ITU - ISTANBUL TECHNICAL UNIVERSITY
Istanbul – Turkey
FACULTY OF ARCHITECTURE
DEPARTMENT OF ARCHITECTURE

ANNUAL REPORT 2007-2008 for NAAB

Bachelor of Architecture (4 years)
and
Master of Architecture (2 years)

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ITU - ISTANBUL TECHNICAL UNIVERSITY – Istanbul Turkey
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Bachelor of Architecture (4 years)
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Program Head
Prof. Semra AYDINLI, PhD

ANNUAL REPORT 2007-2008 for NAAB

Prepared by ITU Department of Architecture Accreditation Committee and ITU Department of Architecture NAAB Advisory Board

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Res. Assist. Pınar Irlayıcı	

A. ANNUAL REPORT STATISTICS

NAAB STATISTICAL REPORT
Istanbul Technical University / Faculty of Architecture
Completed by: February, 2008
ACSA region:

State University

STUDENT DATA

	4 year PreProf	**M.Arch** PostNonProf
Full-Time Students	814	13
Part-Time Students	-	-
FTE Students	-	-
Arch Design Studio Students	814	7
Students Working Part-Time	-	11
Outside Stud. Serv. by Dept.	26	-
African American Students	NA	
Native American Students	NA	
Asian/Pacific Students	NA	
Hispanic Origin Students	NA	
Women Students	522	5
Foreign Students	31	-
Total Degrees Awarded	150	9
Grads. Fin. Estab. No. Yrs.	146	
Degrees Awarded Women	80	5
Degrees Awarded Afri-American	NA	
Degrees Awarded Amer. Ind.	NA	
Degrees Awarded Asi/Pac. Isl.	NA	
Degrees Awarded Hispanics	NA	
Min Req. Sat/Act/Gre Score	NA	
Number Of Applicants	NA	19
Number Accepted	136	5
Enrollment Target/Goal	134 (for 2007)	20
Student Studio/Faculty Ratio	814 / 97 (not included RA)= 8,39 814 / 147 (included RA) = 5,53	7/2

FACILITY / RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	4305
Total Architecture Collection in Departmental Library	9395
University Library LCNA or 720-729 Collection	2051
Total Architecture Collection in University Library	33968
Departmental Library Architecture Slides*	-
University Library Architecture Slides	-
Departmental Library Architecture Videos	110
Staff in Dept. Library	4 (between 6.-10 pm., another 5 staff from university library is commissioned at faculty library)
Number of Computer Stations	139
Amount Spent on Information Technology**	$ 211864 (at university)
Annual Budget For Library Resources ***	$ 37.403,18 (at faculty) $ 2.372.881 (at university)
Per-Capita Financial Support Received From University	$ 7288
Private Outside Monies Received by Source	-
Studio Area (Net Sq.Ft./M2)	reserved specifically for architecture dept: 1834.3 sq.m. (also, another 316.8 sq.m. studio area is shared by another dept. at the faculty)
Total Area (Gross Sq.Ft./M2)	32.328 sq.m.

(*)Even if Architectural Faculty does not have a special archive for slides, History of Architecture and Restoration divisions do have slide archives that are also open for the usage of whole Department. There are approximately 14.000 slides at the archive of History of Architecture Division and 15.000 slides at the archive of Restoration Division.

(**)On 2004, ITU did a special investment program on a new infrastructure of Information Technology Systems, which has involved whole university and was cost 5 million dollars. As a result, a major need hasn't been occurred since than and this is the reason why the amount of expenditure on the chart during the year 2007 is not as high as it could be expected.
On 2004 some of the works had been done during information technology system investment program are:
- Whole computer centers had been upgraded
- Main internet providers had been upgraded
- A wireless internet system had been developed for whole faculties
- Internet access speed had been upgraded to 110 megabyte
- Distant teaching system had been developed.
-

 (***)This amount of money just shows the yearly expenditure on providing books for the libraries. In addition to this, ITU has subscriptions for all scientific periodicals from the publishers like Elsevier, Springer, Blackwell, Wiley, 15540 journals of different foundations, 4000.000 electronic dissertations and more than 50.000 electronic books.
Architectural Publications Index , JSTOR Arts & Sciences I-III, Web of Science Arts & Humanities Citation Index,
Web of Science SSCI are the electronic databases that ITU has subscription for to be used on architecture related subjects.
There is no separated budget of Architectural Faculty for the expenditures of databases and libraries. All expenditures have been providing from the same budget of the University and there are no difficulties about supplying any kind of publications of different types of interests.

FULL-TIME FACULTY SALARIES

	number	minimum ($)	average($)	maximum($)	Uni.avg. ($)
Professor	28	2.005	2232	2.458	2232
Associate professor	23	1.596	1656	1.715	1656
Assistant professor	26	1.186	1271	1.356	1271
Research assistant	50	890	980	1.070	980
Instructor	13	934	1086	1.238	1086

FACULTY DATA

	Department total
Full-Time Faculty	140
Part-Time Faculty	2
Full-Time Equivalent (FTE) Faculty	
Tenured Faculty	46
Tenure-Track Positions	94
FTE Administrative Positions	9 administrative positions (2 associate deans, chair of architectural department, 2 associate department chairs, 4 division chairs)
Faculty Engaged in Service To Comm.	18
Faculty Engaged in Service To Univ.	37
FT Faculty Who are U.S. Licensed Registered Architects	123
PT Faculty Who are U.S. Licensed Registered Architects	2
Practicing Architects ****	-
FTE Graduate Tas	-
FT Faculty Avg. Contact Hrs/Wk	10/Wk
PT Faculty Avg. Contact Hrs/Wk	5/Wk

(****)A big number of faculties are working on architectural design projects through ITU Revolving Fund (İTÜ Döner Sermayesi). As an addition to the full-time faculty of the department, each term architects and designers from the practice are leading some design studios as guest tutors and also being invited as a jury member for the term projects and graduation projects.

NAAB STATISTICAL REPORT
Istanbul Technical University / Faculty of Architecture
Completed by: February, 2008

Number Full-Time Faculty Credentials

	Ph.D.	**M.Sc.**	**M.Arch.**
Prof.	28	28	28
Assoc. Prof.	23	23	23
Assist. Prof.	26	26	26
Research Assist.	10	42	42
Instructor	10	10	10

	FT	**PT**	**Prof.**	**Assoc. Prof.**	**Assist. Prof.**	**Research Assist.**	**Instructor**
African-American Faculty	NA						
Native American Faculty	NA						
Asian/Pacific Island Faculty	NA						
Hispanic Origin Faculty	NA						
Women Faculty	86	2	19	12	20	33	4

B. PROGRAM' S RESPONSE TO EACH DEFICIENCY LISTED IN THE MOST RECENT *VTR*

13. Student Performance Criteria

20. Life Safety

Understanding of the basic principles of life-safety systems with an emphasis on egress

The understanding of the basic principles of life safety such as fire regulations, fire control, organization of rooms, fire stairs, egress, and passive and active fire-safety systems are taught in MIM 242/242E (Environmental Control Studio). <u>*These principles are not always demonstrated in the design studio work.*</u> *(Most recent VTR)*

The understanding of the basic principles of life safety such as fire regulations, fire control, organization of rooms, fire stairs, passive and active fire-safety systems are taught in MIM 242/242E (Environmental Control Studio) as written in the *VTR*. One instructor (Dr.Mustafa Özgünler) and one teaching assistant (Dr.Nuri Serteser) finished their PhD thesis about "fire safety" and they are teaching now the above mentioned course (MIM 242/242E) which has the subjects about "Fire control, design parameters related to built environment which are effective on fire control (settlement density, organization of rooms, fire stairs, etc.), design of built environment as passive and active fire safety systems".

Three faculty members the department of architecture (Prof. Dr. Alper Ünlü, Associate Prof. Dr. Sinan Mert Şener and Associate Prof. Dr. Atilla Dikbaş (they participated in certificate programs in NETC- (National Emergency Management Institute), JICA- (Japan International Cooperation Agency), FEMA (Federal Emergency Management Agency)) are actively taking role in the Emergency Unit of the University. Associate Prof. Dr. Sinan Mert Şener also responsible of emergency issues in the building with other team members.

Prof. Dr. Alper Ünlü conducted the following course in the MSc program on Disaster Management at Institute (Graduate School) of Science and Technology. AFY522 "Fire Risks and Management".

MIM431 Construction Project which is the undergraduate studio course has the following content: "*Building Science, environmental control systems and project management within the scope of detailed project. Preparation of detailed project. Preparation of detailed project according to building codes and regulations such as earthquake. Integration of building sub-systems such as load bearing, installation, mechanical, electrical systems. Preparing documents and detail drawings according to municipal drawing principles.*"

As seen in the course syllabus it is defined that "preparation of detailed project according to building codes and regulations…", are given in the course. These building codes and regulations include the "Fire Regulation", "Earthquake Regulation", "Shelter Regulation". All these issues are taken into consideration within undergraduate and graduate design studios (MIM 351, MIM 312, MIM 411, MIM431, MTZ 511, MTZ 513, MTZ 517)

22. Building Service Systems

Understanding of *the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

The detailed drawings and calculations of the plumbing, electrical, and vertical transportation systems in the studio work indicate the students have been given the appropriate information to be able to design these systems. However, communication, security, and fire protection systems were not observed by the team.(Most recent VTR)

"Installation, mechanical, electrical systems" are the subjects of MIM431 Construction Project and also MIM 242/MIM242E Physical Environmental Control Studio course have the following content:

"*Climate and climatic elements, climatic comfort, design parameters related to built environment which are effective on climate and energy control (site, orientation, building envelope, building form, building distance, etc.), design of built environment as energy efficient passive climatization system. Definition of light, photometry, visual comfort, design parameters related to built environment which are effective on light control (windows, room dimensions, reflectivities of internal surfaces, obstructions, artificial light sources, etc.), design of natural lighting system, design of artificial lighting system and installation, integrated lighting system.*
Sound, human health and noise relation, acoustical comfort, design parameters related to built environment which are effective on noise control (site, building distances and orientation, room form, building envelope, obstructions, etc.), design of built environment as noise control system, acoustical design of halls (for speech and music).
Heating systems and their elements, integration of these systems and their elements with architecture, ventilation systems and their elements, climatization systems and their elements.
Water supply system of buildings and its elements, waste water system and its elements, sanitary application.
Fire control, design parameters related to built environment which are effective on fire control (settlement density, organization of rooms, fire stairs, etc.), design of built environment as passive and active fire safety systems.
Regulations current in Turkey (fire regulation, noise regulation, heat control regulation, etc.)"

As seen in above course syllabus "Fire control, design parameters related to built environment which are effective on fire control (settlement density, organization of rooms, fire stairs, etc.), design of built environment as passive and active fire safety systems" are the subjects of this course.
Understanding the holistic approach to design issues, the principles of building service system and the other design issues are integrated as a whole within the architectural design studios (MTZ 511, MTZ 504E, MTZ 501E, MTZ 513, MTZ 517)

32. Leadership

Understanding of *the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities*

A group of students discussed leadership with the team and were reluctant to say that they were leaders in any sense or that they aspired to leadership roles. This particular group had apparently been chosen because they had studied in another nation during their educational experience. They did not recognize that taking the risk of such study was a form of leadership by our definition, i.e., setting an example for others. The team cited the example of an architect, Gulsun Saglamer, rector of ITU who through her leadership increased the stature of the institution. Another example we would cite is ITU alumnus Can Elgiz who is developing, designing, and building a high-rise building in a suburb of Istanbul in order to control the quality of its design and construction. Both are examples of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities. (Most recent VTR)

One of the compulsory course in Master of Architecture program PYY502E Management and Organization course syllabi defined as follows: Teaching leadership in the subjects of foundations of behavior in organizations, motivation, leadership for communicating, and teamwork.

Also in the undergraduate compulsory course MIM332 and MIM332 Construction Management and Economics risk management, construction management, information management, and the responsibilities of architects taking leadership roles in these processes for design and especially construction.

Group discussions on design projects in some architectural design studios focus on the socio-cultural problems and political issues of local communities at Istanbul in which students are able to understand the need for architects to provide leadership in the building design on issues of growth, development and aesthetics (MIM 431, MTZ 511, MTZ 513, MTZ 517)

C. PROGRAM'S RESPONSE TO EACH CAUSE FOR CONCERN LISTED IN THE MOST RECENT *VTR*.

1.2   Architectural Education and the Students
When asked in a meeting with selected students what they would change about the program, two students gave the same answer without knowledge of the other's answer: They would coordinate their technical courses with their design studio projects and the detailing course instructor would work with them to develop the details for their design projects. (Most recent VTR)

Coordination and integration of technical courses and the design studio thought that an important issue for curriculum as students explained. Although many individual integration and coordination studies are tried, since generally one tutor supervises one architectural design studio group, the coordination and integration mainly decided by him/her, these approaches are not very widespread.

8.   Physical Resources
Its designation as a historic structure places limitations on adaptation of existing spaces for alternative use and its age and historic-structure designation suggest to the team that modifications to make all spaces accessible to the physically disabled would be difficult and expensive. (Most recent VTR)

There are some efforts to solve the accessibility problems in the building by using stairs lifts in the second floor. The Deanship of Faculty of Architecture found resource for a stair-lift to solve the one of the accessibility problems of second floor.

9.   Information Resources
Not all areas are barrier free but this will be a consideration for planning new spaces in the expansion and the dean supports this issue.

Emergency procedures are not written, but a policy of helping students and informing them about the two exits and the availability of fire extinguishers is in place. The culture in Turkey is one of assisting those who need help. Having an emergency procedure does not seem to be as important as being there to help in person. (Most recent VTR)

The Deans' s office wrote the emergency procedures for the building of ITU Faculty of Architecture. Therefore emergency policy for the building is written now. See the following content of emergency procedures (whole text in Turkish). Also some emergency equipment stored in the corridors of the building. Exit signs and exit ways were placed in the corridors of the building and public spaces like conference halls, big classrooms.

