

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Cag University

September 2026

Table of Contents

1. About PRME	3
2. About SDGs	5
3. Getting Started	6
4. Purpose	11
5. Values	13
6. Teach	15
7. Research	17
8. Partner	26
9. Practice	28
10. Share	31

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

2025 Statistics	Number
Graduates	220
Faculty & Staff at the University	206
Faculty & Staff at the Institution	45
Student Enrollment at the University	1807
Student Enrollment at the Institution	804
Undergraduate Attendance	430
Masters-Level Postgraduate Attendance	169
Doctoral Student Attendance	11

Degrees Offered

Associate Programs

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

Bachelor Programs

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

Undergraduate Degree Programmes

🎓 International Business Management 🎓 International Finance and Banking 🎓 International Relations
🎓 International Trade and Logistics

Masters Degree Programmes

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

Postgraduate Degree Programmes

🎓 Business Administration

Certificates, Professional Development, or Associate Programmes

🎓 International Business Management 🎓 International Finance and Banking
🎓 Health Institutions Management 🎓 International Trade and Marketing 🎓 Business Administration
🎓 Banking and Insurance 🎓 Social Services 🎓 Foreign Trade 🎓 Business Management
🎓 Health Care Management 🎓 International Trade and Logistics



Purpose

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

Definition of Purpose

At Çağ University, our purpose is to generate and disseminate knowledge through high-quality education while fostering individuals who are entrepreneurial, socially responsible, and committed to ethical values. Guided by universal principles, environmental awareness, and a global perspective, we aim to equip our students with the competencies needed to address contemporary business and societal challenges. Through the integration of responsible management education, sustainability-oriented learning, and industry collaboration, we seek to cultivate ethical leadership, strengthen sustainable business practices, and contribute to inclusive social and economic development. In line with the PRME principles, we are committed to embedding responsibility, transparency, and societal impact into our teaching, research, and engagement activities, preparing future leaders to create long-term value for business, society, and the environment.

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 are the foundation of our teaching, research, and community engagement. Guided by integrity, academic excellence, inclusiveness, and social responsibility, we foster ethical leadership and sustainable practices that create positive impact for society while preparing globally minded and responsible graduates.

Who Champions Responsible Management Education at Our Institution

- ❖ Senior leadership office
- ❖ Interdisciplinary efforts across parent organization
- ❖ Interdisciplinary efforts across business school
- ❖ Centralized sustainability office
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Student contributor

Student Awareness

51% - 75% of students at Cag University are aware that we are a PRME Signatory Member.

Student Engagement

51% - 75% 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

At our institution, Teach means creating transformative learning experiences that integrate sustainability, ethics, and responsible management across the curriculum. Through experiential learning, industry partnerships, branded and certified courses, and interdisciplinary collaboration, we prepare students to address complex global challenges and create sustainable value for society.

Barriers to Innovative Curriculum

In 2025, Cag University identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Overloaded faculty
- ❖ Accreditation constraints



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 dedicated to generating innovative, interdisciplinary knowledge that addresses pressing global and regional challenges. Our research culture is built on a commitment to sustainability, ethical inquiry, and alignment with the United Nations Sustainable Development Goals (SDGs), fostering collaboration across disciplines to produce impactful, socially responsible scholarship. Through this approach, Çağ University aims to bridge academic excellence with real-world relevance, contributing to a more equitable, sustainable, and knowledge-driven future.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, Cag University was awarded funding for research that is:



**Institution
Specific**



National

Socializing Research

In 2025, Cag University contributed research findings to:

- ❖ Research collaborations
- ❖ Public events and lectures
- ❖ Open-access platforms
- ❖ Industry and business networks
- ❖ Local media
- ❖ National media
- ❖ Social media and digital outreach

Research Projects

In 2025, 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 2025, Cag University gave 2 research presentations related to RME and/or sustainability.

Exploring Next-Gen Consumers' Perceptions of Sustainability in the Apparel Industry

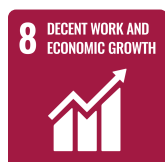
Authors: Gülay Güler, Çağ University | Deniz Zeren, Çukurova University

