

2025 Sharing Information on Progress (SIP) Report

Cag University

September 2025

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).”

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started

This section provides foundational information about Cag University, including key details and basic institutional data.

Mission

Çağ University Mission

In line with Atatürk's ideological framework, Çağ University aims:

- To serve as a hub for the production and dissemination of knowledge,
- To provide education and instruction at international standards,
- To nurture inquisitive, entrepreneurial, and research-oriented individuals,
- To cultivate social and environmental awareness within the scope of universal values,
- To foster a strong sense of social responsibility and emphasize ethical values,
- To prepare self-confident individuals who can express themselves effectively and are equipped to meet life's challenges.

Basic Values of Çağ University

- **Fairness** – Ensuring justice, equality, and impartiality in all academic and administrative processes.
- **Ethical Behavior** – Upholding integrity, honesty, and responsibility as guiding principles.
- **Transparency** – Maintaining openness and accountability in decision-making and practices.
- **Scientific Rigor** – Adhering to high academic and research standards with a commitment to truth and evidence.
- **Entrepreneurship** – Encouraging innovation, creativity, and proactive initiatives among students and staff.
- **Focus on Quality** – Striving for excellence in education, research, and service.
- **Stakeholder Orientation** – Building strong, respectful, and collaborative relationships with students, staff, alumni, and society.
- **Environmental Consciousness** – Promoting sustainability and awareness of ecological responsibilities.
- **Embracing the Culture of Çağ** – Preserving and promoting the unique identity, values, and spirit of Çağ University.

Faculty of Economics and Administrative Sciences – Mission

The mission of the Faculty of Economics and Administrative Sciences is to educate students who can meet the demands of today's dynamic and competitive international business environment.

Vocational School- Mission

The mission of the Vocational School is to train professionals who possess the knowledge and skills to meet the changing needs of society.

Institute of Social Sciences- Mission

In line with the mission of the university, to raise prospective leaders, entrepreneurs, and academics who are equipped with strategic and creative thinking skills, adopt the principles of the rule of law and ethical values, know how to solve problems and make decisions effectively, and can access and use information in both business and academic life.

To achieve this mission, our objectives are:

- To enable individuals to develop effective communication skills, allowing them to express themselves clearly and concisely in both written and verbal communication, within qualitative and quantitative contexts, while synthesizing complex ideas.
- To strengthen individuals' decision-making processes, both in personal and professional contexts, enabling them to analyze complex situations and make sound judgments in competitive and uncertain environments through the acquisition of professional knowledge and experience.
- To provide individuals with the ability to apply their skills in strategic decision-making by collaborating with diverse team members to solve complex, uncertain, and unconventional problems, and to integrate these skills into their personal and professional lives.

Vision

Vision of Çağ University

The vision of Çağ University is to become one of Turkey's leading foundation universities in education, research, and social contribution studies in the field of social sciences and humanities.

Faculty of Economics and Administrative Sciences' Vision

To be one the leading faculties of economics and administrative sciences in education, research and societal contribution in the field of business and international relations.

Vocational School's Vision

The vision of the vocational school is to cultivate young professionals who love their country and the world, are equipped with universal knowledge and skills in their field, are responsible and rational, think multidimensionally, and are sought-after experts in their professional lives.

Institute of Social Sciences' Vision

Our vision is to raise sophisticated individuals who have universal point of view, the skills required to be a researcher, characteristics of a freethinker, a creative mind, an entrepreneur, and to be one of the prominent Institute of Social Sciences on both national and international scales by means of offering high-quality education and innovative academic programs.

Strategy

Strategy

To accomplish its mission, the University and faculties endeavor to achieve the following academic goals;

- To equip the students with fundamental and technical knowledge in the area of international business.
- To improve managerial skills of the students by increasing self-confidence and self-expression efficiency.
- To lead the students behaving ethically and responsible towards society and environment.