ITU Faculty of Architecture Emergency Action Plan Taşkışla Campus:
Prepared by Assoc. Prof. Dr. Sinan Mert ŞENER
Date of Preparation: 14.11.2006
Version: 01-2006
Content:
Emergency Action Plan:
A. Critical Regions
    A.1. Crisis Center
    A.2. First Aid Center
    A.3. Meeting Area
    A.4. Material Points, and Keys
    A.5. Emergency Exit Plans
B. Critical Staff
    B.1. Crisis Management Team
    B.2. Search and Rescue Team
    B.3. First Aid Team
    B.4. Emergency Sources Team
    B.5. Security Team
    B.6. Transportation Team
    B.7. Night Staff
C. Content and Management of Operation
    C.1. Crises Center Establishment Authorization and Responsibility
    C.2. Shutting the Energy Sources, Mission and Responsibility
    C.3. Work, Mission and Responsibility of First Aid Teams
    C.4. Actions, Missions and Responsibility of Search and Rescue Team
    C.5. Mission and Responsibility of Security Team
    C.6. Mission and Responsibility of Transportation Team
    C.7. Mission and Responsibility of Night Team
    C.8. Mission and Responsibility of other students and staff
D. Sources and Logistics
    D.1. Materials for Search and Rescue
    D.2. Materials for First Aid
E. Sheltering and Food
F. Mission and Responsibility of Progressing Action Plans
Appendix:
1. Exit Plans
2. Mission Cards for Team of Emergency Action Plan
3. Document for Actions for Earthquake
4. Emergency Phones
5. School Staff Who will Called in Case of Crises
6. Forms for Crisis Center
7. Circulation Plan

13. Student Performance Criteria

23 Building Systems Integration

Ability to *assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design*

The team observed the integration of building systems in much earlier studio work than would be expected in many architecture programs in the United States. The sophistication of systems integration in studio projects showed improvement in each year of the program. Life-safety systems were not as apparent in the work as other

systems, perhaps due to widespread use of reinforced concrete structures and minimal impact of building codes. (Most recent VTR)

The main subject and aim of the MIM431 Construction Project course is building system integration. "The integration of installation, mechanical, electrical systems" are the subjects of MTZ517 ARCHITECTURAL DESIGN IV in the Master of Architecture Program. The course syllabus defined as below:

"Data processing in architectural design for structural, mechanical an electrical system integration; construction techniques and building element design;…"

Also Besides, Building Technology course in Master of Architecture Program deals with integration of building sub-systems by giving information about integration methods and discussing on some examples about the subject, which are appropriate accordingly.

D.   IDENTIFIES CHANGES, IF ANY, IN THE ACCREDITED PROGRAM THAT MAY CHANGE ITS ADHERENCE TO THE *CONDITIONS* AND REPORTS ON ANY OTHER TOPIC THE PROGRAM WANTS TO BRING TO THE ATTENTION OF THE NAAB

1.3   Architectural Education and Registration
A draft of "Law of Profession for Architects" designed and submitted to government representatives in 2007. The state clerks of Ministry of Work and Social Security now work on this draft. It is expected that till 2010 this law will be running in Turkey. The draft law covers the following registration requirements for architects.

1. Minimum 5 (there are; 5, 3+2, 4+2 years alternatives in debate) years full time architectural education. (It is 4 years now in Turkey),
2. 52 weeks professional internship in offices and construction sites,
3. Acceptance for registration by Registration Board (will be organized by Chamber of Architects, representatives of Ministries and universities).

Architecture (undergraduate and graduate) programs of ITU are ready for 4+2 years alternative. Also architecture program can easily adapt its existing curriculum to other alternatives.

1.4   Architectural Education and the Profession
There is not any change after most recent VTR

1.5   Architectural Education and Society
There is not any change after most recent VTR

2.   Program Self-Assessment Procedures

Program has two types of procedures in self-assessment. The first one is the evaluation process based on questionnaires, which aimed to find the evaluation of students, academic staff, and graduates. The second is making strategic plan by using SWOT analysis.

Evaluation Process
Methods: An independent departmental commission organizes the evaluation process. The evaluation process comprises three sections: For each course, both the instructor(s) and the students enrolled complete an evaluation form. Course instructors complete a self-evaluation of their course, and their work load during the relevant term. Students are asked to provide an overall critique of the course and comparative evaluation of the course with other courses offered through the program. Third part of

the evaluation is intended for the graduating students and can be defined as a capstone test providing information an the outcome of the whole program. The survey is done anonymously and the findings are circulated to all relevant parties. A final report is submitted to the Department.

Results: The response rate for the survey was 70%. The findings of the study give an overall idea on the curriculum and its implementation. The faculty's performance was evaluated as 80% (4/5, oversatisfactory) by the students. The physical conditions of the studios and the classes were evaluated as inappropriate by the faculty (60%), whereas appropriate by the students (80%). Findings for the extracurricular activities organized by course instructors (workshops, trips, lectures, etc.) indicate an acceptable level (70%). 56% of the participating students agreed/strongly agreed that the course structure was satisfactory for both theoretical and studio courses.

Implications: We believe the post-course evaluation process has helped provide an objective assessment of the quality of the courses in our department. Improvements may be realized by also using a third-party evaluation data to provide more objective results and continuity of the assessment process.

Questionaires

Questionaires had been realized by surveys on four different groups; undergraduate students, students of graduation project, academic staff and graduates after 2000 to assess the undergraduate program. The evaluation and results of questionaires on undergraduate students, students of graduation projects and academic staff. The questionaires on graduates have been continued.

   A. Questionaires of undegraduate students
     1. Physical conditions
     2. Curriculum
     3. Interest of students in the courses
     4. Performance of course supervisors
   B. Questionaires on students of graduation project
     1. Student performances (34 knowledge and ability)
     2. Student performances (18 knowledge and ability)
   C. Questionaires on students of academic staff
     1. Course hours
     2. Number of graduate students by supervisors
     3. Time for administrative positions
     4. Number of publication
     5. Number of participation and task in academic activities
     6. Time spend for academic activities related with courses
     7. Assessment of physical opportunities of classroms and studios

SUMMARY

   A. According to the assessment of 1,918 Undergraduate Student Survey questionnaires:
- **Physical Resources**
  - On average, slightly more than half of those surveyed found physical resources to be adequate.
  - When compared to all students in the survey, students taking restoration courses tended to be less satisfied with physical resources.[1]
- **Course Structure**
  - In general, students found the structure of the courses to be adequate.
  - Students reported higher satisfaction with the structure of the Architectural Design Department's courses than with other departmental courses.

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[1] We should exercise some caution in reviewing these kinds of assessments that are based only on descriptive statistics for which statistical analysis has not been carried out. The same is true for the results of other findings derived from the undergraduate student survey.

- o Courses taught in Turkish were considered slightly more adequate than courses taught in English.
- **Student interest in course content**
  - o Students reported the same levels of interest in studio and theory courses.
  - o Students reported less interest in the courses taught by the Architectural Design Department.
  - o Students reported the same level of interest in courses taught in Turkish and those taught in English.
- **Performance of instructors**
  - o Students reported that the performance of instructors teaching theory courses was more satisfactory than the performance of studio course instructors.
  - o In general, students reported higher satisfaction with the performance of instructors in the Building Science courses than the performance of instructors in other departments.
  - o The performance of instructors teaching in Turkish was reported to be more satisfactory than the performance of instructors teaching in English.

B. According to an assessment of 35 UNDERGRADUATE SENIORS:

1. Skills gained (34 Performance Skills Categories)

In general, in comparison with other performance skills gained, seniors reported lower levels of performance skills in implementation/ professional practice and understanding nonwestern traditions skills.

- *Highest levels of performance skills, on average*
  - o Graphic Expression Skills (4.34)
  - o Formal Ordering Systems Skills (4.26)
  - o Site Conditions (4.23)
  - o Speaking and Writing Skills (4.12), Ethics and Professional Judgment (4.12)
- *Lowest levels of performance skills, on average*
  - o Architectural Practice (2.68)
  - o Construction Cost Control (2.83)
  - o Administrative Roles of the Architect (2.85)
  - o Non-Western Traditions (2.91)

2. Skills Gained (18 Informational Skills Categories)

In general, students reported the inadequacy of school social activities and that they felt that their skills in professional applications / practice had not developed sufficiently.

- *Highest levels of skills, on average*
  - o "I believe that the education I received and the cultural and social activities in which I engaged have influenced my personal development." (4.33)
  - o "My understanding of both my personal inadequacies and my skills has increased." (4.17)
  - o "My ability to engage in flexible thinking and the ability to use the knowledge I have gained in dealing with changing professional issues, conditions and problems have increased." (4.17)
  - o "I believe that I am ready to collaborate with professionals from different disciplines." (4.11)
- *Lowest levels of skills, on average*
  - o "The university provided me with opportunities to participate in events both on and off campus." (3.40)
  - o "I am informed about professional organizations." (3.46)
  - o "The education I received allows me to incorporate what I have learned with real life" (3.72)
  - o "My professional career goals have crystallized" (3.81)

C. Instructor Survey

> In interpretations of the graphics given in APPENDIX 2 it is seen that course load and the number of graduate students being advised are cited as reasons for low numbers of publications. While a wide majority of the instructors state that classroom and studio conditions are not suitable for the way in which the courses are being taught, students found the conditions adequate.

Department Level Strategic Planning --Summary

Department Level Strategic Planning activities were begun within the scope of training seminars and preparatory work inaugurated by the office of the Rector in 2005 and carried out in all the faculties and departments. The aim of the efforts directed towards carrying out internal evaluations of the departments was to use SWOT analyses of the reports in order to demonstrate critical strategies, aims and relative quantitative indicators. The primary areas of responsibility were categorized under headings of education-training, research-implementation, publishing, relationships with industry-society and the general public, alumni relationships, relationships with students, international relationships, economic and financial matters, advancing the physical infra- and supra-structures (shared by all departments in a faculty), administration and human resources, and other.

From 2001 with the first preparatory work of Department Level Strategic Planning up until today, the critical strategies relative to the headings listed above have been determined by utilizing the annual Department Activities Report, the Essential Evaluation Report prepared in the scope of preparing for the 2004 NAAB, the NAAB Draft Report, and the annual internal evaluation reports being conducted by the Main Departments that accord with the headings listed above.

The first strategic plan of the Department of Architecture encompasses the 2006-2008 period. The aims of this period may be summarized as: increasing the number of elective courses, providing for a variety of current topics in coursework and in research, ensuring that programs accord with the EU accession process, competitive conditions, and the quality expectations determined by the NAAB draft report and to this end, facilitating communications between alumni, students and other institutions, participating in a student exchange program (Erasmus), publicizing the department, supporting the infrastructure of the laboratory with sources at hand, and establishing research centers.

With the purpose of achieving these aims within a legal framework, intense collaborative work was carried out with other departments of the university. Departmental instructors played effective roles in the subject of formulating an EU appropriate professional law. Because this law has still not been enacted, however, the system remains ambiguous. The elective courses have been reviewed and the department has played a leading role by establishing an interdisciplinary research center called MARDINT, located outside of the city of Istanbul and in the city of Mardin. Departmental instructors are playing effective roles in the administration and the events of this center.

The Second Strategic Plan encompasses the period of 2007-2009. This report is primarily a continuation of the aims of the first plan. Indicators for goals that were not reached in the first plan were reviewed in terms of how realistic they are. Based on an assessment of the no-thesis Master's Program, alternative change strategies were developed and efforts to this end have been started.

The self-assessment of the 2008-2010 is being established and a preliminary report has been prepared.

3. Public Information

In terms of promotional activities, Faculty of Architecture organizes a summer workshop in Taşkışla for high school students, attend the TurkeyBuild Fair, which is carried out internationally in Istanbul every year. Also introducing and promoting the Faculty in the public and academic realm, there are Web based publications, such as the Faculty Bulletin and Studio Journal and a printed publication, namely A|Z: ITU Journal of the Faculty of Architecture. A|Z is abstracted and indexed in Design and Applied Art Index (DAAI) and International Construction Database (ICONDA) and AVERY Index to Architectural Periodicals (starting from spring 2008).

Faculty of Architecture prepares a catalog, which contains history of Faculty of Architecture, history of Taşkışla, presentations of departments, faculty members, curriculums of the departments, regulations for undergraduate studies and the other regulations like graduation projects for every year. This catalog is distributed to students and faculty members in the beginning of the fall semester of each year. A general Catalog of ITU is also published in English at 2003. A catalog for Graduate Programs of ITU Faculty of Architecture had been prepared in 2006-2007 academic year.

Department of Architecture prepares a catalog which contains information on taught undergraduate and graduate programs, international student mobility, scholarships, internships, extracurricular activities, resources and research carried on by the faculty members. The catalog is made available in the Turkey Build Fair. It is also posted nationwide to high schools and other architecture schools; and an English version of the catalog is distributed to universities abroad.

Besides hard copy catalog an online catalog is prepared for students and faculty members. Each department of Istanbul Technical University has official Web sites. Web site of Department of Architecture reorganized now according to "Content Management System" which gives the opportunity to upload individual information of academic staff actively It will be activated in very short time.

4. Social Equity

There is not any limitation in faculty appointments, re-appointments and promotions. The equity and diversity can be seen in the composition of faculty in the department.

Table C.4.1. Academic Staff in Department of Architecture

	Prof.	Assoc. Prof.	Assis. Prof	Instructor	Ress. Assis.	Total
Female	19	13	20	7	31	91
Male	11	10	6	13	12	51
Total	30	23	26	20	43	142

Appointments of professors, associate professors, assistant professors and instructors; and re-appointments of assistant professors and instructors are realized by academic juries selected between the professors of the department. At least one member of the jury should be selected from other universities.

A central body in Turkey organizes student admission. All university applicants have to participate it and there is no restriction to enter this examination except graduation from a high school.

64% of total students in the Department of Architecture are female. 4% of students were coming other countries. This result also shows diversity in student composition.

The graduate students for graduate programs are selected by each graduate program committee. Committees used applicants' grades obtained in a central examination called Graduate Education

Examination and portfolios, cumulative graduation average of students in undergraduate education and recommendations-references of students to select graduate students. All these documents are evaluated in a review. All applicants without any race, sex, physical ability differences can apply and be able to select in these reviews.

5.   Studio Culture

FIRST YEAR STUDIO
The attendance of students in the first year studio is quite different than upper semesters in ITU. This year's studio culture covers the freshmen of three departments eg architecture, interior architecture and landscape architecture. The collaboration of these three departments in specifically for this design studio continues until the end of third semester. The first semester of design studio is 16 hours in a week and it is an integrated studio of architectural design and basic design course. The second semester is also integrated one of architectural design studio and perspective class.

The aim of this studio starts with the human beings as organism and space interaction. The essence of the design studio starts from human beings as an organism in the space, and it continues until grasping the essence of spatial configuration around the organism. The studio strategy is an incremental teaching methodology; the student grasps the basic principles of design through one permanent studio strategy. So, the design studio is an integrated one of design philosophy and methodology and essential drawing techniques in the first year.

The main courses in the first year are also integrated within the studio in the same physical space. The studio is divided into partitions due to the design supervisors, and the students freely use the space out of the studio hours. The resource of the school cannot maintain the cellular type of workstations in the studio space, but each student at least has one desk and chair. The students accumulate the products around of the desks and hang some of products, pin up their presentations on boards on partitions.

DESIGN STUDIOS IN UPPER SEMESTERS
The design hours in upper semesters occur either in studio type class-rooms or in shared design studios. The studio is shared by maximum three design groups. Again, the school's resource cannot supply cellular type work stations in upper semesters, so the area is shared by the design groups. The studio is used for regular studio hours. The school management realized in 30 % of studios that can be used in out of studio hours in spring semester of 2007-2008 academic year. The reason of not using effectively studios in out of regular hours is derived from the insufficiency of studio spaces, and allocation of 70% of studios for theoretical classes in week days. So, the students cannot use their own studios in out of regular design hours. Some studios due to the resources is not used for out of regular times by the students. The general view of studios in upper semesters is solely used in regular design hours.

