to provide an understanding of ethical issues in the contemporary business world. Within this framework, concepts of ethics, values, morality and the development of these concepts through history in different contexts are studied. At the end of this course, students develop a critical approach toward evaluating ethical behavior of organizations in relation to topics like consumerism, environmental responsibility and work ethics.

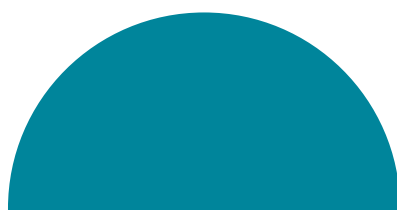
EC 316 Environmental Economics: Increasing environmental problems raise concerns from various bodies. International organizations are trying to draw attention to the importance of urgent solutions to environmental problems. Some of the topics covered in this course include: economy and the environment, sustainable economy, optimal pollution, taxation, environmental standards, measuring environmental damage, global pollution problems, ethics and future generations, environmental policies, green tax reforms and the use of environmental taxes.

EC 423 Labor Economics: The aim of this course is to provide students with an understanding of how labor markets work. The labor market is a special kind of market in which workers, whom we are used to seeing as the consumers in the goods market are on the supply side, and firms, which we are used to seeing as the producers make up the demand side. The interaction of labor supply and demand determines how many people are employed and how much they get paid for their time. Among the main issues of interest examined in Labor Economics are the 'labor force participation' and 'hours of work' decisions of individuals. While relevant concepts such as human capital, labor mobility and unemployment are also covered; special attention is paid to the development and the present structure of the Turkish labor market.



EU 315 Youth and Europe: The course investigates the concept of youth, looking at a number of different historical and contemporary concepts of youth at the European level. It is an introduction to the concept of “youth” from a European perspective in the form of policy, opportunities and programs funded by both the EU and Council of Europe institutions. The course is meant to provide a discussion opportunity about the social, economic and cultural aspects of “being young” with respect to recent developments in youth legislation and research with a critical perspective, thus providing insight into possible trends regarding the relationship between young people and Europe on both national and international levels.

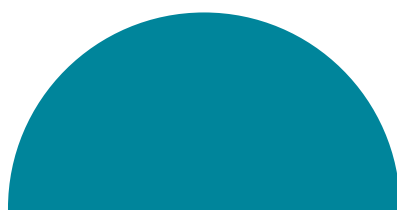
GE 104 Contemporary Issues in Environmental and Ecology: This course aims at developing an understanding of the issues concerning the environment and ecology from a multidisciplinary perspective, especially focusing on problems arising from human intervention and attempted solutions thereof, trying to develop a universal approach by starting from everyday life and problems in Europe, Turkey and Istanbul. Within this framework, earth system, ecosystems and their dynamics and the impact of human intervention are analyzed by dealing with: a) causes like resource use (renewable and non-renewable practices), industrialism and industrial production and consumption practices, global trade and consumption economy, waste, energy (production and use) and urbanization: b) effects like loss of biodiversity and natural habitats, global climate change and deterioration of urban environment: c) impacts and reflections on human health, ecosystem resilience, human rights, cultural rights, gender equality, social justice and politics. Finally, various responses addressing these problems are discussed: technologist responses and sustainable development, environmental policies, economic responses, international (including EU level) and national environmental law, voluntaristic approaches like corporate responsibility and individual solutions as well as environmentalist, ecologist and green movements and campaigns and environmental NGOs are discussed from a perspective of citizenship, eco-criticism, and new social movements. The course is run in an interactive way via film and documentary debates, case analysis, role playing and simulations, group work,



guest speakers and field visits.

GE 200 Social Responsibility, Civil Society and Istanbul: This course aspires to contribute to students' development as responsible individuals, sensitive to social and human rights issues together with their social environment, and in their becoming citizens who are active in the development of civil society and participative democracy. The course is specially designed for Erasmus and exchange students to discuss subjects such as multiculturalism, citizenship, discrimination and human rights based on the students' experiences in Istanbul. During the course, students have the opportunity to experience different sights of Istanbul, to meet with NGO representatives and to discuss the above-mentioned subjects based on their own experiences. The content of the course is based mainly on participation, group work and reflections on the experiences of the students. Experiential learning methodology is supported by formal education strategies whose aim is to develop the knowledge, skills and attitude of the students.