Date of publication: August, 2025

Presented at: National or international academy of management

Department: International Business | Management

Sustainability is one of the critical issues of the 21st century. The apparel industry has developed various actions in order to adopt sustainability. How new generation consumers respond to these efforts is the main point of this research. In this context, the aim of the study is to examine the perceptions of the generation Z, towards sustainability in the apparel industry. In the study, a qualitative research method was used and an open-ended questionnaire was applied to 39 volunteer participants. Three themes were reached as a result of the data analyzed by thematic analysis. These themes are 'Economic Barriers and Consumer Preferences', 'Transparency Paradox' and 'Green Transformation'. Among the findings, it is noteworthy that new generation consumers think that brands in the apparel industry are engaging in greenwashing under the guise of green marketing. The participants, who are distrustful of the validity of the certificates, want to see visual or digital evidence. In addition to these, participants believe that the full adoption of sustainability in the apparel sector will be possible through legal processes to be carried out by governments. Although the majority of the participants associate sustainability with environmental factors, a significant number of them drew attention to the economic and social dimensions of sustainability such as fair trade. They think that the biggest obstacle to prefer sustainable brands is price and lack of information and awareness. Participants stated that brands should carry out more promotional activities in this sense. However, they underlined that these activities should not only be a brand image transformation. They also stated that these processes should be carried out in a transparent manner. Last but not least, Mavi was the brand most recognized by participants for its sustainability efforts. In this regard, it is thought that the study will shed light on marketing employees in the apparel industry and contribute to the literature.



CASHLESS PAYMENTS IN THE CONTEXT OF SUSTAINABLE DEVELOPMENT GOALS: A BIBLIOMETRIC APPROACH

Authors: Duygu Gür | Dilara Demirez

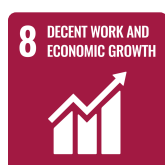
Date of publication: October, 2025

Presented at: National or international academy of management

Department: Business Administration | Management | Finance

The objective of this study is to reveal the development and increasing use of the cashless payment concept over time using bibliometric analysis. This study will aim to identify foundational works that can serve as a basis for future research, facilitate multidisciplinary studies, and enable more detailed qualitative and quantitative research in the future. The

research methodology is a bibliometric analysis aimed to determine the publication trends and the relation with sustainable development goals concerning “cashless payments”. The bibliometric analysis was conducted on 265 cited studies published between 1992 and 2024 indexed in the Web of Science(WoS) and interpreted through the VOSviewer mapping method. Using the WoS database, the journal categories majorly associated with the cashless payment concept, the journals mostly cited, authors mostly cited, co-authorships, co-occurrence of keywords and the concept’s relationship with sustainable development goals were analyzed. The findings of the study provide practical and theoretical insights into the transition of cashless payment systems into a new era to advancing Sustainable Development Goals. Theoretically, the results add to the increasing literature on digital finance, and open the door for analyzing the socio-economic effects of cashless societies in future research including marketing cashless products and analyzing consumer behavior.



Publications Related to RME and/or Sustainability

How ICT and Green Technologies Shape the Nexus Between Financial Development and Carbon Footprint: Evidence from an N-Shaped EKC

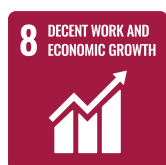
| [DOI](#)

Authors: Emre E. Topaloglu | Emre E. Topaloglu | Sureyya Yilmaz Ozekenci | Seren Aydingulu Sakalsiz

Date of publication: November, 2025

Department: Accounting | Management

This study explores the effect of financial development, economic growth, ICT, green technologies, and strict environmental policies on environmental sustainability in the states of the European Union from 1996 to 2022. It also evaluates the EKC hypothesis and examines how ICT and green technologies moderate the linkage between financial development and carbon footprint. The Westerlund-Durbin-Hausman cointegration test is used for the long-run relationship. The FMOLS and CUP-FMOLS estimators are used to estimate the long-run elasticity coefficients, providing reliable results. The results reveal an inverted N-shaped linkage between GDP and carbon footprint in EU states, validating the EKC hypothesis. Furthermore, financial development has been found to increase carbon footprints, whereas green technologies, ICT, and stringent environmental regulations have been shown to mitigate these effects. Additionally, the interaction effects of ICT and green technologies with financial development demonstrate a reduction in the carbon footprint. These findings indicate that the EU should integrate the moderating role of innovation into policies addressing the pollution caused by financial development to achieve net-zero emission goals.



Factors affecting consumers' attitudes towards low water footprint products

| [DOI](#)

Authors: Avni Can YAĞCI | Ümit DOĞRUL | Eda YAŞA ÖZELTÜRKAY | Erkan AKTAŞ

Date of publication: June, 2025

Department: Business Administration | Management | Marketing

Purpose: The purpose of this research is to explore some of the factors that are expected to influence consumers' attitudes towards low water footprint products and thereby provide insight into the concept of water footprint from a consumer behavior perspective. **Design/Methodology/Approach:** Data were collected from 383 consumers using the convenience sampling method. The SPSS v24 package program was used for the descriptive statistics of the research, and the LISREL 11 package program was used for confirmatory factor analysis and to test the research hypotheses via structural equation modeling. **Findings:** Consumers' water footprint consciousness, concerns about water resources, and attitudes towards water sustainability positively affect their attitudes towards low water footprint products whereas consumers' lack of habit to reduce their water footprints negatively affect their attitudes towards low water footprint products. Furthermore, according to the findings, consumers' water footprint consciousness and concerns about water resources are high, their attitudes towards water sustainability and low water footprint products are positive, and they do not have a lack of habit to reduce their water footprint. **Originality/Value:** Since the concept of water footprint has been insufficiently examined in the consumer behavior and product management literature compared to the concepts of carbon footprint and ecological footprint, the originality of this research stems from the fact that this research makes important theoretical and practical contributions to the sustainability, consumer behavior and product management literatures by expanding the scope of empirical research on the concept of water footprint