Graduates & Enrollment

2024 Statistics	Number
Graduates	362
Faculty & Staff at the University	189
Faculty & Staff at the Institution	48
Student Enrollment at the University	2503
Student Enrollment at the Institution	806
Undergraduate Attendance	1830
Masters-Level Postgraduate Attendance	371
Doctoral Student Attendance	17


2024 Statistics	Number
Certificate, Professional Development, or Continuing Education Attendance	3727

Degrees Offered






Associate Programs

 Associate of Applied Science (A.A.S.)








Bachelor Programs

 Bachelor of Business Administration (B.B.A.)


Undergraduate Degree Programmes

 Undergraduate Degree Programmes
  International Trade and Logistics
 International Business Management
  International Finance and Banking
  International Relations

Masters Degree Programmes

 International Trade and Marketing
  English Language Education Thesis Master's Degree
 Psychology
  Private Law
  Public Law
  Business Management
 Health Care Management

Postgraduate Degree Programmes

 Business Administration

Certificates, Professional Development, or Associate Programmes

- 📄 Banking and Insurance
- 📄 Child Development
- 📄 Health Institutions Management
- 📄 Social Services
- 📄 Foreign Trade
- 📄 Mediation
- 📄 Expert Witnessing
- 📄 Cognitive Therapy-Based Non-Judgmental Awareness
- 📄 Metaverse and Digital Life
- 📄 Open University
- 📄 Occupational Health and Safety



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Definition of Purpose

Purpose at Çağ University is cultivating responsible leaders who create positive social and environmental impact. Through education, research, and partnerships, we align learning with sustainability goals, preparing graduates to shape an inclusive, ethical, and future-ready world.

Institutional Engagement

51% - 75% of faculty at Cag University actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



How We Define Values

At Çağ University, values embody integrity, responsibility, inclusivity, and sustainability. Guided by PRME, we integrate ethical principles into teaching, research, and community engagement to develop responsible leaders who respect human dignity, embrace global citizenship, and advance sustainable development.

Who Champions Responsible Management Education at Our Institution

- ❖ Centralized sustainability office
- ❖ Research or issue group, society, or club leading sustainability efforts

Student Awareness

26% - 50% of students at Cag University are aware that we are a PRME Signatory Member.

Student Engagement

26% - 50% of students at Cag University actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



How We Define Teach

Teach refers to integrating sustainability, ethics, and social responsibility into the curriculum, enabling students to critically analyze global challenges, develop responsible leadership, and apply knowledge through practical projects aligned with the Sustainable Development Goals (SDGs).

Educator Recognition

At Cag University, we recognize educators for quality of teaching in the following ways:

- ❖ Publication or research support

Fostering Innovation



A lot

Our institution supports innovation significantly through teaching and learning.

Experiential Learning



A lot

Our institution supports experiential learning significantly through teaching and learning.

Learning Mindset



A lot

Our institution supports a lifelong learning mindset significantly through teaching and learning.

Method of Teaching and Learning



Hybrid

Combination of in-person and virtual learning methods.

Barriers to Innovative Curriculum

In 2024, Cag University identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Assessment challenges
- ❖ Collaboration barriers
- ❖ Compliance and legal concerns
- ❖ Curriculum inertia
- ❖ Faculty resistance
- ❖ Limited interdisciplinary collaboration
- ❖ Measurement and benchmarking issues
- ❖ Outdated infrastructure
- ❖ Overloaded faculty
- ❖ Risk aversion
- ❖ Time constraints
- ❖ Uncertain return on investment

Barriers to Innovative Pedagogy

In 2024, Cag University identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Assessment rigor concerns
- ❖ Change resistance
- ❖ Classroom infrastructure limitations
- ❖ Collaboration barriers
- ❖ Compliance concerns
- ❖ Digital divide
- ❖ Faculty resistance
- ❖ Learning curve for faculty
- ❖ Limited faculty development opportunities
- ❖ Limited interdisciplinary teaching approaches
- ❖ Measurement difficulties
- ❖ Risk aversion
- ❖ Scalability issues
- ❖ Student engagement concerns
- ❖ Technology gaps



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

How We Define Research

Research at Çağ University is the creation of innovative, interdisciplinary knowledge addressing global and regional challenges, embedding sustainability, ethics, and SDGs.

