Istanbul Technical University
Department of Architecture

Substantial Equivalency Candidacy

Special Team Visit—Special Team Report

Degree Title: Bachelor of Architecture plus Master of Architecture
151 maximum undergraduate credit hours plus 45 graduate credit hours

The National Architectural Accrediting Board
28 April 2008

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. Summary of Team Findings

Special Visiting Team Comments:

Istanbul Technical University sits in a unique region of the world where it is both physically and literally linked to Europe, Asia and all nations of the world. ITU and the Department of Architecture provide a dynamic and exciting model of architecture education. This academic institution has a global perspective in addition to its leadership role in Turkey. This architecture program is housed within a venerable yet forward looking architecture, engineering and social sciences education institution. The program is nevertheless fundamentally linked to the timeless city of Istanbul along with the local educational and professional community through a large and committed group of educators and practitioners. ITU occupies a large and spacious mid-century structure in which houses wide corridors, elegant stairways and encompasses a wonderful and central courtyard. While the building takes its prominent position in the history of Turkey, it also serves as an excellent teaching model and the program benefits greatly from its location in the context of Istanbul.

Istanbul Technical University was established in 1773 as 'Muhendishane-i Bahri-i Humayun,' the Royal School of Naval Engineering. While the program is very old it is still experiencing growing pains as it takes steps to establish itself in a global economy. As the curriculum, faculty, administration and student body mature there will be many issues with which to deal to continue to develop this program. Nevertheless, this Special Visiting Team wants to congratulate the program on its many accomplishments and its efforts to provide students with an education that will allow them to practice throughout the world.

Commitment over many years involving dedicated administration and faculty has brought Istanbul Technical University to this point of being considered for Substantial Equivalency by the NAAB. The University and Department Administration – both past and present along with faculty and students need to be commended for their efforts towards this goal. The rigor and thoroughness of self-assessment procedures need to continue to develop towards full compliance with NAAB conditions and further, toward development of ITU's own appropriate procedures.

This Special Visiting Team would like to express to Istanbul Technical University its appreciation for the hospitality received during our visit. We were received graciously into your institution and treated with informative meetings with all involved with this substantial equivalency effort. As the team experienced the ethos of this program it became apparent that there existed a strong academic environment in which creativity and innovation are nurtured. Thank you very much for inviting us into your 'world' as you pursue and cultivate further national and international education and practice opportunities.

II. Response to Previous VTR Items Marked "Not Met"

The following three Student Performance Criteria were marked "Not Met" on the previous VTR. Each of these items were reviewed by this Special Team and the following was found:

Student Performance Criterion 13.20 Life-Safety

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

Previous Team comments:

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). These principles are not always demonstrated in the design studio work.

Special Visiting Team Assessment:

Life Safety Aspects have been addressed further in the contents of courses MIM142-142E and AFY522. Safety regulations, norms and standards are compiled and provided to students in soft and hard forms. These regulations, standards and norms extend from local (Istanbul Greater Metropolitan), national (Turkish Standard Institute, TSE), & include European Union and USA Sources. Safety issues are included in the practical works of undergraduate and graduate courses including MIM312, MIM411, MTZ571, MTZ513, MTZ517 & especially MIM431 and MIM351.

Therefore, it is observed by this Special Visiting Team that the principles of Life Safety are adequately demonstrated in coursework and are apparent in studio work.

Met	Not Met
[X]	[ ]

Student Performance Criterion 13.22 Building Service Systems

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

Previous Team Comments:

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.

Special Visiting Team Assessment:

The physical components of this criterion were found to be addressed in courses MIM431 Construction Projects and MIM242 – MIM242E Physical Environment Control Studios. These courses included information within the syllabi and actual work presented by the students to a level of understanding of each of the required systems. Further, these courses addressed and information presented back from the students included building orientation, energy efficiency, lighting control along with climate control. This team specifically looked for an evidence of understanding of communication, security and fire protection systems. Evidence was found in both written and drawn examples. It was found that an understanding of the holistic approach to these design issues was integrated into the architectural design studios. Other courses that specifically addressed these issues on a graduate level are MTZ511 Architectural Design 2 and MTZ504E Building Technology.

More than adequate information was presented and discovered to now mark this Criterion as met.

Met	Not Met
[X]	[ ]

Student Performance Criterion 13.32 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*

Previous Team Comments:

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)

Special Visiting Team Assessment:

Evidence of meeting this criterion includes the explicit listing (in an English-language catalogue produced for international students) of "leadership" as one of its aspirations for students. This demonstrates the importance of leadership as part of the ITU mission. Also, several courses in the curriculum have added emphasis on leadership from a theoretical point of view and include analysis of local community issues.