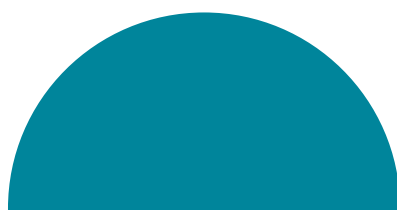
GE 201 Social Responsibility Project I: This new Social Responsibility Project course aspires to contribute to students' development as responsible individuals, sensitive to social and human rights issues together with their social environment, and in their becoming citizens who are active in the development of civil society and participative democracy. The content, the process and the experiences are intended to complement each other in leading students to improve and deepen their respect and tolerance for diversity and multiculturalism. The content of the course is based mainly on participation, group work and reflections on the experiences of the students. Experiential learning methodology is supported by formal education strategies. The learning strategy is built on four main indicators: knowledge, skills, attitudes and values. Within this strategy, there are several participatory learning activities: workshops and lectures to increase knowledge, group work (field work), assignments and oral presentations to increase skills, simulations and group discussions for attitude development, and seminars to provide a ground for value-based in-depth discussions.



GE 202 Social Responsibility Project II: This new Social Responsibility Project course aspires to contribute to students' development as responsible individuals, sensitive to social and human rights issues together with their social environment, and in their becoming citizens who are active in the development of civil society and participative democracy. The content, the process and the experiences are intended to complement each other in leading students to improve and deepen their respect and tolerance for diversity and multiculturalism. The content of the course is based mainly on participation, group work and reflections on the experiences of the students. Experiential learning methodology is supported by formal education strategies.

The learning strategy is built on four main indicators: knowledge, skills, attitudes and values. Within this strategy, there are several participatory learning activities: workshops and lectures to increase knowledge, group work (field work), assignments and oral presentations to increase skills, simulations and group discussions for attitude development, and seminars to provide a ground for value-based in-depth discussions.

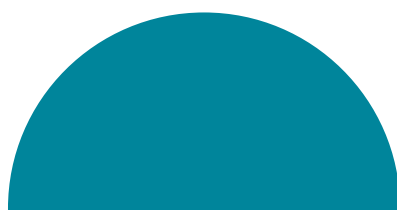
GE 203 Civil Society, NGOS and Participation: This course aims to provide the students with a theoretical and historical background on civil society and participation in a liberal democratic system in the twentieth century. This course examines civil society organizations with theoretical and practical concerns for contemporary political theory, social criticism and policy-making processes. Civil society and civil society organizations are discussed regarding their effect on the social welfare state and democratization processes of the countries. The effects of the civil society organizations are evaluated on local, national and international levels in the global context. In the last part of the course, the effects of the civil society organizations in Turkey are discussed historically and theoretically. In this part, current discussions on service-based and rights-based NGOs, the impact of political conjecture on the civil society and NGOs, effects of the civil society organizations on the condition of the social welfare state and democratization



process of Turkey form the main subjects of discussion and debate in the course.

IR 352 Environmental Politics: The course examines issues and concepts central to environmental politics, ranging from theory to practice. Lectures cover topics from global to local issues, enabling the student to assess the role of the global economy and international organizations in the development of environmental policy, as well as the importance of taking action at the local level. Issues addressed include the concept of sustainable development, green thought and political parties, environmental policy options, environmental pressure groups, the problems of collective action, international dimensions of environmental policy, international structures for the environment, international environmental agreements, European Union environmental policy and environmental security. The course also attempts to explore the linkages between environmental, social, ethical, political and economic issues. These links address the question of whether we need to modify our mode of conduct and way of thinking on a variety of issues including consumption patterns, life-styles, moral traditions, education, the value assigned to environmental goods and services and national accounting systems.

IR 372 Theories of Democracy and Human Rights: This course examines the philosophical foundations, historical evolution and institutional practice of the idea of universal human rights in contemporary world politics. At the theoretical level students are introduced to classical and contemporary political and philosophical approaches to justifying the moral universality of human rights against the challenge of cultural particularism and political irrationalism. At the practical level the course focuses on contemporary political controversies both among world governments and INGOs, concerning the promotion, protection and implementation of international human rights standards at global and regional levels. In this context particular emphasis are put on the United Nations' legal order in the field of human rights and on European human rights institutions.

