

Architecture Program Report for 2016 NAAB Visit Three for Substantial Equivalency

Bachelor of Architecture

**Eastern Mediterranean University
Faculty of Architecture
Department of Architecture**

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APPENDICES

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

PART ONE (I): SECTION 1 – IDENTITY AND SELF ASSESMENT

I.1.1. History and Mission

The Institute of Technology which laid the foundations of Eastern Mediterranean University (EMU) was established in 1979 by the Ministry of Education of the time. In the same year, the Institute of Technology initiated the three-year academic program with a total of 105 students studying in Civil Engineering, Electrical Engineering and Mechanical Engineering departments. The goal was to educate intermediate staff with professional qualifications between the engineer and the technician and to award those who successfully completed the program with technician-engineer diplomas. In 1984, the Civil Engineering, Electrical Engineering and Mechanical Engineering departments were extended into four-year programs. In 1985, the governments of the Turkish Republic of North Cyprus (TRNC) and the Republic of Turkey (TR) agreed on the establishment of a university called the “Eastern Mediterranean University” in North Cyprus. Members of the TR Council of Higher Education visited the Institute of Higher Technology with the aim of recognizing it as a university. Following the TRNC Assembly’s approval of the statute establishing the North Cyprus Education Foundation and Eastern Mediterranean University (18/86), the Institute of Higher Technology was converted into a state university, administrated by a Board of Trustees and assumed the name of Eastern Mediterranean University.

Thus, after receiving its parliamentary charter as a trust-endowed university in 1986, Eastern Mediterranean University was launched with its three faculties, each with a couple of degree programs. Hence, the Faculty of Engineering and Faculty of Economics and Business, as well as Faculty of Arts and Sciences which provided foundation and elective courses alongside the Higher Technological Institute which was re-organized as the School of Computing and Technology, formed the roots of Eastern Mediterranean University.

The School of Tourism and Hospitality Management (later Faculty of Tourism) was established in 1990, while the Department of Architecture and Department of Computer Engineering were launched under the umbrella of the Engineering Faculty in 1991, English Language Education and Communications as well as Mass Media Studies programs were added to the Faculty of Arts and Sciences between the years 1994-1995. Increasing number of students in the relevant programs led to the creation of new faculties such as the Faculty of Law (1996), Faculty of Communications (1997) (renamed as Faculty of Arts and Communications in 2015), Faculty of Architecture (1997), Faculty of Education (1999), The School of Applied Disciplines (2007), Faculty of Health Sciences (2010), School of Justice (2010), Faculty of Pharmacy (2011), Faculty of Medicine (2012). Each of these had several departments offering Bachelor’s degree programs. In short, currently EMU with its eleven faculties and five schools offers 88 programs in a wide range of undergraduate programs leading to a Bachelor’s degree. Since the 1990s, most departments also offer programs of advanced study leading to Master’s (60 programs) and PhD (19 programs) degrees since 1990s under the administration of the Institute for Graduate Studies. As well as offering various modern languages as electives, Foreign Languages and English Preparatory School (formerly the Preparatory English School), offers English language support to students to prepare them for English-medium instruction at EMU. Each student entering EMU programs that offer education in English medium are passing through a series of exams and/or trainings before they embark on their first year of study.

The EMU campus is situated in the city of Famagusta on a land of 2,200,000 m² with several buildings for education, sport and cultural activities, dormitories, catering and shopping facilities. EMU has over

19,000 students from 106 different countries, with over 1,000 academics from 36 countries for programs in English and Turkish and 1,000 administrative-services staff. To date, more than 45,000 students from various countries have graduated from EMU.

EMU, which is a full member of the International Association of Universities, European University Association, Community of Mediterranean Universities and the Federation of the Universities of the Islamic World, has been accredited by ABET, the agency based in the USA which inspects Technological and Engineering Programs, and MIAK (Architecture Accrediting Board of Turkey). The university has also entered into cooperation agreements with 150 universities.