Determining Consumers' Ecological Footprint Awareness Within the Scope of SDG 12: A Study on University Students

| [DOI](#)

Authors: Deniz Yalçıntaş | Eda Yaşa Özeltürkay | Duygu Gür | Suzan Oğuz | Murat Gülmez | Özge Çetiner

Date of publication: May, 2025

Department: Business Administration | Management

This study aims to determine university students' level of knowledge and awareness regarding ecological footprint within the scope of SDG 12 (Responsible Consumption and Production). Ecological footprint, an indicator measuring individuals' impact on natural resources, holds an important place in environmental sustainability and natural resource protection. The related literature emphasizes that individuals' knowledge and awareness of ecological footprint is one of the main factors shaping their environmental attitudes and behaviors, and that increasing this awareness contributes to the development of environmental consciousness and the adoption of sustainable lifestyles.

The study employed an ecological footprint scale consisting of five dimensions: food, transportation and housing, energy, waste, and water consumption. Data were collected from 314 university students through an online questionnaire administered via Google Forms. Using SPSS 20, Independent Samples T-Test and ANOVA were applied to determine whether students' ecological footprint knowledge and awareness levels differed by gender and year of birth.

The results revealed that the sub-dimensions with the highest awareness were "Water Consumption" and "Waste," while the "Food" sub-dimension showed the lowest awareness. The independent samples t-test indicated that women's awareness was higher than men's across all dimensions. Regarding year of birth, a significant difference was found only in the transportation and housing sub-dimension, with students born between 1990–1999 showing higher awareness than those born between 1980–1989. The findings enable universities to evaluate the effectiveness of their environmental education programs and inform the development of strategies to enhance students' ecological footprint knowledge and awareness. Given that ecological footprint remains relatively underexplored in the consumer behavior and environmental education literature, this study contributes an important foundation for future educational policies and awareness-raising strategies in environmental sustainability—offering value both to academic literature and to practical efforts aimed at promoting environmentally friendly behaviors.



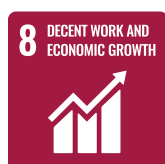
Determining the Factors Affecting University Students' Green Entrepreneurship Intention

Authors: Deniz Yalçıntaş | Eda Yaşa Özeltürkay

Date of publication: September, 2025

Department: Business Administration | Management | Entrepreneurship

It is essential that people, businesses, and the government provide sustainable solutions to the environmental problems the globe suffers. Green entrepreneurship is one way to address these issues. In the research model based on the Value Identity Norm Model, the primary goal is to determine the moderating influence of variables (such as family, education, support of government & university) as well as the impact of these factors on university students' intention to participate in green entrepreneurship. Through a face-to-face survey, information was gathered from 475 students enrolled at four higher education institutions in the province of Mersin. Using the SmartPLS 4 tool, the data was analyzed in the context of structural equation modeling using partial least squares. The study's findings showed that university students' intents for green entrepreneurship were strongly influenced by biospheric values, environmental self-identities, personal norms, and green entrepreneurship self-efficacy. It showed that the decision to participate in sustainable enterprises is affected by personal norms and environmental self-identities. It was found that families, schools, colleges, and the government had little to no moderating effect.



Research Voices

The following statement demonstrates a way in which researchers at Cag University bring sustainability and responsible management into their research.

Sustainability Coordination Office

Sustainability Coordination Office

The Sustainability Coordination Office contributes to the University's Research Principle by promoting research aligned with the United Nations Sustainable Development Goals (SDGs) and encouraging interdisciplinary collaboration across academic units. The Office supports the integration of sustainability into research activities, facilitates partnerships with internal and external stakeholders, and contributes to institutional reporting and continuous improvement through international sustainability frameworks such as UI GreenMetric and Times Higher Education Impact Rankings.

As a key institutional stakeholder, the Sustainability Coordination Office provides valuable perspectives on how research contributes to sustainable development and societal impact, making it an important contributor to the Research Principle section of the PRME Sharing Information on Progress (SIP) Report.

