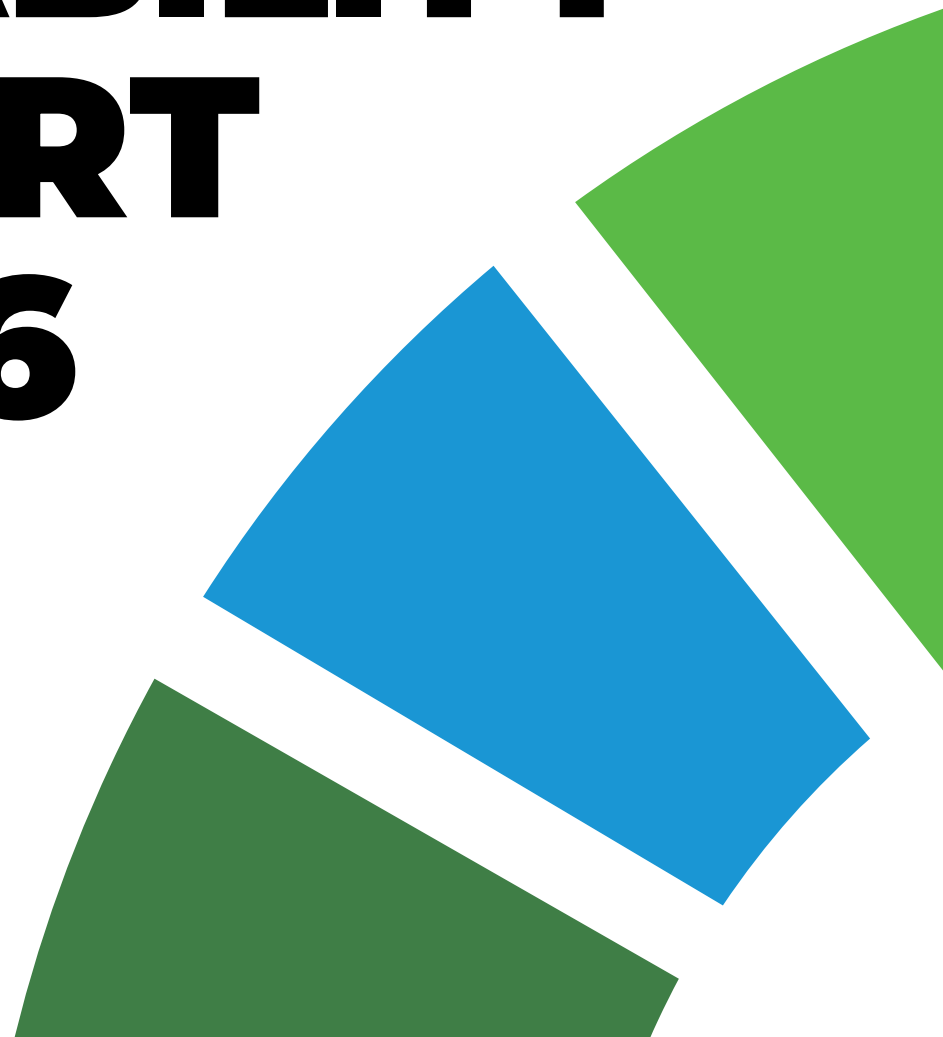
ARUCAD
Arkin University
of Creative Arts and Design

SUSTAINABLE DEVELOPMENT GOALS

SUSTAINABILITY REPORT 2026





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Message from the Rector

At Arkin University of Creative Arts and Design (ARUCAD), we view sustainability not merely as a goal to be achieved, but as a value deeply embedded in the foundation of our existence. For us, sustainability comes to life at the intersection of art, design, and communication with creativity. We know that true creativity arises from producing in harmony with nature and thinking alongside humanity. With this understanding, environmental awareness, ethical responsibility, and a culture of sustainable living have become integral to our university's identity, our educational approach, and the creative development of every student.

As a boutique university focused on art, design, and communication, ARUCAD offers a hands-on, experiential, and practice-based learning environment. Learning, for us, happens at the very heart of the production process, guided by the philosophy of "learning by doing." This approach ensures that our students not only acquire knowledge but also develop the skills to think, create, and live sustainably.

At ARUCAD, art and design are not just tools for aesthetic creation; they are cornerstones of social transformation, cultural dialogue, and a sustainable future. We encourage our students to become conscious, solution-oriented, and impactful individuals who are sensitive to the world around them. In line with this vision, our national and international projects aim to contribute to the United Nations Sustainable Development Goals. The multicultural environment where students from diverse backgrounds collaborate, share, and inspire one another is one of the strongest pillars of our sustainability vision, as we see diversity as the source of creativity.

Our campus is designed as a creative living space in harmony with nature. ARUCAD actively contributes to sustainability through recycling initiatives and environmentally friendly practices. The campus buildings, carefully restored while preserving their historical character, safeguard our cultural heritage and enrich the community. All of our work at the intersection of art, design, and communication not only produces aesthetic and functional value but also fosters environmental awareness, supports social transformation, and nurtures a culture of sustainable living.

By combining the transformative power of art, design, and communication with sustainability principles, we will continue to shape a better future. This report reflects the steps we have taken toward a more responsible, productive, and livable world, as well as our vision for the future.

I extend my heartfelt gratitude to all our students, faculty, staff, and partners who contribute to this journey.

Prof. Dr. Asım Vehbi
Rector



About This Report

INSTITUTIONAL APPROACH TO SUSTAINABLE DEVELOPMENT
Arkın University of Creative Arts and Design (ARUCAD) presents its Sustainability Report 2026 as part of its continuing commitment to integrating sustainable development into higher education, creative practice, research, institutional governance, and community engagement.

As a university specialising in art, design, communication, music, and performing arts, ARUCAD approaches sustainability through the relationship between creativity, environmental responsibility, social inclusion, cultural heritage, and institutional accountability.

The university's educational philosophy, based on learning by doing, encourages students to develop knowledge through direct engagement with materials, technologies, communities, and creative processes. This practice-based approach provides opportunities to examine the environmental, social, and cultural consequences of production and design.

Sustainability is also embedded in ARUCAD's institutional values. The university's Strategic Plan 2025–2030 identifies sustainability, diversity, academic excellence, creativity, and community engagement as important elements of its institutional development.

PURPOSE AND SCOPE
This report presents ARUCAD's contribution to the 17 United Nations Sustainable Development Goals (SDGs), drawing upon institutional policies, academic programmes, research activities, sustainability initiatives, community partnerships, and publicly documented achievements.

The report builds upon the Sustainability Report 2025 and the university's existing strategic planning and quality assurance frameworks.

It addresses five interconnected dimensions of institutional sustainability:

- Education and Research: The integration of sustainability into academic programmes, scholarly research, and creative production.

- Environmental Responsibility: Resource-conscious design, sustainable materials, environmental awareness, and campus-related initiatives.

- Social Sustainability: Equal opportunities, accessibility, diversity, well-being, and the protection of individual rights.

- Cultural Sustainability: Cultural heritage preservation, artistic participation, and public access to creative and cultural activities.

- Governance and Partnerships: Institutional accountability, quality assurance, stakeholder engagement, and collaboration with external organisations.

The report distinguishes between institutional policies, documented activities, and measurable achievements. It also recognises the importance of developing increasingly consistent methods for evaluating sustainability performance over time.

REPORTING CONTINUITY
The publication of the Sustainability Report 2025 established a documented overview of ARUCAD's contributions across all 17 SDGs.

The 2026 edition continues this reporting approach while placing greater emphasis on the relationship between institutional strategy, established policies, operational activities, and publicly reported results.

Through this process, ARUCAD seeks to strengthen transparency and provide stakeholders with a clearer understanding of how sustainability is reflected in the university's academic and institutional activities.

Reporting Methodology

FRAMEWORK AND INSTITUTIONAL ALIGNMENT

The ARUCAD Sustainability Report 2026 is structured around the United Nations Sustainable Development Goals and their relevance to the university's mission and institutional activities.

The reporting approach draws upon the university's established documentation, including its Strategic Plan 2025–2030, Sustainability Report 2025, academic regulations, institutional policies, quality assurance procedures, and publicly documented educational and community activities.

The report also considers the reporting principles associated with the Times Higher Education Sustainability Impact Ratings, particularly the importance of public evidence, institutional transparency, and demonstrable contributions to sustainable development.

INSTITUTIONAL SOURCES AND DOCUMENTATION

ARUCAD maintains a publicly accessible collection of institutional regulations, directives, policies, and principles covering academic governance, employment, student support, equality, ethics, quality assurance, research, and community engagement.

Relevant institutional documents include:

- Strategic Plan 2025–2030.
- Quality Assurance Policy Document.
- Directive on Quality Assurance and the Quality Commission.
- Governance and Leadership Policy Document.
- Education and Teaching Policy.
- Research and Development Policy Document.
- Community Engagement Policy Document.
- Stakeholder Policy and Implementation Principles.
- Diversity, Equity, and Inclusion Policy Directive.
- Anti-Discrimination and Anti-Harassment Policy Directive.
- Employment and Working Principles.
- Ethical Conduct Principles.
- Scholarship and Discount Regulations.
- Regulations concerning students with disabilities.
- Directive on Combating Corruption, Bribery, and Organised Crime.

Together, these documents provide an institutional framework for examining sustainability across education, employment, accessibility, governance, and social responsibility.

REPORTING AND QUALITY ASSURANCE

ARUCAD's quality assurance structure incorporates institutional evaluation, stakeholder feedback, evidence collection, process management, and continuous improvement.

The university's publicly presented Quality Commission framework includes the Plan–Do–Check–Act (PDCA) cycle, a quality assurance calendar, institutional evaluation reports, stakeholder mechanisms, and an SDG alignment matrix.

These mechanisms provide a foundation for connecting sustainability reporting with broader institutional evaluation and improvement processes. The university's quality assurance activities also address learning outcomes, programme development, assessment practices, and institutional effectiveness.

In February 2026, ARUCAD announced institutional work focusing on the alignment of institutional, programme, and course learning outcomes, as well as outcome-based assessment and evaluation.

EVIDENCE-BASED REPORTING

This report draws on documented institutional information and publicly reported activities.

Quantitative information is presented where an identifiable institutional source is available. Historical figures are attributed to their original reporting period rather than being presented as new achievements. Academic courses, research publications, and community activities are assessed according to their substantive relationship with the relevant SDGs.

The inclusion of an activity within an SDG chapter indicates its relevance to sustainable development but does not, by itself, establish a measurable environmental or social outcome.

This distinction supports transparent reporting and encourages continued improvement in institutional performance assessment.

Sustainability Governance

INSTITUTIONAL LEADERSHIP AND STRATEGIC DIRECTION
Sustainability forms part of ARUCAD's institutional identity and strategic development.

The Strategic Plan 2025–2030 establishes a framework for strengthening education, research, internationalisation, institutional quality, and societal contribution.

The university's sustainability approach is particularly connected to its commitment to responsible creative production, inclusive participation, cultural preservation, and engagement with society.

SUSTAINABILITY OFFICE
ARUCAD's Sustainability Office is presented in the Sustainability Report 2025 as a focal point for environmental initiatives, community engagement, and the promotion of sustainable institutional practices.

The Office supports the university's broader sustainability vision by encouraging environmental awareness and a campus culture that values responsible resource use, biodiversity, and community participation.

The previous report identifies the Vice Rector for Social and International Affairs in connection with the Sustainability Office, demonstrating the institutional visibility of sustainability within university leadership.

QUALITY ASSURANCE AND INSTITUTIONAL MONITORING
ARUCAD's quality assurance framework provides an additional organisational foundation for sustainability-related monitoring and improvement.

The Quality Commission's publicly presented structure includes:
- Quality assurance and governance.
- Measurement, evaluation, and improvement.
- Stakeholder management.
- Accreditation and institutional evaluation.
- Documentation and process management.
- Feedback and communication.

The university also identifies a PDCA cycle, quality assurance calendar, evidence collection system, and institutional evaluation processes.
These arrangements support the systematic documentation of institutional activities and the evaluation of opportunities for improvement.

EQUALITY, ETHICS, AND INSTITUTIONAL RESPONSIBILITY
ARUCAD's governance framework includes publicly listed policies addressing diversity, equality, inclusion, discrimination, harassment, ethical conduct, and corruption prevention.

The existence of these policies demonstrates that social responsibility and institutional integrity are addressed through formal university documentation.
The university's regulations also cover student representation, academic and administrative personnel, disability-related educational support, and disciplinary procedures.

These institutional arrangements contribute to the framework through which ARUCAD addresses fairness, accountability, and responsible governance.

STAKEHOLDER ENGAGEMENT
Stakeholder engagement is reflected in ARUCAD's institutional policies and its public engagement activities.

The university's Stakeholder Policy and Implementation Principles provide a formal reference for stakeholder-related processes.

In May 2026, ARUCAD brought together external stakeholders for a meeting focused on cooperation and community contribution.

The meeting included discussions of cultural collaboration, local government partnerships, civil society initiatives, and opportunities for greater interaction between students and external organisations.

The university also presented information on its strategic direction and community contribution activities.

These initiatives illustrate the role of dialogue and institutional partnerships in ARUCAD's engagement with the wider community.

ARUCAD at a Glance

As a specialist university of creative arts and design, we connect learning by doing with cultural participation, social inclusion and responsible creative production. Our students and staff work across art, design, communication, music and the performing arts, connecting academic knowledge with practical experience.

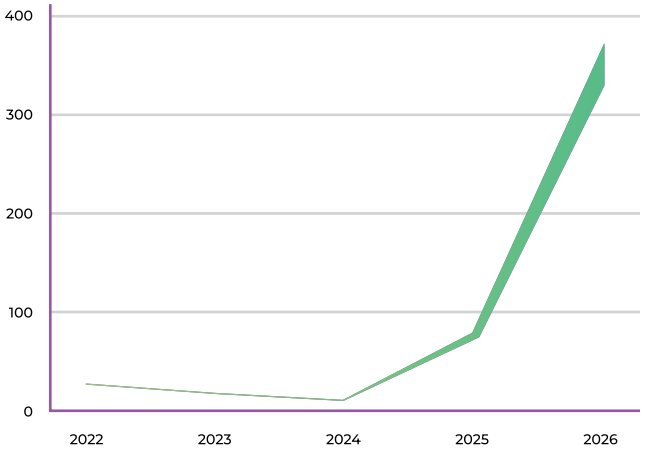
These figures describe the scale of our university community and educational activity. They are drawn from the institutional dataset used in our SDG performance review.

PUBLICATIONS BY SDGs

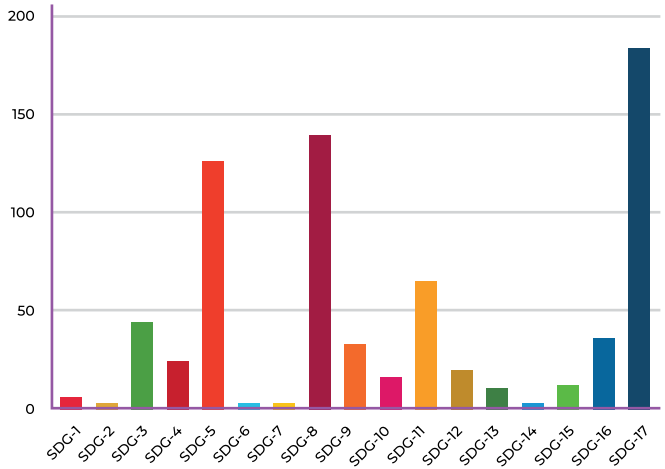


SDG1 SDG6 SDG10 SDG14
SDG2 SDG7 SDG11 SDG15
SDG3 SDG8 SDG12 SDG16
SDG4 SDG9 SDG13 SDG17
SDG5

RESEARCH PUBLICATION GROWTH



EVENTS ORGANIZED FOR EACH SDG



CITATION COUNT
4147

INTERNATIONAL COLLABORATIONS
83%

PUBLICATIONS IN TOP JOURNAL PERCENTILES
36,3%

1 NO POVERTY

We address economic barriers to university participation through financial assistance, tuition scholarships and practical information about study costs. Our approach connects access to education with the ability to continue studying, while financial literacy and creative work encourage informed decisions and critical engagement with economic exclusion.

INSTITUTIONAL POLICIES AND PRACTICES

SOCIAL EQUITY AND INCLUSION SCHOLARSHIPS

Our Scholarship and Discount Regulations provide a route to full or partial scholarships and special discounts for students facing exceptional disadvantage. Article 17, amended on 1 October 2025, includes students affected by war, disaster or famine, students from low-income countries and newly settled refugees. Subject to institutional approval, assistance may also cover housing, food or books. Recognising living costs alongside tuition gives our framework a broader basis for responding to barriers to continued study.

REVIEWING FINANCIAL ASSISTANCE AND STUDENT PROGRESSION

Our institutional review records 87 students receiving financial assistance associated with low-income status. We are using the review to identify the need for consistent eligibility classifications and to assess assistance alongside retention and progression. Our next steps are to improve access to financial support and strengthen the evidence connecting support with students' ability to continue their education.

FACILITIES AND SERVICES

RECOGNISING FINANCIAL HARDSHIP AT REGISTRATION

Our 2026–2027 YKS registration form asks applicants about household income, existing financial assistance and whether financial difficulties affect their ability to continue studying. It also asks whether university financial support influenced their decision to enrol. These questions create a practical route for students to disclose economic barriers and for us to understand the role of support in educational participation.

TUITION COST INFORMATION AND PAYMENT PLANNING

Our online Scholarship Calculator allows prospective students to select a programme and scholarship level and view annual, semester and instalment payment information. The Student Accounts Office provides further details. Making study costs and payment structures accessible supports informed financial planning before students commit to university study.

EDUCATION AND LEARNING

FINANCIAL LITERACY

We include Financial Literacy YMED314 as departmental elective in New Media and Communication. It develops knowledge for financial and economic decision-making through personal budgeting, debt management, investment, retirement planning, tax awareness and risk management. Connecting financial concepts with individual decisions gives students a foundation for understanding financial vulnerability and managing their resources more confidently.

EVENTS

DEAR DOCTOR

ARUCAD Theatre Club staged Neil Simon's adaptation of stories and short plays by Anton Chekhov. Through apparently ordinary encounters shaped by class difference and unequal living conditions, the production used humour and theatre to illuminate how economic insecurity affects individual choices, relationships and dignity. The play highlights how economic hardship and class differences shape individual lives.







WHAT KEEPS MANKIND ALIVE
On 10 June 2026, the first graduating students of our Acting, Contemporary Dance and Sound Arts Design programmes presented What Keeps Mankind Alive at Bandabuliya Stage. Inspired by Bertolt Brecht, Kurt Weill and Aziz Nesin, the production combined theatre, movement, music and visual design to examine social and political realities. Its connection to SDG 1 lies in bringing questions of material survival and economic exclusion into public cultural discussion, using creative practice to encourage reflection on the conditions shaping people's lives.



PARTNERSHIPS AND COMMUNITY ENGAGEMENT

PARTNER SCHOLARSHIPS SUPPORTING EDUCATIONAL ACCESS
We work with schools and arts organisations to create additional tuition-scholarship routes into creative education. Our arrangements with Radikal Educational Institutions and Mevhibe Kafalıer Academy include access to 75% tuition scholarships for their students. These partner-based opportunities reduce the tuition cost of participation; they complement, rather than define, our low-income assistance provision. The relevant entry and scholarship conditions apply to each arrangement.







PUBLICATIONS

ARUCAD's research contributes to understanding poverty through studies of social protection, energy access, financial inclusion, and the relationships between income, nutrition and health. These studies examine how public policies and essential services can support vulnerable communities and more inclusive development.

Altiok H.U.; Sokhanvar A.; Jenkins G.P. (2026)
The pension systems of Northern Cyprus: Deficits and proposals for sustainability
The study examines structural deficits in Northern Cyprus's pension system using budgetary accounting and actuarial estimates. The authors propose changes to contribution arrangements and pension parameters to address financing gaps and strengthen the long-term sustainability of social protection.

Onwe J.C.; Athari S.A.; Onwe A.C.; Agbutun A.S.; Nwedu O.N.; David-Wayas O.M. (2026)
Nutritional wellbeing among low-income individuals in rural and urban communities in Nsukka LGA of Enugu State, Nigeria
Based on a survey of 322 individuals, the study identifies associations between low incomes and poor nutritional status. Access to healthcare, safe water and nutrition information is associated with better outcomes. The authors recommend integrated interventions addressing poverty alongside essential services.

Kirikkaleli D.; Akadiri S.S.; Athari S.A.; Agyemang E.T. (2026)
Interdependencies Among Poverty, Hunger, and Health Outcomes in Sub-Saharan Africa: A Wavelet Quantile Approach
Using data for 2000–2024, the study examines how poverty reduction, food security and health interact over time. Findings indicate mutually reinforcing relationships, with benefits varying across levels of vulnerability and time horizons. The authors recommend coordinated policies linking healthcare, agriculture and social protection.

Across these studies, poverty reduction is closely connected to sustainable social protection systems and coordinated improvements in healthcare, nutrition and access to basic services.

COMMITMENTS & TARGETS

ARUCAD is committed to reducing financial barriers to higher education and promoting equitable educational opportunities for students from economically disadvantaged backgrounds.

Through its scholarship and financial assistance framework, the university aims to support access to higher education, encourage student participation, and strengthen the conditions necessary for academic progression.

ACTIONS TAKEN

ARUCAD continued to implement its Scholarship and Discount Regulations, providing an institutional framework for financial assistance and tuition-related support.

The university maintained scholarship opportunities and student support arrangements intended to improve educational access for students experiencing financial hardship.

These measures form part of ARUCAD's wider commitment to educational inclusion and social responsibility.

MEASURABLE RESULTS & PROGRESS

ARUCAD's institutional data indicate that 87 students received financial assistance associated with low-income status, representing approximately 6.5% of the total student population of 1,332.

In the previous reporting dataset, 179 students were recorded as receiving comparable assistance, representing approximately 15.3% of 1,168 students. This corresponds to a reduction of 92 reported beneficiaries and approximately 8.8 percentage points in the proportion receiving financial assistance.

The comparison highlights the importance of evaluating changes in scholarship eligibility, financial assistance classifications, and the distribution of support alongside changes in overall enrolment.

CHALLENGES & NEXT STEPS

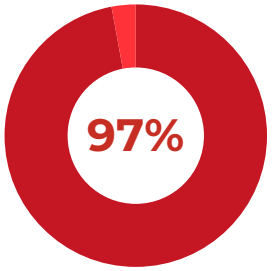
ARUCAD recognises the importance of ensuring that financial assistance remains accessible and responsive to student needs.

Future priorities include reviewing changes in the number of beneficiaries, improving the consistency of financial assistance reporting, and strengthening the assessment of scholarship support in relation to student retention and progression.

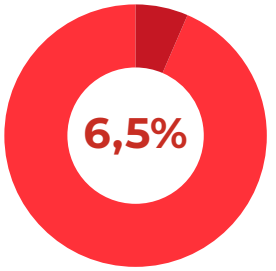
EVENTS
6

PUBLICATIONS
29

CITATION COUNTS
69



Students on scholarships



Students from Low- and Lower-Middle-Income Countries

2 ZERO HUNGER

We connect access to campus meals with education and research addressing food production, food availability and hunger. Student pricing helps reduce meal costs, while landscape education and international research examine conditions that support food systems. Through creative work, we also bring unequal access to food into discussion, connecting everyday provision with wider social responsibility.