Research vs Research for RME/Sustainable Development



Research Funding

In 2024, Cag University was awarded funding for research that is:



**Institution
Specific**



National



International

Socializing Research

In 2024, Cag University contributed research findings to:

- ❖ Community organizations
- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ International media
- ❖ Open-access platforms
- ❖ Research collaborations
- ❖ Public events and lectures
- ❖ Social media and digital outreach

Research Projects

In 2024, Cag University reported 1 research project that implemented responsible or sustainable activities.

Turkiye's Carbon Emission Profile: A Global Analysis with the MEREC-PROMETHEE Hybrid Method

Period Covering: January, 2025 - May, 2025

Department: Business Administration | Management

This project was supported by Research Fund of Çağ University, Project Number: 2024-2-11.

Supervisor: Assoc. Prof. Dr. İrem Pelit

This project conducts a comparative evaluation of Türkiye's carbon emission profile from both sectoral and global perspectives. Utilizing 2022 data from 76 countries, it applies two widely recognized multi-criteria decision-making (MCDM) methods: MEREC, for determining objective weights of criteria, and PROMETHEE II, for ranking countries based on these criteria. All data used in the analysis were obtained from the World Bank, a globally recognized and credible statistical source. The study evaluates seven criteria, including carbon emissions from the energy, transport, industry, and residential sectors, along with GDP-related indicators. The results indicate that Türkiye's carbon emissions, particularly from industry, transport, and energy, are substantially higher than the global average. Moreover, countries with higher levels of industrialization generally rank lower in environmental performance, highlighting a direct relationship between industrial activity and increased carbon emissions.



Research Presentations Related to RME and/or Sustainability

In 2024, Cag University gave 5 research presentations related to RME and/or sustainability.

Technological Applications in Sustainable Urban Logistics: A Systematic Review with Bibliometric Analysis

| [DOI](#)

Authors: Assist. Prof. Dr. Suzan Oğuz, Çağ University

Date of publication: December, 2024

Department: Management | Economics | Computer Information Systems

Today, supply chains and logistics operations in urban areas face increasing customer demands for productivity, quality, sustainability and traceability. Traditional methods cannot adequately respond to the rapidly changing challenges and requirements of this sector. Therefore, new methods have been developed to make urban logistics activities more modern, environmentally sensitive and integrated with technology. This research aims to identify sustainable urban logistics and the role of technological applications on urban logistics. In this research, which is designed as a systematic study, firstly, based on the existing literature, the basic concepts, trends, researchers and countries working in the field of sustainable urban logistics are examined by bibliometric analysis method. It is observed that the most frequently used technology applications in sustainable urban logistics are last mile delivery, vehicle routing, optimisation, electric vehicles and crowdsourcing applications. This study is expected to contribute to the development and sustainability of urban logistics.



The Role of Green Marketing on Consumers' Behavior Toward the Environment

| [DOI](#)

Authors: Prof. Dr. Eda Yaşa Özelturkay, Çağ University

Date of publication: August, 2025

Department: Business Administration | Marketing

The Industrial Revolution has led to numerous global problems that became significant for the worldwide public after the 1970s. The growing global environmental issues have heightened consumer sensitivity, emphasized the importance of green marketing, and addressed these ecological sensitivities in the business world. Sustainability and ecological consciousness have a major role in the purchasing decisions made by consumers in today's business world. Green marketing strategies are essential in this situation for both companies and consumers. Examining how ecolabeling, eco-friendly packaging and branding, eco-friendly products, and premium pricing affect consumer behavior is the focus of this research. The survey method was used for a convenient sample of 342 consumers residing in Turkey. Results showed that the other factors, aside from eco-labeling, such as eco-friendly packaging and branding, eco-friendly products, and premium pricing, have been found to influence consumers' environmentally friendly behavior. Implications of these factors are discussed.