As the team met with different student groups, we spoke specifically of this leadership issues. The team learned of a project initiated and designed by students for an addition to a school in Kahramanmaras, Turkey. During the spring and summer of 2007, students designed and built this school facility in rural Turkey. The plan for the summer of 2008 is to now involve the faculty in planning and constructing a community center.

Faculty (particularly Prof. Dr. Orhan Hacihasanoglu) is demonstrating leadership by coordinating the establishment of an architectural accreditation system for the 47 architecture programs in Turkey. This coordination of a central program does involve students from ITU.

There was sufficient information presented to now mark this Student Performance Criteria of Leadership as met.

Met	Not Met
[X]	[ ]

III. Response to Causes for Concern

The following four conditions and student performance criteria were indicated on the previous report as causes of concern. Each of these items were reviewed by this Special Team and the following was found:

Condition 1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

Previous Team Comments:
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.

Special Visiting Team Assessment:
Istanbul Technical University has recognized this issue as a matter that needs institution, administration facility and student attention. Direction and parameters have been attempted to coordinate specific architectural design studios and technical coursework. However, this issue continues to be somewhat of a concern.

It is difficult to coordinate studio content with other courses as the program uses many different instructors for teaching each of the studio courses along with different instructors for the technical coursework. Students do seem to have an active voice in the program's development and are not shy about expressing their needs to either the faculty or the administration.

While this issue remains a slight concern, it does seem to be receiving adequate attention that it can be resolved in the future.

Condition 8 Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

Previous Team Comments:
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.

Special Visiting Team Assessment:
Istanbul Technical University's Architecture Program is housed in a gracious and spacious mid-century three and four story structure. Its classic corridors are adjacent the courtyard and open stairways in the four corners of the building lead to adjacent floors.

It is understandable that those of us who come to this facility (and to Turkey) give consideration to compliance to many U.S. codes including the Americans with Disabilities Act (ADA). It is particularly natural for those of us who have been trained professionally to not only recognize the lack of the standard we regularly use but also attempt to urge and even recommend others to comply with our own standard. However, this is not something that is mandated by the Government of Turkey, the school or even the public.

Regardless of the lack of requirement to do so, Istanbul Technical University has approached this accessibility issue admirably. Accessibility ramps have been added to the building's main entry, the main foyer and in other locations throughout the building. Four elevators exist for vertical transportation for both students and faculty. Most rooms and spaces on all floors are fully accessible with the exception of some ancillary areas that require negotiating four or five steps.

The response was interesting from students and faculty when they were asked how someone in a wheelchair could get to the higher floors within the building. A few indicated there was an elevator that would allow this access. Most others stated, "Four of us would just grab the corners of the wheelchair and we would lift them to where they wanted to go." Needless to say, the entire city and country offer many more accessibility barriers than exist within this building.

It is important to note that this Condition 8 Physical Resources specifically referenced the building in which the program is housed must comply with ADA and applicable building codes. While the building itself has its limitations, the students are learning within their studios and coursework the need for accessibility within buildings, sites and public ways.

It is the findings of this Special Team that Istanbul Technical University has made adequate steps to address this accessibility issue.

Condition 9 Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

Previous Team Comments:
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.

Special Visiting Team Assessment:
The Dean's Office in response to this 'Cause and Concern' wrote an Emergency Procedure Plan for this Taskisla building. This policy is now in place and has been discussed at faculty and student meetings. While the entire document is written in Turkish, explanation was made to this Special Team regarding its content.

The 'Emergency Action Plan' includes a designation of a crisis center, first aid center and a general meeting area. Faculty and students have been assigned to crisis management teams, search and rescue teams, first aid teams, security teams and emergency sources teams. This plan includes emergency exit plans, transportation plans and designates a general mission and responsibility plan.

Emergency equipment has been stored within the building. Exit signs and other exit way indicators have been placed within the corridors and public spaces such as conference halls and large classrooms.

ITU administration, faculty, staff and students have addressed this cause of concern as an issue needing attention as well as a tremendous learning experience in the development of this emergency action plan. This Special Visiting Team considers this condition adequately addressed.

Criterion 13.23 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*

Previous Team Comments:
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.

Special Visiting Team Assessment:
This Special Visiting Team found the Undergraduate Course MIM431 Construction Project and the Master of Architecture Program Course MTZ517 Architectural Design and IV not only addressed building systems integration but also showed an ability to present life safety systems such as fire sprinkling, fire alarm and security systems. The Team Room presented several projects showing adequate knowledge of these life safety systems.