INSTITUTIONAL POLICIES AND PRACTICES

STUDENT PRICING FOR CAMPUS MEALS

We provide a 20 per cent student discount at Garden Cafeteria on presentation of an ARUCAD student card. This reduces the cost of using a campus dining service during the university day. Our Student Handbook also describes depositing money on student ID cards through Student Accounts or Garden Cafeteria for meal purchases, providing a practical payment route alongside student pricing.

FACILITIES AND SERVICES

FOOD AND DINING ACROSS OUR CAMPUSES

Our Kyrenia Main Campus provides food and refreshments through Garden Cafeteria, Poolside Cafeteria and Coffee & Book Cafe. Garden offers home-style set meals, breakfast items, salads and sandwiches. At Nicosia Bandabuliya Campus, Bandabuliya Cafe provides sandwiches, snacks and drinks between classes and rehearsals. These services give students on-campus options during teaching, studio work and creative production.

EDUCATION AND LEARNING

EDIBLE LANDSCAPE DESIGN

We include Edible Landscape Design UDLA415 in our Urban Design and Landscape Architecture elective provision. The course gives food-producing landscapes a place within design education. Our programme also identifies support for rural food production and sustainability among its educational aims. This connects landscape practice with the relationship between land use, productive environments and food systems.

EVENTS

IN THE SHADOW OF HUNGER

Our Sustainability Office organised In the Shadow of Hunger, presented by Faculty of Music and Performing Arts students at Bandabuliya Stage on 27 January 2026 as part of the Sustainability course. The performance used symbolic narrative and visual language to address hunger, poverty and unequal access to resources. By making food insecurity and access to basic needs its central concerns, the work used creative education to encourage reflection on the social conditions that shape hunger.

PARTNERSHIPS AND COMMUNITY ENGAGEMENT

RESEARCH COLLABORATION ON FOOD AVAILABILITY

Through research co-authored by Mohammad Ridwan with an ARUCAD Research Centre affiliation, we contribute to understanding the agricultural and environmental conditions associated with food availability. A comparative analysis of agricultural and environmental determinants of food availability: implications for sustainable food systems, published on 23 July 2026, examines selected economies over 2000–2021. The study distinguishes national dietary-energy availability from other dimensions of food security. Its findings support attention to cleaner agriculture, land use and post-harvest and distribution systems. The collaboration connects our research contribution with international expertise on sustainable food systems.





INTERNATIONAL RESEARCH ON AGRICULTURAL PRODUCTIVITY

A second collaboration includes Solomon Nathaniel with an ARUCAD Research Centre affiliation. Evaluating the impacts of energy security, adoption of digital technologies, and green finance on food and agricultural productivity: evidence from emerging economies in South Asia, published on 19 August 2026, examines Bangladesh, India, Pakistan and Sri Lanka over 2000–2023. The analysis identifies relationships between energy security, digitalisation, green finance and agricultural productivity. We contribute through this shared research to discussion of the infrastructure, technology and finance needed for more resilient food production.

PUBLICATIONS

ARUCAD's research on food security examines how agricultural practices, climate variability and traditional farming landscapes shape food availability and nutrition. The studies range from residents' perspectives on olive groves in Northern Cyprus to cross-country analyses of food supply and crop resilience.

Ciftcioglu G.C. (2025)
Assessing the ecosystem services of the Mediterranean olive landscape and their contributions to human wellbeing as perceived by rural inhabitants in the Akdeniz (Mediterranean) Protected Area in Northern Cyprus
Through ratings and focus group discussions, the study examines how rural residents value traditional olive groves. Participants ranked food security, landscape aesthetics and traditional diets among the most valued benefits, and identified nutrition as the area of wellbeing to which the groves contributed most. The findings highlight the role of agricultural landscape conservation in supporting local food traditions.

Aspy N.N., Kibria M.G., Duraisamy Y., Ko J., Ridwan M., Leung C.K. and Ming W.K. (2026)
A comparative analysis of agricultural and environmental determinants of food availability: implications for sustainable food systems
Comparing selected food-secure and food-insecure economies from 2000 to 2021, the authors examine how agricultural and environmental factors relate to the national supply of dietary energy. More agricultural land per worker was associated with higher dietary energy supply in both groups, while higher cereal output showed a negative association. The authors highlight more efficient land use and improvements in post-harvest handling and distribution.

Utku A., Radulescu M., Barut A. and Alofaysan H. (2026)
Quantifying agricultural resilience under climate variability: a data-driven climate resilience index for European cereal systems
The authors develop an index that combines exposure to climate stress, variability in cereal yields and recovery after yield losses. The analysis finds distinct resilience profiles across European countries, highlighting the importance of tracking how cereal production recovers in the years following a climate shock.

EVENTS
3

PUBLICATIONS
25

CITATION COUNTS
43

3 GOOD HEALTH AND WELL-BEING

We are committed to supporting the physical, psychological and social wellbeing of our university community. We connect access to care with preventive education and everyday physical activity, addressing practical and financial barriers to support. A healthy and supportive environment contributes to educational participation, academic achievement and inclusive campus life.

INSTITUTIONAL POLICIES AND PRACTICES

HEALTHCARE ACCESS AND STUDENT GUIDANCE

We include guidance on compulsory Ministry of Health insurance in our Student Handbook, helping students understand the arrangements needed to access healthcare during their studies.

SUPPORT FOR SUSTAINED PARTICIPATION IN SPORT

Our Scholarship and Discount Regulations provide conditional tuition discounts for eligible athletes for two semesters. Annual terms are set by the Board of Trustees on the Rectorate's recommendation, supporting continued study alongside successful sporting participation.

PREPARING HEALTHIER SHARED CAMPUS SPACES

Following our Senate decision of 23 January 2025, we began preparations for a smoke-free campus arrangement, identifying designated smoking areas and the spaces outside them as smoke-free areas in the proposed plan. Students and staff were invited to contribute feedback through suggestion boxes. This preparatory process addresses healthier shared environments and participation in campus planning; implementation of the final arrangement requires separate confirmation.

EVALUATING HEALTH AND WELLBEING SUPPORT

Our health-related contributions are demonstrated through support arrangements, educational activities and documented wellbeing initiatives. Comparable annual figures on service use and health outcomes are not yet available in the reviewed institutional records. Our priorities are to improve awareness of available support, assess access and develop appropriate measures of participation and effectiveness while protecting personal confidentiality.

FACILITIES AND SERVICES

PSYCHOLOGICAL COUNSELING AND ADVISING CENTER

We offer registered students individual and group support through a qualified psychologist, on a voluntary and confidential basis. Our Center addresses emotional, social, academic and interpersonal difficulties that can affect wellbeing and participation in university life. These routes connect professional support with students' everyday needs.

CAMPUS FIRST AID AND HEALTHCARE GUIDANCE

Our Health Support Centre provides students and staff with initial assistance for minor injuries and basic first-aid needs through academic and administrative staff with first-aid knowledge. This supports timely responses on campus alongside external healthcare services.

STUDENT ACCESS TO HOSPITAL DISCOUNTS

We help reduce financial barriers to healthcare through partner discounts at Dr. Suat Günsel Kyrenia Hospital and Near East University Hospital, Memorial Sağlık Hastanesi, Girne Kolan British Health Centre, and Lefkoşa Kıbrıs Kolan British Hospital.

Hospital discounts for students **up to 20%**

OUTDOOR GYM

Our campus Outdoor Gym is equipped for open-air exercise. It provides a place for students to build physical activity into their routine alongside classes and studio work.



IRIS BASKETBALL COURT

Our Iris Workshops Building has a basketball court for individual practice and group activities, giving students a dedicated place for movement and recreation at this university location.





GARDEN TABLE TENNIS AREA

Our outdoor table tennis area in ARUCAD Garden offers casual play and practice during breaks, connecting physical activity with social interaction between students from different departments.



PARTICIPATION IN UNIVERSITY SPORT

We support regular training and inter-university competition through teams in basketball, table tennis, futsal, football, bowling, darts and billiards. Organised sport creates opportunities for physical activity and social connection throughout university life.

TK PERFORMANCE STUDIO

In The Kiss Building, our Performance Studio accommodates Pilates, yoga, stretching, dance and bodywork. Its raised wooden floor is designed to support movement involving jumps and falls; mirrors, a changing room and a restroom support practical use. Subject to programme availability, the studio can also accommodate indoor movement activities beyond scheduled classes. This links appropriate physical infrastructure with students' training and recreational needs.

PLACES TO REST AND CONNECT

Our Garden offers shared indoor and outdoor seating for approximately 100 people, with a poolside social area for approximately 50. Billiards, arcade games, the Coffee & Book Cafe and the Bandabuliya Cafe provide further settings for informal breaks and interaction. These spaces support opportunities for rest and everyday social connection across our campuses.





EDUCATION AND LEARNING

We connect health and wellbeing with the knowledge students need in dance, design and communication. The following courses address bodily capacity, the relationship between people and spaces, and awareness of occupational risks.

BODY CONDITIONING I

Our Body Conditioning I course applies basic anatomy to physical conditioning and develops stamina, strength and flexibility. Within dance education, understanding the body and developing its capacity support sustainable physical practice and help students approach demanding movement with greater awareness.

BODY CONDITIONING II

Our Contemporary Dance curriculum also includes Body Conditioning II as an elective. Together, the two levels create a curricular pathway for body conditioning within students' professional preparation.

DESIGN FOR HEALTHY INDOOR ENVIRONMENT

We offer Design for Healthy Indoor Environment ARCH429 to examine how building design can respond to occupants' needs and indoor environmental quality. The course connects architectural decisions with environmental health, psychological comfort and productivity, placing the wellbeing of building users within the design process.

OCCUPATIONAL HEALTH AND SAFETY

Our Interior Design programme includes Occupational Health and Safety IMET256 as a departmental elective. It covers risk and hazard, levels of prevention, physical, chemical, biological and psychosocial risks, and workplace health and safety practices. The course connects future professional practice with the prevention of harm and recognition of health risks.

EVENTS

YOUTH AWARENESS AND SAFE LIVING

On 21 October 2025, we held the Youth Awareness and Safe Living seminar with the General Directorate of Police in the ARUCAD Conference Hall. Emin Atabek addressed addiction, drugs and stimulant substances. The seminar connected young people's everyday safety with awareness of substance-related risks, contributing to preventive health education.



BLOOD DONATION CAMPAIGN

On 14 November 2025, we organised a blood donation campaign with the Turkish Cypriot Red Crescent in the Main Campus Courtyard. Students, academic staff and administrative staff took part. By bringing the opportunity to donate blood onto campus, we connected university participation with an essential community health need.

INTER UNIVERSITY TABLE TENNIS CHAMPIONSHIPS

At the championships held on 18 December 2025 in Süleyman Göktaş Hall, our men's team finished undefeated as champions and our women's team placed third. The competition formed part of the 24th TRNC University Sports Games. Participation provided students with structured opportunities for physical activity, teamwork and sporting development.





STRONG YET FRAGILE

On 26 December 2025, our Contemporary Dance Department held Strong Yet Fragile, a seminar on preventive and restorative physiotherapy with physiotherapist Münevver Özakalın, moderated by Yıldız Güventürk. The session explored injury prevention, body awareness, strengthening and recovery. It connected physical wellbeing with the demands of dance practice and the long-term care of the performer's body.

EXAM ANXIETY AWARENESS AND INFORMATION WORKSHOP

Our English Preparatory School and psychological support unit brought a workshop led by Clinical Psychologist Simge Koçar into students' classrooms. Short psychoeducational sessions addressed the cognitive, emotional and bodily dimensions of examination anxiety, with coping strategies and body-awareness exercises. This integrated mental health awareness with the situations students encounter during oral and written assessment.

BRING YOUR MAT PILATES

We held a Pilates activity led by Peren Varanoğulları, bringing movement and body awareness together in a practical session. Weather conditions required the activity to move from the lawn to the Performance Studio. The session offered students an opportunity to engage in physical activity and attend to their bodies within campus life.

INTER UNIVERSITY DANCE COMPETITION

At the competition held on 22 May 2026, our students won gold in four categories: All Style Solo, Hip-Hop Solo, Modern Dance Solo and Modern Dance Group. This participation connected students' dance training with active performance and collaborative preparation. Through preparation and performance, students put their physical training into practice and participate in an active university community.

EUROPEAN UNIVERSITIES GAMES SALERNO 2026

Our men's table tennis team competed in Salerno, Italy, in July 2026 and finished 13th among 20 universities. Coached by Babür Mehmet Üstündağ, the team comprised Cemal Kara, Sertaç Savim and Osman Mehmet Sayak. Participation extended students' structured sporting experience into international competition, supporting physical activity, teamwork and development through sport.

PARTNERSHIPS AND COMMUNITY ENGAGEMENT

COOPERATION WITH THE CYPRUS TURKISH MEDICAL ASSOCIATION

Our cooperation framework with the Cyprus Turkish Medical Association, announced on 30 March 2025, provides for joint education, research and community service activities, subject to mutual agreement and available resources. It connects our creative disciplines with medical expertise through potential seminars, exhibitions and academic exchange. The framework also provides a 50 per cent scholarship opportunity for association members across undergraduate, master's and doctoral programmes.

THE ARKIN COLONY HOTEL SWIMMING POOL AND FITNESS CENTRE

Our cooperation protocol with The Arkın Colony Hotel provides for students to use its swimming pool and fitness centre in central Kyrenia, near our main campus. This partnership extends opportunities for swimming and exercise beyond university facilities.

MPOWER GYM STUDENT DISCOUNT

We include a 20 per cent student discount at Mpower Gym among the benefits available to our students. This additional off-campus option addresses the cost of participation in fitness activities and complements the exercise opportunities available on campus.

ACCESS TO KYRENIA MUNICIPALITY TENNIS COURTS

Our cooperation with Kyrenia Municipality facilitates students' use of municipal tennis courts. This arrangement connects university life with community sports infrastructure and broadens the range of physical activities students can pursue.

DIGITAL WELLBEING OUTREACH AT ANAFARTALAR HIGH SCHOOL

We delivered two seminars for Anafartalar High School students with Dr. Ahmet İyici and Clinical Psychologist Simge Altınkök Koçar. Conscious Social Media Use addressed addiction, cyberbullying, privacy and online safety. Filtered Self examined social comparison, self-perception and the pressures associated with online approval. Together, the sessions connected digital literacy with young people's psychological wellbeing and awareness of online risks.

PUBLICATIONS

ARUCAD-affiliated research examines how economic shocks, health financing and access to basic services shape public health. The selected studies address childhood vaccination, the role of remittances in health systems, and the health implications of rapid urbanisation.

Ko J., Sun J., Cheung A., Ridwan M. and Lee H.F. (2026)

Associations between economic crises and childhood vaccination coverage: Evidence from 160 countries, 2000–2019

The authors find that childhood vaccination coverage tends to fall in the short term during economic crises. The association is strongest for banking and sovereign debt crises and weaker for currency crises. The findings highlight the vulnerability of routine immunisation programmes during economic downturns.

Chen Y. and Ajide K.B. (2026)

Remittances, Health Financing Systems, and SDG Three Outcomes in Africa

Across 48 African countries, remittances are associated with modest improvements in health outcomes, particularly where households pay a large share of healthcare costs directly. Public health spending and financial protection show stronger long-term associations with health outcomes.

Ogwu S.O., Onwe J.C., Celik B.A. and Ezemenahı S.I. (2026)

Urbanization and Environmental Practices on Public Health: Sustainable Solutions to Sustainable Development Goals 3, 6, and 11 in Rapidly Urbanizing Developing Countries in West Africa

The study links unsafe drinking water and inadequate sanitation to poorer quality of life in rapidly urbanising West African countries. The authors identify investment in sanitation, water treatment and access to basic services as priorities for urban planning.

COMMITMENTS & TARGETS

ARUCAD is committed to supporting the physical, psychological, and social well-being of its university community. The university recognises that a healthy and supportive environment contributes to educational participation, academic achievement, and inclusive campus life.

ACTIONS TAKEN

ARUCAD maintained institutional arrangements addressing student well-being, psychological counselling, and access to health-related information and support. The university also pursued initiatives promoting healthier campus environments, including preparatory measures towards a smoke-free campus. Its academic research and public activities addressed health-related subjects and opportunities for social participation through creative engagement.

EVENTS
45

PUBLICATIONS
17

CITATION COUNTS
23

MEASURABLE RESULTS & PROGRESS

ARUCAD recorded an increase in total graduates from 78 to 124, representing approximately 59.0% growth across the two institutional reporting datasets. The university recorded no graduates in health professions in either dataset, reflecting its academic specialisation in creative arts and design.

ARUCAD's health-related contributions are principally demonstrated through institutional support arrangements, educational activities, and documented well-being initiatives. Comparable annual figures concerning counselling utilisation, health service participation, or changes in health outcomes are not available in the reviewed data.

CHALLENGES & NEXT STEPS

ARUCAD aims to strengthen the documentation and evaluation of its health and well-being activities. Future priorities include improving awareness of available support, assessing accessibility, and developing appropriate measures of service participation and effectiveness while protecting personal confidentiality.



We are committed to inclusive, accessible and high-quality education through practice-based learning, creative exploration and continuous academic improvement. We connect theoretical study with studio work, performance and public presentation, while academic guidance and quality assurance support student progression. Our programmes and public educational activities provide routes into creative learning at different stages of life.

INSTITUTIONAL POLICIES AND PRACTICES

EDUCATION AND TEACHING POLICY

Our Education and Teaching Policy and academic regulations provide the institutional framework for learning and teaching. Alongside our advising, student feedback and programme development arrangements, they support the review of educational provision and the recognition of learning outcomes. This connects our practice-based educational approach with responsibility for academic quality.

ACADEMIC ADVISING DIRECTIVE

Our Academic Advising Directive governs academic and thesis advising across associate, undergraduate and graduate study. It defines an institutional framework for the roles of academic units, advisors and students, including guidance during master's projects, theses, doctoral dissertations and proficiency-in-art studies. Establishing expectations for supervision supports continuity as students progress through increasingly independent learning.

INTERDISCIPLINARY CHOICE THROUGH ELECTIVE COURSES

Our Directive on the Principles and Procedures for Elective Courses regulates how electives are planned, offered, selected and evaluated. It identifies an interdisciplinary perspective as a purpose of elective study. This framework enables curricular choice to support connections between fields while keeping course provision within academic planning and review.

FIVE YEAR ACCREDITATION OF TWO UNDERGRADUATE PROGRAMMES

Our Visual Communication Design and New Media and Communication undergraduate programmes hold ILEDAK accreditation, approved by ILAD, for 9 March 2026 to 9 March 2031. The evaluation included self-assessment, visits and comprehensive review. External assessment of these two programmes provides a concrete basis for examining educational quality and maintaining standards within communication education.

LANGUAGE PREPARATION AND QUALITY STANDARDS

Our English Preparatory School provides a route into degree study for students who need to develop their English proficiency. The School's regulatory framework includes placement and preparation at different levels, including support towards the requirements for undergraduate and postgraduate study. Its EAQUALS accreditation complements our programme-level quality work by addressing the quality of language education.

ACADEMIC ENGLISH AT THE LEARNER'S PACE

We have developed a self-paced approach to SOFL101 and SOFL102 Academic English. In a presentation reported on 6 April 2026, Benjamin Bailie and Sena Tanta Gülaydın shared the transition from face-to-face provision and their use of a course book supporting individual pacing. This provides a specific example of adapting learning arrangements to student autonomy.

LEARNING OUTCOMES AND PROGRAMME IMPROVEMENT

We have set out an institutional programme to strengthen alignment between institutional, programme and course learning outcomes. Its planned scope covers the Turkish Qualifications Framework for Higher Education, ECTS and student workload calculations, alignment matrices and outcome-based assessment. By linking curriculum design with transparent outcomes and workload, we aim to support a more systematic student-centred approach.

STUDENT PARTICIPATION AND EDUCATIONAL PROGRESSION

Our institutional reporting records 1,332 student records and 124 graduates. We aim to strengthen the monitoring of admissions, retention, progression and graduation together, improve first-generation student reporting and integrate these indicators with our quality assurance processes.

FACILITIES AND SERVICES

Our learning spaces connect access to information with opportunities to make, rehearse and present work. The following facilities give students settings in which to develop practical skills and communicate their learning to others.

LIBRARY AND DIGITAL INFORMATION ACCESS

Our Library holds approximately 10,000 printed resources across art, design, communication and related fields. Its Digital Library laboratory has 34 computers, and TÜBİTAK ULAKBİM EKUAL agreements support access to electronic academic resources. Study areas and sound-insulated workspaces support independent learning. The Library is open to external users under its access rules; external visitors use resources on site. This combines support for enrolled learners with access to knowledge for the wider community.

DESIGN STUDIOS
Our Design Studios support projects connecting design research with film, photography, writing and engineering.

ACTING STUDIO
Our Acting Studio provides movement space, sound and projection for practical classes, workshops and rehearsals.

FOUNDATION ART AND PRINTMAKING WORKSHOPS
Our painting and drawing workshops support observational and foundation-art practice. The Printmaking Workshop enables students to develop original print projects and produce publications, posters and other printed work.

BANDABULIYA STAGE AND PROFESSIONAL PRACTICE
Our Bandabuliya Stage in Nicosia is shared with the Nicosia Turkish Municipality Theatre. It gives students a professional setting for theatre, dance, concerts and contact with experienced practitioners.

COURTYARD MAIN STAGE
Our Courtyard Main Stage supports concerts, festivals, ceremonies and performances with sound, lighting and stage infrastructure. Students can present work within a large campus event setting.

AGORA OPEN AIR STAGE
Our stepped Agora Open-Air Stage at Bandabuliya hosts concerts, performances, screenings and community events, offering another setting for communicating creative work to an audience.

ART GALLERY STAGE
Our Art Gallery accommodates exhibitions, performance art and interdisciplinary presentations. Its architecture allows students to explore different relationships between visual work, performance and audience.













CONFERENCE HALL AND CINEMA
Our 230-square-metre Conference Hall seats 186 and includes backstage, control, microphone, lighting and projection facilities. It supports lectures and seminars and also functions as a cinema.

EDUCATION AND LEARNING

Our provision connects foundational creative education with specialised study and postgraduate enquiry. Our programme portfolio spans 16 bachelor-level fields across four faculties.

Faculty	Bachelor level fields	Number
Arts	Plastic Arts; Ceramics; Photography; Archaeology; Film Design and Directing; Textile and Fashion Design	6
Design	Architecture; Interior Architecture and Environmental Design; Industrial Design; Urban Design and Landscape Architecture	4
Communication	Digital Game Design; New Media and Communication; Visual Communication Design	3
Music and Performing Arts	Acting; Contemporary Dance; Sound Arts and Design	3

Our associate-degree route is Interior Design. Master's study is available in Art, Design and Communication Studies. Our doctoral-level provision covers Architecture, Arts and Cultural Management, Art and Design, and Media and Communication Studies. Together, these routes provide opportunities to progress from initial professional preparation to advanced research and creative enquiry.

EVENTS

EVERY VOICE MATTERS
Our English Preparatory School brought academics, educators and students together for Every Voice Matters in December 2025. With EAQUALS Director Lou McLaughlin and other contributors, the conference addressed learner diversity, mediation and supportive classroom environments. The programme connected inclusion with practical approaches to teaching students with different learning needs.





THE PLAYING HUMAN

We opened our 2025–2026 academic year with actor and director Ali Düşenkalkar's lecture The Playing Human on 18 November 2025 in the Conference Hall. Drawing on play and professional acting, the session connected creative discipline, expression and character analysis with students' artistic development.