GRADUATE ASSIGNMENT
The graduate assignment of the last semester is not a studio based work, but it is based on architectural design competition strategy. The difference from regular courses, there are jury evaluations in three times during the semester and there is only one 8 hours sketch examination in a semester. So, the students do not attend a regular design studio, they only attend regular jury evaluations and they take design critiques in accordance with schedules.

STUDIO CULTURE AT MASTER OF ARCHITECTURAL PROGRAM
There are four architectural design studios in which interdisciplinary studies are carried on having different instructors from different disciplines such as restoration, architectural history, architectural design, and Building Science. The aims of these design studios are to integrate all design issues into the problems of actual design projects which are called "social responsibility and environmental sensibility projects". Discussions with instructors and professional architects who participate to juries make students to bridge the gap between the theoretical knowledge and practical knowledge. Studio

atmosphere based on discussions from different perspectives motive them to understand the interwoven relation between theory and practice.

JURIES
Jury members of academics (representatives of construction, restoration, architectural history and urban planning from ITU or from other universities) and of professionals who were generally very well known Turkish architects are invited to Architectural design studios generally by many group supervisors. However organizing special jury sessions are not compulsory for all groups. Only MIM 492 Graduation Project course has a compulsory jury organization. This jury has to cover the academics of different divisions of department and also academics from other universities and some professionals are invited to participate juries as the jury members. There are attempts to organize formally assigned juries in all architectural design studios.

SEMINARS AND EXHIBITION
Seminars for Architectural Design Studio and studio work exhibitions, which covers all student works were realized by Architectural Design Unit at the end of every academic term in the studios. Studio tutors, jury members and students are participated in these seminars and exhibitions. Studio tutors and students give information about studio works, methods, positive and negative aspects of studios. The seminars and exhibition of semester projects with a general critics of the academic term based on the studio works.

CRITICS OF STUDIO CULTURE
As a consequence of high number of students and insufficiency of spatial resources , the general view of design studios do not present a "traditional studio culture". (The typical) Most of the studios in ITU is a regular space for architectural design course, a type of a class-room. The attendance to the studio is based on regular hours, it cannot be extended out of regular basis. The first reason, the studio is allocated for theoretical courses out of regular studio hours. The second, the studio can be used for until 10.00 pm. The students should leave the school after 22.00 (10 pm) because of security reasons. If the studio supervisor can get permit from the deanship in order to use the studio after 22.00 (10 pm) or during the weekends, the students may use their spaces based on these "specific permits". These regulations and sanctions emerge a reality that ITU do not present a "studio culture", the studio can easily be viewed as "class room culture". However, according to some regulations based on space organization, 10 studios are going to be used only by architectural design studio courses; 6 studios will be shared by theoretical courses.

6.   Human Resources
STUDENTS
In Turkey, student selection for universities is made by OSYM (Student Selection and Placement Center) according to the scores taken in OSS (Student Selection Examination), a nation-wide exam, and a total of 135 students are placed in ITU Department of Architecture every year. The ones selected to attend our school is within the top 2-3 % of the total examinees according to the exam scores, and ~50% of them place our school within their first 5 choice.

Istanbul Technical University is one of the best and well-known universities in Turkey, therefore students from all over the country want to attend I.T.U. Department of Architecture. However, the selected students are mostly coming from big metropolitan cities; Istanbul, Ankara and Izmir (50%). Most of them were graduated from Anatolian High Schools (30-40%), which are public schools educating in either English or German or French. The second greatest portion is the ones graduated from public schools (30%). Others were graduated from Turkish Private High Schools, Foreign Private High Schools, Science High Schools and other foreign countries' high schools.

In *architectural design studios,* the average number of students per group changes between 12-20 and the regular lecture time is 2 times 4 hours/week. Monday and Thursday afternoons are used for architectural design studios.

In ITU, academic supervision is made by academics. Each faculty member who titled professor, associate professor, assistant professor and instructor usually serve as an advisor for 10-15 undergraduate students, and academic development and lecture selections of students are controlled by them. Students used a web based registration system for registering every term.

ACADEMICS
The academics of Architecture Department are constituted by professors, associate professors, assistant professors, instructors and research/teaching assistants.
The School currently has:
- 30 Professors of whom 28 is full-time tenured, 2 is part-time
- 23 associate professors of whom all are full time and 18 is tenured.
- 26 full-time assistant professors.
- 13 full-time instructors, of whom 10 have a Ph.D. degree.
- 10 full-time research/teaching assistants of whom 10 have a Ph.D. degree.
- 40 full-time research/teaching assistants.

Moreover, university-wide common lectures such as 'introduction to computers and information systems', 'mathematics', 'economy', etc. are given by academics coming from other faculties and institutes.
A typical teaching load of faculty is approximately 15 hours of lecture per week. Additionally, faculty is expected to supervise graduate students, pursue research and participate administrative commissions. Teaching takes approximately 50% of the time of the faculty.

See the list of academic staff in (Appendix 1)

The Administration and Staff
Dean Cengiz GİRİTLİOĞLU
The Dean is the chief executive officer and representative of the legal personality of the Faculty. The main responsibilities of the Dean are;
- To manage faculty board meetings and to control carrying out of faculty board's decisions,

- To manage inter-relation between faculty units,

- To control educational activities,

- To direct and coordinate financial activities,
- To control academics and staff,

The dean has no teaching responsibility. However, s/he usually prefers to give courses.
Associate Deans Leyla TANAÇAN and Sinan Mert ŞENER
Associate Deans assist the Dean in carrying out all the administrative work. The teaching responsibility of the Associate Dean is minimum of 5 hours/week.

Associate Dean Sinan Mert ŞENER is responsible in;
- Planning and organizing of space facilities, equipment and personnel,
- Project development,
- Financial and purchasing works,
- Organizing and coordinating cleaning and construction works,
- Organizing and controlling security and emergency related issues,
- Organizing and coordinating technology related issues such as data show, computer purchasing, LAN construction and maintaining,
- Organizing personnel development facilities such as first aid courses,
- Other administrative duties.

Associate Dean Leyla TANAÇAN is responsible in;
- Coordinating issues related with student affairs,
- Controlling issues related with education and ensuring proper application of ITU undergraduate regulations,
- Organizing and coordinating students' social activities and clubs,
- Ensuring proper application of course plans,
- Preparing and coordinating lecture and exam time-tables,
- Coordinating issues related with student exchange between different majors,
- Coordinating issues related with double-major programs,
- Coordinating lecture-rooms and studios assignments,
- Organizing and coordinating faculty-wide social activities,
- Other administrative duties.

Chair of Department of Architecture: Semra AYDINLI
The Department Chair is responsible in organizing efficiently execution of the research and educational activities of the academics and department staff. The teaching responsibility of the Department Head is minimum of 5 hours/week.

Associate Chair of Department of Architecture: S.Yıldız SALMAN and Hakan YAMAN
Associate Heads assist Department Head in carrying out all the administrative work of the department.
Department Administrative Secretaries: Çiğdem MEYDAN and Ayşegül KOMAR
Manage all written and oral administrative relation between the Department and academics, branches, faculty, and institutes.
Library Staff
- Specialist Sevil ÖZKAN
- Specialist (Periodicals) Murat AYATAÇ
- Librarian Selma CİN
- Librarian (Periodicals) Ayhan ÇITLAK
Student Affairs Office Staff
- Nurten TOKATLI
- Enes OK
Computer Centre
- Instructor Atilla AYDOĞDU (network administrator)
- Specialist Gültekin PULAT (network administrator)
- Technicians Azat YAŞAR and Vahap GÜRBÜZ
Building Materials Laboratory
Technician İbrahim ÖZTÜRK
Copy Centre
Technician Harun CEYLAN
Photograpy and Visual Arts Laboratory
Specialist Aras NEFTÇİ, Ph.D.

7.   Human Resource Development
STUDENTS
I.T.U. Faculty of Architecture seeks to provide opportunities for students' both professional, social and cultural development. In these respect,
A "Welcome Week" is organized every year for the new coming students in order to introduce what architecture is, what architects do, how the architectural education, would be, how life is in ITU, etc.
Practising architects are invited to give lectures, for being referees or for informal exchange meetings.
Technical tours are organized for visiting material factories, project sites, historical or construction sites such as;
Technical tour to Edirne for observing Ottoman Era Work, Course: History of Turkish Architecture by Assist. Prof. Dr. Aygül Ağır, 11th December 2004.

Technical tour to Beypazarı (Ankara) for urban and architectural inspection, Course: Architectural Design Project V-VII by Assisstant Prof. Dr. İpek Akpınar and Prof. Dr. Mine İnceoğlu, Term: 2004-2005 Fall Term

Technical Tour to İzmir Karaburun, Course: Architectural Design 6-7 by Prof. Dr. Ayşe Şentürer, 26-29 October 2007

Technical tour to Efes, Priene, Magnesia, Didyma Course: Ancient and Byzantine Architecture by Assist. Prof. Zeynep Kuban, 13-15 April 2007

Technical tour to Turk Ytong's Pendik factory and Peri Formwork System's Hadımköy factory, Course: Building Production Systems by Assist. Prof.s Elcin Taş and Hakan Yaman

Thematic workshops and summer schools are organized, such as;

- Additions to City, Tunel Square-Galata Tower Square-Karaköy, April 2005, 2004-05 Spring Term Architectural Design Project V-VI,

- 2004 TÇMB Summer School of Architecture – "Interface at Taşkışla", TÇMB/BETONart – I.T.U. School of Architecture, Taşkışla, 03-13 July, 2004

- 5' to Survive, Years to Recover, Workshop, ITU Faculty of Architecture - Vienna Technical University joint workshop, 21-25 October 2005

- "Inhabiting in & Designing for Your Own Body", 20-24 September 2007

- "Students' Architectural Design Studio Works" exhibition is made periodically at the beginning of every term.

- Public exhibitions are organized to develop a professional insight, such as;

- Istanbul Fragmented - Exhibitions, Istanbul, 21.09.2005 – 21.10.2005, Taşkışla

- Nemetschek Academy Senior Residence Project Competition Exhibition İTÜ Sinan Hall, October 2004

- Student design competitions are organized in association with building industry, such as; Nation wide "Kalesinterflex Student Competition" at 2006

- Taşkışla Days are organized annually by students. Concerts, sports games, ateliers (dance, batik, etc.) competitions (brick laying, chess, etc.) are organized.

- Additionally, there are wide range of student clubs (sports, arts, profession) in I.T.U. in order to develop socially.

- **Reading Praha as a Narrative**

An Interdisciplinary Wokshop
2007 – 2008 Spring Term

25 architectural department students of graduate and undergraduate programs have been Prague on February 17 – 21 in order to wok on an interdisciplinary workshop entitled "Reading Prague as a Narrative". A narrative has been constituted by history of architecture, literature, philosophy, politics, industrial design, cinema, classic music and performance art that motivates the students to grasp both the visible and invisible dimensions of Prague. Reading Prague as a Narrative stimulates students' awareness to understand the formation of architecture in the city according to the time - space interaction. Prof. Dr. Semra Aydınlı drew attention to the "bodily experience", Dr. Aydın Polatkan and Aras. Gor. Mehtap Serim by giving some copies concerning the architecture and art, politics, literature and life style in Prague in several ages, emphasized the role of history of architecture, art, politics and philosophy to understand the problematics of architecture today, Dr. Cigdem Eren motivated students to the "cinematographic" way of seeing, and overall these indications "GOLEM" has influenced student's way of thinking and seeing Prague as a pattern.

On the other hand, students and instructors have visited Prague Technical University and they participated to a briefing on student exhibition which was prepared for our visit, and

the discussions on student projects which were about "understanding and interpretation of built environment" have been carried by the faculty.

In order to prepare students to professional practice, minimum of 72 days of internship is set required. However, working in architectural offices in spare times is always encouraged.

International Relations - Mobility of Students and Academics – ERASMUS Program at Istanbul Technical University Department of Architecture

ERASMUS program has rapidly become the most visible of the various European educational programmes and developed the largest support scheme for student mobility and related cooperation among the Higher Education Institutions (HEI) ever established in terms of the number of students and the institutions involved. The programme's overall aim is to enhance the quality of European higher education by fostering cooperation with all member and candidate states in order to improve the development of human resources and to promote dialogue and understanding between peoples and cultures. In this context, ERASMUS intends to contribute significantly to an increase in the number of mobile students within the European community to experience economic and social aspects of other member states. Moreover, it aims to promote broad and intensive cooperation between universities and to develop the intellectual potential of universities by means of increasing the mobility of teaching staff.

ITU is actively participating in the Erasmus Program and the ITU European Union Center plays a central role as a focal point for Erasmus Coordinators at each of the academic departments at ITU. ITU has been included in the "Erasmus University Charter", which can be considered as a license to take part in Socrates/ Erasmus (student and faculty exchange programs in European Union) activities. Important steps were completed to adopt the programs to the European Credit Transfer System (ECTS) which is used as the major instrument to facilitate the academic recognition of periods of study in the partner institutions. At ITU, all departments have completed the legislative procedures for the institutionalisation and the integration of ERASMUS/SOCRATES programs with the education system. It was stated in the ECTS/DS Site Visit Report (2005) that "at ITU the procedures were established at high level to ensure the smooth operation of normally complex like academic recognition and grade transfer for outgoing students".

The Department of Architecture, in particular, considering international relationships of primary importance, has integrated the EU mobility actions into its education policies and the efforts have been increasing to sign up new bilateral agreements (BAs) with remarkable HEIs for increasing the number of students who benefit from the program. Consequently, considerable number of graduate and undergraduate students in the department has the chance of studying one or two semesters abroad and the number of outgoing-incoming students has been increasing every year (Table 1). According to the statistical data, ITU reached the highest number of outgoing students among the national universities and at ITU the highest amount of grant has been used for the student mobility actions among the national universities.

Table1. The number of incoming and outgoing students through ERASMUS Program at ITU and Architecture Department between the Academic Years 2003-04 and 2006-07.

	2003 -2004		2004 - 2005		2005 - 2006		2006 - 2007		2007 - 2008*	
	Out**	In***	Out	In	Out	In	Out	In	Out	In
İTÜ	14	-	126	22	210	46	300	50	447	43
Architecture Department	8	-	37	5	60	18	48	22	69	27

* indicates the first semester of the 2007-2008 Academic Year
** outgoing students

***incoming students

In the establishment of international relationships, the Department of Architecture has several criteria in signing up the Bilateral Agreements (BA) which provide the basis for joint research as well as student and academic staff exchange between the departments of the EU universities. Firstly, the institution has to be consistent with its vision, mission and educational structure of ITU and Department of Architecture in a particular level. Moreover, in selecting the partner institutions, feedback from students, investigations on the compatibility of the education system and the curriculum integration guide us to decide about the continuity of the existing BA. At the graduate level, the program coordinators primarily examine students' request considering his/her research area to sign up a new BA. Consequently, the number of partner institutions increases every academic year. In the light of above-mentioned criteria, the Department of Architecture has signed up BAs with 39 several distinguished HEIs from Germany, Austria, Belgium, France, Holland, Spain, Italy, Poland, Portugal, Slovenia and Greece. The list of the partner HEIs is given below.