This team would also like to indicate that the previous team's reference to "minimal impact of building codes" is misleading. Istanbul and Turkey have written and adopted Local and National codes. Turkey is involved with other nations in addressing these same issues. The historical areas of the city and many of the older buildings have their barrier free limitations but recent construction is very much in compliance with current National and Local codes including requirements similar to ADA.

IV. Changes to the Program since the Previous Visit

(based on the visit and the Annual Report produced by the department)

1.3 Architectural Education and Registration

National rules for professional registration are changing to make the length of time in school a minimum of 5 years, a required internship will be added, and a Registration Board will be established.

2. Program Self-Assessment Procedures

The self-assessment for the 2006-2008 period resulted in an increased number of electives, a variety of current topics in courses and in research, ensuring the program accord with the EU accession process, competitive conditions, and the quality expectations determined from the previous NAAB report. These efforts are supported by facilitating communications between alumni, students, and other institutions, participating in a student exchange program (Erasmus), publicizing the department, supporting the laboratory and establishing research centers.
The 2007-2009 assessment resulted in evaluation of the previous strategic plan and continuation of activities in support of the original goals.
The 2008-2010 report has begun with a preliminary report

3. Public Information

The promotional activities of the department have been extensive but since the new law for registration has not yet been enacted, it is not possible for to be in a position to give prospective students the most recent information about the relationship between licensure and education in Turkey.

5. Studio Culture

(this was not a condition when the first visit was conducted)
The students do not have dedicated spaces. The program thinks of studio time much as a class that happens within assigned hours…not the kind of assigned space for 24-7 use that US programs have. This is explained in terms of space available, but they do not use their space as intensively as we do. The sequence of studio courses begins with all design students together (landscape, interiors, architecture), goes on in upper levels to small groups within a discipline (like the US except without dedicated desks), and the graduate studios work more like tutorials with regular juries, critiques, and examinations. Because of the different culture, they do not seem aware of the issues in US schools that led to the addition of this condition to the NAAB requirements.

7. Human Resource Development

The most dramatic change has been the number of students and faculty taking part in the international mobility programs available in Europe (Socrates/Erasmus). There has also been an acknowledgement of the need to organize credits to match the European Credit Transfer System (ECTS).

8. Physical Resources

In 2006 Building Material Laboratory II was completed for research on building materials in historic buildings. It is used by both graduate and undergraduate students.
A model workshop was opened in 2007.The workshop was funded by donations from ITU alumni.

9. Information Resources

The main library for the University moved into a new building in 2007. They have continued to add to their collections of books, images, and other visual references in architecture.

13. Student Performance Criteria

The Annual Report includes a new matrix showing how the required courses meet the 2004 Edition of the Conditions. The full team visit was based on the 2002 Addendum to the previous Conditions.

V. Statistical Report – Comments and Clarifications

This Special Team had several questions while reviewing the Annual Report of 2007 – 2008 for NAAB. All of these questions were presented to either the program head, faculty or other administration for explanation. Please note the following comments and clarifications:

1. The "number of U.S. registered architects" was indicated in the report as 123. The reference to U.S. was a typo and should have said "Turkish registered architects."

2. The reference to diversity in faculty members was listed as "N/A". Diversity in Turkey is a reference to their geographical context, not specific ethnic groups.

3. Service to community refers to faculty working with / for nonprofit organizations as volunteers.

4. Service to the University should be 94. Everyone does committee work beyond their normal responsibilities as faculty members.

5. Full time faculty salaries indicated on Page 5 are monthly not yearly.

6. An explanation of how faculty makes extra money:
    - Consulting on building projects
    - Consulting on project management projects
    - Pay for teaching extra credits (beyond 12 hours per semester)
    - Teaching additional courses at other schools

7. Istanbul Technical University's definition of faculty load:
    - 12 contract hours per semester
    - Studio counts 1:2

8. Other notes regarding faculty:
    - PhD is required for hire
    - Research assistants are either graduate students or ABD students

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VI. Appendices

Appendix A: The Special Visiting Team

Team Chair, Representing the Practice
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Observer, Representing Istanbul Technical University
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Isik University
Sile Campus: Kumbaba Mevkii 34980
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F +90.216.712 14 69
M 0.532.230 2838
Email: ekinci@isikun.edu.tr