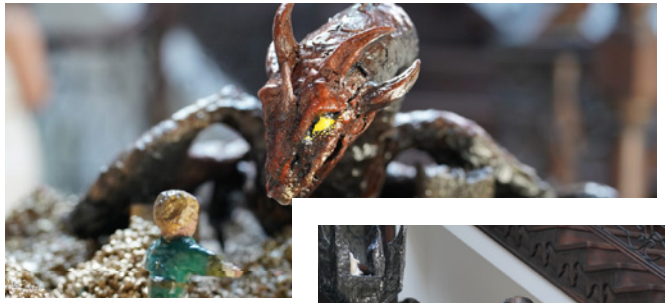
ACCREDITATION TRAINING WITH YÖKAK AND YÖDAK

Our academics participated in the 2025 Accreditation Training Program organised through YÖKAK and YÖDAK cooperation. The programme examined internal quality management, institutional reports, evidence, European standards and student involvement. Developing staff knowledge of evaluation supports our capacity to review and improve education.

INNOVATING EDUCATION THROUGH SUSTAINABILITY

On 26 June 2026, our English Preparatory School hosted Innovating Education Through Sustainability with support from the Eaquals Member Event Fund 2026. Sessions addressed culturally responsive teaching, learner autonomy, inclusion and sustainable educational practice. Sharing practical approaches with educators connected sustainability with how learning is designed and supported.







UNDERSTANDING AND APPLYING THE SUSTAINABLE DEVELOPMENT GOALS

Our Sustainability Centre held training led by Nilay Öztürk on 22 May 2026 in the Conference Hall. The session examined how the SDGs can inform education, research and institutional practice. This brought sustainability literacy into professional learning and encouraged connections between global goals and university responsibilities.

ART AS A CONTACT ZONE

Our Contemporary Dance Department held Art as a Contact Zone with Dr. Derya Yüksek on 14 April 2026, moderated by Bekir Şimşek. Movement, observation and interactive exercises explored choreography as enquiry. The session connected practical artistic education with research methods and students' active participation in producing knowledge.

FOLEY SOUND DESIGN WORKSHOP

On 28 April 2026, students in İLET204 recreated a silent scene's soundscape under Dr. Kamil Bartu Feridun's coordination. Groups produced rain, footsteps, clothing and ambience using alternative materials; recordings were assembled in Ableton Live. This connected collaborative learning with a concrete technical production task.

38TH ETAK MEETING ON INDUSTRIAL DESIGN EDUCATION

On 11 June 2026, we hosted industrial design department heads and professional representatives for the 38th ETAK meeting. Discussions addressed curricula, accreditation and professional education, alongside workshop visits. The meeting connected the review of educational programmes with the settings in which students learn.

LOTR MY PRECIOUS

On 26 June 2026, 43 students from five Faculty of Arts departments presented LOTR: My Precious at The Kiss Building Art Gallery. Supervised by Elçin Şener within Basic Art II, the project connected narrative research, material experimentation and recycled materials. Portfolios and exhibition presentations formed part of the learning assessment.



GLASS WORKSHOP

Our Plastic Arts Department held a glass workshop with instructor Mete Bahtiyar Karataş, reported on 12 May 2026. Working with a specialist connected students' material knowledge with practical making and extended their experience of techniques used in creative production.

PRACTICAL ARCHAEOLOGY ON CAMPUS

Our ARHA102 Methods and Theories in Archaeology course included a dry-excavation and measuring exercise in front of the Library. The activity, reported on 11 May 2026, brought practical experience of basic archaeological methods into students' learning on campus.



FRAMES OF SPRING
Our Photography Department's Frames of Spring exhibition on 18 June 2026 presented spring-semester work on Saint Hilarion, futuristic fashion and macro photography. Bringing workshop outcomes into an academic and public setting connected technical practice with reflection and presentation.

VISUAL COMMUNICATION DESIGN GRADUATION PROJECTS
Our Visual Communication Design students presented semester-long graduation projects through final presentations supervised by Korhan Akbaytoğan. The presentations brought research and creative development into assessment and discussion, making students' learning visible through completed project work.

PARTNERSHIPS AND COMMUNITY ENGAGEMENT

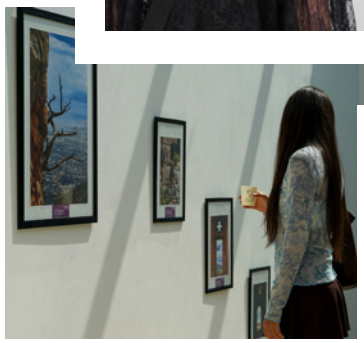
PROFESSIONAL LEARNING FOR 120 SCHOOLTEACHERS
At our fifth Education Workshop on 11 December 2025, we welcomed 120 teachers from 35 high schools. Prof. Dr. Binnur Yeşilyaprak's Revealing the Sculpture Within Us seminar examined human potential and emotional regulation, supported by two interactive exercises. Working with schoolteachers extended professional learning beyond our enrolled students and connected educational ideas with the wider school community.

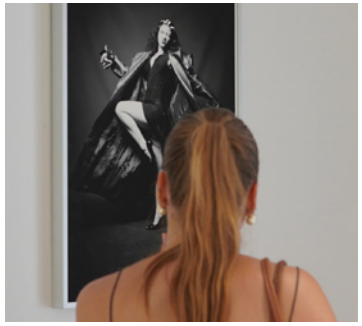
EAQUALS INTERNATIONAL CONFERENCE IN BERLIN
English Preparatory School Director İnanç Uçaröz represented us at the 2026 EAQUALS International Conference in Berlin. Management training on 11 March addressed AI policy, followed by sessions on curriculum, assessment and staff development. Participation created an opportunity to bring current educational methods and quality discussions into our language provision.















FREE WORKSHOP WEEK OFFER FOR HIGH SCHOOL STUDENTS
Our Workshop Week programme for 11–13 February 2026 opened registration for 11 courses and 12 workshop options, free of charge to high school students. The offer included photography, visual effects, portfolio preparation, game design, dance, sound and architectural design.

CREATIVE LEARNING AT THE FOURTH CHILDREN'S RIGHTS FESTIVAL
On 22 November 2025, our students contributed play and interactive activities at the Fourth Children's Rights Festival in Kızılbaş Park, organised with Nicosia Turkish Municipality and SOS Children's Village Association. Academic staff supported the students on site. Participation extended creative learning into a community setting centred on children.

PUBLICATIONS

ARUCAD-affiliated research explores how teaching practices and student engagement can improve learning in higher education. The selected publications address feedback in architecture studios, AI literacy and collaborative learning through design workshops.

Ezennia I.S. and Agbonome P.C. (2025)
Advances in design studio critique techniques: a narrative review on innovative critique models and lessons for improving architecture education
The review examines alternatives to traditional architecture studio critiques, which students can find intimidating. The authors propose combining critique formats to encourage discussion, critical thinking and teamwork, and recommend introducing new students to studio critique practices early in their studies.

Farmanesh P., Vehbi A. and Solati Dehkordi N. (2025)
AI Literacy in Achieving Sustainable Development Goals: The Interplay of Student Engagement and Anxiety Reduction in Northern Cyprus Universities
A survey of 222 students at universities in Northern Cyprus found that greater student engagement was associated with stronger AI literacy. Lower anxiety and greater confidence in one's abilities helped explain this relationship, pointing to the value of learning activities that build confidence and encourage participation.

Hafizi N., Tuna G. and Vural S.M. (2026)
Workshop-Based Learning for Innovative Façade Design: A Pedagogical Approach to Material Innovation in Architectural Education
During a ten-day workshop, architecture students worked in teams on façade design cases in Istanbul. The authors observed progress in students' technical understanding, problem-solving and communication as they applied their knowledge of materials to design proposals.

COMMITMENTS & TARGETS

ARUCAD is committed to inclusive, accessible, and high-quality education through practice-based learning, creative exploration, and continuous academic improvement. The university aims to strengthen learning outcomes, maintain educational quality, support student progression, and contribute to lifelong learning through public educational activities.

ACTIONS TAKEN

ARUCAD continued to provide academic programmes combining theoretical learning with practical experience in art, design, communication, and related disciplines.

The university supported public workshops, community education, and outreach activities, while maintaining its institutional quality assurance and academic evaluation processes. Its quality improvement activities also addressed programme learning outcomes, curriculum alignment, ECTS workloads, and outcome-based assessment.

MEASURABLE RESULTS & PROGRESS

ARUCAD's total student enrolment increased from 1,168 to 1,332 students, representing approximately 14.0% growth. The number of graduates increased from 78 to 124, an increase of approximately 59.0%. The number of students beginning a degree changed from 353 to 298, representing a decrease of approximately 15.6%.

These results demonstrate growth in the university's overall student population and graduate output, alongside a reduction in recorded new entrants. ARUCAD also previously documented 113 first-generation students beginning a degree, although a comparable figure is not available for the subsequent dataset.



EVENTS
25



PUBLICATIONS
30



CITATION COUNTS
96

CHALLENGES & NEXT STEPS

ARUCAD recognises the importance of monitoring student admissions, retention, academic progression, and graduation together. Future priorities include strengthening first-generation student reporting, improving the consistency of educational access indicators, and integrating student progression data with institutional quality assurance processes.

5 GENDER EQUALITY

At ARUCAD, gender equality concerns the conditions in which people learn, work and make themselves heard. We connect protection from gender-based harm and support for parenthood with education, artistic expression and opportunities to examine women's participation in professional and public life.

INSTITUTIONAL POLICIES AND PRACTICES

EQUAL PAY FOR WORK OF EQUAL VALUE

Our Employment and Working Principles establish equal pay for work of equal value, regardless of gender or status, and commit us to regularly monitoring and eliminating gender-based pay disparities. They also apply gender equality to recruitment, promotion and training, linking equal treatment with merit-based career development and work–life balance.

PROTECTION FROM SEXUAL HARASSMENT

Our Anti-Discrimination and Anti-Harassment Policy Directive establishes zero tolerance for sexual harassment and other forms of discriminatory or degrading conduct. It makes safety and dignity an institutional responsibility, providing a framework for addressing behaviour that can undermine equal participation in study and work.

SUPPORTING PARENTHOOD AT WORK

Our Principles on Postnatal Parental Rights provide 112 calendar days of maternity leave, breastfeeding leave of two hours a day for nine months after returning to work, and a return to the same or an equivalent position. The framework also covers paternity, adoption and unpaid leave, recognising care responsibilities within continued professional participation.

FACILITIES AND SERVICES

CONFIDENTIAL ROUTES FOR RAISING CONCERNS

Students and staff can report concerns through written, online and anonymous mechanisms, under our Anti-Discrimination and Anti-Harassment Policy Directive. The directive protects reporting identities through confidentiality. Our Employment and Working Principles also allow written employee-rights complaints to Human Resources, with confidential, impartial evaluation and written notification of the result.

EDUCATION AND LEARNING

GENDER AND SOCIETY IN ART

We offer PLAS251 Gender and Society in Art elective connecting gender, social roles and representation with creative practice and reflection on whose experiences become visible through art.

GENDER AND CINEMA

We also offer FIDE482 Gender and Cinema elective, connecting film-related study with the representation of gender, identities and experiences on screen.

EVENTS

GENDER EQUALITY SEMINAR WITH MINE ATLI

On 27 January 2026, we hosted lawyer and human rights advocate Mine Atlı at the ARUCAD Conference Hall. The interactive seminar examined gender equality through law, human rights, democracy and local governance. By connecting rights with public participation and the prevention of domestic violence, the session brought women's safety and agency into shared discussion.

BEYOND THE VISIBLE

Our Faculty of Music and Performing Arts students presented Beyond the Visible as part of the Sustainability course programme, organised by the Diversity, Equity and Inclusion Office. Movement and embodied expression addressed the physical, psychological and social dimensions of violence against women, bringing experiences that can remain silenced into public reflection.



WOMEN'S ENTREPRENEURSHIP IN CYPRUS

On 6 April 2026, we welcomed businesswoman Füsun Aroğlu to share her entrepreneurial journey. From banking and a small textile workshop to business expansion, her account addressed perseverance, professional relationships and prejudice faced by women. The seminar made women's economic agency visible through a concrete professional experience and encouraged students to question barriers to participation in business.

DANCE PERFORMANCE ADDRESSING VIOLENCE AGAINST WOMEN

This dance work used movement and embodied expression to address violence against women. Rather than treating the issue only as an abstract social problem, the performance communicated fear, resistance and solidarity through the body, creating an emotionally direct form of public awareness.



PARTNERSHIPS AND COMMUNITY ENGAGEMENT

A PLATFORM FOR GENDERED EXPERIENCES

Our DEI Office issued the international call Resilient Bodies, Resonant Voices for an exhibition programme centred on International Women's Day 2026. Students, alumni, academics and artists were invited to explore women's agency, bodily autonomy and experiences shaped by gender and other social positions. The call opened a route for creative participation and the visibility of voices often overlooked in public culture.



GENDER EQUALITY COOPERATION WITH KAYAD

Our memorandum of understanding with the Association for Support to Life from Women, KAYAD, signed on 1 October 2025, establishes a framework for cooperation on gender equality, violence against women and sexual abuse. It provides for awareness activities, volunteering and policy-related work, connecting our academic and creative expertise with civil society experience.



PUBLICATIONS

ARUCAD's research examines barriers to women's economic participation, access to financial and healthcare services, and equitable treatment in the workplace. Studies explore how institutional conditions, organisational practices and socioeconomic inequalities shape women's opportunities and wellbeing.

Onwe J.C.; Celik B.A.; Bisiriyu S.O.; Olarewaju O.M. (2026)
Financial Inclusion Access and Female Labour Participation in Sub-Saharan Africa: The Moderating Role of Institutional Quality
Using data from 43 countries for 1990–2023, the study examines relationships between financial access, institutional quality and women's labour force participation. Access to financial institutions is positively associated with participation, while access to financial markets shows a negative association. Institutional quality strengthens the benefits associated with financial access, highlighting the importance of supportive governance alongside expanded financial services.

Eti S.; Yüksel S.; Topaloğlu Eti S.; Dinçer H. (2026)
A Koch Snowflake fuzzy decision-making approach to preventing psychological normalization of mobbing in women employees
The study develops a decision-making framework to prioritise organisational responses to the normalisation of workplace bullying among women employees. Drawing on assessments from five experts, it identifies corporate culture and regular training as key priorities. Establishing and monitoring ethical standards and maintaining clear written communication emerge as the highest-ranked strategies within the model.

Asif M.F.; Meherali S.; Lassi Z.S. (2026)
Factors associated with unmet need for family planning among adolescent and young married women in Pakistan
Based on survey data from 740 women, the study examines barriers to accessing family planning. Unmet needs are associated with service costs, limited access, fear of side effects and opposition from husbands. The authors recommend improving service accessibility and affordability, alongside information and education addressing contraceptive safety for both women and men.

COMMITMENTS & TARGETS

ARUCAD is committed to promoting gender equality, preventing discrimination and harassment, and supporting equal opportunities in education and employment.

The university aims to strengthen inclusive institutional participation, equitable representation, and the protection of individual rights through its established policy framework.

ACTIONS TAKEN

ARUCAD maintained its Diversity, Equity, and Inclusion Policy Directive and Anti-Discrimination and Anti-Harassment Policy Directive.

The university continued to address gender-related issues through institutional policies, academic teaching, student support, and educational activities. Courses exploring gender, society, representation, and cultural identity contributed to critical engagement with gender equality.

MEASURABLE RESULTS & PROGRESS

ARUCAD's institutional data indicate that 37 of 77 senior academic staff were women, representing approximately 48.1%.

In the previous reporting dataset, 47 of 74 senior academic staff were women, representing approximately 63.5%.

This represents a reduction of approximately 15.5 percentage points in female representation among senior academic staff.

The university previously recorded 193 women among 353 students beginning a degree, approximately 54.7%.

It also documented 63 first-generation women among 113 first-generation students beginning a degree.

These indicators demonstrate women's participation in higher education while identifying a change in senior academic representation requiring further attention.

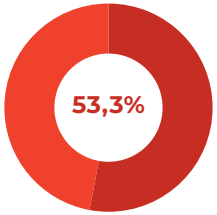
CHALLENGES & NEXT STEPS

ARUCAD recognises the importance of understanding changes in gender representation across academic and leadership roles. Future priorities include monitoring recruitment, promotion, retention, and career progression, alongside maintaining consistent gender-disaggregated institutional data. The university will continue to support the implementation of its equality and inclusion framework.

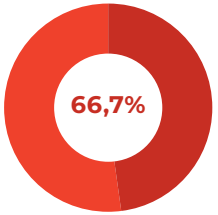
EVENTS
127

PUBLICATIONS
13

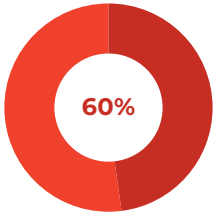
CITATION COUNTS
36



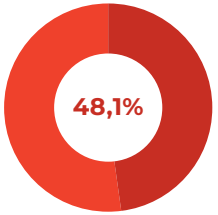
of leadership positions are held by women



of ARUCAD graduates are women



women among first-generation entrants



of senior academic staff are women

6 CLEAN WATER AND SANITATION

We approach water as both an essential resource in everyday university life and a shared ecological responsibility. Our contribution brings together water and sanitation provision in student accommodation, design education, research on freshwater scarcity and artistic engagement with the relationships between water, people and place.

INSTITUTIONAL POLICIES AND PRACTICES

RESOURCE AWARENESS AND ENVIRONMENTAL RESPONSIBILITY

Through our Sustainability Office, we promote environmental awareness and responsible approaches to campus resources. Our institutional sustainability framework connects water stewardship with education about the built environment, natural resources and ecological systems. Developing water-related operational reporting remains an area for further improvement, alongside the educational and cultural work through which we engage our university community.

EDUCATION AND LEARNING

WET SPACE DESIGN

We include Wet Space Design INAD427 in our Interior Architecture and Environmental Design elective provision. The course places water-related interiors within professional design education. Its subject connects the spatial settings of washing and sanitation with the design of everyday environments, giving these essential functions a place in our curriculum.

EVENTS

SOIL AND WATER PROGRAMME

Our Soil and Water programme connected student learning with international artistic production. On 18–19 December 2025, Ledelle Moe worked with Plastic Arts students on Mixed-Media Sculpture Production Processes Using Metal and Cement, coordinated by Raif Dimililer. Students engaged with concept development, material selection, planning and surface treatment. Moe's Undulation Dream, made with student assistance, was subsequently exhibited within Soil and Water and installed on campus.

We collaborated on Soil & Water Mediterranean Crossing at Art Rooms, open from 14 January to 17 February 2026. Sculpture, performance and research-based practice explored how soil and water shape environments, histories and lived experience. The exhibition brought ecological, social and political pressures on shared resources into public cultural discussion.

We continued this engagement through Johan Thom's Water Diaries at ARUCAD Art Space from 13 May to 6 June 2026. Bringing together work from Mexico, Venice and Cyprus, the exhibition explored water as a life-sustaining element and a force shaping everyday experience. Together, these Soil & Water exhibitions connected creative enquiry with awareness of our relationships with shared natural resources. Through these exhibitions, we brought public attention to water as a shared resource whose ecological condition and distribution shape everyday life, linking creative enquiry with water awareness and responsibility.

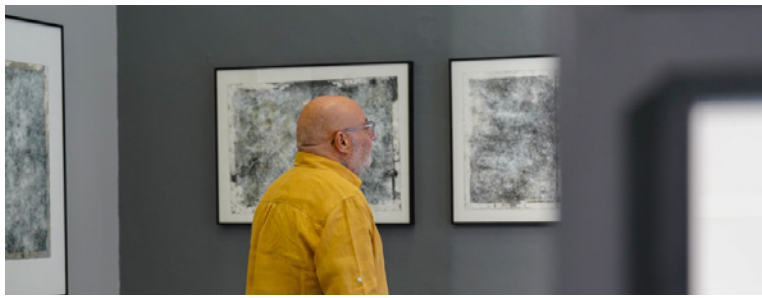
PARTNERSHIPS AND COMMUNITY ENGAGEMENT

INTERNATIONAL RESEARCH ON FRESHWATER SCARCITY

Through research co-authored by Mohammad Ridwan with an ARUCAD Research Centre affiliation, we contribute to international understanding of the economic consequences of freshwater pressure. Drying up Prosperity: How Freshwater Scarcity, Agricultural Land Use, and Urbanization Influence Sustainable Economic Performance in GCC Economies, published in Sustainable Development on 7 August 2026, examines six Gulf economies over 2000–2024. The study connects freshwater withdrawals, land use and urbanisation with sustainable economic performance. Its findings support attention to water-use efficiency and the management of resource-intensive development, extending our contribution to water stewardship through collaborative research.









PUBLICATIONS

ARUCAD-affiliated research examines access to water and sanitation, efficient irrigation and industrial water reuse. The selected studies explore the wider environmental benefits of basic services and the trade-offs involved in reducing water demand.

Mahdavian S.M., Borazjani M.A., Mohammadi H., Asgharipour M.R. and Radulescu M. (2026)
The environmental optimization of the water-food-land use-emission nexus by considering climate change through a multi-objective programming approach
The authors model agricultural production in Iran's Haraz–Qarasu basin under changing climate conditions. One scenario reduced projected water use by 10.1% and emissions by 8.8%, with a corresponding reduction in farm profits. The analysis makes the trade-offs between water conservation, emissions and farm income explicit.

Dinçer H., Yüksel S., Eti S. and Çetinkaya H. (2026)
Analysing environmental investments in industrial water reuse with artificial decision support systems including hybrid multi-facet fuzzy optimization
The authors develop a decision model to help industrial firms assess water reuse investments under budget constraints. In the model, keeping water in circulation through reuse ranked highest among the investment criteria.



EVENTS
3



PUBLICATIONS
7



CITATION COUNTS
9

7 AFFORDABLE AND CLEAN ENERGY

We connect energy responsibility with the choices designers, creative practitioners and communities make about buildings, lighting, production and mobility. Our contribution combines energy-conscious learning, applied expertise and collaborative research on energy independence and access. These activities develop knowledge relevant to the energy transition and the effective use of resources.

INSTITUTIONAL POLICIES AND PRACTICES

ENERGY RESPONSIBILITY THROUGH EDUCATION AND RESEARCH

We integrate energy efficiency and environmental performance into our sustainability approach through teaching and research. Our institutional framework recognises the relationship between the built environment, energy use and responsible design. This provides a foundation for developing professional understanding of energy choices and for extending the evidence available to guide future university practice. Our next steps include strengthening operational environmental data, with future improvements envisaged in monitoring electricity and fuel consumption. This would provide a more consistent evidence base for assessing energy use and identifying opportunities for improvement.

EDUCATION AND LEARNING

DESIGNING WITH LIGHT AND SHADOW

We offer Designing with Light and Shadow ARCH320 within our university elective provision. The syllabus connects lighting design with human needs, lighting quality and energy efficiency, bringing together natural and artificial light. This gives students a framework for considering how visual comfort and creative spatial effects can be addressed alongside the energy implications of lighting decisions.

CERAMIC AND GLASS KILNS

Our Ceramic and Glass Kilns CERG223 elective introduces students to kiln and furnace types, their properties and materials, and the organisation of firing processes. Its stated learning outcomes include describing energy efficiency in kilns. By connecting technical understanding with energy use in ceramic and glass production, the course brings resource responsibility into the decisions that shape creative manufacturing.