NATO's Securitisation of Climate Change in the Arctic

| [DOI](#)

Authors: Assoc. Prof. Dr. Sevgi Balkan Şahin, Çağ University | Assist. Prof. Dr. Özge Çetiner

Date of publication: April, 2024

Department: International Relations / Security Studies

This study analyses how and why the North Atlantic Treaty Organisation (NATO) securitises climate change in the Arctic. The study recognises that climate change has not only endangered the environmental security of the Arctic but has also intensified geopolitical competition over the region's resources and trade routes as a threat multiplier. Regarding the impact of the changing structure of the region from the "cooperation front" to the "competition area", the study reveals that NATO considers climate change as a part of the collective defence dimension of its organizational identity, along with increasing geopolitical competition, to develop an integrated approach in its Arctic policy. Drawing on the Copenhagen School and social constructivism, the study presents that NATO resorts to securitisation discourses that concretise the threat to address climate change within the scope of its organizational identity.



Investigating the Relationship between Selected Risk Measures and Sustainability Index

| [DOI](#)

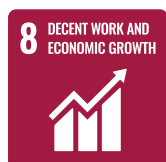
Authors: Assist. Prof. Dr. Dilara Demirez, Çağ University

Date of publication: April, 2024

Department: Finance

Banks are the largest users of derivative products, and examining the complex factors that influence banks' decisions to use derivatives is crucial. However, comparative analyses of the factors influencing the use of foreign exchange derivatives by banks in both developed and developing countries are lacking in the current literature. To fill this gap, a study has been conducted to examine the use of foreign exchange derivatives by banks operating in developed and developing countries. The study analyzed banking and macroeconomic data from 104 banks in 21 developed countries and 41 banks in 12 developing countries through panel data analysis for the period of 2010-2020. Due to limited data availability, the analysis period was confined to 2010-2020. The results indicate a positive relationship between interest rates and bank size with the use of foreign exchange derivatives in both developed and developing countries. In developing countries, exchange rates and loans are positively

associated with foreign exchange derivative usage. However, while an increase in deposit size enhances foreign exchange derivative usage in developed countries, it reduces it in developing countries. Moreover, an increase in equity reduces foreign exchange derivative usage in developed countries, whereas an increase in the financial institutions index enhances it.



Exploring Research Trends in Sustainability in English Language Education from 2014 to 2024: A Bibliometric Analysis

| [DOI](#)

Authors: Assist. Prof. Dr. Senem Zaimoğlu, Çağ University

Date of publication: December, 2024

Department: Language Education / Higher Education

Sustainability in language education is a multifaceted concept that encompasses environmental, linguistic, and educational dimensions. As the world deals with environmental challenges and the rapid loss of linguistic diversity, it becomes necessary to integrate sustainable practices into language education. Therefore, research on this field have become more widespread. Based on this, the purpose of this study is to review and identify the importance of sustainable practices in English language education field by conducting a bibliometric analysis of the literature related to Sustainability. This research makes a valuable contribution to the existing body of literature by examining the current state, identifying areas that need improvement, and suggesting possibilities for future research. The search involved combining topic-related keywords for 'sustainable' and 'English language education' within the time period from 2014 to 2024 in the Web of Science database (SSCI, SCI, SCI-E, and AHCI). The data was collected using a data extraction table from 1,523 articles that were analyzed using the VOS viewer data visualization tool. Out of the 1,523 papers identified in the initial search, the majority of the research was published in 2023. China, the USA, Spain, Czech Republic, and England emerged as the primary countries for these studies and citations, exhibiting a dominant presence. The primary three important terms for articles on 'sustainability' and 'English language education' are sustainability, higher education, and sustainable development. The findings suggest that sustainable approaches in the field of language teaching have experienced significant growth in literature in recent years. However, it can be stated that research is still limited in English language education. While there is a growing body of study addressing the theoretical aspects of sustainability, there remains a significant gap in empirical studies that explore the effectiveness of sustainable practices in real-world educational settings. Additionally, the geographical distribution of research indicates a concentration in certain countries, suggesting a need for more diverse and inclusive studies that consider different cultural and linguistic contexts. This bibliometric analysis

underscores the necessity for future research to focus on developing actionable strategies, assessing their impact, and fostering international collaboration to promote sustainability in language education globally.