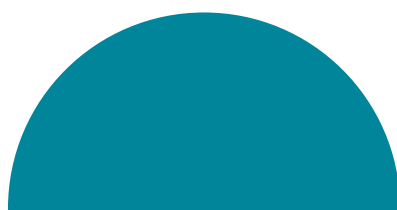


IR 472 Europe and Migration: This course aims to extend the understanding of the key notions of migration, globalization, diasporas, colonization, integration and assimilation in the contemporary world. International Migration as a module also aims at equipping the students with the tools to compare different forms of migration since the antiquity as well as alternative forms of regimes of migrations implemented by different states such as Germany, France, Turkey, USA and Britain. Students are asked to write two working papers.

LAW-EP 102 Introduction to International Human Rights Law with Special Emphasis on Turkey: The aim of this course is to provide a comprehensive introduction to the theoretical foundations, structures and procedures of international human rights law. Throughout the course, the basic principles of human rights are illustrated with a considerable number of Turkey-related case studies. This enables the students to grasp the practical implications of human rights law in our daily lives and to analyze the current human rights situation in Turkey.

CAM 412 Non-Profit Organizations and Culture: Non-profit organizations and non-governmental organizations from a managerial standpoint. The organizational and administrative skills needed for their success with the support of international examples in both the social arena and in civil society.

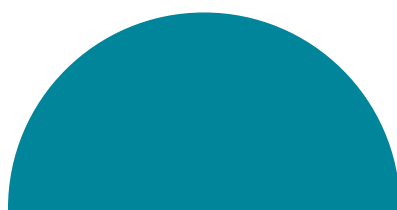
EC 179 Social Issues and Critical Thinking I: This course explores the process of thinking critically and guides students in thinking more clearly, insightfully and effectively. Concrete examples from students' experience and contemporary social issues help students develop the abilities to solve problems, analyze issues and make informed decisions in their academic, career and personal lives. Substantive readings, structured writing assignments and ongoing discussions help students develop language skills while fostering sophisticated thinking abilities.



EC 180 Social Issues and Critical Thinking II: This course explores the process of thinking critically and guides students in thinking more clearly, insightfully and effectively. Concrete examples from students' experience and contemporary social issues help students develop the abilities to solve problems, analyze issues and make informed decisions in their academic, career and personal lives. Substantive readings, structured writing assignments and ongoing discussions help students develop language skills while fostering sophisticated thinking abilities.

GE 103 Global Civil Society: The course aims to provide a learning environment for students who would like to know more about civil activism outside Turkey and Europe. Examples of civil activism from Latin America, Asia and Africa are analyzed throughout the course. Some examples that are covered in the course are Mothers of the Plaza de Mayo, MST and BRAC. The course further tries to elaborate on the new social movements of the 90s through analyzing the connection between the local and the international by providing references to the alternative globalization movement. Comparative analysis of the anti-system movements of the 60s and 90s are deliberated by discussing the anti-war movements and social forum processes. The connection of civil activism in Turkey with the global movement are critically discussed with the involvement of activists from Turkey. The course aims to provide a learning environment for a critique of global civil movements to the established institutions of the new world order, such as the IMF, World Bank and the WTO. Key references are made to theoreticians such as Negri, Freire and Klein.

MED 200 Media and Child: This course is highly recommended for media students who are interested in children's rights and child representation in the media. Emphasizing the transformative power of the media for the protection, development and realization of children's rights, this course is designed to contribute to the empowerment of students as advocates for children's rights. The course covers social construction of children and childhood, children's rights and obstacles to

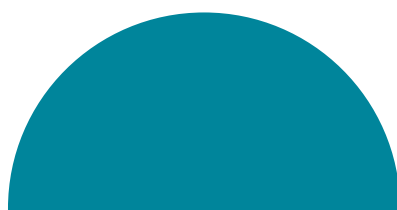


realization, media portrayal of children, influence of media on children, child participation in the media, guidelines for interviewing children and relevant codes of conduct.

MED 318 Crime Society and Media: The phenomenon of crime, which creates a significant field of survey for disciplines such as sociology, social history and psychology, does so also for the news media. This course utilizes studies of social sciences and journalism regarding crime. Cases taken from Turkey and other countries are examined. The course has two main aims. The first is to facilitate the conveyance of information under titles like sociology of crime, crime theories, the history of crime and its future. The second is to examine and discuss how crime is perceived, processed and reflected by the media and the corresponding social perceptions of this.