Appendix B: The Visit Agenda

Day 1 Saturday 4/26	12.00 – 17.00	Team arrival and check in at the hotel
	18.30 – 19.00	Discussion w/Semra Aydinli
	19.00	Introduction to Ekrem Ekinci
	19.00 – 20.30	Team dinner (2 members with observer)
Day 2 Sunday 4/27	08.00 – 09.00	Team breakfast
	09.00 – 12.00	Team visits the architecture school and an overview of the team room
	12.00 – 14.00	Team lunch with accreditation board
	14.00 – 17.00	Continued review of exhibits and records
	19.00 – 21.00	Team dinner with Semra and Department Chair
Day 3 Monday 4/28	08.00 – 09.00	Team Breakfast
	09.00 – 10.00	Team Room
	10.00 – 11.00	Interview with students in team room (see list)
	11.00 – 12.00	Entrance meeting with the faculty (see list)
	12.00 – 14.00	Lunch with alumni and practitioners (see list)
	14.00 – 15.00	Observations of studios
	15.00 – 17.00	Continued review and records
	17.00 – 19.00	Reception with Rector, Dean, faculty members and students
	20.30 – 22.30	Dinner with Rector, Dean, advisory board, chair of architectural chamber, department chair
Day 4 Tuesday 4/29	08.00 – 09.00	Team Breakfast
	09.00 – 10.00	Meeting with Rector, Dean, advisory board, Chair of Architectural Chamber and the Department Chair
	10.00 – 12.00	Exit Interview with the faculty and students

LUNCH WITH ALUMNI AND PRACTITIONERS

Those in attendance:

Hakan Yaman
Yildiz Salman
Ekrem Ekinci
Cafer Bozkurt
Sharon Matthews
Doğan Tekeli
Gülsün Sağlamer
Suna B. Oktay
Nagehan Acumaz
Semra Aydinli
Yaşar Marulyali
Dennis Patten
Han Tümertekin
Ömer Kanipak

INTERVIEW WITH STUDENTS IN TEAM ROOM

Evren Uzer	PhD Student Urban Planning	uzere@itu.edu.tr
Asena Gürmerig	2 Year Student – Double Major Student	
Cemal Koray Bingöl	3 Year Student	c.koraybingol@gmail.com
Gülce Kuntay	3 Year Student	gulcekuntay@gmail.com
H. Cenk Derli	4 Year Student – Architecture Design Master Program	
Okon Aydoğu	3 Year Student	okonaydogu@gmail.com
Halidun Şenkal	4 Year Student	halidunsenkal@gmail.com
Z. Nevbahar Erdem	4 Year Student	nevbahaharerdem@gmail.com
Mehmet Vaizoglu	2 Year Student – Master of Architecture	
Ulaş Solakoğlu	2 Year Student – Master of Architecture	

ENTRANCE MEETING WITH THE FACULTY

Leyla Tanacan Associate Professor, Dr. tanacan@itu.edu.tr
Building Materials and Construction
3rd – 4th Year
Ecological Building Materials in Graduate Courses
User's Requirements and Built Environmental Standards
Architectural Design – Architectural Technology

Ahsen Özsoy Professor, Dr. ozsoya@itu.edu.tr
Architectural Design
Psychology in Architecture, Director and Housing

Emrah Acar Assistant Professor acare@itu.edu.tr
Division of Project and Construction Management

Meltem Aksoy aksoymelt@itu.edu.tr
Architectural Design Studio
Design Studio in Information Technologies in Architecture
Coordinator of Information Technology in Design

Hulya Ari Assistant Professor, Dr. hlyari.4@gmail.com
Architectural Design Studio
Space & Analyzing Space
Architectural Design & New Approaches
Seminars for Graduate Students

Cemile Tiftik Assistant Professor, Dr. tcemile@gmail.com
Architectural Design Studio
3rd – 4th Studio
Social Psychology & Environmental Psychology in Architecture – Urbanization / Social Ecology

Gûl Neşe Doğusan dogusang@itu.edu.tr
History of Architecture (Research Assistant)

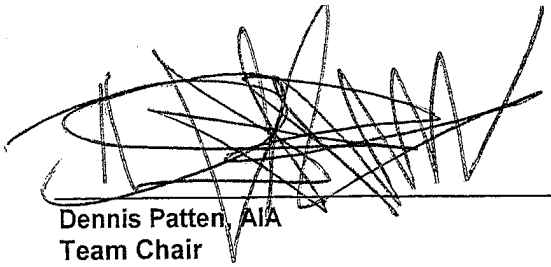
Gülgin Pulat Golcmen Professor, Dr. ggolcmen@itu.edu.tr
Architectural Design Studio 5 – 6
Space Use and Evaluation on Housing (Elective Course)
Graduation Project
Hosing and Change (Graduate Course)
Architectural Design Studio (Graduate Course)