GERMANY: Uni. Cottbus, Hochschule für Technik Stuttgart, Uni. Hannover, Uni. Stuttgart, Tech. Uni. Darmstadt, Fachhochschule Trier, Fachhochschule Köln, Fachhochschule Coburg, Tec. Uni. Kaiserslautern, Fachhochschule Konstanz, Fachhochschule Lippe und Höxter, Universitaet der Künste Berlin, Universitaet Dortmund, Uni. Karlsruhe, Tech. Uni. Dresden

AUSTRIA: Tech. Uni. Graz, Tech. Uni. Wien

BELGIUM: SINT-LUCAS, Uni. Catholique de Louvain-Faculty of Applied Sciences

UNITED KINGDOM : Uni. of Salford, Uni. Of Reading

FRANCE: Ec. Arch. Et de Pay. de Bordeaux, Ec. Nat. Sup. d'Architecture de Grenoble, Ec. Nat. Sup. d'Architecture Paris- Malaquais

HOLLAND: Tech. Uni. Eindhoven, Delft Uni. of Technology

SPAIN: Universidad Alfonso X El Sabio

ITALY: Politecnico di Torino, Politecnico di Milano, Uni. Degli Studi di Trento, Uni. Degli Studi di Salerno, Uni. Degli Studi di Roma "La Sapienza", Politecnico di Bari

POLAND: Uniwersytet Jagiellonski

PORTUGAL: Uni. do Minho, Fernando Pessoa

SLOVENIA: Univerza V Ljubljani

GREECE: Aristotle Uni. of Thessaloniki, Nat. Tech. Univ. of Athens

In the context of the Erasmus Program, visiting staff mobility has also been increasing. Every year many distinguished guest lecturers from partner universities come and attend the seminars, conferences, symposiums organized by Department of Architecture, to discuss their work or theories of architecture or related areas. In addition, lecturers from the Department of Architecture visit the partner universities for the same reason. and in the 2006-2007 Academic Year 26 of the ITU professors visited 12 different partner universities such as; Fach. Stuttgart, TU Dresden, Ecole Nat. Sup. De Grenoble, BTU Cottbus, Kungl Tek Högskolon, Fach. Lippe und Höxter, Uni Hannover, Uni of Salford, Trento, TU Delft, Uni Degli di Roma "La Sapienza", Uni Karlsruhe.

All the information related with the Erasmus Program procedure for incoming - outgoing students, teaching staff mobility and ECTS credits of all the courses can be reached through our website: http://atlas.cc.itu.edu.tr/~erasmusarch/

ACADEMICS

In I.T.U., academics rise in rank according to researches they made, articles and papers they write, and educational and administrative duties they take.

Research Fund /Research Activities Secretary (RAS) has short and long term financial support programs to prevail research in I.T.U. Financial support is obtained for researches, for attending conferences, congress and workshops, for organizing conferences in I.T.U., and for long-term international academic visits.

Some of the completed and continuing research projects supported by RAS between April 2004 – January 2008 are;

- Mevcut Kentsel Dokuda Çevresel Kalitenin İyileştirilmesi (Rehabilitation of Environmental Quality of Present Urban Structure), I.T.U. Research Fund, Project No. 98/568, (completed in 2005).

- Malzemede Sıcaklık ve Nem Durumu-Sıvalı Gazbetonun Bozulma Riskinde Etkileri (Heat and Moisture Conditions of Materials – Effect on Degradation of Rendered Autoclaved Aerated Concrete), International Cooperation Support Programme, (completed in 2005)

- Globalleşme sürecinde Türkiye inşaat sektörünün rekabet gücünün değerlendirilmesine kültürel bir yaklaşım (A Cultural Approach for valuation of Turkish Construction Sector's Competitive Force in Globalisation Period) – Completed in 2007

- Üretim İşlem Parametrelerinin Lifli Çimento Levhalardaki Gözenek Yapısı ve Çatlak Riskine Etkileri (The Effect of Production Process Variables on Porosity and Crack Risk of Fibre Reinforced Cement Boards) – continuing

- Sosyal-Mekansal Değişme ve Güncel Eğilimlerin Değerlendirilmesi: Beyoğlu-Talimhane (Social-Spatial Change and Assessment of Current Trends: Beyoglu-Talimhane) – continuing

- Türkiye'de Farklı İklim Bölgelerinde Konut Binaları İçin Yüksek Performanslı Pencere Tasarım Ve Seçim Modeli (High Performance Window Design and Selection Model for Residential Buildings Located in Different Climates of Turkey) – continuing

- Güneş Kontrol Elemanlarının, Bina Yüzeyinde Rüzgar Etkisi ile Oluşacak Isı Taşınım ve Basınç Katsayılarına Etkisinin Deneysel Olarak İncelenmesi (An Experimental Investigation of the Effect of Solar Control Devices on Thermal Convection and Pressure Coefficients Occurring Due to Wind Effect) – continuing

- Sanal Ortamda Uzaktan Etkileşimli Mimari Tasarım Eğitimi, (Architectural Design Education in Virtual Environment) DPT Araştırması Raporu İstanbul Teknik Üniversitesi, İstanbul, completed in 2007

- Creative Cities: Regions, Creativity In Higher Education – EUA (European Universities Association) Network Project within the Framework of Socrates Program, 2006-continuing.

- Survey of University Career of Female Scientists at Life Sciences versus Technical Universities (UNICAFE), EU, fp6 Project

Some of the meetings of which I.T.U was sponsored or took place in I.T.U, or organized by I.T.U Academic staff between April 2004 and January 2008 are;

- ICOMOS/ CIVVIH (International Committee on Historic Towns and Villages, 2005 annual meeting and scientific symposium "Historic Centres in Metropolitan Areas", May 21-24 2005,Taşkışla , İstanbul.

- Sürdürülebilir Çevre İçin Enerji Denetimi-Yalıtım Kongresi ve Sergisi (*Congress and Exhibition on Energy Control and Insulation for Sustainable Environment*), 11-12 October 2004, Lütfü Kırdar Congress and Convention Center.

- 5.Ulusal Aydınlatma Kongresi (*5th National Lighting Congress*) 7-8 October 2004, CNR Exhibition Center.

- Design and Cinema: Form Follows Film, 2nd Design and Cinema Conference; April 6-9, 2005, I.T.U. Faculty of Architecture.

- UIA 2005 Istanbul - World Architecture Congress, Meetings and Exhibitions, 3-7 July 2005, Taskışla.

- "Living in Earthen Cities", Kerpiç 05, ITU Ayazağa Campus, Süleyman Demirel Cultural Center, 6-7 July 2005

- MOBBİG Meeting (Meeting of Turkish School of Architecture Department Heads), YTÜ-İTÜ, October 2005, İstanbul

- ICOMOS Dünya Anıtlar ve Sitler Günü, "Haydarpaşa – Endüstriyel Miras ve Koruma (ICOMOS The International Day for Monuments and Sites, Haydarpaşa – Industrial Heritage and Conservation), 18 April 2006, 14.00-18.00, I.T.U, Taşkışla 109, İstanbul.

- IXth International DOCOMOMO Conference, "Other" Modernisms, İstanbul – Ankara, September 25-29, 2006.

- First International DOCOMOMO Student Workshop, How to Preserve A Housing Utopia: The Documentation and Sustainability of Modern Heritage, Case Study: Ataköy - İstanbul , İstanbul , September 18-26, 2006.

- MimED Architectural Education Forum 3, Global Architectural Education Area, Taşkışla, Istanbul 15-17 October 2006

- 3rd National Building Material Congress and Exhibition, Chamber of Architects – Istanbul Division, 15-17 October 2006, İ.T.Ü. Taşkışla, İstanbul.

- 6. Ulusal Aydınlatma Kongresi (*6th National Lighting Congress*) 23-24 November 2006 İTÜ Taşkışla

- International Colloquium on Seismic Design and Retrofit of Masonry Structures, ITU, 7-9 May 2007.

- Student Workshop," Art History of Istanbul", with the collaboration of Delta State University, Cleveland A.B.D. College of Arts and Sciences Department of Art History and History and Istanbul Technical University, Department of Architecture, Division of Architectural History June16 - July21, 2007, ITU, Taşkışla

Within the faculty, in order to obtain interaction between academics, I.T.U. Urban & Regional Planning and Research Center organizes seminars of which speakers explain their latest researches. Some of the topics considered in these seminars were;

- "Ragıp Pasha Library's Construction Record" by Aras Neftçi (27th April 2005)

- "Aya Tekla Cistern and Protection Region Problems and Solution Suggestions" by Işıl Polat (13.04.2005)

- "Advanced Daylight Systems in Energy Efficient Design" by Assoc. Prof. Dr. Alpin Yener and Res. Assist. Rana Güvenkaya (March 2005)

- "Conservation Studies in Bosnia-Herzegovina", by Prof. Dr. Zeynep Ahunbay (26 th April 2006)

- "An International Study on Rehabilitation of Galata and Strasbourg Harbour Region" by Res. Assist. Füsun Ece Ferah, Res. Assist. Bilge Ar, and Nurdan Kuban (15 th March 2006)

- A Section from the long history of Leander's Tower (Kız Kulesi), by Assist. Prof. Dr. Deniz Mazlum (19 th April 2006)

- "Innovations made at wind tunnel of I.T.U. Environmental Control Laboratory", by Lect. Dr. Mustafa Özgünler and Prof. Dr. Vildan Ok (04 th January 2005)

- "Examples of Conservation Applications of Cappadocia Region" by Assist. Prof. Dr. Gülsün Tanyeli, (22nd March 2006)

- "Malatya Darende- Adobe Houses", by Res. Assist. Mine Topçubaşı, Assoc. Prof. Dr. Kutgün Eyüpgiller (05th April 2006)

Moreover, in order to increase the educational quality of the university and to obtain personnel feedback about how an academic's lectures are evaluated by her/his students, a university-wide poll is formed in university LAN. Students can evaluate lectures they take, and the evaluations can be seen in academic's personnel account. The questions of the poll are mainly about the way the lecture is given, how the exams and the results were and how the academic directs her/his students.

8. Physical Resources

The Taşkışla Campus has 52.000 square meter total areas. 32.328 sq m. are the total usage area of the building.

The basement floor of the architecture building contains the Interior design, urban planning, landscape design and industrial product design departments' computer laboratories, model workshop, workshops for department of Industrial Product Design, restoration division archive, Faculty of Architecture Archive, physical environment and material laboratories, printing office, photo-film centre, technical storeroom, student canteen storeroom, stationery storeroom and student-dining hall.

The ground floor contains the Social Sciences Institute, a computer lab for the Continuous Education Center, Urban & Regional Planning and Research Center, ITU Housing Research and Education Center, staff-dining hall, general faculty library, exhibition hall, five computer centers, lecture spaces, two conference space, a lounge (for exhibitions, informal meetings), academic staff offices, copy-center, stationery, "Information Technologies in Design" master program laboratory and two canteens. Middle courtyard is used for activities (graduation and student fests).

The first floor contains design studio spaces, academic staff offices, lecture spaces, the periodical library, a small conference space, and rectorate office.

Halls of basement, ground and first floors are used for student work and public exhibitions.

The second floor contains design studio spaces, lecture spaces, faculty offices, administrative offices for Faculty of Architecture and departments, two meeting rooms, copy-center, computer centres, and another canteen. From the first and second floors students and staff enjoy spectacular view of Bosphorus and panoramic view of Istanbul.

COMPUTER

The computer center provides facilities for the production use of computers in planning and design, as well as research and communication facilities. The Main Lab is organized around a network that is supported by file servers, laser printers, plotters and scanners. The servers located in the Main lab provide Internet access and school based e-mail addresses with a 400 MB disk space for each user. These servers use ITU backbone for global connections.

Istanbul Technical University Faculty of Architecture Computer Center has 4 laboratories for academic usage.

In the main room:
HP-UX RISC processor server,1 dual processor NT server,1 GNU/LINUX server
2 Pentium Q
69 Pentium D clients
2 HP Laserjet A4
1 HP Color Laserjet A4
1 HP Color Inkjet A3
2 HP Designjet
3 HP Scanjet A4

1 Mustek A3
In the second room;
40 Pentium D
Third room: (Graduate Research Lab.)
20 HP Pentium D
Fourth room:
13 Pentium D
Design Lab
49 Pentium 4 2.3

LABORATORY
Building Material Laboratory
The Building Materials Laboratory in the Department of Architecture of ITU was founded in 1968 primarily to support the education by the facilities that help to realize research and development in the area of building materials in architecture. The research areas are focused on developing new materials based significantly on local resources, improving the quality of existing building materials and characterizing the existing and/or historical materials.

Physical, Mechanical, Technological and the Chemical properties of the building materials can be determined. The Laboratory provides research opportunities for undergraduate, graduate students as well as academic researchers of our university. The laboratory has a main laboratory section and a classroom space.

Building Material Laboratory II
The Building Material Laboratory, completed in 2006, was established for research on building materials in historic buildings and is used by both undergraduate and graduate students. Characterization of the buildings materials in historic buildings, examining of samples from the buildings for the aim of determining the problems and working up on proposals for restoration and conservation projects are the main purposes of this laboratory. For this research field there are different equipments for experiments like; fume cupboard, drying oven, ash stove, centrifugal machine, thermogravimeter, magnetic mixer with heater, scales, conductance measured, pH meter, trinocular microscopes, stoning machine, pure water producer and ultrasonic tab.

Wind Tunnel Unit
The studies related to the wind are realized in Istanbul Technical University, Physical Environment Control Laboratory by the support of I.T.U. Mechanical Engineering Faculty equipment and staff. The tunnel in I.T.U Faculty of Architecture Physical Environmental Control Laboratory is an open returning-closed jet Eiffel type, sub sonic and also a suction type tunnel.

Acoustics Unit
Acoustics unit of Physical Environmental Control Laboratory had acoustic test rooms. The test rooms give opportunities for the following measurements: (1) sound insulation measurements for building elements against airborne sound; (2) sound insulation measurements for new constructions if the existing building element is not sufficient for sound insulation after measurements; (3) sound transmission measurements for doors and windows to improve their performance and develop new types of doors and windows. The following measurement types can be realized by acoustical unit in the field studies: (1) environmental noise measurements (traffic, airport, railroad, industry, etc.); (2) sound transmission loss measurements for building elements; (3) reverberation time measurements for closed spaces (auditorium, concert hall, meeting room, etc.). Acoustical unit test rooms consist of two test rooms.

Climatization Unit
This laboratory has been established in Faculty of Architecture for climatic and thermal comfort measurements in order to evaluate existing buildings. The laboratory is used for educational purposes, researches and professional consultant works and it covers the following instruments. The Indoor

Climate Analyzer has widespread applications in the heating and air-conditioning fields. The Analyzer can be used to help in the provision of more acceptable working conditions. Using the Analyzer, measurements can be conducted to see if an existing environment is satisfactory, or to determine the type and size of any improvements to heating and air conditioning plant that are required. It can also be used to investigate complaints from staff and provide quantitative data to help overcome the problems encountered. It has different probes for air temperature, humidity, air velocity, radiant temperature and surface temperature measurements.