PUB 422 Ethical Issues and Dilemmas in Public Relations: The course aims to give an in-depth understanding of the significance of ethical conduct for the practice of public relations. Focusing on the responsibilities of the public relations practitioner both to clients and to the public, the course discusses moral issues facing practitioners, ethical issues in business, business and society and ethical issues in media relations on the basis of real and/or fictional cases. The course also aims to provide students with relevant laws and regulations and with practical concepts such as copyright and intellectual property.

TVJ 462 Human Wrongs and TV: This course examines the complex interconnection between the areas of human rights and the media. The students acquire the necessary knowledge on the historical development, the policies and the applications of this complex relationship. The main focus are on the notion of “rights”, which is crucial in the profession of news making as well as all other professions. During the course, some national and international defense mechanisms are analyzed in



terms of issues such as gender, impairment, children and elderly rights/rights violation, hate speech, freedom of expression and human rights.

Other Courses Related to UNGC in HE Responsible Citizenship:

BUS 302-Employee Relations and Employment Law

GE 271-Crossroads of Crisis 21st Century I

GE 272-Crossroads of Crisis 21st Century II

HUM 207- The Representations of Nature

IR 292- Society and Politics

IR 303- Culture and Politics

JUS 115- Introduction to Civil Law 1(Basic Concepts and Law of Person)

JUS 116- Introduction to Civil Law II (Basic Concepts and Law of Person)

LAW 405- Street Law Clinic I

LAW 406- Street Law Clinic II

LAW 461- Human Rights law

LIT 206- Language and Gender

IR 400- Religions and Politics: Debates on Secularism

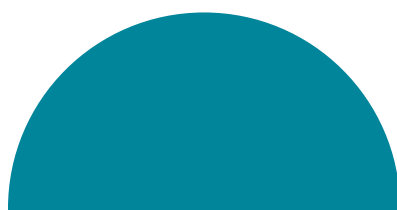
LAW 421- Labor law

MED 200- Media and Child

MED 318- Crime Society and Media

PUB 422- Ethical Issues and Dilemmas in Public Relations

SOC 371- Migration and Development



OTHER

UNDP Collaboration:

In Feb 2011 Istanbul Bilgi University signed an MOU with UNDP that are valid for 3 years. As an outcome of the MOU, B0LG0 and UNDP worked on Social Entrepreneurship cases in Turkey using the write shop method developed by UNDP, which were presented to all stakeholders as well as the students in a conference in June 2011. Following the success of the conference, B0LG0 decided to publish the cases as a book, the "Growing Inclusive Markets: Social Entrepreneurship in Turkey" which is currently in the process.

BILGI Young Social Entrepreneur Awards:

BILGI Young Social Entrepreneur Awards has adapted the YouthActionNetÆ Global Fellowship model to provide a tailor-made, culturally relevant, and Turkish-language centered leadership development experience for 10 young Turkish leaders, ages 18-29, per year. The Bilgi Young Social Entrepreneur Awards (Bilgi YSE Awards) strengthens the personal leadership and entrepreneurship skills of young Turkish leaders, while connecting them to their peers and experts to create a national network of youth leaders affecting positive change. This customized learning experience, coupled with a USD \$3,500 award, allows these youth to deepen and extend the impact of their work as each becomes more confident on how to effectively address social needs in their community.

UNDP and Istanbul Bilgi University Joint Festival: One Day on Earth: Youth and Earth Festival

Istanbul Bilgi University hosted the world premiere of One Day on Earth in collaboration with UNDP Turkey. Earth Day, the feature length documentary film produced by One Day on Earth, was screened on the same day in over 170 countries worldwide, in collaboration with over 80 UNDP Country Offices. The film



highlights priority UNDP issues, such as women s empowerment, sustainable development, cultural diversity and people working together to solve global issues.

Kizilay donation:

Through the Turkish health foundation Kızılai, students, academic-administrative staff and the residents of the nearby neighborhood at three campuses donate blood in given times of the year.

Somalia donation:

August 2011, Bilgi decided to cancel the traditional annual Ramadan dinner as a result of the staff members' considerate suggestion to donate 7,500 TL to the Turkish Red Crescent on behalf of administrative and support personnel in order to help with the devastating tragedy that Somalia was experiencing at the time.



