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BAU AT A GLANCE

Since its foundation in 1998, the vision of BAU has been to be a global university known for its contribution to scientific, technological, and cultural knowledge through innovative education models and research approaches that reflect international standards as well as service to society. Currently, BAU Global Network comprises of 6 universities (Istanbul, Washington D.C., Berlin, Cyprus, Batumi, Plymouth), 5 liaison offices (BAU Global Azerbaijan, Jordan, Uzbekistan, Mongolia, Pakistan) and 5 language schools.

As one of the leading universities in Türkiye, BAU aims primarily to improve the living standards of the local and global society by integrating the sustainable development goals into its corporate processes and culture, educational programs, academic research practices and stakeholder collaborations. BAU with its staff members, students and alumni is a big academic community who are raised as good global citizens committed to each other and the world around them and always act with the utmost sense of ethics and social responsibility.

BAU WITH NUMBERS

- 7 campuses in Istanbul
- 10 faculties, 1 conservatory, 2 vocational schools
- 40 BA programs, 153 MA programs, 24 PhD. programs
- 22 research and application centers
- 150 labs, workshops/studios, incubation centers
- 223 Erasmus partner universities, 92 world exchange partners
- 805 full-time faculty members, 526 administrative staff members
- 19.595 undergraduate students, 5.503 graduate students, 1.306 associate degree students
- 79 student clubs
- 224 externally funded projects between 2020-2022
- 340 industry partnerships & projects between 2020-2022

BAU IN THE TIMES HIGHER EDUCATION



BAU participates in the Times Higher Education (THE) Impact Rankings since 2019. According to the current rankings, BAU belongs to the **601-800 band in the World University Rankings**, the **401-600 band in the Impact Rankings** and the **251-300 band in the Young University Rankings**. Also, BAU is ranked among the **top 5 universities in Türkiye**.

The university continuously increases its standing in categories related to the UN Sustainable Development Goals. As of 2022, BAU holds the following standings in the THE Impact Rankings;

- Ranks between 101-200 in Industry Innovation, Infrastructure
- Ranks between 201-300 in Gender Equality
- Ranks between 301-400 in Reducing Inequalities
- Ranks between 301-400 in Peace, Justice and Strong Institutions
- Ranks between 301-400 in Sustainable Cities and Communities

The University takes the above-mentioned rankings as evaluation criteria for progress regarding its adherence and contribution to the UN Sustainable Development Goals and will continue to report its advancement in the rankings on a yearly basis.

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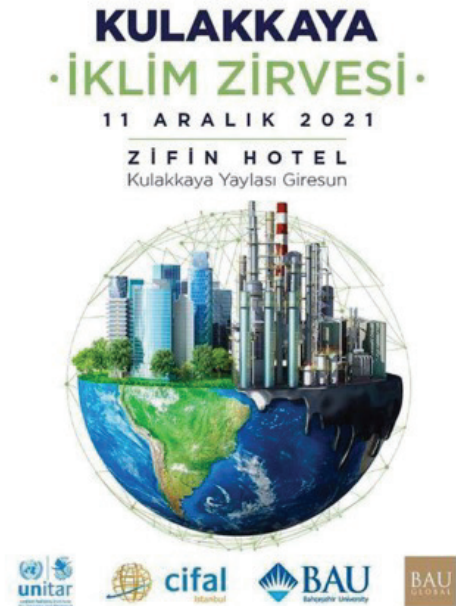
Post-COP26 Global Issues and the Sustainability Cycle Roundtable (22 October 2021)

The event was organized by BAU, Cifal Istanbul, UNITAR and BAU ULMER HLO and brought academics, NGO and industry representatives together to discuss the challenges of climate crisis and solutions in the aftermath of the COP26.



Kulakkaya Climate Summit (11 December 2021)

BAU and CIFAL Istanbul, together with the representatives of the local governments, academia, T.R. Ministry of Agriculture and Forestry, T.R. Ministry of Foreign Affairs and UNITAR met at the Kulakkaya Climate Summit to discuss challenges pertaining to climate change.



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“Effect of Electric Vehicles on Greenhouse Gas Emissions” Webinar by BAU Faculty of Engineering and Natural Sciences (10 June 2020)

The webinar examined the current and future transformations of land transportation in the UK until 2050.

Elektrikli Araçların Sera Gazı Salımlarına Etkisi

DR. SİNAN KÜFEOĞLU
MÜHENDİSLİK VE DOĞA BİLİMLERİ FAKÜLTESİ

10 Haziran 2020 - Çarşamba
18.00-19.30

Seminer Adobe Connect Üzerinden
Canlı Olarak Gerçekleştirilecektir



İKSV “Arts and Culture for Ecological Transformation” Report by BAU Faculty of Economics, Administrative and Social Sciences Member Assoc. Prof. Hande Paker (16 March 2021)

Istanbul Foundation for Culture and Arts (İKSV) has published its ninth report titled “Arts and Culture for Ecological Transformation” in the scope of its cultural policy studies. Drafted by Assoc. Prof. Hande Paker, faculty member of BAU Faculty of Economics, Administrative and Social Sciences, the report draws attention to the ecological crisis, which is one of the most urgent issues confronting humanity. It invites the world of arts and culture to ponder the issue together to construct creative change.