EVENTS

ECO-FRIENDLY VEHICLES AND A SUSTAINABLE FUTURE

On 22 January 2026, our students organised Eco-Friendly Vehicles and a Sustainable Future as part of their Creative Presentation learning in Digital Media and Marketing. The seminar addressed electric and hybrid vehicles, charging systems, batteries, maintenance and environmental impacts. By connecting mobility choices with energy technologies and their practical requirements, the event helped bring discussion of the energy transition into student-led learning and public communication.





PROMOTING ENERGY EFFICIENCY IN HOUSEHOLDS AND BUILDINGS

Our New Media and Communication lecturer Asst. Prof. Dr. Ali Çağan Uzman contributes as a Behavioural Sciences and Lead Communication Specialist to a project on energy efficiency in households and buildings and sustainable public procurement. Representing ARUCAD, he participated in project meetings and workshops on 2–4 December 2025. His contribution focuses on developing awareness activities that encourage energy-efficient household behaviour and strengthening communication around energy-efficient public procurement. This work supports SDG 7 through public awareness and capacity building for more efficient energy use.

PARTNERSHIPS AND COMMUNITY ENGAGEMENT

APPLIED EXPERTISE IN ENERGY EFFICIENCY AND SUSTAINABLE PUBLIC PROCUREMENT

Our faculty member Asst. Prof. Dr. Ali Çağan Uzman contributes as Behavioural Sciences and Lead Communication Specialist to a consultancy project on capacity development and awareness raising for sustainable public procurement and energy efficiency in households and buildings. He represented ARUCAD in project meetings and workshops on 2–4 December 2025. Coordinated by Türkiye's Ministry of Energy and Natural Resources, with European Union and World Bank support and implementation by STANTEC and ANKON, the project connects technical measures with communication, household behaviour and institutional capacity. This contribution brings our behavioural and communication expertise into wider efforts to improve energy-related decision-making.

RESEARCH COLLABORATION ON ENERGY INDEPENDENCE

Research co-authored by Mustafa Naimoglu and Oktay Özkan, both with ARUCAD Research Centre affiliations, examines the conditions supporting

energy independence in Türkiye. Technological Innovation, Structural Transformation, and Policy Pathways to Energy Independence: Quantile Evidence From Türkiye in the Context of SDGs 7, 9, and 13, published in Sustainable Development on 21 April 2026, analyses 1990–2023 data. It examines productivity and the effectiveness of research and development in energy efficiency and renewable energy. The findings contribute to discussion of innovation, policy continuity and the governance of investment needed for a more resilient energy system.

RESEARCH COLLABORATION ON ENERGY POVERTY

We also contribute through research co-authored by Mohammad Ridwan with an ARUCAD Research Centre affiliation to understanding energy poverty. Energy poverty and agricultural productivity in SAARC economies: a panel data analysis, published in Frontiers in Sustainability on 17 July 2026, examines Bangladesh, India, Nepal, Pakistan and Sri Lanka over 2000–2023. It considers clean cooking, rural and urban electricity access and renewable energy in relation to agricultural productivity. By distinguishing different dimensions of access, the research supports a more nuanced discussion of how useful energy services can support livelihoods.

KARPAZ SOLAR ENERGY PROJECT

Arkın Group's planned 3 MW solar energy project in the Karpaz region aims to increase the use of renewable electricity and help reduce emissions associated with energy consumption across the Group's companies and ARUCAD.

PUBLICATIONS

ARUCAD-affiliated research examines how financing and investment decisions can expand access to renewable energy. The selected studies cover off-grid solar delivery, photovoltaic project feasibility and the relationship between green finance and renewable energy innovation.

Dinçer H., Eti S., Yüksel S. and Çırak A.N. (2026)
Strategic assessment of investment opportunities for pay-as-you-go solar in off-grid communities: An artificial intelligence-driven multi-facet fuzzy entropy optimization approach
The study develops a model to compare investment strategies for pay-as-you-go solar in communities without grid access. Customer creditworthiness and expected long-term customer value ranked highest among the investment criteria. Delivery through local franchise operators emerged as one of the promising strategies assessed.

Yüksel S., Dinçer H., Eti S. and Gökalp Y. (2026)
Rethinking feasibility analysis of solar photovoltaic panel investments with a three stage molecular fuzzy dynamic expert decision model
Using expert assessments before, during and after installation, the authors compare factors that shape the feasibility of solar projects. Environmental conditions ranked first, followed by financial and technical factors. Crowdfunding ranked highest among the financing options evaluated in the model.

Magazzino C., Haroon M. and Adam N.A. (2026)
Green Finance and Renewable Energy Innovation: Addressing Financial Constraints for SDG Achievement in China
Using data from 30 Chinese regions for 2000–2020, the study finds a positive relationship between access to green finance and renewable energy innovation. The authors propose credit reforms, carbon pricing and longer-term investment in infrastructure through public–private partnerships.

EVENTS
3

PUBLICATIONS
196

CITATION COUNTS
462

8 DECENT WORK AND ECONOMIC GROWTH

We connect responsible employment with the development of sustainable creative careers. Our employment framework addresses fair treatment and safe working conditions, while career guidance, professional learning and industry collaboration help students prepare for working life. Our contribution brings together the responsibilities of the university as an employer and its role in developing the knowledge, skills and relationships needed for professional participation.

INSTITUTIONAL POLICIES AND PRACTICES

FAIR EMPLOYMENT AND PROTECTION FROM EXPLOITATION

Our Employment and Working Principles addresses fair and timely remuneration, social protection, leave rights and safe working conditions. Its protections extend to externally hired and subcontracted personnel, and its scope includes employees, interns and scholarship holders. The framework adopts zero tolerance for modern slavery, forced labour, human trafficking and child labour, placing decent work within our responsibilities as an employer and commissioner of services.

A ROUTE TO RAISE EMPLOYMENT RIGHTS CONCERNS

Employees may submit written concerns about their employment rights directly to our Human Resources Unit. Our Employment and Working Principles provides for confidentiality, impartial evaluation and written notification of the outcome. A defined route for raising concerns supports access to institutional remedy and accountability in working relationships.

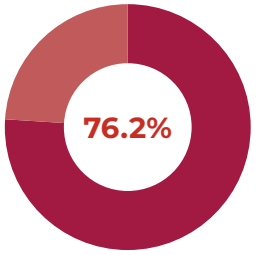
WORKFORCE REPORTING AND PROFESSIONAL DEVELOPMENT

Our institutional dataset records 227 employees, including 109 academic staff. Our SDG 8 review identifies consistent personnel reporting, better documentation of professional development and stronger evidence on employment-related outcomes as priorities. These measures will help us assess workforce development alongside the quality of working arrangements and opportunities for learning.

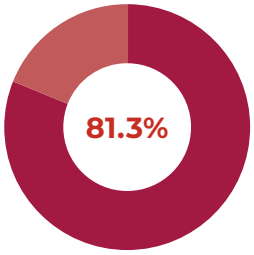
FACILITIES AND SERVICES

CAREER AND ALUMNI OFFICE

Our Career and Alumni Office supports students and graduates with career guidance, CV and application preparation, portfolio advice and interview preparation. It shares job and internship opportunities and helps learners consider employment and postgraduate pathways. These services support the transition from creative education to professional participation.



Students achieved full-time employment



Students working in their field of study

CONTINUING CONNECTIONS THROUGH THE ALUMNI NETWORK

Our Alumni Portal, monthly digital Alumni Newspaper and alumni-information updates maintain connections after graduation. These channels support professional exchange and keep graduates connected with university opportunities.

EDUCATION AND LEARNING

PORTFOLIO DESIGN

We include Portfolio Design INAD484 in the eighth-semester Interior Architecture and Environmental Design curriculum. Giving portfolio development a defined place in the curriculum connects students' creative work with the task of presenting their capabilities to professional audiences. This supports preparation for the transition from university study into design practice.

INTERNSHIPS AND PROFESSIONAL EXPERIENCE

We include internships in programmes such as Architecture, Interior Architecture and Environmental Design, Industrial Design, Textile and Fashion Design, Visual Communication Design, New Media and Communication, and Digital Game Design. Students gain practical experience in workplaces relevant to their specialism, applying their learning to professional tasks. Depending on the programme, placements may involve design-office work, construction-site practice, manufacturing and production, fashion workshops, or media and communication projects. For example, Textile and Fashion Design students follow the process from drawing to finished product and contribute to production. Placements are subject to departmental approval and assessment, using internship reports or logbooks and workplace evaluations under the applicable faculty rules.



EVENTS

MODERN DANCE WORKSHOP INDEPENDENT CAREER PATHWAYS

On 21 November 2025, we hosted Salvatore Cataldo's Modern Dance Workshop Independent Career Pathways at BA SPE03 within Sharing Experiences, moderated by Yıldız Güventürk. Discussion of freelance work, international performance and collective production connected artistic training with the realities of independent creative careers. Practical exploration of movement, improvisation and trust brought professional experience into student learning.

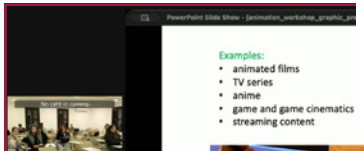






THE FUTURE OF CREATIVE SERVICES

On 4 May 2026, we welcomed Mustafa Gökeri of 4DEES to our Conference Hall for The Future of Creative Services. Visual Communication Design and Digital Game Design students discussed how artificial intelligence is changing production, professional skills and industry requirements. Understanding changes in industry workflows helped students consider the skills and continuing learning needed to participate in an economy increasingly shaped by artificial intelligence.







PATHWAYS TO A GLOBAL DESIGN CAREER

Our Textile and Fashion Design Department hosted Domus Academy's Evelina Scrivani and our lecturer and Domus Academy graduate Berke Uluşan for Pathways to a Global Design Career on 20 May 2026. Project-based education, industry relationships, exchange opportunities and postgraduate study were explored through presentations and student questions. Explaining postgraduate study, exchange and industry links gave students practical information for planning routes into professional design work across national settings.

MEET THE ALUMNI DIGITAL GAME DESIGN

Our Meet the Alumni seminar in June 2026 connected first-year Digital Game Design students with graduates Tatiana Kozlova and Marina Nikitina. The speakers shared experiences of teamwork, project-based learning, sustained practice and professional networking. Alumni experience made the move from education into employment easier to examine, bringing practical knowledge of teamwork, practice and professional networks into career preparation.

ACTING CAREERS WEBINAR WITH VOLKAN SEVERCAN

Our Acting Department welcomed Volkan Severcan for a careers webinar in October 2026. Drawing on his 43-year career, he discussed pathways in theatre, film, television and voice acting, alongside transferable skills, new technologies and continuing learning. Exploring several performance sectors and transferable skills helped students consider a wider range of professional pathways and the continuing learning needed to sustain a creative career.

BEYOND ONE SKILL BECOMING A VERSATILE COMMUNICATOR

Our Visual Communication Design Department's webinar Beyond One Skill Becoming a Versatile Communicator, reported in March 2026, examined the multidisciplinary nature of communication work. Discussion of skills across formats and disciplines connected career preparation with adaptability, helping students consider the range of capabilities needed as professional roles change.

THE ANIMATION PIPELINE AND CAREER DEVELOPMENT ANIMATION IN THE AGE OF AI

Our Faculty of Communication hosted animated filmmaker Arvin Medghalchi for a webinar. The session addressed the structure of the animation industry, production processes and career pathways. Understanding production stages and career roles helped students relate their developing skills to animation work and consider how AI is changing professional practice.

ALUMNI MEETING WITH CEREN ÖZÇAKA AND ÖYKÜ MÜFTÜGÜL

Our New Media and Communication graduates Ceren Özçaka and Öykü Müftügül met students in an alumni session reported on 31 March 2026. They discussed professional journeys, communication and media work, current creative practices and career development. Bringing graduates' experience into student discussion connected career preparation with practical accounts of the transition from study to employment.



PARTNERSHIPS AND COMMUNITY ENGAGEMENT

INTERNSHIP ROUTES THROUGH PROFESSIONAL PARTNERS

Our internship relationships connect students with media, design and cultural workplaces, including BRT, Cherry Red, Media Life, Antrakt, TAK, KTGB, FYVE Active, Palm Beach, The House and Türkiye Theatre Foundation. Adanır Architecture and Engineering Office offers four placements renewed each academic term. These arrangements provide routes into professional experience; availability remains subject to the relevant placement process.

ARUCAD AND FYVE ACTIVE SPORTSWEAR DESIGN COMPETITION

Our Textile and Fashion Design Department's competition with FYVE ACTIVE concluded with Ailar Nazari named as the winner, announced on 17 June 2026. Under the theme Playful Paradox: Active Duality, students developed sportswear concepts 'e production with an industry brief. The winning collection was selected to move towards production and commercialisation under the designer's name. This provided a professional pathway from student design to proposed market use, with explicit designer attribution. The programme included a moodboard-development workshop on 6 May 2026 at FM Mac Lab 01, moderated by Berke Uluşan. Visual research, material exploration and concept development helped students prepare their sportswear design directions before the final selection.

PUBLICATIONS

ARUCAD-affiliated research examines graduate employability, unemployment and the labour market consequences of the energy transition. The selected studies consider how education, public spending and economic change shape access to work across different settings.

Attah E.Y., Onwe C.C. and Obi-Anike H.O. (2026)
Bridging the skills gap: Enhancing employability through university-industry collaborations in Nigeria
Drawing on surveys and interviews with graduates, industry leaders and university administrators, the study examines how employers and universities can develop curricula together. The findings suggest that collaboration can help graduates build technical, communication and problem-solving skills, while limited budgets, administrative inefficiencies and conflicting priorities constrain implementation.

Zain Ul Abidin S., Radulescu M., Usman M., Reza Mahdavian S.M., Moridian A. and Serbanescu L. (2026)
Determinants of unemployment in Romania's transition economy: analyzing the roles of government expenditure, population aging, inflation, human capital, and economic growth
Using Romanian data for 1990–2024, the study finds that economic growth, human capital and fixed investment are associated with lower unemployment. Government expenditure shows a positive association with unemployment in the model. The authors recommend improving how public spending supports job creation.

Destek M.A., Bashir M.F., Saqib N. and Radulescu M. (2026)
Sustainable Development Transition and Employment Constraints: An Empirical Analysis of Energy and Environment in BRICS and G7
The authors compare emplo`yment outcomes during the clean energy transition in BRICS and G7 economies. The estimated relationship is positive in developing economies and negative in developed economies. The findings point to the importance of accounting for different labour market conditions when designing transition policies.

COMMITMENTS & TARGETS

ARUCAD is committed to responsible employment practices, professional development, and preparing students for meaningful participation in professional and creative industries. The university's employment principles and personnel regulations provide an institutional framework for working arrangements and professional responsibilities.

ACTIONS TAKEN

ARUCAD maintained its Employment and Working Principles and relevant academic and administrative personnel regulations. The university continued to provide internship opportunities, professional practice, entrepreneurship education, and engagement with industry practitioners. Its institutional documentation also addresses employee rights, ethical conduct, employment procedures, and applicable labour-related responsibilities.

MEASURABLE RESULTS & PROGRESS

ARUCAD's total workforce increased from 206 to 227 employees, representing approximately 10.2% growth. Academic staff increased from 101 to 109, representing approximately 7.9% growth. The university recorded 227 employees holding contracts exceeding 24 months, compared with 206 in the preceding dataset. The previous reporting records also documented 122 students undertaking work placements lasting longer than one month. These indicators demonstrate institutional employment growth and the presence of professional placement opportunities.

CHALLENGES & NEXT STEPS

Future priorities include improving the documentation of student work placements, professional development participation, and employment-related outcomes. ARUCAD also recognises the importance of maintaining transparent employment policies and consistent reporting across different categories of personnel.

EVENTS
139

PUBLICATIONS
224

CITATION COUNTS
675

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

We connect research with the infrastructure needed to develop, test and produce creative work. Digital design laboratories, media facilities and material workshops support different stages of production, while research and intellectual-property frameworks define responsibilities around this activity. Our approach brings technical learning, experimentation and documented project development into a shared university environment.

INSTITUTIONAL POLICIES AND PRACTICES

RESEARCH AND DEVELOPMENT POLICY

Our Research and Development Policy Document sets a framework for developing research infrastructure, laboratories and research centres and supporting academic research competence. It also provides for research-based learning, collaboration and knowledge transfer. These provisions connect investment in capacity with the development and sharing of scientific, artistic and technological knowledge.

INTELLECTUAL PROPERTY AND COPYRIGHT

Our Directive on Intellectual and Industrial Property Rights and Copyright regulates the protection, management, sharing and commercialisation of outcomes from education, research, development and artistic activity. It covers scientific, artistic, technical and digital products created using university resources. A defined framework for rights and third-party copyright supports responsible development and use of creative and technical work.

STANDARDS FOR PLAYABLE GAME PROTOTYPES

Our Digital Game Design Final Project Guidelines require an original, user-centred project supported by a theoretical framework, iterative prototyping and game testing. The required submission includes a playable prototype, game design document, audiovisual materials and a jury presentation. These standards connect creative ideas with a documented development process and a testable output.

MONITORING INNOVATION OUTCOMES

Our institutional dataset records one university spin-off. We aim to strengthen the evidence concerning its eligibility, activities and outcomes, alongside the documentation of industry partnerships and research commercialisation. Comparable current industry research income is not established in the reviewed records. More consistent reporting will help us distinguish research capacity, project activity and demonstrable innovation outcomes.

FACILITIES AND SERVICES

Our infrastructure supports connected stages of research and production, from digital development and recording to material testing and physical prototypes.

SPECIALIST RESOURCES FOR RESEARCH

Our Research Center supports interdisciplinary enquiry on Mediterranean and Cyprus-related subjects. It connects specialist research resources with opportunities to develop new questions across the arts, design and cultural study, grounding enquiry in knowledge of the region.



MAC AND PC DESIGN LABORATORIES

Our Mac Labs contain 54 computers with digital design software, while PC Labs support graphics, editing and three-dimensional production. Students use these shared facilities for research, coursework and project development, connecting access to software with the practical development of digital ideas.



PHOTOGRAPHY AND VIDEO PRODUCTION STUDIOS

Our Photography Studio and Photography and Video Studio provide professional lighting and backdrops for controlled image production. Access to these facilities allows students to test lighting, composition and recording decisions within practical creative projects, connecting technical tools with the development of visual work.





FILM TELEVISION AND GREEN SCREEN PRODUCTION
Our Film and TV Studio combines three Blackmagic 6K cameras, a green-screen area, mixing consoles, 4K monitors and professional lighting. This gives students an integrated setting for developing and recording audiovisual projects.

AUDIO RECORDING EDITING AND PRODUCTION
Our two-room Sound and Radio Studio supports voice-over, multitrack recording, music, radio, podcast and screen-sound production. At Bandabuliya, the computer-assisted Sound Production Laboratory supports editing and mixing. Together, these distinct spaces connect recording with digital audio development.

DIGITAL PRINTING AND PROTOTYPE REQUESTS
Our Digital Printing unit supports large-format and photographic output, connecting digital project files with physical presentation. Requests for three-dimensional printing are assessed against file suitability and the unit's schedule. This connects digital preparation with production that is technically suitable for the available service.



CERAMIC RESEARCH AND PRODUCTION
Our Ceramics Laboratory and Ceramics Workshop work together across clay and glaze research, material experimentation, forming and firing. Students can investigate material behaviour and develop artistic or functional products using kilns and pottery equipment. This connects research on materials with the practical stages of making.





TEXTILE AND GARMENT PROTOTYPING
Our Textile Design Studios combine sewing machines, pattern tables and equipment for developing garments and collections. Students can translate patterns and material choices into physical samples and garment prototypes, examining how construction decisions shape the resulting design.



WOOD AND FURNITURE PROTOTYPING
Our wood and carpentry workshops support material preparation and the production of furniture prototypes. Students can move from a design proposal to a physical form, examining the relationship between intended function, material properties and methods of construction.



GLASS WORKING AND MATERIAL EXPERIMENTATION
Our glass facilities cover hot and cold working, fusion, engraving, finishing, stained glass, mould forming and open-flame techniques. These processes offer different ways to investigate a material and develop a concept into an artistic or functional form.

SCULPTURE CASTING AND STONE PRODUCTION
Our sculpture, casting and stone facilities support modelling, mould-making, casting and carving. Access to different processes allows students to develop three-dimensional ideas across materials and examine how production choices shape the resulting object.





EDUCATION AND LEARNING

AI IN GAMING INDUSTRY
Our GAME213 elective brings artificial intelligence into digital game education. It supports engagement with technology shaping interactive production.

ALGORITHMS AND PYTHON CODING
Our curriculum includes GAME211 Data Structures and Algorithms and GAME320 Introduction to Python Coding. These provide formal study routes into the technical knowledge used to develop digital projects.

OPTIMISATION AND DATA DRIVEN DESIGN
GAME309 Game Optimization Techniques and GAME412 Data Driven Design in Game address further technical dimensions of digital production, connecting design decisions with performance and data.

MOBILE AND WEB DEVELOPMENT
GAME313 Mobile Application Design and GAME319 Game and Web Technologies extend our technical curriculum towards different platforms and delivery environments.

THREE-DIMENSIONAL MODELLING
Our Visual Communication Design curriculum includes VCDE314 3D Modelling. The course connects visual design education with the digital representation of form.



PROTOTYPING MATERIALS AND PRODUCTION
Our Industrial Design programme includes Prototyping and Materials, Processes and Production. These subjects connect the development of ideas with material choices and methods of making, providing a curricular basis for using our production infrastructure.





RESEARCH ON AI AND GREEN INNOVATION
Our previously reported research by Panteha Farmanesh, Niloofar Solati Dehkordi, Asım Vehbi and Kavita Chavali examines artificial intelligence adoption, financial resources and green innovation in Turkish construction-sector SMEs. Drawing on a survey of 228 executives, it connects technological adoption with the conditions supporting sustainable competitive advantage. This research was included in our Sustainability Report 2025 and is retained as research context, not as a new 2026 publication.

EVENTS

SEEDS OF INNOVATION
On 5 November 2025, Tobia Repossi worked with 23 students at the Printmaking Studio on Seeds of Innovation, linked to the Creative Pitching course's SILPA project. Design thinking and an oat-seed exercise connected problem-framing, experimentation and sustainability within a practical design methodology.





SYNTHESIS 101
Our Sound Arts and Design Department held Synthesis 101 with Atesh K. and Hadj, reported on 17 December 2025. Participants used VCV Rack to investigate modular systems, signal flow and sound production. This provided direct experience of digital tools for experimental audio creation.

GAME EXPO 2026 AND GAME MUSIC WEEK
GAME EXPO on 16 January 2026 presented semester-long Digital Game Design projects. Game Music Week, held on 19–23 January at Bandabuliya, combined workshops, interactive sound, demonstrations and student presentations. Connecting games, sound and live performance created a shared setting for developing and communicating creative technology work.

IMMERSIVE ARCHITECTURE AND XR
On 13 March 2026, Alaa Albarazy led an Architecture workshop moderated by Nazgol Hafizi. Students tested VR headsets and observed spatial scanning alongside discussion of virtual, augmented and mixed reality and LiDAR. Practical demonstrations connected spatial design with emerging tools for capturing and communicating environments.

THREE-DIMENSIONAL TEXTILE AND FASHION DESIGN

On 9 April 2026, Yunus Luckinger led a workshop connecting 3D printing with textile and fashion design. Students examined a physical 3D textile sample and encountered digital software and material experimentation. The activity explored how digital processes can inform the development of material forms and surfaces.

AI ENHANCEMENT

On 4 June 2026, our Plastic Arts and Visual Communication Design departments compared AI-generated images from text prompts with images incorporating students' own original designs, holding the platform, model and prompt constant. Comparing outputs gave students a practical basis for examining human intervention within digitally assisted production.