Arzu Erdem Associate Professor arzuerdem@superonline.com
Undergraduate:
- Architectural Design Studio 6 – 7
- Architecture Today
- Urban Space, Architectural Identity and New Projects
- Logic and Theory in Design

M. Architectural Program:
- Reading Istanbul through Its Layers and Sections
- Design Studio 3

V. Report Signatures

Respectfully submitted,

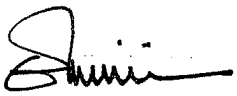


Dennis Patten, AIA
Team Chair

Representing the Practice

Sharon C. Matthews, AIA
Team member

Representing the Academy



Prof. Dr. Ekrem Ekinci
Observer

Representing Istanbul Technical University

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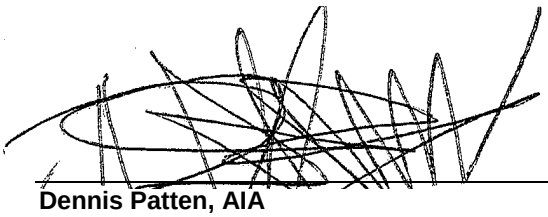
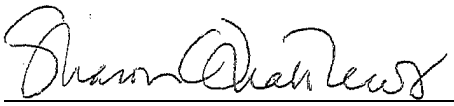
Confidential Recommendation

It is the recommendation of this Special Team that Istanbul Technical University receive Substantial Equivalency by the NAAB and is granted a term of Six Years.



Dennis Patten, AIA **Representing the Practice**
Team Chair



Sharon C. Matthews, AIA **Representing the Academy**
Team member

Program Response to the Final Draft Visiting Team Report

A Response to the Final VTR

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5. Studio Culture (p.7)

The students do not have dedicated spaces.
The program thinks of studio time much as a class that happens within assigned hours…not the kind of assigned space for 24-7 use that US programs have.
This is explained in terms of space available, but they do not use their space as intensively as we do.
The faculty of architecture have sited on City Campus and because of its security problems, students don't allow to use the studios for 24 hours-7days.
However at the architectural department, there is an ongoing study on architectural education and related issues on studios' potential use,
namely how the students use these spaces more intensively;
primarily the intensive use of studio is now available for the first year design studio and they began o use their spaces in the studio more intensively.

Appendix B: The Visit Agenda (p.12)

Day 2 Sunday.....

.....19.00 -21.00 Team dinner with Semra Aydinli (Department Chair)

Interview with students in the team room (p.14)

Evren Uzer	PhD Student Urban Planning	uzere@itu.edu.tr
Asena Gurmeric	2 Year Student – Double Major Student	
Cemal Koray Bingōl	3 Year Student	c.koraybingol@gmail.com
Gūlce Kuntay	3 Year Student	gulcekuntay@gmail.com
H. Cenk Dereli	4 Year Student – Architecture Design Master Program	
Okan Aydoğu	3 Year Student	okanaydogu@gmail.com
Halidun Şenkal	4 Year Student	halidunsenkal@gmail.com
Z. Nevbahar Erdem	4 Year Student	nevbahaharerdem@gmail.com
Mehmet Vaizoglu	2 Year Student – Master of Architecture	
Ulaş Solakoğlu	2 Year Student – Master of Architecture	

ENTRANCE MEETING WITH THE FACULTY (p. 15)

Leyla Tanacan Associate Professor, Dr. tanacan@itu.edu.tr Building Materials and Construction 3rd – 4th Year Ecological Building Materials in Graduate Courses User"s Requirements and Built Environmental Standards Architectural Design – Architectural Technology

Ahsen Özsoy, Professor, Dr., ozsoya@itu.edu.tr

Coordinator of Housing and Earthquake Graduate Program,
Vice Director of ITU Housing Research and Education Center,

Undergraduate:
Architectural Design Studio
Architecture and Psychology (elective)
Changes of Housing Phenomenon (elective)

Graduate:
Psychology in Architecture
Housing Design Principles in Seismic Zones and Disaster Areas

Gülçin Pulat Gökmen Professor, Dr. ggokmen@itu.edu.tr
Architectural Design Studio 5 – 6
Space Use and Evaluation on Housing (Elective Course)
Diploma Project
Hosing and Change (Graduate Course)
Architectural Design Studio (Graduate Course)