İKLİM KRİZİNİ, sanat çözer mi?

“Kültür-sanat ekolojik dönüşümde nasıl bir rol oynayabilir?” sorusuna yanıt arayan İKSV, “Ekolojik Dönüşüm için Kültür ve Sanat” başlıklı rapor hazırladı

• Gülşen UYGUN

Istanbul Kültür Sanat Vakfı'na (İKSV) kültür politikaları geliştirilmesini kapsayan 2011'den bu yana yayımladığı raporlara bir yenisi eklendi: “Ekolojik Dönüşüm için Kültür ve Sanat”

Bahçeşehir Üniversitesi İktisadi, İdari ve Sosyal Bilimler Fakültesi Öğretim Üyesi Doç. Dr. Hande Paker tarafından hazırlanan rapor, insanlığın en acil meselelerinden ekolojik krize dikkat çekerek kültür-sanat dünyasının kamu hayatına birlikte düşünmeye ve çözüm sürecinin bir parçası olmaya davet ediyor.

Kültür-sanat alanının diğer alanlarla ilişkisi olarak sanatın kamu hayatını şekillendiren rapor, ekolojik krizi sosyal, politik, ekonomik ve kültürel yönleriyle tartışıp sürdürülebilirlik, sanat ve toplum ilişkisini merkeze alıyor. Kültür-sanat alanlarının ekolojik sorunlara ilişkin boyutlarıyla değerlendirilmesini kapsayan bir



analiz eden raporda, kültür-sanat alanının ekolojik dönüşümde oynadığı rolün, saba çalışmasının sonuçları açısından değerlendiriliyor.

Kültür-sanat kurumları ve etkinliklerine ekolojik ayak izlerini azaltmak için bir takım öneriler sunulan raporda, enerjiyi sürdürülebilir kaynaklardan kullanmak, dijitalleştiği ürün etekleri yani atıkların miktarını azaltmak, yeni ürünlerle çalışmak sürdürüle-

bilir için gerekli önlemler olarak öneriliyor.

Kültür ve sanat alanlarının ekolojik dönüşümde rolü ana beşer tarafından tartışılıyor. İklim değişikliği ekolojik krize yol açarak ekolojik dönüşüm için çözümler sunuluyor.

Birinci beşer, kültür-sanat sektörünün ekolojik ayak izini azaltmaya yönelik. Araştırma, pek çok kültür kurumu, sanatçı ve kurumların yeni pratikler benimsenmesini teşviklediğini gösteriyor. İkinci beşer ise ekolojik dönüşümde yaratıcı fikirlerin potansiyelini değerlendiriyor. İkinci beşer, ekolojik krize ve iklim değişikliği ile ilgili farkındalığı artırmak için sanatçı ve sanatçıların büyük bir potansiyel taşıdığına işaret ediyor. “Sanat bakışları, sanatçıların, gelecek için öneriler sunabilir, akıllara ve kalplere dokunabilirler; siz de değişim yaratmak için harekete geçebilirsiniz. Projeler, yarışlar, tablolara sizi yönlere geçirebilir. İnan, bakışlarınızla harekete geçin.”

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Climate Change: UbD Based Preschool and Primary School Activities Book

The book "Climate Change: UbD-Based Pre-School and Primary School Activities", prepared in cooperation with Bahçeşehir University, CIFAL Istanbul, Yuvam World Association and UNITAR, was published on September 1, 2021. The book, which is an educational resource for explaining climate change, the effects of climate change and the measures that can be taken, to children through various activities, aims to contribute to the curriculum that is lacking in Turkey within the scope of climate action, one of the sustainable development goals, and to support relevant stakeholders.

Within the scope of Climate Change studies carried out at BAU Faculty of Educational Sciences, Assoc. Dr. Nihal Yurtseven and Assoc. Dr. The book titled Climate Change: UbD-Based Preschool and Primary School Activities, prepared under the editorship of Seda Saraç, is a book prepared for four different themes at three different levels: preschool, primary school first and second grade, primary school third and fourth grade.

The main themes of the book are called What is Climate?, Global Warming and Climate Change, Effects of Climate Change, Measures to Prevent Climate Change, and unit plans that are planned to last approximately 16 hours at each level are designed based on the instructional design model called UbD.

Within the framework of these plans, it is aimed to increase the awareness of students on climate change, to transfer the information they have learned through these designed activities to daily life and to become climate literate individuals.