QUO VADIS TECHNOLOGY AND SEMIOTICS

Five graduate-student presentations at our 15 June 2026 colloquium examined technology and human relations through semiotics. Topics included smart audio, AI communication and digital urban experience. The research exchange connected technological change with critical enquiry into how people interpret and use emerging systems.

SOFTWARE DEVELOPMENT PROCESSES

We welcomed Data Systems Coordinator Şevki Usta for a seminar on software development, project-production stages and practical applications, reported on 6 May 2026. Examining the sequence of development work connected creative ideas with the processes required to build usable digital projects.

THE DISTILLERY FORGE

Our Architecture Department held The Distillery Forge: Design Process and Challenges with architect Simzer Kaya, moderated by Olgica Grcheva at TK CLA01. Reported on 27 April 2026, the workshop examined conceptual development, materials and technical constraints. It connected design thinking with the decisions through which ideas become spatial solutions.

EVERYTHING CAN BE AN INSTRUMENT

Our Sound Arts and Design Department welcomed musician Oytun Küskü for Everything Can Be an Instrument, reported on 16 May 2026. Exploring unconventional sound sources connected musical expression with experimentation, showing students how creative production can develop through new uses of familiar materials and tools.

PARTNERSHIPS AND COMMUNITY ENGAGEMENT

FLAMY FISH STUDIO AND CREATIVE PRODUCTION

On 27 April 2026, Osman Onat Alicik of Flamy Fish Studio shared experience of operating a game company in Cyprus. Discussion addressed international visibility, sustainable production models and AI-assisted concept development and prototyping. Working with a local practitioner connected our students with the technical and organisational conditions under which creative digital products are developed.

GAME FOR GOOD WITH COMMUNITY ORGANISATIONS

On 6 May 2026, 25 participants visited SOS Children's Village Nicosia and HASDER through our Digital Game Design Department's Game for Good project. Coordinated by Yunus Luckinger and moderated by Ali Çağan Uzman, the visit explored how social responsibility and Cypriot culture can inform content, user experience and engagement in game development. Bringing community perspectives into the design process connected technological production with people and context.

PUBLICATIONS

ARUCAD-affiliated research examines how firms develop cleaner production methods and how decision-makers prioritise investment in digital infrastructure. The selected studies focus on innovation in construction firms, connected infrastructure and industrial automation.

Farmanesh P., Solati Dehkordi N., Vehbi A. and Chavali K. (2025)
Artificial Intelligence and Green Innovation in Small and Medium-Sized Enterprises and Competitive-Advantage Drive Toward Achieving Sustainable Development Goals
A survey of 228 executives in Türkiye's construction sector found that green innovation strategies helped explain the relationship between firms' financial resources and their ability to compete through sustainable practices. The study also examines how AI adoption shapes these relationships.

Dinçer H., Ergün E., Yüksel S. and Eti S. (2026)
A cipher fuzzy decision framework for prioritizing IoT investments in smart sustainable infrastructure
The authors develop a framework that uses expert judgements to compare investment options for Internet of Things applications in infrastructure. Circular design ranked highest among the evaluation criteria, and distributed energy resources ranked first among the options assessed.

Karlilar Pata S., Pata U.K. and Naimoglu M. (2026)
Artificial intelligence, industrial robots, and green technological innovation: evidence on carbon intensity from five leading robotics economies
Across five major robotics economies, greater deployment of industrial robots was associated with lower carbon intensity. The analysis found no statistically significant direct relationship between AI patents and carbon intensity. The findings distinguish between innovation recorded in patents and technologies already deployed in production.

COMMITMENTS & TARGETS

ARUCAD is committed to supporting innovation through interdisciplinary research, creative production, technological education, and engagement with industry. The university seeks to encourage the development and application of knowledge within the creative industries and emerging technological fields.

ACTIONS TAKEN

ARUCAD continued to support research and innovation through its Research and Development Policy and institutional arrangements concerning intellectual and industrial property rights.

Academic activities addressed artificial intelligence, digital technologies, entrepreneurship, and sustainable innovation. The university also maintained educational engagement with industry and professional practice.

MEASURABLE RESULTS & PROGRESS

ARUCAD recorded one university spin-off in each of the two institutional reporting datasets, indicating a stable reported count. The university's academic workforce increased from 101 to 109 staff members, representing approximately 7.9% growth.

The preceding reporting dataset documented €1,012,234 in research income from industry and commerce. A comparable subsequent income figure is not established in the available records, preventing a reliable assessment of changes in industry research income. The university's reported innovation activities reflect its continued engagement with research, technology, and creative industry development.

CHALLENGES & NEXT STEPS

ARUCAD aims to strengthen the documentation of innovation outcomes, industry partnerships, and research commercialisation. Future priorities include improving the consistency of research income reporting and maintaining appropriate evidence concerning the eligibility, activities, and outcomes of university spin-offs.

EVENTS
33

PUBLICATIONS
122

CITATION COUNTS
330

10 REDUCED INEQUALITIES

At ARUCAD, we work to make university life accessible, welcoming and respectful of individual differences. Our inclusion policies, disability-related adjustments, international student guidance and design education address barriers to participation. We support a safe learning and social environment where students and staff can be themselves, express their identities and perspectives, and feel valued within our community. By connecting practical access with acceptance and belonging, we make inclusion part of everyday academic and creative life.



INSTITUTIONAL POLICIES AND PRACTICES

DIVERSITY EQUITY AND INCLUSION POLICY

Our Diversity, Equity and Inclusion Policy Directive protects against discrimination related to culture, ethnicity, language, belief, age, disability, socio-economic background, citizenship, immigration or refugee status, and digital inequality. It encourages admission and participation of underrepresented groups and a meaningful voice in decision-making. We place equity within the conditions that enable people to participate, including accessible spaces and inclusive language. The directive also provides for confidential reporting, protection from retaliation, impartial review and appeals. It requires regular policy evaluation, stakeholder feedback, annual summary reporting and training in inclusive language, bias awareness and accessibility. These provisions connect our commitment to inclusion with institutional responsibilities for review and learning.

DIVERSITY EQUITY AND INCLUSION OFFICE

Our Diversity, Equity and Inclusion Office brings identity, cultural diversity and equal participation into university life through awareness activities and creative programmes. Its work supports the institutional principles set out in our Diversity, Equity and Inclusion Policy Directive, creating opportunities for dialogue and engagement with different experiences and perspectives.

EQUITABLE ADMISSION TO HIGHER EDUCATION

Our Associate Degree and Undergraduate Registration, Education, Examination and Success Regulations establish an equitable, inclusive and non-discriminatory admissions policy. This commitment places fair access within the rules governing entry to the university, complementing the guidance and support available to applicants and students.

ACADEMIC ADJUSTMENTS FOR DISABILITY

Our Regulation on Educational, Instructional and Examination Measures for Students with Disabilities provides for accessible classrooms, accessible learning materials where possible, assignment adaptations and examination adjustments. Depending on need, provisions include assistive devices, readers or scribes, computer-based assessment and additional time. The regulation makes participation and fair assessment the basis for adapting academic processes.

FACILITIES AND SERVICES

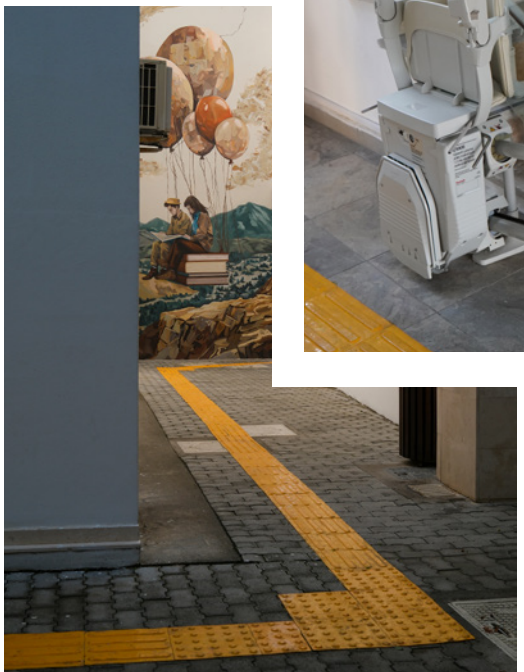
CAMPUS ACCESSIBILITY

We provide campus access features to support people with disabilities, including yellow guidance routes for people with visual impairments. By addressing navigation and access within the physical environment, we connect our inclusion commitments with the practical conditions for participating in university life.

DISABLED STUDENT ADVISORY AND COORDINATION UNIT

Our Disabled Student Advisory and Coordination Unit coordinates support for teaching, accessibility, accommodation and social life. Its regulation also assigns efforts towards free assistive equipment for students facing financial difficulties and procedures for electing a representative from among students with disabilities. This framework connects practical support with representation in university life.





INTERNATIONAL SUPPORT CENTER
Our International Support Center guides students through application, registration, arrival and university life. Assistance covers immigration procedures, accommodation information and communication with university offices, with support in English, Russian, Turkish and Persian. Clear guidance helps students navigate unfamiliar procedures and access university services.

SPACE FOR RELIGIOUS PRACTICE
We provide a designated prayer room. Accommodating religious practice recognises the different needs of our community and supports inclusion within everyday campus life.

EDUCATION AND LEARNING

ASSISTIVE TECHNOLOGIES
We offer VCDE411 Assistive Technologies within Visual Communication Design. The course connects professional preparation with enabling technologies, different user needs and barriers to participation.

SPATIAL SOLUTIONS FOR DISABLED PEOPLE
Our Interior Design curriculum includes IMET272 Spatial Solutions for Disabled People. Students develop functional design ideas and spaces responsive to disability-related needs in everyday life, connecting spatial design with the conditions that enable people to act more independently.

EVENTS

UNSTITCHED A CREATIVE RECONSTRUCTION
Our Textile and Fashion Design Department held UNSTITCHED, led by Berke Uluşan. Participants reconstructed existing garments while reconsidering form, fit and identity. By making space for diverse bodies and identities within design decisions, the workshop connected creative practice with participation and challenged restrictive assumptions about whom clothing is designed for.

EMPATHY WORKSHOP WITH GÜNAY KIBRIT
Our Disabled Students Support Unit and Quality Club organised an Empathy Workshop with Günay Kibrit, President of the Turkish Cypriot Association for the Orthopedically Disabled. A Conference Hall discussion and practical wheelchair scenarios helped students examine spatial barriers and access to education, work, healthcare and public life. Considering wheelchair use and spatial barriers made exclusion in everyday environments tangible, connecting disability rights with the need to design services and spaces for different users.

BOUNDARIES
Our Sound Arts and Design student Baran Sakar presented Boundaries as a graduation project in June 2026. Live percussion, electronic sound, movement and text explored identity, division and the unresolved realities of Cyprus. The work used artistic collaboration to open reflection on belonging and the social boundaries that shape people's lives.

PUBLICATIONS

ARUCAD-affiliated research examines barriers to fair employment, financial access and psychosocia support. The selected publications address chal lenges faced by migrants and the conditions unde which digital finance can expand opportunities fo ethnic minority and Indigenous women.



Çetinkaya H., Eti S., Yüksel S., Dinçer H., Tanrıkulu F. and Olgun E. (2026)
Towards Evidence-Based Migration Governance: A Novel Fuzzy Multi-criteria Approach to Problem Prioritization
Drawing on assessments from ten experts, the study ranks challenges that migrants face in host countries. Wage inequality and underemployment emerged as the highest priorities. The authors propose enforcing fair wage standards, recognising migrants' skills and improving access to suitable employment.

Rahman J., Ria M.S.N., Karim R., Prangan T.H., Islam N. and Ridwan M. (2026)
Fintech for Green Empowerment: Digital and Financial Inclusion as Catalysts for Ethnic Women-Led Sustainable Enterprises
The review examines how tools such as mobile money and crowdfunding can help ethnic minority and Indigenous women access finance and markets for environmentally oriented enterprises. The authors find that these opportunities depend on how well financial services fit local institutions, cultural practices and community relationships.



Rezazadeh Yazd S.A. (2026)
Art-based interventions and arts therapies for psychological outcomes in migrant and migration-affected populations: A systematic review with meta-analysis feasibility assessment
The review finds that some controlled studies reported improvements in trauma symptoms or migration-related stress. Differences in study design and outcome measures prevented the author from pooling the results, and the overall certainty was low or very low.

COMMITMENTS & TARGETS

ARUCAD is committed to widening educational access, promoting diversity, and reducing barriers faced by underrepresented groups. Its institutional framework includes policies addressing equal opportunities, accessibility, anti-discrimination, disability support, and educational inclusion.

ACTIONS TAKEN

ARUCAD maintained its diversity and inclusion policies, scholarship framework, and regulations concerning students with disabilities. The university continued to support international educational participation and institutional arrangements intended to improve accessibility. Academic teaching also addressed inclusive environments and universal design principles.

MEASURABLE RESULTS & PROGRESS

ARUCAD demonstrated significant growth in international student diversity. Total student enrolment increased from 1,168 to 1,332, representing approximately 14.0% growth. The number of international students from developing countries increased from 64 to 306, an increase of approximately 378%. Their share of the total student population rose from approximately 5.5% to 23.0%. Progress was also recorded in workforce representation. The number of employees with disabilities increased from one to three, while total employment increased from 206 to 227. These developments demonstrate an expansion in international student participation and reported disability representation within the workforce.

CHALLENGES & NEXT STEPS

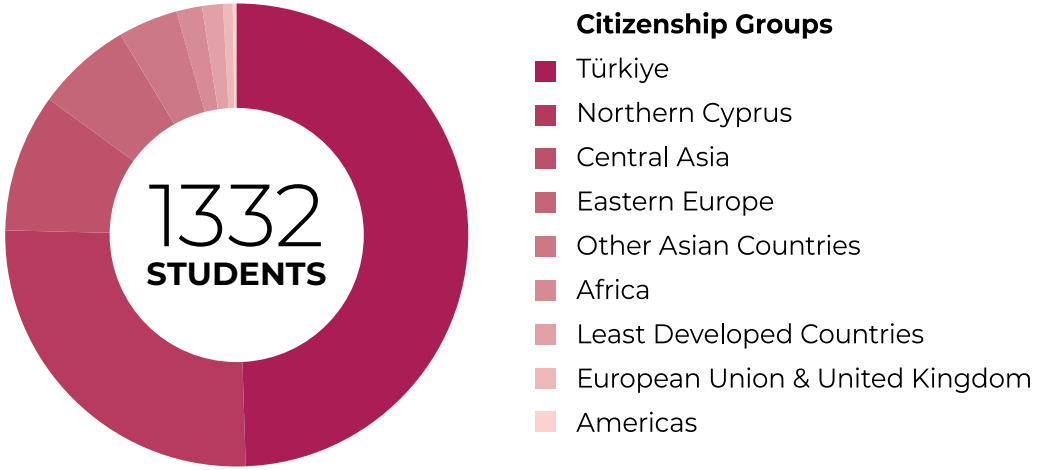
ARUCAD recognises the importance of ensuring that growing student diversity is supported by inclusive educational and administrative practices. Future priorities include strengthening accessibility monitoring, improving disability-related data collection, and evaluating the needs of international and underrepresented student groups.

EVENTS
16

PUBLICATIONS
62

CITATION COUNTS
376

STUDENT DIVERSITY



11 SUSTAINABLE CITIES AND COMMUNITIES

We connect university life with the cultural life of Kyrenia and Nicosia through heritage conservation, public exhibitions, performance and cooperation with local institutions. Our contribution brings historic places into active use, opens routes to cultural participation and prepares students to care for the environments in which communities live. We combine this cultural role with practical access between our urban campuses and learning in safer, more inclusive urban design.

INSTITUTIONAL POLICIES AND PRACTICES

PRESERVING CULTURAL HERITAGE THROUGH OUR STRATEGIC PLAN

Our Strategic Plan 2025–2030 gives the preservation and promotion of Cyprus's cultural heritage an explicit place in institutional development. Action 6.3.1 calls for initiatives, partnerships, policies and activities serving this purpose. It provides a strategic basis for linking university expertise with heritage care; our conservation fieldwork and cultural programmes demonstrate specific activities contributing to this direction.

A UNIVERSITY MISSION CONNECTED TO SOCIETY AND ARTISTIC HERITAGE

Our mission places cultural and intellectual contribution to society alongside education. We seek to create opportunities for society to engage with art and to pass the artistic and cultural heritage we generate to the wider community. This connects the production of new work with its public circulation and its contribution to cultural life beyond the university.

BANDABULIYA CAMPUS AND THE CULTURAL LIFE OF THE CITY

We have brought historic buildings in Nicosia's Walled City into renewed educational and cultural use through the Bandabuliya Campus. Working with Nicosia Turkish Municipality, the transformation included renovation of Bandabuliya Stage and the conversion of the former Wholesale Market Hall into our Faculty of Music and Performing Arts. This approach retains existing urban fabric while giving it an active role in the life of the city. The campus was presented at a press conference on 19 November 2025.

REVIEWING CULTURAL PARTICIPATION AND HERITAGE OUTCOMES

Our institutional review connects cultural heritage preservation with public participation in the arts and the development of inclusive communities. We aim to strengthen records of cultural participation, access to university resources and heritage-related outcomes. We also seek to make cultural expenditure reporting more consistent, so that activities and resources can be assessed alongside their social and cultural contribution. These priorities will support a clearer account of how our cultural work benefits communities over time.

FACILITIES AND SERVICES

ARUCAD ART SPACE IN THE HISTORIC CENTRE OF NICOSIA

Our Art Space at Müftü Raci Efendi Street No. 48 provides a setting for contemporary exhibitions and artistic exchange within Nicosia's Walled City. Its programme brings local and international artistic production into a historic urban neighbourhood. Maintaining a place where audiences can encounter new work connects contemporary culture with the continuing use and interpretation of the city's historic environment.





ART ROOMS AND ACCESS TO CONTEMPORARY ART IN KYRENIA

Through our collaboration with Art Rooms Gallery in central Kyrenia, we connect university artists and wider audiences with an exhibition setting adapted from the ground floor of The House Restaurant. During the reporting period, Innocent of Theory provided documented free public admission. This creates an opportunity to experience contemporary art within the city and connects an existing urban space with cultural participation.

ACCESS ACROSS THE URBAN CAMPUS

We provide free student shuttle services linking our Kyrenia Main Campus with Nicosia Bandabuliya Campus, the workshop buildings, Alsancak and Çatalköy. Timetables are arranged each academic term around teaching and social activities. Our central Kyrenia location also allows access to nearby cultural and social destinations on foot. These arrangements support participation across a university distributed through two cities and provide an alternative to individual car journeys.





EDUCATION AND LEARNING

CONSERVATION OF HISTORIC INTERIORS AND ADAPTIVE REUSE

Our Interior Architecture and Environmental Design curriculum includes INAD335 Conservation of Historic Interiors. Our Architecture elective provision also includes ARCH459 Cultural Heritage Management and ARCH460 Adaptive Reuse of Historic Buildings. Together, these subjects give the care, management and continuing use of existing buildings a place in professional design education.

GREEN CITIES AND ECOLOGICAL URBANISM

We include INAD327 Green Cities within Interior Architecture and Environmental Design and UDLA311 Sustainable and Resilient Cities, UDLA312 Ecological Urbanism and UDLA314 Biophilic City Planning and Design within Urban Design and Landscape Architecture. This curricular provision connects the design of buildings and open space with ecological relationships and the quality of urban life.

URBAN PLANNING AND THE RELATIONSHIP BETWEEN BUILDINGS AND THE CITY

Our Architecture elective provision includes ARCH454 Urban Development Planning and Design. The subject extends attention from individual buildings to the wider urban environment, giving students a curricular route for considering how spatial development shapes communities and the relationships between buildings, streets and shared space.

CULTURAL HERITAGE MANAGEMENT AND MUSEOLOGY

Our Archaeology programme connects archaeological and art historical study with cultural heritage management and museology. ARHA404 Management of Cultural Heritage addresses the protection, interpretation, communication and management of archaeological and historical resources, including the institutions and frameworks that shape their care. By relating material evidence to public responsibility, we prepare students to contribute to the transmission of heritage between generations.

EVENTS

FIRST NICOSIA BIENNALE

We contributed students, academics and cultural venues to the first Nicosia Biennale, held from 7 November to 6 December 2025. Bandabuliya Stage and ARUCAD Art Space served as programme venues. Contributions included the opening performance GİTME, choreographed by Handan Ergiydiren, The Pain of the Others, Ataman Kınış's sound installation Zerre and works by Armando Milani. Sharing university spaces and creative production supported a city-wide cultural programme within Nicosia's historic environment.



INNOCENT OF THEORY BY MIKE BERG

In collaboration with Art Rooms Gallery, we presented Mike Berg's Innocent of Theory from 28 November 2025 to 8 January 2026 with free public admission. The exhibition brought together works on handmade paper, woven textures and metal structures, exploring abstraction and spatial perception. Providing access without an admission charge connected an international artistic practice with local audiences and strengthened the city's opportunities for contemporary cultural participation.

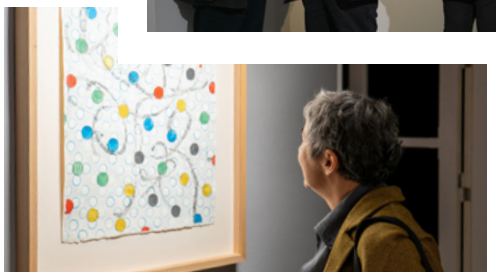
POST COLONIAL HUMANOIDS EXHIBITION

We presented Mustafa Batıbeniz's Post-Colonial Humanoids at ARUCAD Art Space from 23 December 2025 to 31 January 2026. Drawing on the layered memory of post-colonial Cyprus, the exhibition used references to cinema, architecture and fashion to explore identity, the body and remembrance. Through contemporary art, we opened local histories and cultural identity to continued engagement within the city's cultural programme.

THE TURKISH CYPRIOT THEATRE MOVEMENT AND NICOSIA MUNICIPAL THEATRE

We held a seminar on the Turkish Cypriot theatre movement and Nicosia Municipal Theatre on 15 January 2026. Linking performance education with the history of a local cultural institution, the session explored a part of the infrastructure sustaining the city's theatrical life. Sharing this history supports the transmission of performance heritage and an understanding of how municipal institutions maintain cultural continuity.













NICOSIA URAY STREET TRANSFORMATION PROJECT SEMINAR

We hosted architect Tunç Adanır on 11 March 2026 for a seminar on Uray Street and the conservation of cultural heritage through adaptive reuse. Students examined the transformation of Bandabuliya and the former Wholesale Market Hall into educational and cultural spaces. Relating conservation decisions to a completed local project developed understanding of how historic buildings can retain cultural value while accommodating contemporary community uses.

RESHAPING THE CITIES AND COMMUNITIES

On 1 April 2026, our Interior Architecture and Environmental Design Department hosted Tariq Khayyat's Reshaping the Cities & Communities webinar. The discussion connected human-centred design with social interaction and spaces responsive to environmental and social needs. It brought the relationship between architecture and community life into professional learning, supporting attention to inclusive spatial practices in the development of cities.

GIRNE BENEATH THE SURFACE

We hosted Prof. Dr. Latife Summerer's webinar Girne Beneath the Surface: Piecing Together the Archaeology of Kyrenia on 2 April 2026. The session examined fragmented archaeological evidence and the contribution of architectural remains, excavation data and maritime findings to understanding the city's past. Bringing this local knowledge into university learning supported awareness of the historic layers that inform Kyrenia's identity and the interpretation of its cultural heritage.