Lighting Unit
This laboratory is open for access of all graduate and undergraduate programs' students. Aim of the unit is to measure the magnitudes of illuminative sources. For this purpose our faculty owns luxmeter, photometer and different types of light sources related with the articifial illumination.

Sanitary Installation Unit
This laboratory was equipped for analysis based information practice with samples and models for health care equipment and application boards for grey-water and fresh-water discharge systems.

MODEL WORKSHOP
The Model Workshop, completed in 2007, was established for usage of both undergraduate and graduate students.

This workshop has equipments like, circular saw, t-square machine, fret-saw, belt-saw, 100lt compressor, hammer drill, different types of pliers, paint spraying pistol, carborundum pistol, and different types of graters. This workshop established with the donations of ITU Architectural Faculty graduates.

9.   Information Resources

ARCHIVES:
Faculty of Architecture Archive
Faculty of Architecture Archive was established in 2003. Administrative documents, graduation projects, photographs, films, books published by Faculty of Architecture, catalogs of past academic years, student cards that were used for architectural design studios documentation, dissertation thesis, special archives of emeritus professors, Archive of Sedat Çetintaş which contains special drawings of historical monuments, are archived in this space.

Restoration Archive
Restoration Archive had many historical site plans and restoration projects realized by faculty members and students. This archive also cataloged some digital maps of Istanbul.

LIBRARY
In 2007, Central Library (Mustafa İnan Library) was moved from its temporary building to its new building constructed near Students' Hall and Sports Hall in the main campus of the university.

There are also the faculty libraries in the faculties of Mechanical Engineering (Gümüşsuyu), Architecture (Taşkışla), Management (Maçka), and Maritime (Tuzla), the Turkish Music State Conservatory, the Department of Languages and History of Atatürk Reforms (Maçka) and the Department of Fine Arts (Taşkışla).ITU libraries have approximately 223.438 volumes of books, and also 50.000 e-books. The number of subscribed periodicals is 15.515 (751 printed, 14.764 on-line). The ITU libraries work on an open shelf basis. There is an interlibrary loan and a supply of periodicals service. The monthly lists of newly bought books and the subscribed periodicals can be found at http://www.library.itu.edu.tr.

ITU libraries subscribe to 13 different CD-ROMs, and 90 online databases where index and periodical abstracts can be searched, and in most of them there are access to full text articles. In addition, ITU has subscription to 11 different Standards Database on CD-Rom and 4 different Standards Database working online. In 1997, on line system began, covering the Mustafa İnan and the faculty libraries. As a result of this, the "Innopac Library On Line System-INNOPAC Millenium" (Innovative Interfaces), commonly used in the most developed university libraries around the world, was put into use and the library catalog became accessible as of January 1998. By using this system, It is possible to reach more than 15.000 periodicals, 450.000 thesis, 50.000 e-books, thousands standards and technical documents within 103 databases.

Table B.8.1. Faculty Library Collection Expenditures

Types of Collection	Number of Volumes
Books	17.497
Periodical Subscription	88 hard-copy more than 15.000 e-periodical
Other Serial Material Subscription	-
Microfilm Reels	-
Slides	*
Videos	-
Drawings	**
Photographs	**
Other (CD)	***
Total	

*	Slides are archived in special archives
**	Drawings and photographs are kept in Faculty of Architecture Archive
***	CD and other various materials are kept in special archives

INFORMATION SYSTEMS

ITU aims to centralize student course registration, student assessments and advising. For this purpose, a software program (STC Banner 2000) has been bought for the provision of Student Affairs, Personnel Affairs and Finance Affairs with on line systems. The system was established in February 1999. The Student Affairs module of the system started functioning at the beginning of 1999-2000 academic years. With the help of this system, students can register, learn their grades and access other non-classified information via Internet or phone from wherever they are.

10. Financial Resources

	YTL *
Faculty budget given by university	77.000
Budget from professional works	65.380
Budget of student charge	700.000
Budget from research fund	212.399
Total	1.054.719

*1 US Dollars = 1.2 YTL

All numbers show the budget opportunities of ITU Faculty of Architecture. This budget opportunity is used by 5 departments of ITU Faculty of Architecture according to the numbers and requirements of academics and students of the departments.

11. Administrative Structure
There is no change in administrative structure after most recent VTR

12. Professional Degrees and Curriculum
There is no change in professional degrees and curriculum after most recent VTR

13.   Student Performance Criteria

A new table had been prepared to show the relations between compulsory courses and NAAB defined 34 student performances (see the attached table. Since the table was prepared in 2004 *APR* ITU according to NAAB' s 2000 student performances having 38 student performances, this new table elaborated according to new conditions of NAAB 2004. Each course code and title placed under the each student performance to explain the new table for courses/student performance relations.

Student Performances	Courses
1. Speaking and Writing Skills Ability to *read, write, listen, and speak effectively*	MIM 111, MIM 121E, ING 101, MIM 112, ING 102, MIM 211, MIM 261, ING 201, MIM 212, TUR 101, TUR 102
2. Critical Thinking Skills Ability to *raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards*	MIM 111, MIM 121E, MIM 112, MIM 122, MIM 142E, MIM 211, MIM 221, MIM 261, MIM 212, MIM 222, MIM 351, MIM 321, MIM 312, MIM 411, MTZ 505E
3. Graphics Skills Ability to *use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process*	MIM 111, MIM 121E, MAT 103E, MIM 112, MIM 142E, BIL 101E, MIM 211, MIM 261, MIM 212, MIM 351, MIM 312, MIM 411, MTZ 503E
4. Research Skills Ability to *gather, assess, record, and apply relevant information in architectural course work*	MIM 111, MIM 121E, MAT 103E, MIM 112, MIM 162, BİL 101E, MIM 211, MIM 261, MIM 212, MIM 351, MIM 331, MIM 312, MIM 322, 411, MIM 421, MIM 431, MTZ 503E, MTZ 505E
5. Formal Ordering Systems Understanding of *the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design*	MIM 111, MIM 121E, MIM 112, MIM 211, MIM 212, MIM 351, MIM 312, MIM 4111,
6. Fundamental Design Skills Ability to *use basic architectural principles in the design of buildings, interior spaces, and sites*	MIM 111, MIM 121E, MIM 112, MIM 211, MIM 212, MIM 351, MIM 312, MIM 411,
7. Collaborative Skills Ability to *recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team*	MIM 111, MIM 121E, MIM 211, MIM 212, MIM 351, MIM 312, MIM 322, MIM 411, MIM 421,
8. Western Traditions Understanding of *the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them*	MIM 222, MIM 321,

9. Non-Western Traditions Understanding of *parallel and divergent canons and traditions of architecture and urban design in the non-Western world*	MIM 122, MIM 221, MIM 321,
10. National and Regional Traditions Understanding of *national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition*	MIM 122, MIM 221, MIM 222, MIM 321, MIM 322, MIM 421
11. Use of Precedents Ability to *incorporate relevant precedents into architecture and urban design projects*	MIM 111, MIM 121E, MIM112, MIM 211, MIM 212, MIM 341, MIM 312, MIM 411, MIM 421, MIM 431,
12. Human Behavior Understanding of *the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment*	<u>MIM 111</u>, <u>MIM 212</u>, <u>MIM 351</u>, MIM 312, MIM 411, MTZ 505E
13. Human Diversity Understanding of *the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects*	MIM 122, MIM 211, MIM 222, MIM 321
14. Accessibility Ability *to design both site and building to accommodate individuals with varying physical abilities*	<u>MIM 111</u>, <u>MIM 112</u>, <u>MIM 211</u>, MIM 212, MIM 351, MIM 312, MIM 411, MIM 431,
15 . Sustainable Design Understanding of *the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities*	<u>MIM 111</u>, <u>MIM 112</u>, <u>MIM 211</u>, MIM 212, MIM242, MIM351, MIM 341, MIM 312, MIM 322, MIM 411, MIM 412, MIM 431, MIM 492, MTZ 501E, MTZ 511, MTZ 513, MTZ 517
16. Program Preparation Ability to *prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site*	<u>MIM 211</u>, <u>MIM 212</u>, MIM 351, MIM 312, MIM 411, MIM 431, MTZ 501E, MTZ 511, MTZ 513, MTZ 517

selection and design assessment criteria	
17.Site Conditions Ability to *respond to natural and built site characteristics in the development of a program and the design of a project*	MIM 111, MIM 112, MIM 211, MIM 261, MIM 212, MIM 244E, MIM 351, MIM 341, MIM 312, MIM 411, MIM 431,
18. Structural Systems Understanding of *principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems*	MIM 111, MIM 112, MIM 162, MIM 152, MIM 211, MIM 261, MIM 271, MIM 253, MIM 212, MIM 232, MIM 244E, MIM 351, MIM 312, MIM 411, MIM 431, MIM 432, MIM 492, MTZ 504E,
19.Environmental Systems Understanding of *the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope*	<u>MIM 111</u>, <u>MIM 112</u>, MIM 162, MIM 211, MIM 261, MIM 212, MIM 242, MIM 351, MIM 312, MIM 411, MIM 431, MTZ 504E
20. Life Safety Understanding *of the basic principles of life-safety systems with an emphasis on egress*	MIM 242, <u>MIM 351</u>, MIM 312, MIM 411, MIM 431, MTZ 501E, MTZ 511, MTZ 504E, MTZ 513, MTZ 517,
21. Building Envelope Systems Understanding *of the basic principles and appropriate application and performance of building envelope materials and assemblies*	MIM 111, MIM 112, MIM 122, MIM 211, MIM 212, MIM 242, MIM 244E, MIM 351, MIM 331, MIM 312, MIM 411, MIM 431, MTZ 504E
22. Building Service Systems Understanding *of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems*	MIM 162, MIM 242, <u>MIM 351</u>, <u>MIM 312</u>, MIM 411, MIM 431, MIM 492, MTZ 501E, MTZ 511, MTZ 504E, MTZ 513, MTZ517
23. Building Systems Integration Ability *to* assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design	<u>MIM 111</u>, <u>MIM 112</u>, MIM 211, MIM 261, MIM 212, MIM 242, MIM 244E, MIM 351, MIM 331, MIM 312, MIM 411, MIM 431, MIM 432, MTZ 501E, MTZ 505E, MTZ 504E, MTZ 513, MTZ 517
23. Building Materials and Assemblies Understanding of *the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse*	MIM 162, MIM 231, MIM 271<u>, MIM 212</u>, MIM 244E, <u>MIM 351</u>, <u>MIM 312</u>, <u>MIM 411</u>, MIM 431, MTZ 504E, MTZ 513, MTZ 517

25. Construction Cost Control Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*	MIM 331, EKO 201, MIM 332, MTZ 513, MTZ 517
26. Technical Documentation Ability to *make technically precise drawings and write outline specifications for a proposed design*	MIM 331, MIM 332, MIM 411, MIM 421, MIM 431, MTZ 01E, MTZ 503E, MTZ 511, MTZ 513, MTZ 517
27. Client Role in Architecture Understanding of *the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user*	MIM 331, MIM 332, MIM 411, MIM 431, MTZ 501E, MTZ 515, MTZ 511, MTZ 513, MTZ 517
28. Comprehensive Design Ability to *produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability*	MIM 351, MIM 312, MIM 431, MIM 492, MTZ 501E, MTZ 511, MTZ 504E, MTZ 513, MTZ 517
29.Architect's Administrative Roles Understanding *of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts*	MIM 331, MIM 332, MTZ 501E, MTZ 515, MTZ 503E, MTZ 511, PYY 502E, MTZ 513, MTZ 517
30. Architectural Practice Understanding of *the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others*	MIM 331, MIM 332, MTZ 515, PYY 502E Compulsory Summer Architectural Practice (total 72 days, minimum 24 days in architectural office, minimum 24 days in construction site)
31.Professional Development Understanding of *the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers*	MTZ 501E, MTZ 511, MTZ 513, MTZ 517,
32.Leadership Understanding of *the need for architects to provide leadership in*	MIM 332, MIM 431, MTZ 515, MTZ 503E, MTZ 511, PYY 502E, MTZ 513, MTZ 517

the building design and construction process and on issues of growth, development, and aesthetics in their communities	
33.Legal Responsibilities Understanding of *the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws*	MIM 431, MIM 322, MIM 332, MIM 421, MIM 431, MIM 492, MTZ 501E, MTZ 514, MTZ 511, MTZ504E, MTZ 513, MTZ 517
34. Ethics and Professional Judgment Understanding of *the ethical issues involved in the formation of professional judgment in architectural design and practice*	MIM 322, MIM 411, MIM 431, MIM 492, MTZ 501E, MTZ 515, MTZ 505E, MTZ 511, MTZ 504E, MTZ 513, MTZ 517

APPENDIX 2 List of Academic Staff

*: indicates tenured faculty
+: indicates part-time faculty
p: indicates holding a professional architect license

Professors	
Zeynep AHUNBAY, Ph.D. * p	Restoration
Günkut AKIN, Ph.D. * p	Architectural History
Nihal ARIOĞLU, Ph.D. * p	Building Science
Semra AYDINLI, Ph.D. * p	Architectural Design
Gülen ÇAĞDAŞ, Ph.D. * p	Architectural Design
Feridun ÇILI, Ph.D. *	Building Science
Ahmet ERSEN, Ph.D. * p	Restoration
Nur ESİN, Ph.D. * p	Architectural Design
Heyecan GİRİTLİ, Ph.D. * p	Building Science
Işıl HACIHASANOĞLU, Ph.D. * p	Architectural Design
Orhan HACIHASANOĞLU, Ph.D. * p	Architectural Design
Özkan İŞLER, Ph.D. *	Building Science
Alaattin KANOĞLU, Ph.D. * p	Building Science
Gül KOÇLAR ORAL, Ph.D. * p	Building Science
Oğuz MÜFTÜOĞLU, Ph.D. *	Restoration
Vildan OK, Ph.D. * p	Building Science
Filiz ÖZER, Ph.D. *	Architectural History
Kaya ÖZGEN, Ph.D. *	Building Science
Ahsen ÖZSOY, Ph.D. * p	Architectural Design
A. Şule ÖZÜEKREN, Ph.D. * p	Building Science
Gülçin PULAT, Ph.D. * p	Architectural Design
Gülsün SAĞLAMER, Ph.D. + p	Architectural Design
N. Turgut SANER, Ph.D. * p	Architectural History
Ayşe ŞENTÜRER, Ph.D. * p	Architectural Design
Hülya TURGUT YILDIZ, Ph.D. + p	Architectural Design
Alper ÜNLÜ, Ph.D. * p	Architectural Design
Zerrin YILMAZ, Ph.D. * p	Building Science
Sevtap YILMAZ DEMİRKALE, Ph.D. * p	Building Science
Yurdanur YÜKSEL DÜLGEROĞLU, Ph.D. * p	Architectural Design
Ferhan YÜREKLİ, Ph.D. * p	Architectural Design
Associate Professors	
Murat AYGÜN, Ph.D. * p	Building Science
Nezih AYIRAN, Ph.D. * p	Architectural Design
Oğuz Cem ÇELİK, Ph.D. *	Building Science
Murat ÇIRACI, Ph.D. * p	Building Science
Aytanga DENER, Ph.D. p	Architectural Design
Atilla DİKBAŞ, Ph.D. * p	Building Science
Arzu ERDEM, Ph.D. * p	Architectural Design
K. Kutgün EYÜPGİLLER, Ph.D. * p	Restoration
Bilge IŞIK, Ph.D. p	Building Science
Arda İNCEOĞLU, Ph.D. * p	Architectural Design
Yegan KAHYA, Ph.D. * p	Restoration