United Nations Global Compact for Higher Education

The Value of Participation: The Critical Role of Higher Education

As the complexity of HEI (Higher Education Institution) operations increasingly overlap with societal interests and development objectives, and as HEIs develop global activities in many locations and contexts, responsible HEI practices and cross-sector partnerships play a more important role than ever before. To foster a more inclusive and stable global market, the active engagement of higher education are critical. At the same time, responsible HEI practices not only contribute to the well-being of stakeholders, they have increasingly become a long-term value proposition for the institution itself. It makes business sense for HEIs to invest in creating a sound environment in which to operate, and to partner with the corporate sector in a common mission of global citizenship

In 2007, Principles of Responsible Management Education (PRME) was launched at the Global Compact Leaders' Summit in Geneva, with the goal of instilling the principles of the Global Compact into business schools and their curricula. PRME's mission focuses on management education and the institutions and programs that teach in this field. Its particular emphasis is placed on curriculum, instruction and research. PRME has grown into a significant movement, with over 400 member institutions from over 60 countries.

In harmony with this initiative, the goal of the UNGC Academic Institutions Working Group is to facilitate the adoption and dissemination of the Global Compact in all categories of HEIs across the globe, with an initial focus on business operations, gradually extending to faculty research and the curriculum across all disciplines. The mission, vision and objectives of the Working Group are:



Mission:

To promote the adoption and implementation of the UNGC's Ten Principles holistically by higher education institutions, through the creation and dissemination of applicable tools.

Vision:

To create a context in which higher educational institutions are able to build upon their awareness of their social responsibilities and have the necessary tools to fulfill these obligations.

Objectives:

- Develop guidelines for academic institutions to implement the UNGC Principles in their goals, strategies, and operations.
- Build upon awareness within the global academic community regarding its social responsibility and available tools for implementation and self-assessment.
- Evaluate the sustainability of the guidelines and highlight best practices.

Engaging in the Global Compact and implementing the principles can help HEIs to:

- be a role model for their stakeholders – faculty, staff, students, businesses and the community.
 - expand and deepen views about research and development.
 - improve organizational integration of environmental, social and governance issues.
 - address HEI opportunities and risks.
 - improve operational efficiencies.
 - mitigate risk at home and abroad.
 - access the experiences and good practices of peers, networking with other enlightened organizations.
 - acquire practical know-how.
 - attract, motivate and retain faculty and staff.
 - enhance institutional reputation.
- 

- engage in a proactive and constructive dialogue with civil society and other stakeholders.
- establish better links with the United Nations.
- take a leadership role on critical issues.

The End Goal: CSR in Higher Education

Recent financial, ecological and social crises have raised questions concerning the responsibility of the corporate world. Paralleling these concerns, the roles of HEIs in educating and training decision makers – and the role they may have played in these crises – have come under increased scrutiny as well. The latest wave of corporate scandals is, once again, placing pressure on HEIs to emphasize ethics, social responsibility, and sustainable practices.

In order to fulfill their mission in a world in perpetual transformation, HEIs must recognize that their own actions should reflect the values and norms which they claim to embody. This means deepening their commitment to Corporate Social Responsibility (CSR) at the operational level.

Although developing coursework on CSR is important and encouraged, we must recognize the moral imperative of the Hippocratic Oath, “Doctor, heal thyself,” and internalize these practices across the Academy as well. While these issues have always been a part of the educational mission of colleges and universities, through participation in the UNGC, HEIs move the focus beyond the classroom and research projects into their own institutional operations.

Our main objective is to enhance the operation of HEIs, focusing on their broader responsibilities as organizations, corporate entities, schools, and agents of wider social change.

The differentiating factor between HEIs and traditional corporate entities is the double dimension of their responsibility. Through their daily operations, as with



all organizations, HEIs have a direct and immediate impact on society and the environment. As educational institutions, we also have a broader responsibility to frame and disseminate knowledge and capabilities concerning both positive (e.g., employment) and negative (e.g., discrimination, pollution) externalities. Going beyond our current student cohort, the behavior and actions of our alumni reflect directly back upon our institutions. Especially in professional schools, the paradigms, frameworks and tools taught in our programs readily shape the behavior and decisions of future managers and organizational professionals, from short-term corporate visions to a broader, multi-stakeholder focus.

For more information about United Nations Global Compact for Higher Education:
http://www.unglobalcompact.org/docs/issues_doc/PRME/Practical_Guide_HEI.pdf



Approved by the University Executive Board
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