IN SITU 26 SOUND ARTS AND DESIGN SHOWCASE

Our Sound Arts and Design students presented original productions at the first annual In Situ showcase at Bandabuliya Stage on 9 April 2026. Bringing work across different genres into a shared performance setting connected student production with an audience. The showcase sustained a platform for emerging musicians and sound artists within Nicosia's cultural life, giving new work a route from the classroom into presentation.

LIFE SAFETY IN ARCHITECTURE WORKSHOP

We hosted Prof. Dr. Müjdem Vural for Life Safety in Architecture: Applying Building Codes in Design on 13 May 2026. Students examined fire safety, accessibility, user circulation and spatial organisation through regulatory frameworks and design examples. Connecting these requirements with architectural decisions supported learning in safer buildings and the public responsibilities of designing environments used by different members of the community.

ACTING DEPARTMENT GRADUATION PERFORMANCE PROGRAMME

Our Acting Department's first graduation performance programme presented The Pillowman on 21 May 2026 and New Year, New Me and The Insect on 16 June. Developed through OYNC402 with guidance from Özgün Can Karaburun, the productions connected academic learning and rehearsal with presentation to students, academics, relatives and the arts community. This programme supported the continuity of live theatre and the contribution of emerging performers to cultural life.



BANDABULIYA MODERN ENSEMBLE CONCERT

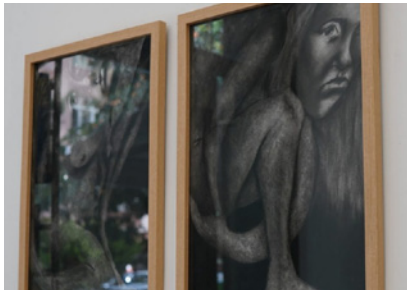
Our Bandabuliya Modern Ensemble performed at Bandabuliya Stage on 3 June 2026 under Ataman Kınış's direction. Instruments, voices and electronic artists came together through guided improvisation and real-time collective composition. Presenting this work to an audience sustained the venue as a place for shared cultural experience and introduced listeners to a form of contemporary musical production created within the university.



DISCONNECT EXHIBITION

We brought students and alumni together with Turan Aksoy in DISCONNECT at Mine Art Gallery DENEYSEL in Kadıköy, Istanbul, from 4 to 27 June 2026. The exhibition featured 15 artists working in painting, video, installation, photography and sculpture. Presenting this work through an external gallery extended its circulation and gave university artists another route to participate in contemporary cultural life beyond campus.













ARUCAD SUMMER FEST 2026
We held Summer Fest from 10 to 12 June 2026 across our Kyrenia Main Campus and Nicosia Bandabuliya Campus. Student music, dance, performance, games and social activities included the Masquerade Ball and Sampling 101 recital. A shared programme across both campuses created opportunities to gather and contribute to university cultural life, supporting the social connections through which a creative community is sustained.

NINTH INTERNATIONAL ODUNPAZARI CERAMIC FIRING TECHNIQUES WORKSHOP
Our colleague Mümine Özdemirağ Yağlı participated as an invited artist in the five-day Ninth International Odunpazarı Ceramic Firing Techniques Workshop. Four of her works entered the permanent collection of Şehrin Ateşi Ceramic Gallery; the associated exhibition opened on 23 September 2026. Inclusion in a permanent collection gave the workshop an enduring cultural output and extended the public life of contemporary ceramic work beyond the event.

MUAMMER KARACA THEATRE REOPENING DISCUSSION PROGRAMME
Our colleague Kerem Karaboğa contributed to the discussion programme accompanying the reopening of Istanbul's restored Muammer Karaca Theatre in October 2026. Returning to use after a 14-year interval, the theatre provided a setting for dialogue on performance history and cultural continuity. Our contribution connected academic knowledge with the renewed life of an established cultural institution; ARUCAD's role was participation in the discussion programme.

PARTNERSHIPS AND COMMUNITY ENGAGEMENT

ARCHITECTURAL SURVEY IN THE KARMI CONSERVATION AREA
On 30 April and 7 May 2026, students in ARCH/INAD262 Fundamentals of Conservation and Restoration undertook architectural measurements, survey drawings and on-site documentation of selected historic buildings in Karmi Conservation Area. Coordinated by Aliye Menteş Yardımcı, the fieldwork involved cooperation with the Tourism Planning Department and Karaman Village Committee. Working alongside organisations connected to the area linked practical conservation skills with the documentation of local built heritage.

KYRENIA FIRE DEPARTMENT MURAL
Our lecturer Batu Gündal and his students created a permanent mural at the Kyrenia Fire Department building in cooperation with the department. The work depicts rescue activities and includes an emblem commemorating the Champion Angels. Bringing creative work into a public service setting connected university artistic skills with shared remembrance and the visual identity of the city. The completed mural was documented in our news account of 13 May 2026.





MUSEUMS WEEK AND THE TRANSMISSION OF HERITAGE TO YOUNGER GENERATIONS
During Museums Week, 18–24 May 2026, we contributed to activities organised by the Department of Antiquities and Museums. On 18 May, twelve students from Sound Arts Design, Contemporary Dance and Acting joined the opening parade from Kyrenia Gate, wearing costumes inspired by the Roman, Medieval and Ottoman periods. In a separate ceramics activity at Kyrenia Castle, our Ceramics and Plastic Arts academics and students worked with Cyprus Bronze Age Art Workshop to guide pupils from Karşıyaka Central Primary School in making idol forms and exploring Bronze Age material culture. Combining performance with hands-on engagement created different routes for younger participants and audiences to encounter cultural heritage.







PUBLICATIONS

ARUCAD's research explores sustainable urban development through studies of cultural heritage, public transport, green infrastructure and access to essential services. These studies examine how urban environments reflect social relationships and how planning and infrastructure decisions can support healthier, more resilient communities.

Shema A.I.; Kiessel M.; Atakara C. (2025)
Assessment of African Vernacular Built Environment and Power: The Case of the Walled City of Zaria, Nigeria
The study examines how architecture and urban form express social power in the historic walled city of Zaria. Focusing on the city and its palace, the authors analyse how spatial arrangements, physical features and symbols communicate the identity and authority of traditional institutions. They develop a framework for interpreting African vernacular environments, contributing to understanding the social and cultural significance of urban heritage.

Choudhary P.; Kumar N.; Lagesh M.A.; Radulescu M.; Sinisi C.I. (2026)
Does rail transportation matter for climate outcomes? evidence from public transport systems in Asia
Using data from 16 Asian countries for 2005–2019, the study examines the relationship between railway infrastructure and carbon emissions. Expanded railway infrastructure is associated with lower emissions, although the strength of this relationship varies across regions. The findings highlight the potential environmental benefits of rail transport within wider urban development strategies.

Hussain B.; Feng Z.R.; Bashir M.F.; Naqvi S.A.A.; Radulescu M. (2026)
Optimizing green-adaptive green infrastructure in response to extreme climate changes: insights from a hybrid SEM-ANN method
Combining satellite imagery with survey data from 1,232 respondents in Pakistan, the study investigates barriers and opportunities for implementing adaptive green infrastructure. Governance and infrastructure constraints emerge as major obstacles. The findings identify incentives, education, research support and clear government standards as priorities for integrating green infrastructure into urban development and strengthening climate resilience.

COMMITMENTS & TARGETS

ARUCAD is committed to cultural heritage preservation, public participation in the arts, and the development of sustainable and inclusive communities. The university recognises the role of art, design, architecture, and cultural engagement in supporting community identity and the preservation of shared heritage.

ACTIONS TAKEN

ARUCAD continued to provide public access to artistic and cultural activities through exhibitions, performances, workshops, and cultural spaces. Its institutional activities included heritage-related research, architectural conservation, public educational events, and community partnerships. The university also supported public engagement through its art spaces, cultural collections, and creative programmes.

MEASURABLE RESULTS & PROGRESS

ARUCAD's previous sustainability report documented more than 30 exhibitions and art events, alongside public access to university art spaces.

In 2026, the university publicly reported more than 180 events during the October–April period of the 2025–2026 academic year. ARUCAD also reported allocating 11% of its institutional budget to community contribution activities.

EVENTS
65

PUBLICATIONS
59

CITATION COUNTS
523

These figures demonstrate the scale and institutional importance of public engagement, cultural participation, and community-oriented activities.

The financial reporting records contain different expenditure classifications across the two datasets, so a reliable comparison of arts and heritage expenditure cannot be established without reconciling those categories.

CHALLENGES & NEXT STEPS

Future priorities include strengthening the documentation of cultural participation, heritage-related outcomes, and public access to university resources. ARUCAD will seek to improve the consistency of cultural expenditure reporting and further connect community activities with measurable social and cultural outcomes.

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

At ARUCAD, responsible production begins with how we value materials. We bring resource awareness into design education, collect textiles for creative reuse and provide facilities for separating campus waste. Through student projects and professional exchange, we explore how materials can retain their value beyond their first use.

INSTITUTIONAL POLICIES AND PRACTICES

STRATEGIC PLAN 2025-2030

Our Strategic Plan 2025–2030 places ecological responsibility within production processes and material use. It identifies waste management and SDG-aligned campus development among our priorities. This framework connects the resources we use in teaching and creative production with our responsibility for the campus environment.

FROM WASTE TO AESTHETICS

Our Sustainability Office students developed From Waste to Aesthetics to connect textile collection with creative learning. In January 2026, we introduced fabric collection baskets in the Iris and Age of Bronze buildings and the library, collecting remnants for reuse by Textile and Fashion Design students. The initiative gives our community a practical way to keep materials available for education and production.





PAPER WASTE RECYCLING AND RESPONSIBLE DISPOSAL

As part of its commitment to responsible waste management, ARUCAD collaborates with Greenwise Environmental Ltd. to ensure the proper disposal and recycling of paper waste. In August 2026, the university transferred 250 kg of outdated documents and paper materials for secure destruction and subsequent recycling. This initiative supports responsible resource management, waste reduction, and the promotion of circular economy practices within university operations.

FACILITIES AND SERVICES

WASTE SEPARATION ON CAMPUS

We provide dedicated, labelled bins with marked compartments so students and staff can separate waste at the point of disposal. These facilities make responsible waste handling accessible within everyday campus life.



Our textile collection bin keeps fabrics separate for use by Fashion Design students. Through this dedicated collection route, we connect campus participation with the material needs of creative education and encourage our community to treat textile remnants as resources.

EDUCATION AND LEARNING

REUSE AND RECYCLE

We offer INAD323 Reuse and Recycle 1 and INAD422 Reuse and Recycle 2 as faculty electives. By giving reuse a place in design education, we connect students' creative development with the continued value of existing materials and the possibilities of designing beyond a single cycle of use.

SUSTAINABILITY FOR INDUSTRIAL DESIGN

Our Industrial Design programme includes INDD208 Sustainability for Industrial Design. Alongside INDD211 Materials, Processes and Production, it brings sustainability and knowledge of materials into students' professional preparation. We connect the study of production with the responsibility designers carry when selecting resources and shaping products.

DISCARDED

In June 2026, our New Media and Communication students brought material reuse into RKLM132 Creative Advertising Design through Discarded, taught by Dr. Ahmet İyici. They developed soaps and candles using waste and sustainable materials, created packaging entirely from recycled materials and designed sustainability-focused brand identities. By combining making with communication, our students explored how creative industries can reconsider what is discarded and communicate more responsible approaches to consumption.





EVENTS

MAIL ART WORKSHOP WITH GENCO GÜLAN

On 20–21 April 2026, we hosted a two-day Mail Art workshop at ARUCAD Art Space with artist Genco Gülan, guided by Plastic Arts Department Head Pervin Kurçeren. Students from different disciplines created experimental works using paper, textiles and everyday materials. Working with shareable and reinterpretable artworks connected creative production with reuse, allowing materials already in circulation to become inputs for new artistic work.



FASHION IN PRACTICE EXPERIENCES CHANGES AND CREATIVE PATHWAYS

Our Textile and Fashion Design Department hosted designer and ARUCAD master's graduate Abdullah Öztoprak on 21 May 2026. His seminar examined collection development, independent design practice, sustainability in fashion and changing production habits. Professional examples and discussion connected students' creative decisions with the responsibilities involved in fashion production, bringing sustainability into preparation for practice.

RADICAL REUSE AT MILAN FASHION WEEK

Our graduate and interior architect Aysel Ballıkaya created a window installation unveiled at Biffi Boutiques on 23 September 2026 during Milan Fashion Week. Developed at NABA under Stefano Regina's curatorship, the project repurposed objects and materials previously used by the retailer. Inspired by birds' nests, it explored care, protection and reuse, demonstrating how existing resources can acquire a new function and meaning in professional spatial design.

THE JOURNEY OF PAPER

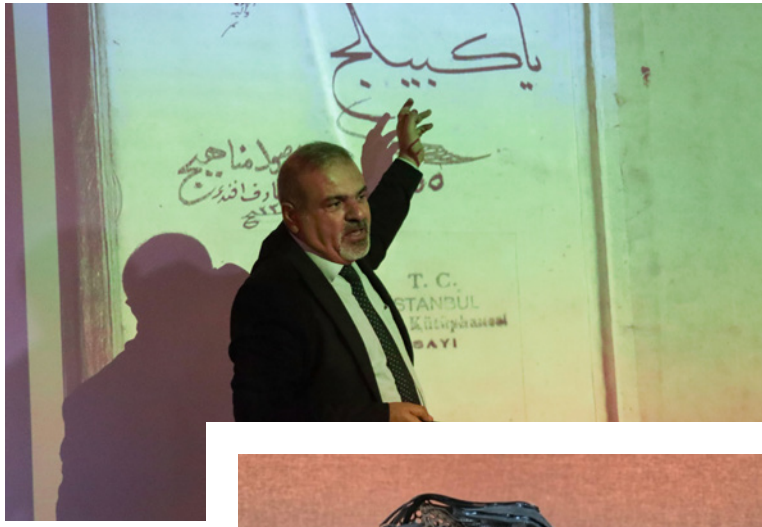
In October 2025, we hosted The Journey of Paper in our Conference Hall within the Cyprus Paper Artists Association's tenth anniversary programme, supported by the Cultural Department. Öznur Özden discussed paper chemistry, fibres and production; museum director Aytekin Vural presented paper history and sustainability-oriented museum projects. Examining paper samples connected technical and cultural knowledge with appreciation of material resources and informed artistic choices.

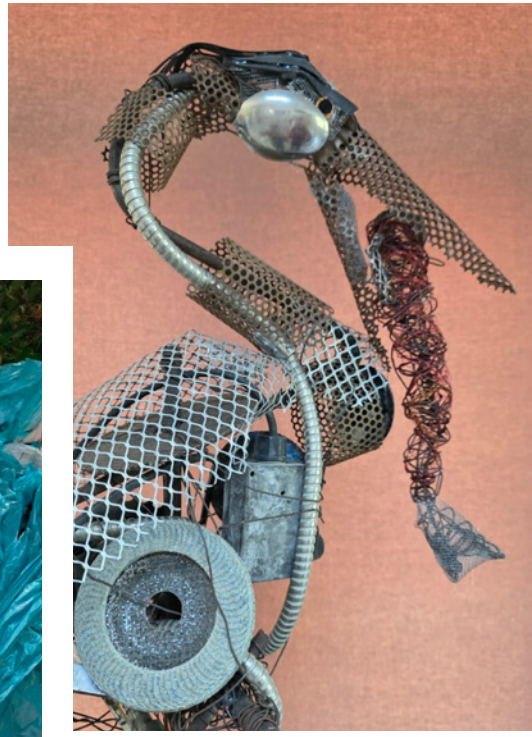
PARTNERSHIPS AND COMMUNITY ENGAGEMENT

FROM WASTE TO ART INTER HIGH SCHOOL DESIGN COMPETITION

Our sixth Inter-High School Design Competition, From Waste to Art Aesthetics Through Recycling, attracted 106 applicants. Awards and an exhibition were held at ARUCAD Art Gallery on 21 November 2025. Recipients received scholarships, cash prizes and certificates, while support was provided to the art studios of the top three schools. Transforming discarded materials into artistic work extended material-reuse learning beyond the university and connected school participation with creative education.







PUBLICATIONS

ARUCAD's research examines responsible consumption and production through studies of consumer behaviour, recycling, resource recovery and circular economy policies. These studies address how individual choices, technological processes and regulatory frameworks can influence resource use and waste management.



Mohammadi S.; Cek K.; Zargar P. (2026)
Determinants of Green Purchase Intention Among Young Turkish Adults: An Empirical Assessment of Social, Cognitive, and Individual Factors
Based on an online survey of 200 young adults in Türkiye, the study examines how cognitive, social and individual factors relate to intentions to purchase environmentally friendly products. It also explores how loyalty to green products modifies these relationships. The findings offer context-specific insights for organisations seeking to encourage responsible consumption among younger consumers.

Abbas S.; Saha T.; Belyaeva Z.S.; Sinha A. (2026)
Managing the circular economy: A case of the European union countries
The study investigates how innovation, investment, environmental taxation and financial institutions influence recycling performance across the European Union. Results indicate that the benefits of these measures vary with existing capacity: circular innovation offers greater returns in advanced economies, while investment and financial development are particularly relevant where capacity is more limited. The authors recommend adapting recycling policies to different economic and institutional conditions.

Waqas M.; Nizami A.-S.; Rehan M.; Kamyab H.; Arikan O.A.; Magazzino C. (2026)
The implication of continuous thermophilic composting for the resource recovery from slaughterhouse waste
The study evaluates controlled composting as a method for recovering resources from slaughterhouse waste. Higher-temperature trials improved organic matter degradation, with the 65°C treatment producing stable compost within 40–45 days under the experimental conditions. The authors identify further research needs concerning larger-scale application, microbial quality and nitrogen losses.





EVENTS
20

PUBLICATIONS
108

CITATION COUNTS
483

13 CLIMATE ACTION

We connect climate responsibility with design education, research and creative communication. Our architecture curriculum considers environmental conditions and sustainable design, while academic exchange and student performance bring climate pressures into professional and public discussion. Developing stronger evidence of our own operational environmental performance is a further priority within this approach.

INSTITUTIONAL POLICIES AND PRACTICES

CLIMATE RESPONSIBILITY AND INSTITUTIONAL IMPROVEMENT

We recognise climate change as an environmental and societal challenge requiring interdisciplinary knowledge and responsible design. Our institutional improvement approach links climate-related education and research with the need to assess our environmental performance. As identified in our Plan–Do–Check–Act review, evaluating the development of a formal institutional climate action framework is a future improvement area. This connects our academic contribution with a longer-term direction for institutional accountability.

FACILITIES AND SERVICES

DEVELOPING AN OPERATIONAL EMISSIONS BASELINE

A next step in assessing the environmental implications of our operations is to strengthen the data needed for a greenhouse gas emissions baseline. Our institutional review identifies this as an area for future development. Establishing such a baseline would help us assess operational climate impacts and evaluate subsequent measures against a consistent reference point.

EDUCATION AND LEARNING

ENVIRONMENTAL FACTORS AND SUSTAINABLE ARCHITECTURE

Our Architecture curriculum includes ARCH241 Environmental Factors in Architectural Design and ARCH343 Sustainable Architecture. These subjects connect architectural education with environmental conditions and sustainable approaches to the built environment. Our programme learning outcomes also address climate-responsive design and ecological sensitivity, providing a professional foundation for considering environmental pressures when making design decisions.

REGENERATIVE ARCHITECTURE

We include Regenerative Architecture ARCH486 among our Architecture electives. Its curricular position gives regenerative approaches a place within professional design education, alongside the programme's wider emphasis on sustainability. This is relevant to considering how the built environment can respond to ecological pressures and move towards more restorative relationships with its surroundings.

DOCTORAL RESEARCH IN CLIMATE RESPONSIVE ARCHITECTURE

Our Doctor of Architecture programme identifies global climate change among the challenges addressed through architectural research and includes climate-sensitive architecture within its research mission. This extends our climate-related educational contribution into doctoral inquiry, connecting architectural theory and practice with the development of knowledge relevant to climate-responsive buildings and environments.







EVENTS

ICLAR 2025 CLIMATE SENSITIVE DESIGN AND SUSTAINABLE LANDSCAPE ARCHITECTURE

On 20–21 November 2025, we hosted the seventh International Congress of Landscape Architecture Research at our Kyrenia Conference Hall, with in-person and online participation. Under the theme Climate-Sensitive Design and Sustainable Landscape Architecture, the congress featured 32 presentations across five sessions. Chaired by Prof. Dr. Gülay Çetinkaya Çiftçioğlu, it brought researchers together to discuss climate-responsive design, landscape planning technologies, cultural landscape conservation and sustainable urban models. This exchange connected academic research with the adaptation challenges facing landscapes and settlements, developing the knowledge through which design and planning can respond to a changing climate.

ECO FRIENDLY VEHICLES AND A SUSTAINABLE FUTURE

On 22 January 2026, our students delivered Eco-Friendly Vehicles and a Sustainable Future within the New Media and Communication Department, supervised by Dr. Ahmet İyici. Developed through İLET403 Creative Presentation and presented to students of YMED203 Digital Media Marketing, the seminar examined electric and hybrid vehicles, charging infrastructure, batteries and maintenance. Discussions directly addressed carbon emissions, carbon footprint reduction and the integration of renewable energy into transport. Connecting technological choices with their environmental benefits and limitations supported climate awareness and informed discussion of lower-emission mobility.

PARTNERSHIPS AND COMMUNITY ENGAGEMENT

COLLABORATIVE RESEARCH ON INDUSTRIAL DECARBONISATION

Through research co-authored by Mustafa Naimoğlu and Ismail Demirdag with ARUCAD Research Centre affiliations, we contribute to understanding the institutional conditions associated with lower carbon emissions. Sustainable industrial performance, renewable energy transition, and carbon emissions: the role of institutional capacity in advancing sustainable development, published online on 15 July 2026, examines Nordic economies over 2000–2024. The analysis associates sustainable industrial performance and renewable energy use with lower emissions, while identifying the importance of institutional capacity. This collaboration contributes evidence relevant to coordinating industrial transformation and governance with climate mitigation.

PUBLICATIONS

ARUCAD's research addresses climate change through studies of decarbonisation, climate policy, renewable energy and adaptation. Research examines both the institutional conditions supporting emissions reduction and the effects of climate stress on water resources, land and agricultural systems.