Mustafa Erkan KARAGÜLER, Ph.D. *	Building Science
İlknur KOLAY, Ph.D. * ᴾ	Architectural History
Alpin KÖKNEL YENER, Ph.D. * ᴾ	Building Science
Hülya KUŞ, Ph.D. * ᴾ	Building Science
Ziya OK, Ph.D. * ᴾ	Architectural Design
Sinan Mert ŞENER, Ph.D. * ᴾ	Architectural Design
Leyla TANAÇAN, Ph.D. ᴾ	Building Science
Necdet TORUNBALCI, Ph.D. *	Building Science
Ayşe Nil TÜRKERİ, Ph.D. * ᴾ	Building Science
Ayşe TÜTENGİL, Ph.D. ᴾ	Architectural Design
Belkıs ULUOĞLU, Ph.D. * ᴾ	Architectural Design
Aslıhan ÜNLÜ TAVİL, Ph.D. ᴾ	Building Science
Assistant Professors	
Emrah ACAR, Ph.D. ᴾ	Building Science
Aygül AĞIR, Ph.D. ᴾ	Architectural History
İpek AKPINAR, Ph.D. ᴾ	Architectural Design
Meltem AKSOY, Ph.D. ᴾ	Architectural Design
Cem ALTUN, Ph.D. ᴾ	Building Science
Hülya ARI, Ph.D. ᴾ	Architectural Design
Ahmet BULUT, Ph.D. ᴾ	Architectural Design
H. Almila BÜYÜKTAŞKIN, Ph.D.	Building Science
İkbal ÇETİNEL, Ph.D. ᴾ	Building Science
Yüksel DEMİR, Ph.D. ᴾ	Architectural Design
Pelin DURSUN, Ph.D. ᴾ	Architectural Design
Göksenin İNALHAN, Ph.D. ᴾ	Architectural Design
Hüseyin Lütfü KAHVECİOĞLU, Ph.D. ᴾ	Architectural Design
Zeynep KUBAN, Ph.D.	Architectural History
Gülten MANİOĞLU, Ph.D. ᴾ	Building Science
Deniz MAZLUM, Ph.D. ᴾ	Restoration
Nurbin PAKER KAHVECİOĞLU, Ph.D. ᴾ	Architectural Design
Sakine Yıldız SALMAN, Ph.D. ᴾ	Restoration
Elmira Ayşe ŞENER, Ph.D. ᴾ	Architectural Design
Nurgün TAMER BEYAZIT, Ph.D. ᴾ	Building Science
Gülsün TANYELİ, Ph.D. ᴾ	Restoration
Elçin TAŞ, Ph.D. ᴾ	Building Science
Cemile TİFTİK, Ph.D. ᴾ	Architectural Design
Hakan YAMAN, Ph.D. ᴾ	Building Science
Dilek YILDIZ, Ph.D. ᴾ	Architectural Design
Vedia İpek YÜREKLİ İNCEOĞLU, Ph.D. ᴾ	Architectural Design
Instructors	
Ş. Filiz AKŞİT, Ph.D. ᴾ	Building Science
Yasemin ALKIŞER, Ph.D. ᴾ	Architectural Design
Suat APAK Ph.D. ᴾ	Architectural Design
Çiğdem EREN DEMİREL Ph.D. ᴾ	Architectural Design
Mustafa ÖZGÜNLER Ph.D. ᴾ	Building Science
Haluk SESİGÜR, Ph.D.	Building Science
Hakan TONG, Ph.D. ᴾ	Architectural Design
Gülfer TOPÇU ORAZ, Ph.D. ᴾ	Building Science
Gökhan ÜLKEN, Ph.D. ᴾ	Architectural Design

Atilla AYDOĞDU	Network administrator
Oruç ÇAKMAKLI [P]	Architectural Design
Aras NEFTÇİ, Ph.D. [P]	Architectural History
Gültekin PULAT	Network administrator
Research Assistants	
Seden ACUN ÖZGÜNLER, Ph.D. [P]	Building Science
F. Ecem EDİS, Ph.D. [P]	Building Science
N. Ömer EREM, Ph.D. [P]	Architectural Design
Fatma ERKÖK, Ph.D. [P]	Architectural Design
Caner GÖÇER, Ph.D. [P]	Building Science
Aydın Hasan POLATKAN, Ph.D. [P]	Architectural History
Nuri SERTESER, Ph.D. [P]	Building Science
Funda SÖNMEZ, Ph.D. [P]	Architectural Design
Fatih SÜTÇÜ, Ph.D.	Building Science
Cenk ÜSTÜNDAĞ, Ph.D.	Building Science
Umut ALMAÇ	Restoration
Bilge AR [P]	Architectural History
Mine AŞÇIGİL [P]	Building Science
Zeynep ATAŞ [P]	Architectural Design
H. Ozan AVCI [P]	Architectural Design
Özlem BERBER [P]	Architectural Design
V. Gül CEPHANECİGİL [P]	Architectural History
Kevser COŞKUN [P]	Building Science
Aslı ÇEKMİŞ [P]	Architectural Design
Gül Neşe DOĞUSAN [P]	Architectural History
Onur DURSUN	Building Science
Zeynep ERES [P]	Restoration
Gülseren EROL	Building Science
A. İrem FALAY [P]	Architectural Design
Füsun Ece FERAH [P]	Restoration
Y. Hanifi GEDİK	Building Science
Esra GÜRBÜZ [P]	Architectural Design
F. Pınar IRLAYICI [P]	Building Science
Bahriye İLHAN [P]	Building Science
Özgür Esra KAHVECİ [P]	Architectural Design
Sait Ali KÖKNAR [P]	Architectural Design
Şebnem KULOĞLU [P]	Building Science
Burçin KÜRTÜNCÜ [P]	Architectural Design
Ela ÖNEY YAZICI [P]	Building Science
Sinan ÖZGEN [P]	Architectural Design
Işıl POLAT [P]	Restoration
Mehtap SERİM [P]	Architectural History
Ayşe SIKIÇAKAR [P]	Architectural Design
Ahu SÖKMENOĞLU [P]	Architectural Design
N. Onur SÖNMEZ [P]	Architectural Design
Mehmet Emin ŞALGAMCIOĞLU [P]	Architectural Design
S. Aslıhan ŞENEL [P]	Architectural Design
Feride ŞENER [P]	Building Science
Hakan Tüzün ŞENGÜN [P]	Architectural Design

F. Neyran TURAN [P]	Architectural Design
Sevgi TÜRKKAN [P]	Architectural Design
İrem VERDÖN [P]	Restoration
M. Serkan YATAĞAN [P]	Building Science
Fatih YAZICIOĞLU [P]	Building Science
Nilüfer YÖNEY [P]	Restoration

APPENDIX 3 Self Assessment Results and Graphics *****

SELF-ASSESMENT PROCEDURE

The questionnaires were delivered to four groups of respondents: undergraduates, students who currently take diploma projects and the instructors.

A. **Undergraduates:** The questionnaire was organized to evaluate physical conditions of the classes, course structure, students' interest in the course and the instructors' performance. A total of 1918 students returned the questionnaire. The findings are summarized below:

A1. Physical conditions of the classrooms: The average score for physical conditions are slightly over the mean for both theoretical and studio courses (Figure 1). Students who took restoration courses are less satisfied with the physical conditions compared to other groups (Figure 2). These findings indicate that students are generally not satisfied with the physical conditions of the classrooms.
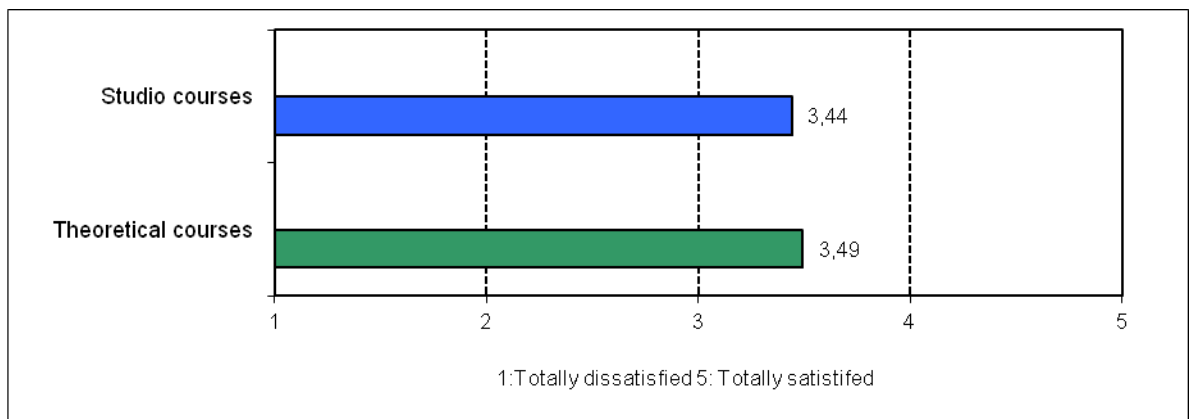
Figure 1 Physical conditions of the classrooms by course types
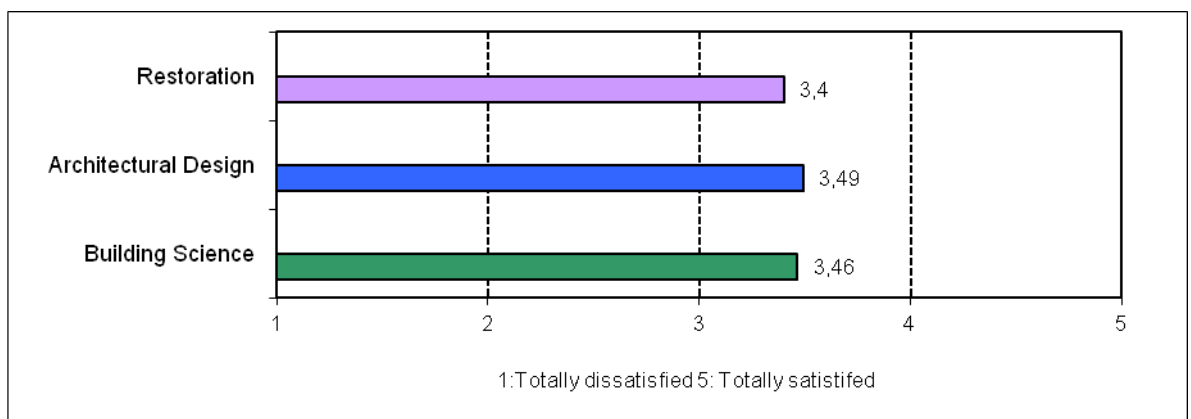
Figure 2 Physical conditions of the classes by academic divisions

A2. Structure of the courses: Students appear to be satisfied with the structure of both theoretical and studio courses (Figure 3). The findings suggest that students are relatively more satisfied with the structure of Building Science courses compared to other courses (Figure 4). Students also found courses instructed in Turkish more satisfactory than those instructed in English (Figure 5). These findings may suggest that students are generally satisfied with the course structures.
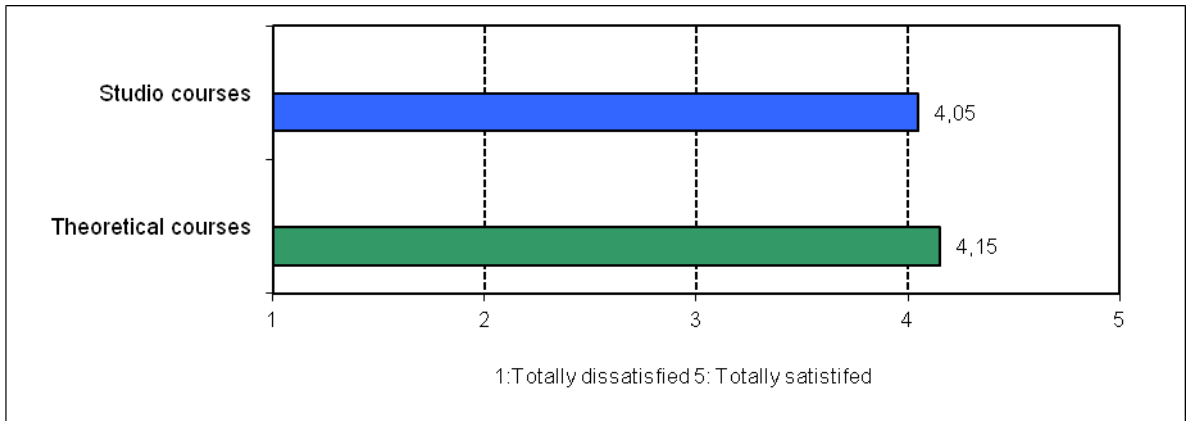
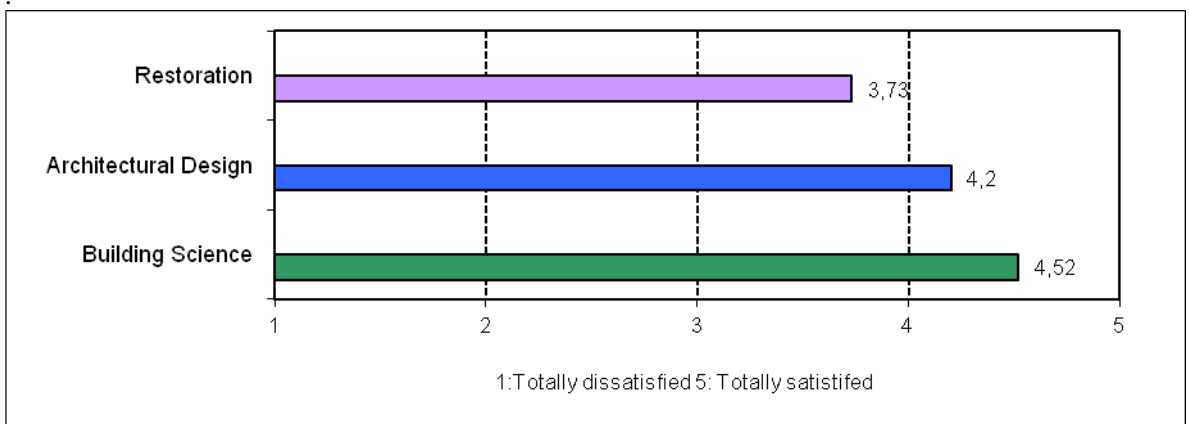Figure 3 Structure of courses by course types.