Publications Related to RME and/or Sustainability

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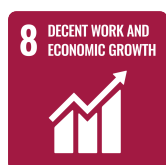
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Research Barriers

In 2024, Cag University identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Administrative barriers
- ❖ Funding challenges
- ❖ Collaboration challenges

❖ Skills and expertise gaps



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

How We Define Partner

For Çağ University, partner is a trusted collaborator who shares common vision to create meaningful change. Through joint initiatives, research, and innovation, partners help us address global challenges, empower our community, and advance our mission toward a sustainable, inclusive, and future-ready world. Together with our partners, we build a stronger future.

Institutional Partnerships

- ❖ Times Higher Education (THE)
- ❖ United Nations organs other than the UN Global Compact

Student Organization Partnerships

- ❖ None



Practice

We adopt responsible and accountable management principles in our own governance and operations.

How We Define Practice

At Çağ University, Practice means turning sustainability commitments into daily operations and learning: clear policies, measurable resource stewardship, inclusive access, ethical research and data conduct, open science, staff development, and partnerships (e.g., SDSN)—all documented, trained, and reviewed for continuous improvement.

Institutional Policies and Practices

- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Environmental stewardship policies
- ❖ Water
- ❖ Zero-waste guides
- ❖ Student equity, diversity, inclusion
- ❖ Curriculum guidelines
- ❖ Ethical leadership or good governance policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Professional training opportunities
- ❖ Local staff/student/faculty transportation
- ❖ Open-access guides
- ❖ Ethical data sourcing guides
- ❖ Accreditation body recommendation documents

Policy Documents Related to RME and/or Sustainability

Practice

View document  Download document 

Practice Awards

In 2024, Cag University received 2 awards for responsible and/or sustainable practices.

“Accessible University” Flags (Orange/Blue).

Granter: The Council of Higher Education (YÖK)

Grantee: Cag University

Award Description:

National recognition by Türkiye's Council of Higher Education (YÖK) under the "Accessible University Awards," granting Blue Flag (Accessibility in socio-cultural activities) and Orange Flag (Accessibility in physical spaces) for barrier-free campus and inclusion efforts.

UI GreenMetric Ranking (2024)

Granter: UI Greenmetric World University Ranking

Grantee: Cag University

Award Description:

UI GreenMetric World University Rankings (2024) recognized Çağ University for its campus sustainability performance, placing it 702nd worldwide. The ranking assesses institutions across six categories—Setting & Infrastructure, Energy & Climate Change, Waste, Water, Transportation, and Education & Research—highlighting green campus policies and practices.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



How We Define Share

At Çağ University, Share is the commitment to exchanging knowledge, practices, and experiences that advance responsible management and sustainability. Through research collaboration, academic–industry partnerships, and student-led initiatives, we foster open dialogue and collective learning that amplify our positive impact within and beyond the university.

Engagement Opportunities

Cag University offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Annual reports
- ❖ Community events and consultation forums
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Partnerships with local organizations
- ❖ Open faculty and student meetings and town halls
- ❖ Public events and panel discussions
- ❖ Publicly accessible sustainability data and dashboards
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

Cag University communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Business and industry partners
- ❖ Chamber of commerce and local communities
- ❖ Faculty and staff
- ❖ Government and policy makers
- ❖ Media and public relations channels
- ❖ Non-governmental organizations (NGOs)
- ❖ Prospective and current students
- ❖ Research and academic networks
- ❖ Boards and advisory committees

Communication Barriers

Cag University faces the following barriers in transparent communications:



Media visibility

SIGNATORY

Cag University



Address

Cag Universitesi Yasar Baybogan Kampusü, Mersin, Yenice, 33800
Türkiye



Website

<https://www.cag.edu.tr>