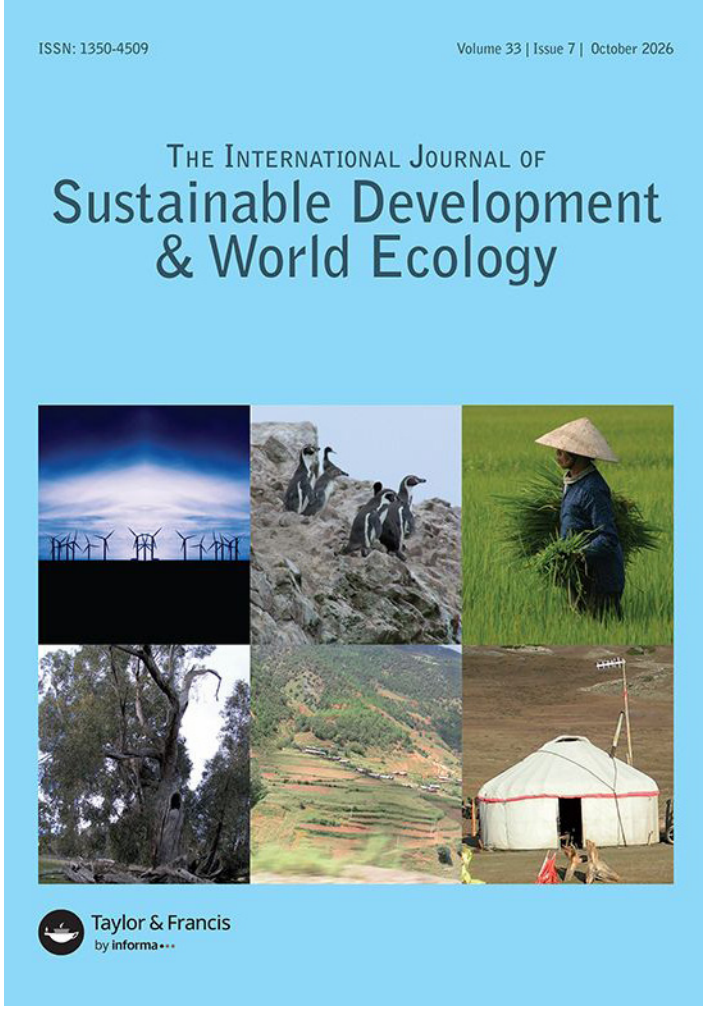
Leal Filho W.; de Oliveira e Aguiar A.; Elahi M.M.; Safiul Azam F.M.; Dinis M.A.P.; Eustachio J.H.P.P.; Mazhar M.; Mazutti J.; Gatto A.; Etxano I.; Kounani A.; Aina Y.A.; Viota M. (2026)
Decarbonising university operations: strategies and challenges for Higher Education Institutions
Drawing on case studies and a survey involving universities in nearly 40 countries, the study examines approaches to reducing operational carbon emissions. Financial constraints, regulatory barriers and ageing infrastructure emerge as significant obstacles. The authors emphasise integrating decarbonisation into institutional governance and planning, supported by stakeholder participation and transparent measurement of progress.

Hashmi S.M.; Rong L.; Balsalobre-Lorente D.; Syed Q.R. (2025)
Climate policy uncertainty and greenhouse gas emissions in G7 countries: Policy recommendations for environmental sustainability
The study investigates how uncertainty surrounding climate policy relates to greenhouse gas emissions in G7 countries. Higher uncertainty is associated with increased emissions at the middle and upper levels of the emissions distribution. The findings support greater consistency between national and subnational policies and longer-term policy commitments.

Ali A.; Ghafoor A.; Hussain B.; Naveed M.; Ali S.; Magazzino C. (2026)
Fostering Climate Resilience Through Integrated Water and Land Management: A Remote Sensing Study of Water Decline and Hydro-Thermal Stress in Punjab
Using satellite observations for 2003–2023, the study assesses changes in water availability, moisture and land surface temperature across eight agroclimatic zones in Punjab, Pakistan. The analysis identifies declining water availability alongside increasing thermal stress. The authors recommend integrated water and land management, sustainable urban planning and locally tailored adaptation strategies to address growing hydroclimatic risks.

COMMITMENTS & TARGETS

ARUCAD recognises climate change as an important environmental and societal challenge requiring interdisciplinary knowledge, responsible design, and public awareness. The university aims to contribute to climate-related education and research while strengthening its capacity to assess institutional environmental performance.



ACTIONS TAKEN

ARUCAD continued academic engagement with climate-related subjects through sustainable architecture, environmental design, energy efficiency, and relevant research. Its educational activities addressed environmentally responsible building practices, sustainable materials, and the relationship between design and ecological resilience.

The university also documented environmental awareness and sustainability-related community activities.

MEASURABLE RESULTS & PROGRESS

ARUCAD's climate-related contributions are demonstrated primarily through academic research, teaching, and environmental awareness initiatives.

The available institutional records do not establish a reliable annual comparison of greenhouse gas emissions or energy consumption.
Accordingly, no quantified emissions reduction or carbon neutrality achievement is claimed.
The university's existing sustainability activities provide a foundation for developing more systematic climate-related performance indicators.

CHALLENGES & NEXT STEPS

A key priority is to strengthen the availability of operational environmental data.

Future improvements may include establishing a greenhouse gas emissions baseline, monitoring electricity and fuel consumption, and evaluating the development of a formal institutional climate action framework.



EVENTS
10



PUBLICATIONS
171



CITATION COUNTS
399

14 LIFE BELOW WATER

Our contribution to SDG 14 focuses on knowledge relevant to coastal environments and the sustainable use of ocean resources. Through coastal planning education and international research on blue finance, we engage with decisions that shape the relationship between development and marine environments.





EVENTS
4

PUBLICATIONS
3

CITATION COUNTS
9

INSTITUTIONAL POLICIES AND PRACTICES

COASTAL SUSTAINABILITY WITHIN OUR ACADEMIC APPROACH

Our Cyprus setting provides a context for considering the relationship between the built environment, coastal conditions and ecological sustainability. We approach this through environmental knowledge and design education, connecting our wider sustainability perspective with the challenges of development in an island environment.

EDUCATION AND LEARNING

COASTAL PLANNING AND MANAGEMENT

We include Coastal Planning and Management in our landscape architecture elective provision. The subject places coastal development and management within design education, connecting professional preparation with decisions affecting the interface between land and sea.

MARINE ENVIRONMENTAL AWARENESS THROUGH SUSTAINABILITY EDUCATION

We integrate marine environmental awareness into our university elective Sustainability (UNIV401), taught by Prof. Dr. Nezahat Doğan. The 2025–2026 autumn-semester syllabus includes a dedicated SDG 14 module addressing ocean and sea conservation, pollution prevention and ecosystem management. Learning materials connect these themes with the Marmara Sea Action Plan and marine water quality monitoring in Northern Cyprus, providing regional examples of how environmental governance supports the protection of marine environments.

EVENTS

SOIL & WATER: MEDITERRANEAN CROSSING

From 14 January to 17 February 2026, we collaborated with Art Rooms in Kyrenia on Soil & Water: Mediterranean Crossing, curated by Başak Şenova. The exhibition included Francesco Bellina's photographic works from Hotspot Mediterraneo and Pray for Seamen, addressing marine pollution, warming seas, biodiversity loss and pressures on small-scale fishing communities. Through these works, we brought the relationship between marine ecosystem health and coastal livelihoods into public cultural dialogue. The exhibition connected artistic engagement with the environmental challenges facing the Mediterranean, encouraging reflection on our shared responsibility towards the sea.

PUBLICATIONS

ARUCAD-affiliated research examines how blue finance can support marine renewable energy. It identifies barriers to investment and considers how policy coordination, international cooperation and new financing mechanisms could help address them.

Solangi Y.A. and Magazzino C. (2026)
Assessing the Barriers and Strategies of Blue Finance for the Development of Renewable Energy in China
The authors compare barriers to marine renewable energy development in China and rank strategies for addressing them. Regulatory obstacles, limited access to finance and market barriers emerge as the main challenges. The study ranks coordinated policymaking, international collaboration and financial innovation as the most promising responses.

15 LIFE ON LAND

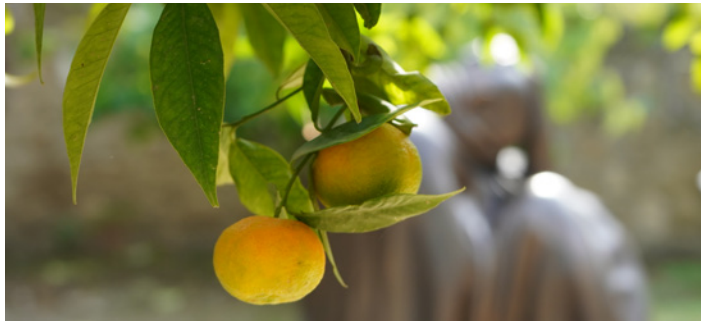
We connect the care of living landscapes with education, ecological research and creative engagement. Our landscape curriculum addresses vegetation, ecology, management and conservation, while webinars and exhibitions encourage attention to the relationships between people and nature. These contributions develop knowledge and awareness relevant to responsible land use and biodiversity.

INSTITUTIONAL POLICIES AND PRACTICES

LANDSCAPE STEWARDSHIP WITHIN OUR ACADEMIC APPROACH

Our sustainability approach recognises the ecological, social and cultural importance of terrestrial landscapes. We connect landscape education with natural systems and responsible land use, giving environmental conservation a place within our academic contribution.



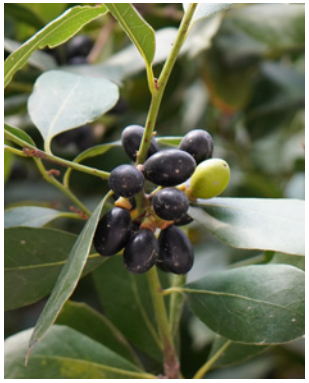


This interdisciplinary perspective brings ecological relationships into discussion alongside the human decisions that shape landscapes.

FACILITIES AND SERVICES

GREEN SPACES AND FRUIT TREES ON CAMPUS

Our campus grounds feature flowers and a variety of plants, including orange, banana, olive and fig trees. These planted spaces form part of the everyday university environment, bringing students and staff into regular contact with vegetation and seasonal growth. They give our commitment to living landscapes a visible campus dimension, alongside our teaching and research on ecology and responsible land use.





NATURE SPORTS CLUB AND THE SILPA TRAIL PROGRAMME

Our Nature Sports Club organises the SILPA Trail Expedition Series, connecting outdoor participation with environmental awareness and sustainable outdoor practices. Its public programme includes activities planned around Alevkayası and the Geçitköy Dam area. The Alevkayası programme envisages trail-mark renewal and area cleaning, bringing care for shared natural areas into its intended activities.

EDUCATION AND LEARNING

ECOLOGY AND VEGETATION IN LANDSCAPE EDUCATION

We include UDLA228 Landscape Ecology, UDLA308 Natural Vegetation and Plant Materials 1 and 2 in our landscape curriculum. Together, these subjects place living systems and vegetation within professional design education, connecting landscape decisions with ecological understanding.

LANDSCAPE MANAGEMENT AND REHABILITATION

Our curriculum includes UDLA306 Landscape Management and the elective UDLA428 Landscape Rehabilitation Techniques. These subjects give the ongoing care and rehabilitation of landscapes a place alongside their initial design.

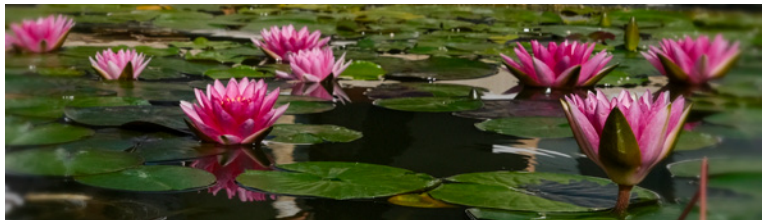
NATURE CONSERVATION

We also include Nature Conservation among our faculty electives. Its subject brings the protection of natural environments into students' professional preparation, complementing learning about vegetation and landscape management.

EVENTS

DESIGN WITH NATURE

On 31 March 2026, we hosted Prof. Dr. Nur Sözen for the Design with Nature webinar. Drawing on Ian McHarg's ecological design principles, the session explored nature-based approaches, environmental suitability analysis and the integration of ecological systems into design. This connected landscape and planning decisions with an understanding of natural conditions, supporting professional awareness of how development can respond to the living environment.



CULTURAL LANDSCAPE RESOURCES IN RURAL DESIGN

On 14 May 2026, our Urban Design and Landscape Architecture Department welcomed Prof. Dr. Füsun Erduran Nemutlu of Çanakkale Onsekiz Mart University for a webinar moderated by Prof. Dr. Gülay Çetinkaya Çiftçioğlu. Examples from Babakale, Gülpınar, Tuzla and Kemallı connected agricultural production, settlements and natural resources with landscape character. The session developed understanding of rural areas as interacting natural and cultural systems, supporting an approach to land management that considers ecological conditions alongside livelihoods and local identity.



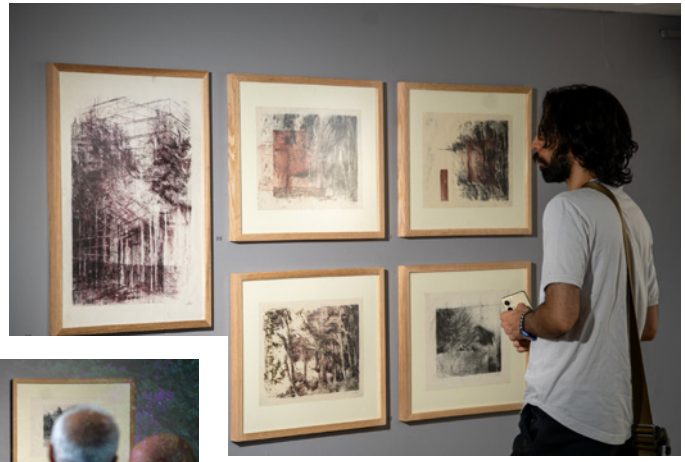
TINY TITANS 3D INSECT WORLDS

In April 2026, our Basic Art II students developed Tiny Titans 3D Insect Worlds, using insect anatomy and morphology as starting points for three-dimensional creative work. Close observation of these living forms brought often-overlooked organisms into artistic learning. Working with discarded materials, students connected close observation of living forms with creative production and biodiversity awareness.

ENTANGLEMENT BY NILOUFAR JABERI

We presented Niloufar Jaberi's Entanglement at ARUCAD Art Space in Nicosia from 14 July to 7 August 2026. The exhibition explored relationships between humanity and nature through the tensions between human-made order and natural transformation. By inviting reflection on control, uncertainty and interdependence, the exhibition brought ecological relationships into public cultural discussion. Its contribution lies in awareness and interpretation of our relationship with nature.











PARTNERSHIPS AND COMMUNITY ENGAGEMENT

Research Collaboration on Biodiversity and Sustainable Development
We contribute to international research on ecological integrity through work co-authored by Kazeem Bello Ajide with an ARUCAD Research Centre affiliation. Ecological integrity, productive capabilities, and governance: rethinking the foundations of sustainable development in Africa, published online on 10 June 2026, examines 37 African countries over 2000–2022. The study uses the Red List Index as a measure of ecological integrity and considers its relationship with sustainable development and institutional quality. Its findings support attention to biodiversity conservation and environmental governance, connecting ecological conditions with the wider institutions through which development is managed.

ANIMAL WELFARE COMMUNICATION REACHING A NEW AUDIENCE

Our colleague Asst. Prof. Dr. Ali Çağan Uzman's illustration was included in Starbucks Türkiye's Cup Design Call book, as reported on 13 October 2026. The work addresses violence against stray animals and unhealthy breeding conditions for pedigree animals. Originally selected for exhibition in 2024, it reached a further publication audience through the book. This is an animal-welfare communication contribution, extending the circulation of a message about responsibility towards animals.

PUBLICATIONS

ARUCAD's research examines biodiversity conservation, landscape resilience and sustainable land management. Studies address the relationships between ecosystems, local livelihoods and governance, alongside approaches to protecting natural resources and responding to land degradation.

Ciftcioglu G.C. (2025)
Tackling the resilience of the olive landscape through nature-based solutions: a case study from the Akdeniz protected area of Northern Cyprus
Using resilience indicators, questionnaires and focus group discussions, the study assesses the olive landscape in the Akdeniz protected area. Findings indicate moderate resilience in biodiversity and ecosystem conservation, but greater weaknesses in traditional knowledge, livelihoods and governance. The author develops a typology of nature-based solutions to guide landscape protection and sustainable management, addressing pressures including land abandonment.

Morelli G.; Gurrieri A.R.; Drago C.; Gatto A.; Magazzino C. (2026)
A biblio-ecological study on sustainable land planning research: Evidence from machine learning methods
The study analyses 4,883 publications to map major directions in sustainable land planning research. It identifies themes including land degradation monitoring, nature-based solutions, stakeholder participation, ecosystem services and green infrastructure. The resulting framework offers a method for tracking research priorities and informing integrated approaches to land-use planning.

Lv D.; Zhou C.; Bello Ajide K. (2026)
Ecological integrity, productive capabilities, and governance: rethinking the foundations of sustainable development in Africa
Using data from 37 African countries for 2000–2022, the study examines how ecological integrity, economic capabilities and institutional quality relate to sustainable development. Ecological integrity, measured through the Red List Index, is positively associated with long-term sustainability performance. Stronger institutions reinforce these relationships, highlighting the importance of biodiversity conservation and environmental governance alongside economic development.



EVENTS
12

PUBLICATIONS
17

CITATION COUNTS
31



16 PEACE, JUSTICE AND STRONG INSTITUTIONS



At ARUCAD, we connect creative freedom with institutional responsibility. Our governance, ethical review and student representation frameworks establish routes for participation, scrutiny and the protection of rights. Through teaching, public dialogue and collaborative art, we examine exploitation, freedom of expression and professional accountability, bringing the values of peaceful and responsible institutions into university and civic life.

INSTITUTIONAL POLICIES AND PRACTICES

PARTICIPATORY AND ACCOUNTABLE GOVERNANCE

Our Governance and Leadership Policy Document applies to decision-making, implementation and monitoring across the university. It places participation, transparency and accountability within institutional leadership, including consideration of internal and external stakeholder views and principles of access to information, open data and reporting. This framework connects the authority to make decisions with responsibilities to listen, explain and account for them.

PREVENTING CORRUPTION AND IMPROPER INFLUENCE

Our Directive on Combating Corruption, Bribery, and Organized Crime provides a framework for receiving and examining allegations of wrongdoing. It requires a secure, confidential and accessible reporting mechanism, protection against retaliation, committee examination and reporting to the Rectorate. The directive also provides for summary process information in annual reporting while protecting personal data, connecting integrity with both oversight and safeguards for those who raise concerns.

ACADEMIC FREEDOM AND INDEPENDENT ETHICAL JUDGEMENT

Our Ethical Conduct Principles require academic administrators to uphold academic autonomy, freedom of inquiry and respect for differing viewpoints. They call for impartial, independent ethics committees and require confidentiality and the presumption of innocence during investigations. These expectations connect intellectual freedom with fair institutional conduct and protect the conditions in which critical research and artistic enquiry can develop.

STUDENT REPRESENTATION THROUGH THE STUDENT COUNCIL

Our Student Council Regulation establishes representation from departments and programmes through unit councils to the University Student Council. It provides for annual elections in November or December, secret voting and open counting, with procedures for candidacy and objections. Representatives are tasked with discussing issues affecting students. The framework gives student participation an institutional structure, connecting everyday concerns with organised representation.

STUDENT FEEDBACK AS AN INSTITUTIONAL RESPONSIBILITY

Our Principles and Rules Regarding Student Feedback recognise students' opinions, suggestions, complaints and evaluations as part of institutional learning. The rules require transparent communication of processes, methods and results, alongside confidentiality of students' identities. They provide for annual surveys covering curricula, learning environments and academic advising, and for analysis and reporting by responsible units. This creates a policy basis for listening to students while protecting their participation.

QUALITY ASSURANCE THROUGH REVIEW AND IMPROVEMENT

Our Quality Assurance Policy Document establishes a transparent, participatory system based on continuous improvement and evidence. We organise this work through our Quality Commission framework, which brings together the Plan–Do–Check–Act cycle, surveys, stakeholder engagement, institutional self-evaluation and feedback processes. Connecting evidence with review gives our community a structured basis for questioning practice and identifying improvements.

ETHICAL OVERSIGHT OF RESEARCH AND UNIVERSITY CONDUCT

Our Regulation of the Ethics Committee assigns review responsibilities for research and publication ethics and allegations involving university members. It provides for examination of evidence, consultation with experts where needed and reporting to the Rectorate. Our graduate education regulations also require Ethics Committee approval of the written thesis-topic and methodology report, placing ethical scrutiny within postgraduate research preparation.

FACILITIES AND SERVICES

ROUTES FOR FEEDBACK AND SUGGESTIONS

We provide a feedback and suggestions route within our Quality Commission framework, alongside an evaluation process and a route for recording feedback that leads to improvement. These mechanisms give members of our community a point of entry for raising issues about university practice and connect their contributions with institutional review.

CONFIDENTIAL REVIEW OF ETHICAL CONCERNS

Concerns alleging unethical conduct can be submitted with supporting information and evidence to the Rectorate for referral to the Ethics Committee. The regulation protects the confidentiality of applications, review processes and decisions and provides for applicants to be informed about action taken. This establishes a defined route for ethical concerns beyond informal discussion.



REVIEWING ADMINISTRATIVE ERRORS IN ASSESSMENT

Our undergraduate regulations allow students to petition the relevant Dean's Office or Directorate for examination-paper review concerning administrative calculation errors. The application period is three working days following the final day for grade entry. Defining a route and deadline for review supports procedural fairness when recorded assessment results are questioned.

PROCEDURAL SAFEGUARDS IN DISCIPLINARY MATTERS

Our Student Disciplinary Regulation sets out procedures for objection and defence. For academic personnel, the disciplinary regulation expressly protects the right to a defence and provides appeals to the University Executive Board, with a seven-day appeal period after notification. Clear procedures connect institutional authority with opportunities to be heard and to challenge decisions.

EDUCATION AND LEARNING

TECHNOLOGY ETHICS

We offer Technology Ethics GAME318 as university elective. Students examine ethical frameworks through AI, personal autonomy, privacy and security, discrimination and accountability. Discussion and a final academic paper connect technological judgement with responsibility for its effects on individuals and society.

ADVANCED RESEARCH METHODS AND SCIENTIFIC ETHICS

Our doctoral curriculum includes Advanced Research Methods and Scientific Ethics GRAD601. Integrating research design with scientific ethics makes responsible enquiry part of postgraduate preparation.

PEACE JOURNALISM

We offer Peace Journalism in the New Media and Communication elective curriculum. The course examines how journalism can contribute to the peaceful resolution of conflict. It connects communication education with dialogue, responsible representation and alternatives to reporting that intensifies division.



FREEDOM OF EXPRESSION

Our New Media and Communication elective list includes Freedom of Expression YMED403. Providing a dedicated curricular space for this subject connects communication education with the freedoms that support public debate, artistic expression and scrutiny of institutions.

PROFESSIONAL PRACTICE AND ETHICS

Our Architecture curriculum includes Professional Practice and Ethics ARCH441in Architecture and Interior Architecture. Its syllabus addresses the legal, ethical and professional frameworks governing practice. This links preparation for design professions with obligations towards the public and the standards through which professional decisions are assessed.

PROFESSIONAL PRACTICE AND ETHICS

We include Professional Practice and Ethics INDD304 in Industrial Design. Embedding ethics within professional preparation connects creative and technical competence with responsibility for decisions made in design practice.

PROFESSIONAL ETHICS

Our Urban Design and Landscape Architecture curriculum includes Professional Ethics UDLA402. The course gives professional responsibility a dedicated place within education for shaping shared environments, supporting reflection on the obligations attached to design expertise.



ENVIRONMENTAL PRINCIPLES AND POLICIES

We offer Environmental Principles and Policies UDLA411 as departmental elective. Studying policy alongside environmental design connects professional preparation with the rules and public responsibilities through which shared environmental interests are governed.

STRATEGIC COMMUNICATION PLANNING AND MANAGEMENT

Our Strategic Communication Planning and Management CODE203 includes ethics and societal issues in strategic communication. This connects organisational communication with reflection on its wider social responsibilities, giving students a basis for considering the consequences of how institutions communicate with the public.