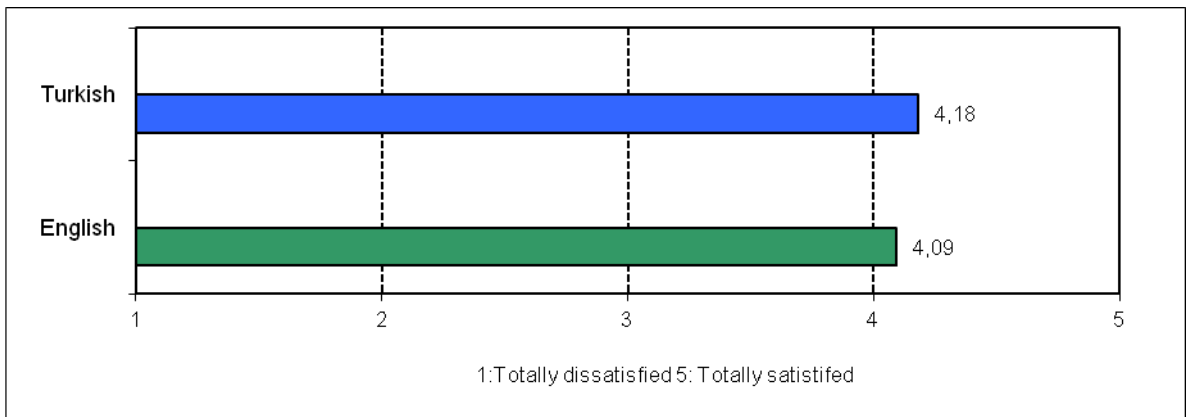Figure 4 The structure of courses by academic divisions

Figure 5 The structure of the courses in terms of language of the course.

A3. Students' interest: Students are equally interested in theoretical and studio classes (Figure 6). Students indicated that they are less interested in Building Science courses (Figure 7), while they are equally interested in courses instructed in Turkish and English (Figure 8).
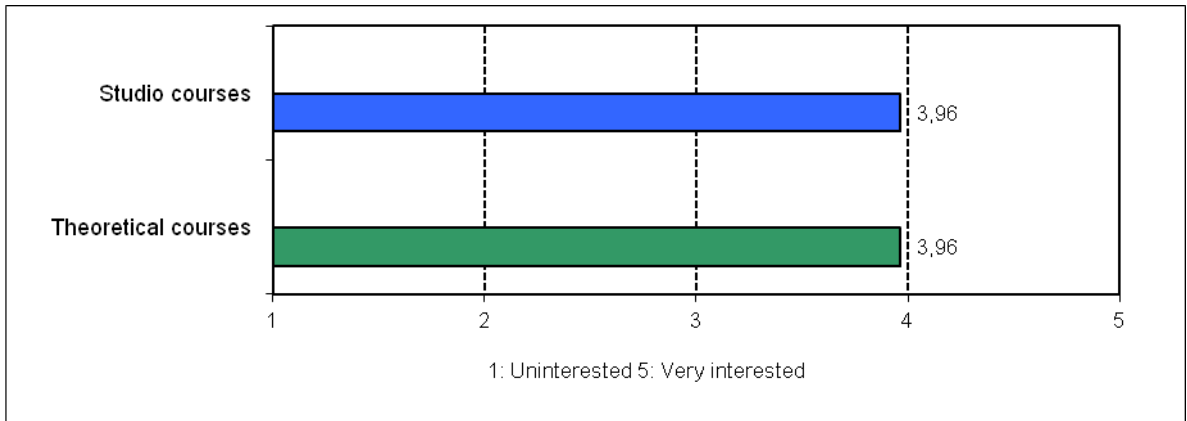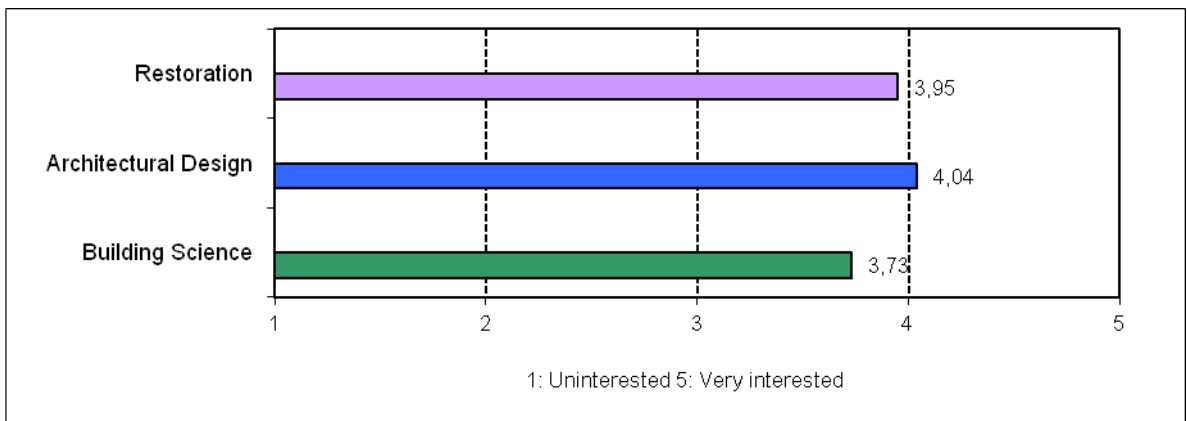
Figure 6 Students' interest by course types.

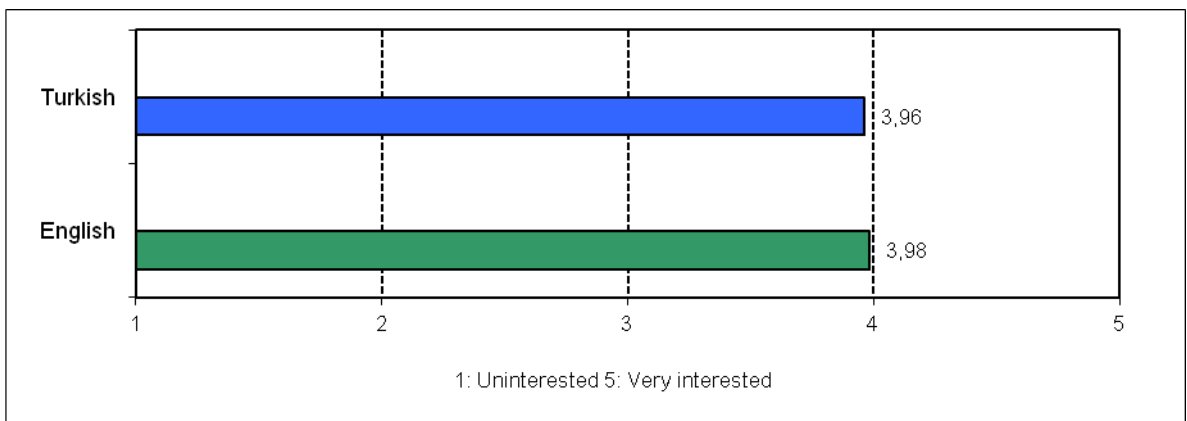Figure 7 Students' interest by academic divisions

Figure 8 Students' interest by course language

A4. Instructor's performance: Students indicated that instructors' performance in theoretical classes is more satisfactory than that of studio classes (Figure 9). Students are also relatively more satisfied with the instructor's performance in architectural design courses compared to other courses (Figure 10). According to the students, instructors have higher performance in courses which are instructed in Turkish (Figure 11).
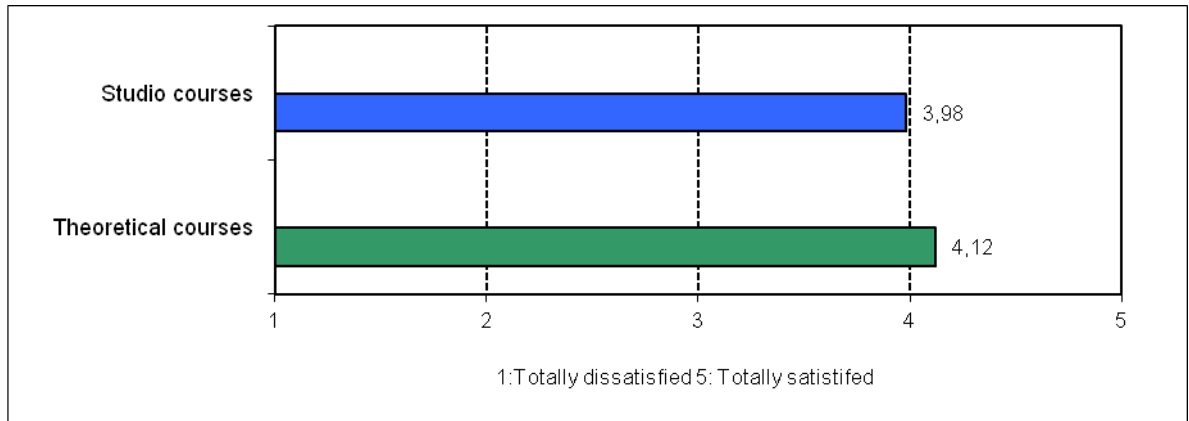
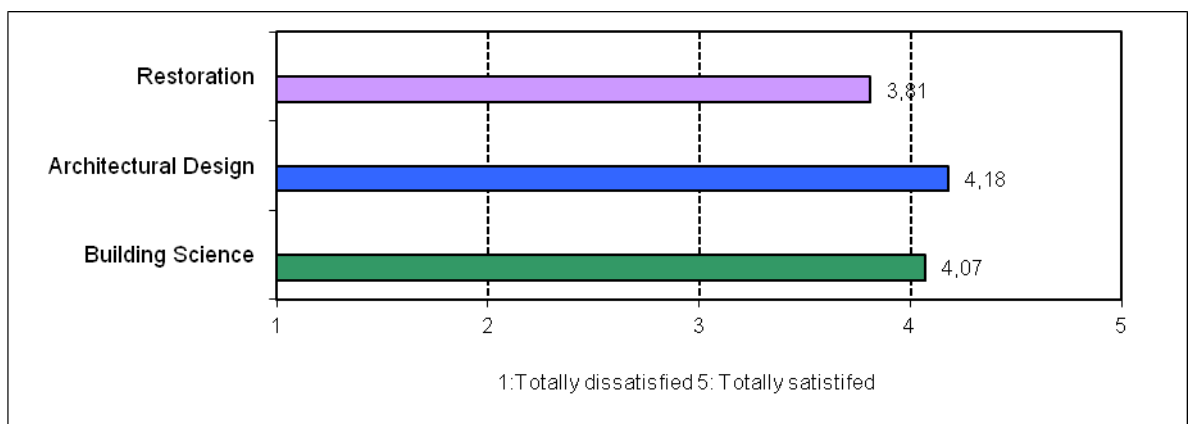Figure 9 Instructors' performances in terms of course types.

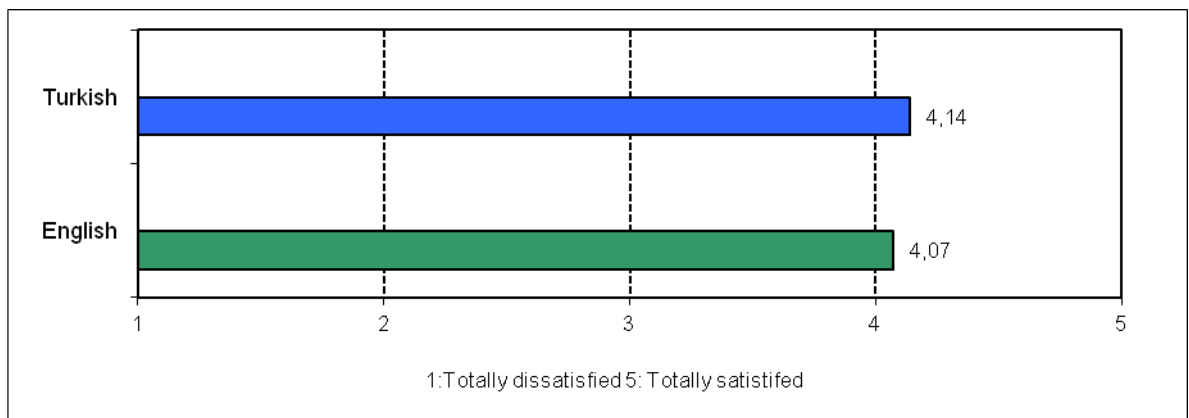Figure 10 Instructors' performance by academic divisions

Figure 11 Instructors' performances by course language

B. Students who currently take diploma projects: The questionnaire was designed to evaluate the students' abilities according to 34 NAAB criteria and 18 knowledge-skills area. A total of 35 students responded. The findings are summarized below:

Skills which are highest in average include:
Speaking and writing skills (4.12), critical thinking skills (4.23), graphic skills (4.34), research skills, formal ordering systems (4.26), site conditions (4.23), ethics and professional judgment (4.12) (see Appendix A).

Skills which are lowest in average include:
Non-western traditions (2.91), construction cost control (2.83), architect's administrative roles (2.85), and architectural practice (2.68) (see Appendix A).

Skills which are highest in average:
- Education enabled me to have a vision that cultural and social activities can affect my personal improvement (4.33).
- My awareness about individual skills and deficiencies increased (4.17).
- My skills of flexible thinking and adopting knowledge to changing conditions/ situations/ problems improved (4.17).
- I think that I am ready to work together with different disciplines in practice (4.11) (see Appendix B).
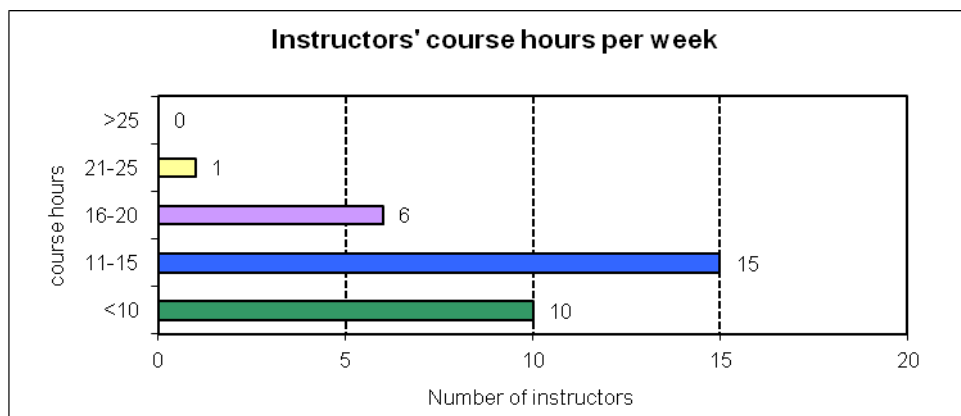
Skills which are lowest in average :
- Education enabled me to participate in activities which held in and out of University (3.40).
- I have well-informed about professionally organizing (3.46).
- Education enabled me to combine things I have learned with real life situations (3.72).My professional career goals came to a true picture (3.81) (see Appendix B).
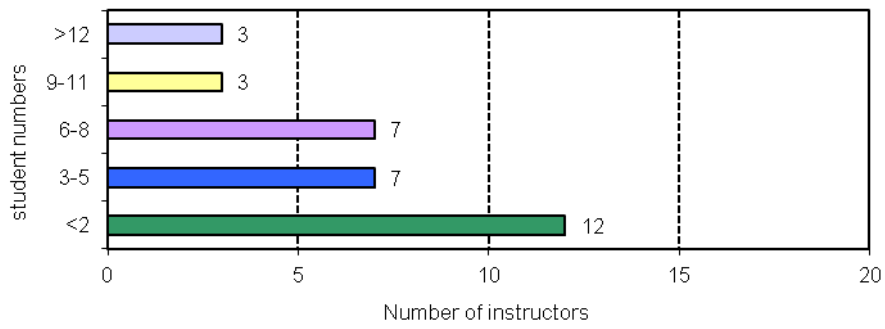
Students are generally dissatisfied with the social activities at university and they believe that have not been equipped with skills necessary for professional life.