Research Barriers

In 2025, Cag University identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Administrative barriers
- ❖ Collaboration challenges
- ❖ Funding challenges
- ❖ Skills and expertise gaps

Continue telling your story

UI GreenMetric

Çağ University's UI GreenMetric performance data from 2023 to 2025 provide concrete evidence of the institution's ongoing commitment to sustainable campus development, with measurable, data-driven progress across all six assessed categories. In Energy & Climate Change, scores rose consistently from 550 to 1000 points, underpinned by systematic annual energy monitoring (~5,000,000 kWh), carbon footprint calculation (2,189 metric tons CO₂), solar energy integration, and greenhouse gas reduction programs. Transportation showed the most significant gain, climbing from 960 to 1587.5 points through shuttle optimization, expanded municipal bus access via local partnerships, electric vehicle adoption, and sustained awareness campaigns—demonstrating that student population growth was managed without a proportional rise in carbon footprint. Waste management improved overall (975 to 1075 points), supported by a 75% implementation rate of 3R programs and 85% organic waste treatment, while Water performance, though fluctuating (400 to 612 points), was reinforced by ISO 14046:2014-certified water footprint verification. Setting & Infrastructure showed a recovery trend (895 to 795 points) driven by increased infrastructure investment and systematic green area documentation, and Education & Research maintained consistently high performance (1475 to 1428 out of 1800) through expanded sustainability-focused research funding and curriculum integration. Collectively, these outcomes—documented through institutional data, certifications, and systematic reporting mechanisms—substantiate Çağ University's transition toward a data-driven, integrated sustainability management model, consistent with its broader commitment to embedding the Sustainable Development Goals across research, operations, and campus governance.



Partner

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

How We Define Partner

At Çağ University, Partner means building long-term, mutually beneficial collaborations with universities, international organizations, public institutions, businesses, and civil society organizations. We believe that strong partnerships create opportunities for knowledge sharing, innovation, and experiential learning while connecting academic education with real-world needs. Through these collaborations, we strengthen education, research, community engagement, and internationalization, while contributing to the United Nations Sustainable Development Goals (SDGs) and creating sustainable value for our students, partners, and society.

Institutional Partnerships

- ❖ Times Higher Education (THE)
- ❖ Local institutions and associations
- ❖ Quacquarelli Symonds (QS)
- ❖ Mediterranean Universities Union (UNIMED)
- ❖ The EFQM (European Foundation for Quality Management) Model
- ❖ United Nations organs other than the UN Global Compact
- ❖ Ministries of Education, Higher Education, or similar national bodies

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

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

Policy Documents Related to RME and/or Sustainability

Practice-2026

View document  Download document 

Practice Awards

In 2025, Cag University received 3 awards for responsible and/or sustainable practices.

UI GreenMetric Ranking (2025)

Granter: UI Greenmetric World University Ranking

Grantee: Cag University

Award Description:

UI GreenMetric World University Rankings (2025) recognized Çağ University for its campus sustainability performance, placing it 612th 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.

“Accessible University” Flags (Green)

Granter: The Council of Higher Education (YÖK)

Grantee: Cag University

Award Description:

Çağ University received the “Accessibility in Education – Green Flag” Award within the scope of the Accessible University Awards presented by the Council of Higher Education of Türkiye (YÖK). Four academic units—the Vocational School, the Institute of Social Sciences, the Faculty of Arts and Sciences, and the Faculty of Economics and Administrative Sciences—were granted this recognition for their inclusive educational practices. The award acknowledges the University’s efforts to ensure equal access to education through adapted course content, accessible digital resources, inclusive assessment methods, and strengthened academic support mechanisms, reflecting its commitment to quality assurance, inclusivity, and sustainable institutional development.

Times Higher Education (THE) Impact Rankings 2026

Granter: Times Higher Education (THE)

Grantee: Cag University

Award Description:

Çağ University achieved significant international recognition in the Times Higher Education (THE) Impact Rankings 2026, which assess universities’ contributions to the United Nations Sustainable Development Goals. The University advanced from the 1501+ band to the 1001–1500 band in the overall global ranking and was ranked internationally across nine Sustainable Development Goal categories. The results particularly highlight Çağ University’s progress in governance, inclusivity, responsible production, sustainability, and international partnerships. Among the 74 Turkish universities included in the rankings, Çağ University was also placed 17th among foundation universities, reflecting its growing commitment to integrating sustainability into its institutional strategy 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' means transparently exchanging knowledge and sustainability practices across all departments. We empower students and staff to actively participate in eco-friendly initiatives and social responsibility projects, ensuring open dialogue and collaborative progress toward an inclusive, sustainable campus and global climate action.

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)
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ 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
- ❖ Boards and advisory committees
- ❖ 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

Communication Barriers

Cag University faces the following barriers in transparent communications:



**Bureaucratic
delays**



**Engagement
gaps**

SIGNATORY

Cag University



Address

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



Website

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