EVENTS

HUMAN TRAFFICKING CONFERENCE WITH MINE ATLI

On 5 November 2025, our Diversity, Equity and Inclusion Office held its first event in the ARUCAD Conference Hall with lawyer and human rights advocate Mine Atlı. Moderated by Elham Etemadi, the conference examined forms of trafficking, their physical and psychological effects, legal protection and prevention. Bringing students and staff into discussion of exploitation connected rights education with awareness of a serious threat to human dignity and safety.

ARTIST RIGHTS WEBINAR WITH CEM YIĞIT ÜZÜMOĞLU

On 6 November 2025, our Acting Department hosted actor and Actors' Union Executive Board Member Cem Yiğit Üzümoğlu in an online webinar moderated by Şafak Ersözlü and livestreamed through our digital platforms. Students discussed professional rights, collective solidarity and safe, equal and fair working conditions. Connecting arts education with collective representation helped place rights and institutional protection within preparation for creative careers.

ON INTERNATIONAL LAW AND CINEMA

Our Acting Department hosted an online webinar with Dr Cansu Atılgan Pazvantoğlu, documented on 26 December 2025. Discussion connected film with human rights, international humanitarian law, cultural heritage and environmental law. Film analysis, role-play and courtroom simulation were explored as participatory approaches to legal learning, bringing questions of representation and public responsibility into interdisciplinary creative education.

THE ROLE OF PRESS AND FREEDOM OF EXPRESSION IN A DEMOCRATIC SOCIETY

On 17 March 2026, our New Media Department hosted lawyer Cansu Nazlı for a seminar on press freedom and freedom of expression. Discussion covered constitutional protection, public access to information, privacy, reputation and public interest, including the risks of self-censorship. The session connected media practice with the rights and responsibilities that enable informed public debate and scrutiny.



VOICES WITH METE HATAY

On 16 April 2026, our Art and Culture Office resumed Voices at ARUCAD Art Space after a seven-year break. In discussion with Turan Aksoy and the audience, researcher Mete Hatay examined art, society and politics, including information reliability, democratic debate, sponsorship and censorship. A simultaneous livestream extended access beyond the venue, opening space for public reflection on the conditions that support independent cultural expression.

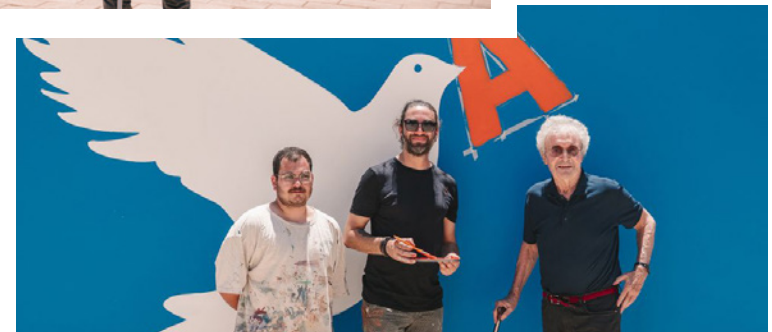
PARTNERSHIPS AND COMMUNITY ENGAGEMENT

WAR TO PEACE: PUBLIC ART WITH NICOSIA TURKISH MUNICIPALITY

We worked with Nicosia Turkish Municipality to bring Armando Milani's War to Peace design into a restored pedestrian area near Kuyumcular and Mithat Paşa streets in Nicosia. The completed mural, documented on 29 June 2026, was executed by our Plastic Arts instructor Batu Gündal and Graffiti Club President Barış Büründcük with Milani's permission. By bringing a message of peace into an everyday civic setting, the collaboration connected university expertise and student participation with public dialogue about coexistence and understanding.

A FRAMEWORK FOR STAKEHOLDER PARTICIPATION

Our Stakeholder Policy and Implementation Principles establish participation in education, research and social contribution, with mechanisms including alumni and employer meetings. The policy provides for analysing stakeholder opinions and suggestions and for regular monitoring of its implementation. This connects engagement beyond the university with institutional listening and review, giving external perspectives a defined place in how our work develops.



PUBLICATIONS

ARUCAD's research examines institutional accountability, peace and stability, and participation in public life. Studies explore how governance conditions influence organisational transparency and how access to digital technologies relates to young people's civic and political engagement.

Mensah L.; Arhinful R.; Obeng H.A.; Amin H.I.M.; Gyamfi B.A. (2026)
The impact of global influence on peace and stability conditions in G20 countries
Using data from 19 G20 countries for 2008–2023, the study examines relationships between economic power, political stability, innovation, military strength, and peace and stability conditions. These factors show positive associations within the estimated models. The authors recommend strengthening transparency, accountability, regulatory quality and legal frameworks to support stable international relations.

Qin H.; Ajide K.B. (2026)
Corruption, Green Unfairness and Institutional Hypocrisy: Why Distorted Markets Discourage Audit Adoption and Sustainability Accountability
Drawing on World Bank Enterprise Survey data covering 128 countries, the study investigates corruption and firms' adoption of external auditing. Corruption is consistently associated with lower audit adoption, particularly where competition from informal businesses is intense. Its relationship with website adoption is weaker, suggesting that substantive accountability practices may be more vulnerable than visible signs of modernisation. The authors highlight anti-corruption enforcement and transparency reforms as priorities.

Ko J.; Xin C.; Kelly A.; Ridwan M.; Pun B.; Lee H.F. (2026)
ICT development and youth civil-political participation: global evidence (2010–2022)
The study examines digital development and youth civic and political participation across 154 countries. Internet use, mobile connectivity and broadband access are positively associated with participation, with stronger relationships in less economically developed countries and more democratic contexts. The findings highlight the relevance of digital inclusion while recognising that the observational design does not establish causation.

COMMITMENTS & TARGETS

ARUCAD is committed to ethical governance, transparency, institutional accountability, academic freedom, and meaningful stakeholder participation. Its institutional policies and regulations provide a framework for responsible decision-making, the prevention of misconduct, and the protection of individual rights.

ACTIONS TAKEN

ARUCAD maintained institutional policies addressing ethical conduct, anti-discrimination, corruption prevention, governance, and student representation.

The university's Student Council Regulation provides a formal basis for student participation in institutional representation. Its quality assurance framework also supports stakeholder feedback, institutional evaluation, and continuous improvement. ARUCAD continued engagement with external stakeholders and public institutions through collaborative activities and dialogue.

MEASURABLE RESULTS & PROGRESS

ARUCAD recorded an increase in graduates from 78 to 124, representing approximately 59.0% growth.



EVENTS
37



PUBLICATIONS
22



CITATION COUNTS
11

No graduates were recorded in law and enforcement-related disciplines, reflecting the university's academic specialisation.

The university's contribution to institutional governance is more directly demonstrated through its formal policies, student representation arrangements, stakeholder engagement, and quality assurance processes. Comparable quantitative measures of governance effectiveness or stakeholder consultation outcomes are not established in the available reporting records.

CHALLENGES & NEXT STEPS

Future priorities include improving the documentation of stakeholder participation, consultation outcomes, and institutional governance processes. ARUCAD will continue to strengthen the transparency and accessibility of its policies and the integration of institutional accountability with quality assurance.

17 PARTNERSHIPS FOR THE GOALS

At ARUCAD, we build partnerships that connect creative education and research with expertise, resources and communities beyond our campuses. Our cooperation spans universities, professional bodies, industry and civil society. International learning routes, shared research platforms and completed cultural exchanges show how these relationships can support sustainable development through joint work and the exchange of knowledge.

INSTITUTIONAL POLICIES AND PRACTICES

INTERNATIONALISATION AS AN INSTITUTIONAL COMMITMENT

Our Internationalization Policy Document covers student mobility and the international engagement of academic and administrative staff. It includes expanding dual-degree, joint-degree and joint academic arrangements. By placing international cooperation within an institutional framework, we connect individual opportunities to learn abroad with longer-term relationships between universities.

COMMUNITY ENGAGEMENT THROUGH COLLABORATION

Our Community Engagement Policy Document connects university capacity with social benefit and sustainable development. Its participation and collaboration principle calls for cooperation with local governments, non-governmental organisations, public institutions and the private sector. This places partnership at the centre of how we relate education, creative production and research to the needs of society.

RESEARCH COLLABORATION AND KNOWLEDGE TRANSFER

Our Research and Development Policy Document covers interdisciplinary research, national and international projects, and knowledge and technology transfer. Its collaboration and knowledge-transfer provisions connect scientific, artistic and technological production with wider social, cultural and economic benefit. This gives cooperation a place within our research framework, beyond individual events or agreements.

FACILITIES AND SERVICES

INTERNATIONAL OPPORTUNITIES COORDINATION

We coordinate agreements, exchanges and joint-programme opportunities through our international opportunities function.

A DEDICATED ROUTE TO APPLY FOR INTERNATIONAL PROGRAMMES

We provide an International Program Opportunities Application Form covering exchange, postgraduate and summer-school options with named partners. The form requests student, faculty, department and semester information and includes acknowledgement of home-university tuition obligations for exchange. Providing a defined application route connects partnership opportunities with practical steps students can take to seek participation.

RESEARCH CENTER AS A PLATFORM FOR JOINT WORK

Our Research Center brings academic staff, postgraduate students and research fellows together across art, design, communication, music and the performing arts. Its regulation assigns responsibilities for national and international research networks and projects with public and private organisations. The Center supports collaboration and dissemination through scientific and creative outputs, providing an institutional platform through which shared expertise can be brought into research.

EDUCATION AND LEARNING

A 3+1 DUAL-DEGREE ROUTE WITH AZERBAIJAN STATE UNIVERSITY OF CULTURE AND ARTS

Our ongoing cooperation with Azerbaijan State University of Culture and Arts provides a 3+1 route in which students complete three years in Azerbaijan and their final year at ARUCAD, leading to diplomas from both institutions. During a December 2025 visit, İbrahim Dalkılıç met applicants and prospective participants to explain the programme and answer questions. This connects a continuing academic agreement with a defined learning pathway and practical student guidance.

SUSTAINABLE DESIGN LEARNING WITH BESIGN

Our agreement with BESIGN The Sustainable Design School in Nice, announced in October 2025, supports reciprocal study, particularly in Textile and Fashion Design. It provides for transferable credits and no additional host-institution tuition. Applied courses and studio projects focused on sustainable products and services create a framework for sharing approaches to environmentally conscious and responsible design across institutions.

DESIGN STUDY ROUTES WITH DOMUS ACADEMY

Our Domus Academy arrangements offer semester-abroad, postgraduate and summer-school opportunities, connecting ARUCAD students and graduates with international design education and programme-specific application routes.

INTERCULTURAL DIGITAL COMMUNICATION

We offer Intercultural Digital Communication YMED305 within the New Media and Communication elective curriculum. It brings together digital production, multimodality and intercultural communication. Learning to interpret and communicate across different cultural contexts supports the capabilities needed to exchange ideas and work with partners beyond familiar environments.

GLOBAL ISSUES

Our course catalogue includes Global Issues COMM303, examining international and global issues experienced by communities through a communication perspective. Connecting communication education with shared challenges gives students a basis for considering why responses require dialogue and cooperation across social and institutional boundaries.

INTERNATIONAL CINEMA

We offer International Cinema FIDE205. Its study of international cinema and the structural and cultural dimensions of film industries supports comparative understanding beyond a single national context. This provides a foundation for cultural exchange and informed participation in international creative environments.

EVENTS



ART WITHOUT BORDERS IN BAKU

Works by five ARUCAD students were included in Art Without Borders at the Azerbaijan National Museum of Art, opening on 19 November 2025. The exhibition brought together 11 universities from nine countries. Sculpture, glass, painting, photography and textile work by Sudenur Genç, Güzel Yusupova, Liliya Kim, John Tristan Mojares and Melihe Ghorbani represented our creative disciplines. Sharing work through a multinational university exhibition connected student production with cultural exchange and an international audience.

COMMUNITY AND ACTIVISM THROUGH DANCE WITH LUCILLE TOTH

On 19 December 2025, our Sharing Experiences programme welcomed academic and choreographer Lucille Toth online. Moderated by Yıldız Güventürk within CDNC307, the session brought external expertise on community and activism in dance into student learning. Linking dance with interdisciplinary research and socially engaged practice created an opportunity for knowledge exchange beyond the university's own teaching team.



CULTURAL ENCOUNTERS IN THEATRE AND BEYOND

On 8 January 2026, our Acting Department hosted theatre artist and cultural manager Müjdat Albak within the Experience Sharing course, moderated by Şafak Ersözlü. The online session explored intercultural theatre, migration, collective creation and long-term international collaboration. It also announced the initiation of a cooperation protocol with Güneş Theatre. Connecting practitioner knowledge with a developing institutional relationship opened discussion of future exchanges and joint creative work.

EXTERNAL STAKEHOLDER MEETING ON COLLABORATION AND SOCIAL IMPACT

At our university-wide meeting documented on 21 May 2026, representatives of local authorities, media, civil society and the private sector discussed shared projects, sustainability and cultural production. Moderated by İbrahim Dalkılıç, the meeting connected stakeholder suggestions with our mission and 2025–2030 strategic plan. We reported allocating 11% of the university budget to social contribution and organising more than 180 events between October 2025 and April 2026. Bringing different sectors into the discussion helped identify opportunities for joint action and student engagement.

Budget for community engagement
11%



INTER-UNIVERSITY THEATRE EXCHANGE AT BILKENT

On 25 June 2026, our Acting Department presented its Kafka-inspired production at Bilkent University's Main Stage during the 12th Bilkent Theatre Days. Three students—Yalın Doğasal, Selin Çolak and Ersan Çıkı—performed a production developed through Dramatic Narrative Creation, supported by academic and technical colleagues. Meeting theatre students and academics from other institutions connected a completed student production with international artistic exchange and shared professional experience.

ECLSS 2026: A SHARED INTERNATIONAL RESEARCH PLATFORM

With PEN Research Institute, we hosted the 16th International Conference on Economics and Social Sciences from 29 June to 1 July 2026. The conference brought together 168 researchers from 65 universities in 19 countries, presenting 118 scientific



papers. In-person and online sessions connected fields including sustainability, education, culture, law, economics and digital transformation. Providing a shared platform across countries and disciplines supported the exchange of research knowledge and opportunities for continuing academic cooperation.



PARTNERSHIPS AND COMMUNITY ENGAGEMENT

INTERNATIONAL ASSOCIATION OF UNIVERSITIES

Our admission to the International Association of Universities was announced on 12 January 2026. Membership connects ARUCAD with an international higher education network working on areas including sustainability, digitalisation, quality and access. It provides a route to institutional exchange and shared higher education discussions through which universities can consider common challenges together.

TURKIC UNIVERSITIES UNION

We joined the Turkic Universities Union, TÜRKÜNİB, following approval at its eighth General Assembly in Tashkent, announced on 16 October 2025. The network provides a framework for knowledge exchange, joint academic activity and the Orhun Student Exchange Program. Participation connects our university with regional partners and opportunities to develop shared educational and research work.



ART-UNIVERSITY COOPERATION DEVELOPED IN BAKU

During our November 2025 visit to Baku, we signed separate agreements with the Azerbaijan Academy of Fine Arts and the Hungarian University of Fine Arts. They provide for mobility, joint academic and creative production, and cultural collaboration. On 19 November, Asım Vehbi also signed the founding declaration of an applied-arts rectors' union, establishing a further platform for exchanges, workshops, exhibitions and collaborative projects. Together, these relationships establish routes for sharing artistic expertise and developing educational projects across institutions.

EASTERN MEDITERRANEAN UNIVERSITY

On 24 March 2026, Asım Vehbi and EMU Rector Hasan Kılıç signed a cooperation protocol at the EMU Rectorate. Establishing a formal relationship between universities on the island creates a basis for combining academic capabilities and developing cooperation across institutional boundaries.



EUROPEAN UNIVERSITY OF LEFKE

Our academic cooperation protocol with European University of Lefke, documented on 21 August 2026, provides for reciprocal invitations to courses, conferences, workshops and other academic activities. It also covers sharing educational resources and cooperation in research and teaching. Connecting complementary knowledge and institutional resources creates a framework for sustained academic exchange.

PROFESSIONAL CHAMBERS IN DESIGN

Our March 2026 protocols with the KTMMOB Chambers of Landscape Architects and Interior Architects provide for joint education, research and practice. They include professional training, cultural and academic activities, and support for student internships, fieldwork and professional observation. Bringing university learning together with professional expertise creates routes for knowledge exchange and joint work addressing the needs of shared environments.













NORTH CYPRUS TURKCELL
Our cooperation protocol with North Cyprus Turkcell, documented on 13 March 2026, covers education, technology, art, design, communication and social benefit. It provides a framework for training, mentoring, internships and joint projects, including digital communication, artificial intelligence and new media. Combining academic and industry capabilities creates opportunities for collaborative learning and socially oriented creative and technological work.

PEN RESEARCH INSTITUTE
Our protocol with PEN Research Institute, documented on 3 July 2026, formalises cooperation developed through joint conference work. Signed by Asım Vehbi and Hasan Karacan, it provides for scientific events, organising and scientific committee participation, conference publications and related joint activity. The agreement establishes a framework for continuing research exchange beyond an individual conference.

PUBLICATIONS

ARUCAD's research examines how public–private partnerships, international investment and global policy frameworks support sustainable development. Studies explore the conditions under which financial resources, technology exchange and coordinated policies can advance environmental and social goals.



Hashmi S.M.; Wang W.; Ben-Salha O.; Syed Q.R. (2026)
Do Public–Private Partnership Investments in Energy, Green Technology, and Education Drive Environmental Sustainability? Evidence From Wavelet Quantile Correlation Analysis
The study examines relationships between energy-sector public–private investment, green technology, education and carbon emissions in China. Partnership investment is associated with higher emissions in the short term but lower emissions over medium and longer horizons. The findings highlight the importance of evaluating partnerships over time and aligning investment with environmental objectives.

Ozkan O.; Olasehinde-Williams G.; Olanipekun I.O. (2025)
Effects of the Paris Agreement on new energy investments: Do energy risks play a role? Evidence from (multivariate) time-varying quantile regression
The study investigates how the Paris Agreement relates to investment in clean energy, clean technology, smart grids and electric vehicles. The relationships vary across sectors, periods and market conditions, with stronger policy responsiveness observed for smart grids and electric vehicles. The authors emphasise aligning national investment strategies with international climate commitments while accounting for energy-related risks.

Bashir M.A.; Kartal M.T.; Qing L.; Zhong Z.; Razi U. (2026)
Outward foreign direct investment and green energy penetration: Evidence from Global South economies
Using data for 2001–2022, the study examines outward foreign investment and green energy adoption in Global South economies. Positive relationships are stronger at higher levels of green energy penetration, consistent with potential benefits from technology exchange and institutional learning. The findings also identify governance quality and domestic capacity to absorb technology as important conditions for translating international investment into sustainable energy gains.

COMMITMENTS & TARGETS

ARUCAD is committed to building meaningful partnerships with educational institutions, public authorities, civil society organisations, cultural institutions, and industry representatives. The university recognises collaboration as an important mechanism for connecting academic knowledge and creative expertise with broader social and sustainability challenges.

ACTIONS TAKEN

ARUCAD continued to engage external stakeholders through institutional meetings, cultural collaborations, educational activities, and community-oriented initiatives.

Its Community Engagement Policy and Stakeholder Policy and Implementation Principles provide an institutional framework for external cooperation. In May 2026, the university convened external stakeholders to discuss opportunities for collaboration, cultural engagement, and community contribution. ARUCAD's partnerships have also supported public educational and creative activities, including collaboration with local authorities.

MEASURABLE RESULTS & PROGRESS

ARUCAD's institutional activities demonstrate continuing cooperation with public institutions, civil society, educational organisations, and community stakeholders. The university's reported programme of more than 180 events during the October–April period of the 2025–2026 academic year provides evidence of extensive institutional engagement, although these events should not all be classified as SDG partnerships.

A comparable annual count of active sustainability partnerships or jointly delivered SDG projects is not established in the available reporting records. The university's progress is therefore reflected in documented cooperation and community engagement rather than an unsupported numerical partnership growth claim.

CHALLENGES & NEXT STEPS

ARUCAD aims to strengthen the documentation of partnership objectives, activities, and measurable outcomes. Future priorities include maintaining a centralised record of active SDG-related collaborations, identifying responsible institutional units, and improving the evaluation of community benefits arising from partnerships.

EVENTS
184

PUBLICATIONS
241

CITATION COUNTS
572

Performance Review and Continuous Improvement

Our sustainability review connects institutional commitments with documented actions, available results and priorities for improvement. We use this process to examine the relationship between our strategy, academic work, campus practices and contribution to society.

REVIEWING COMMITMENTS AND ACTIONS

Our policy framework establishes responsibilities across education, research, employment, inclusion, ethical conduct and community engagement. The individual SDG chapters explain how these commitments are reflected in services, learning opportunities, creative activities and partnerships. The review provides a basis for examining where documented practice supports our institutional objectives and where further evidence is needed.

STRENGTHENING THE ASSESSMENT OF RESULTS

A consistent set of institutional indicators will help us assess progress across reporting cycles. Our priorities include confirming the reference period for each measure, maintaining clear definitions and distinguishing annual activity from continuing provision. This will strengthen the connection between the initiatives we describe and the results we can demonstrate.

CONNECTING EVIDENCE ACROSS THE UNIVERSITY

Our public policies, institutional records, quality assurance processes and activity documentation provide complementary forms of evidence. Bringing them together more systematically can improve traceability and reduce inconsistencies between administrative records, SDG chapters and subsequent reports. Evidence should identify the responsible unit, reporting period and basis of each claim.

UNDERSTANDING OUR CONTRIBUTION TO SOCIETY

Our cultural activities, public learning opportunities and external collaborations connect university expertise with community participation. Improving the consistency of participation records, expenditure categories and descriptions of community benefits will help us assess this contribution beyond the number of activities delivered.

USING FINDINGS TO INFORM IMPROVEMENT

Our quality assurance framework provides a foundation for linking sustainability observations with institutional evaluation and planning. Through the Plan–Do–Check–Act approach, review findings can inform priorities, documentation practices and the next reporting cycle. Detailed findings relating to particular goals are addressed within their respective SDG chapters.

SUSTAINABILITY PRIORITIES FOR 2027

Our priorities for the next reporting cycle focus on integrating sustainability more closely with institutional strategy, evidence and continuous improvement. They build on our Strategic Plan 2025–2030 and the development areas identified through this review.

STRENGTHEN STRATEGIC INTEGRATION

We aim to connect sustainability-related work more explicitly with institutional planning in education, research, internationalisation, quality and societal contribution. This will support a clearer relationship between our long-term direction, the activities undertaken by university units and the results presented in our reports.

IMPROVE THE CONSISTENCY OF INSTITUTIONAL INDICATORS

We seek to establish clearer reporting periods, definitions and sources for the indicators used across the university. Consistent information will support meaningful comparison over time and help us explain changes accurately. Where comparable records are not yet available, the priority is to improve the evidence base before setting numerical claims of progress.

DEVELOP RESOURCE AND ENVIRONMENTAL MONITORING

We aim to strengthen the systematic documentation of resource use and operational environmental information. This will complement our academic contribution to sustainability and provide a more reliable basis for considering future institutional objectives.

EVALUATE COMMUNITY ENGAGEMENT AND COOPERATION

We aim to improve the documentation of external collaborations, participating units, objectives and community benefits. Connecting these records with consistent participation and expenditure information will support a fuller assessment of our societal contribution.

SUPPORT TRANSPARENT REPORTING AND ACCOUNTABILITY

We seek to maintain accessible institutional policies and connect supporting evidence more clearly with the relevant activities and indicators. Findings from the sustainability review can inform institutional evaluation, stakeholder dialogue and future planning through our established quality assurance framework.



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