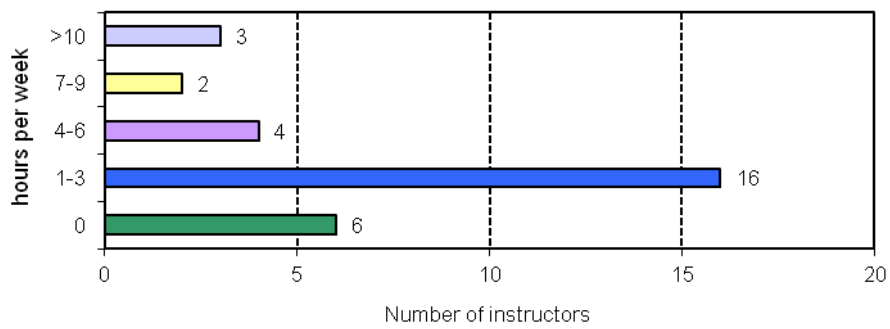C. **Instructors:** Questions were organized to evaluate;
- Course hours per week,
- Number of graduate students supervised,
- Time spent for administrative duties,
- Publication numbers,
- Academic activities in which instructors involved,
- Time spent for academic activities related to courses and
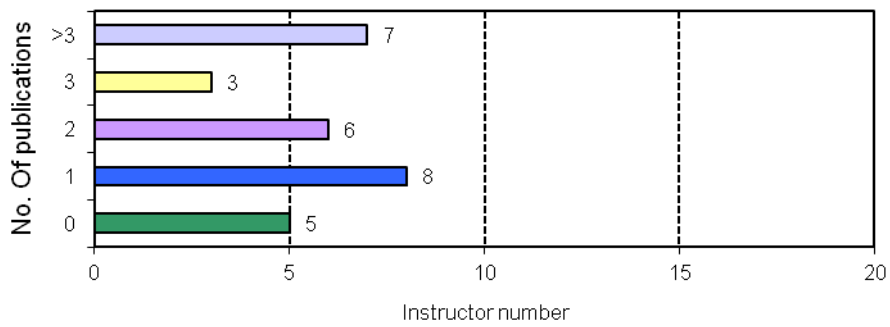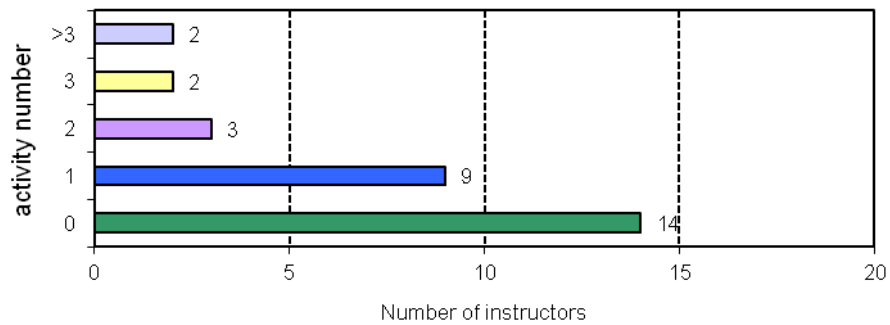- Opinions about classes' physical conditions.

Instructors' course hours per week

Instructors' supervised graduate student numbers

Chart: horizontal bar chart, x-axis "Number of instructors" (0 to 20), y-axis "student numbers"

- >12: 3
- 9-11: 3
- 6-8: 7
- 3-5: 7
- <2: 12

Time spent for administarative duties

Chart: horizontal bar chart, x-axis "Number of instructors" (0 to 20), y-axis "hours per week"

- >10: 3
- 7-9: 2
- 4-6: 4
- 1-3: 16
- 0: 6

Instructors' publication numbers

Chart: horizontal bar chart, x-axis "Instructor number" (0 to 20), y-axis "No. Of publications"

- >3: 7
- 3: 3
- 2: 6
- 1: 8
- 0: 5

Academic activities in which instructors involved

Chart: horizontal bar chart, x-axis "Number of instructors" (0 to 20), y-axis "activity number"

- >3: 2
- 3: 2
- 2: 3
- 1: 9
- 0: 14

Time spent for academic activities related to courses

Activity number	Number of instructors
>3	7
3	1
2	9
1	5
0	7

Instructors' opinions about physical conditions of the classes

(1: very unsuitable, 5: very suitable)

	Number of instructors
5	0
4	1
3	10
2	13
1	6

**D. Graduates:** The questionnaire was designed on the basis of 34 NAAB criteria.

APPENDIX A: Evaluation of Students who currently take diploma projects, 07-08 Spring Term
(Number of respondents:35)

1:Strongly disagree 5: Strongly agree
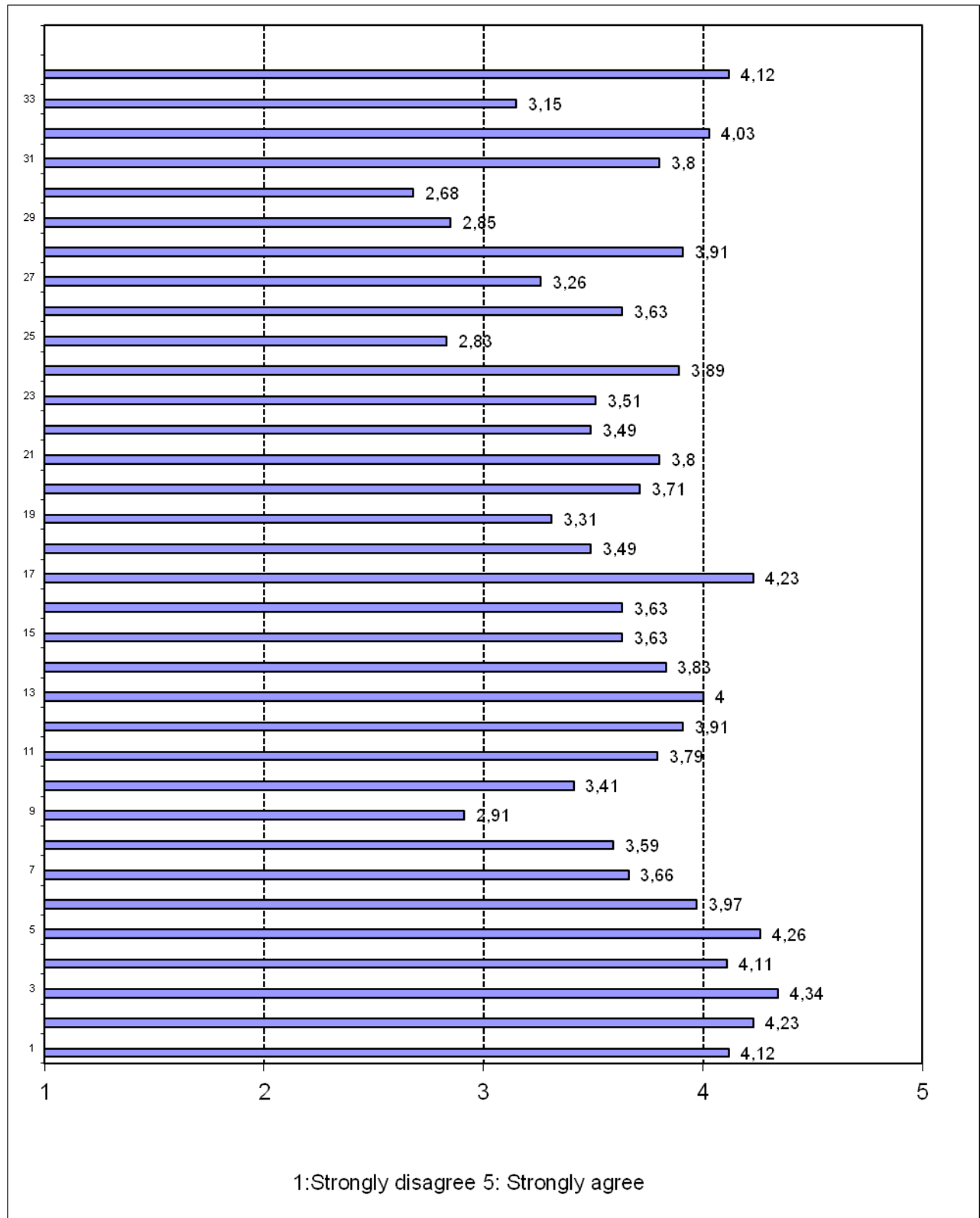
1. Speaking and Writing Skills, 2. Critical Thinking Skills, 3. Graphics Skills ,4. Research Skills, 5. Formal Ordering Systems, 6. Fundamental Design Skills, 7. Collaborative Skills, 8 Western Traditions, 9. Non-Western Traditions, 10. National and Regional Traditions, 11. Use of Precedents, 12 Human Behavior, 13. Human Diversity, 14. Accessibility, 15. Sustainable Design, 16. Program Preparation, 17. Site Conditions, 18. Structural Systems, 19. Environmental

Systems, 20. Life Safety, 21. Building Envelope Systems, 22. Building Service Systems, 23. Building Systems Integration, 24. Building Materials and Assemblies, 25. Construction Cost Control, 26. Technical Documentation, 27. Client Role in Architecture, 28. Comprehensive Design, 29. Architect's Administrative Roles ,30. Architectural Practice, 31. Professional Development, 32. Leadership, 33. Legal Responsibilities, 34. Ethics and Professional Judgment

APPENDIX B: Evaluation of Students who currently take diploma projects, 07-08 Spring Term
(Number of respondents:35)
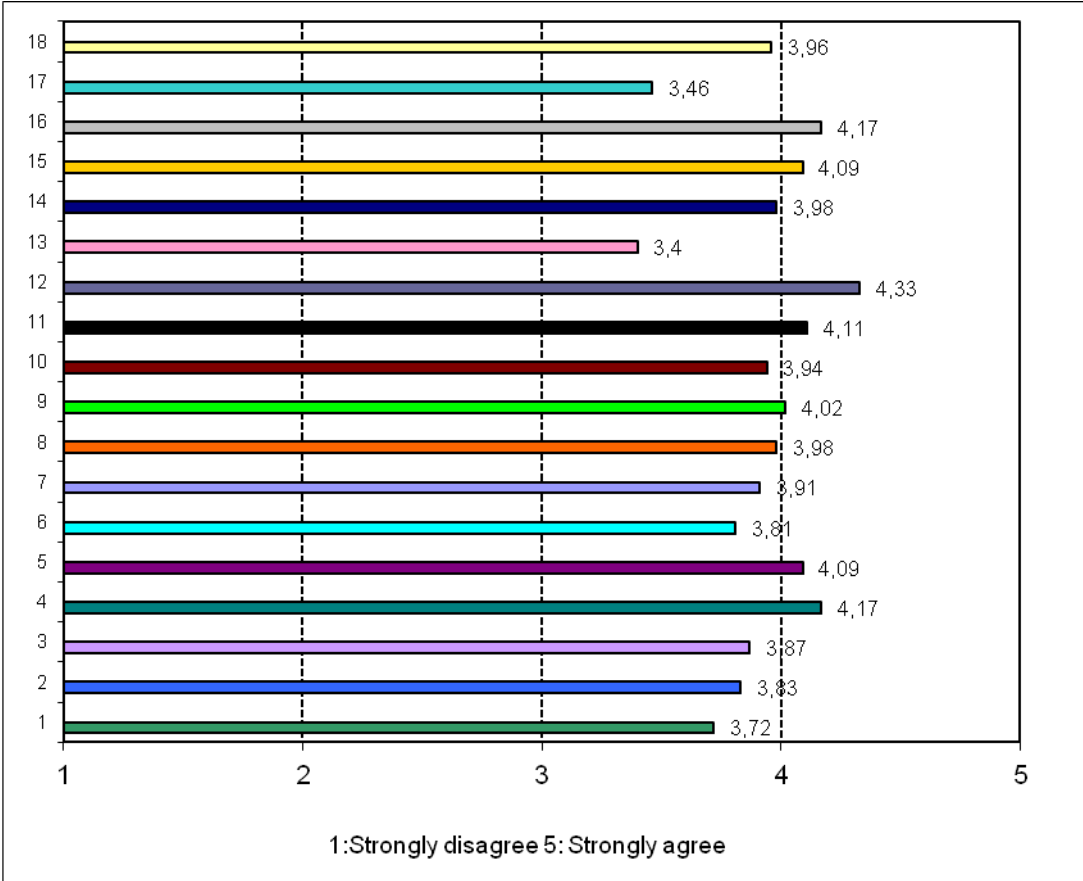
	Statements
1	Education enabled me to combine things I have learned with real life situations.
2	I have started to question better what I have read and listen.
3	I have become more responsible and sensitive to the expectations of the society.
4	My awareness about individual skills and deficiencies increased.
5	My awareness about personal biases and tendentiousness increased.
6	My professional career goals came to a true picture.
7	My communication skills (related to professional practice with different listeners) developed.
8	My problem solving skills developed.
9	My awareness about social and ethical responsibilities to other people developed.
10	I need to continue my education in order to improve my knowledge and skills in architectural profession and other related professions.
11	I think that I am ready to work together with different disciplines in practice.
12	Education enabled me to have a vision that cultural and social activities can affect my personal improvement.
13	Education enabled me to participate in activities which held in and out of University.
14	My sensitiveness to the changing needs and requirements of different groups (such as handicapped and old people) increased.
15	I think that I am ready to implement professional practice.
16	My skills of flexible thinking and adopting knowledge to changing conditions/ situations/ problems improved.
17	I have well-informed about professionally organizing.
18	I have a vision about professional ethics.

✱

- In the student evaluation for all the courses in the curriculum, standart deviation is not taken into consideration.

- Assessments don't represent the final results, since we are still studying on.