University Mission and Vision (<http://emu.edu.tr>)

The Mission Statement

To offer contemporary, sustainable and quality education at international standards, to conduct research, contribute to the needs of the society, meet the needs of all stakeholders and graduate students in a multicultural environment having international knowledge and competences.

The Vision Statement

To become a preferred, participating, autonomous university open to change and development, promoting science and technology and serving as a model with its multicultural diversity.

The Faculty of Architecture (<http://farc.emu.edu.tr>)

The Mission and Vision of the Faculty of Architecture

Mission of Faculty of Architecture

The faculty's mission is to develop a distinguished curriculum in accordance with international standards, to provide opportunities for an interdisciplinary design education to its diverse student community, to encourage and educate the future architects and designers as innovative, creative, culturally sensitive and environmentally responsive professionals with critical thinking skills and with up-to-date knowledge of technologies used in architecture, interior architecture, urban design and landscape; who can share and apply their knowledge within and with other disciplines, and who are open to new possibilities and collaboration with other disciplines in both learning and professional practice.

Vision of Faculty of Architecture

The vision of the EMU Faculty of Architecture is to provide leadership in design education with internationally accredited programs both at national and international levels through its distinguished academic infrastructure and supportive milieu for students to orient themselves and acquire knowledge and skills needed towards a creative and fruitful career. The Faculty of Architecture is committed to the values of mutual respect; cooperation and communication; creativity and innovation; community services and leadership; pursuit of excellence; public accountability and diversity.

Program History (<http://arch.emu.edu.tr>)

The EMU Department of Architecture was established in 1991. The program provided courses as a department affiliated to the Faculty of Engineering between the years 1991-1997. This led to the emergence of an Engineering-Architecture model. In 1997, however, it separated from the Faculty of Engineering and kept growing with the identity of a Department of Architecture under a new and independent Faculty of Architecture. In 1995, the department initiated its graduate and doctoral programs.

During the stage of establishment presided by Prof. Dr. Feyyaz Erpi, the Founding Department Chair, the curriculum of METU (Middle East Technical University, Turkey) Department of Architecture was adopted as a model and applied until the students of the first period graduated. Between 1994 and 1995, preparations were made for the revision of the first curriculum and the second curriculum was put into effect in 1996. The Faculty of Architecture had a tri-departmental structure together with the departments of Interior Architecture and Industrial Design up to 2010 (In 2010, Industrial Design Department stopped admitting new students). The education of the first year was converted into a “foundation year” in 2005-2006 academic year and the Department of Architecture updated its own curriculum accordingly. Despite the closure of Department of Industrial Design, the “foundation year” application has continued.

In 1995, the Department of Architecture added a new dimension to the mission of research with its post-graduate and doctoral programs. Since then, MS in Architecture, MS in Urban Design, Master in Architecture (without thesis), Master in Urban Design (without thesis), MS in Cultural Heritage Studies (admission will start in 2016-2017 academic year) and PhD in Architecture programs are offered in the Department of Architecture. Master in Architecture program is particularly developed in order to be adapted into a five-year program. This is currently under review by the Architecture and Education Congresses as well as by CGDCSA (Communication Group of Department Chairs of Schools of Architecture-Turkey, MOBBIG in Turkish).

The Department of Architecture has scheduled the programs of the first two academic semesters that have common courses with Interior Architecture Department and thus strengthened the potential for interdepartmental collaboration and facilitated student transfers and double major/minor. The following six semesters provide both required and elective (university and area) courses, fulfilling the competencies and learning outcomes of both European and North American education system.

The offering of seminars and conferences where scientists and professionals are invited from different countries and institutions convey their knowledge and experience as well as off-campus events (surveys and analyses in urban sites, professional exploration trips, international technical excursions) have provided students with opportunities to acquire technical interdisciplinary skills interlaced with environmental, economic and social values.

The program achieved MIAK accreditation (Architecture Accrediting Board, Turkey) for six years in 2011. Among 70 (now over 180) architectural departments in Turkey and North Cyprus, the program became the second fully accredited program of architecture.

Program Mission and Vision

Strategic planning has been EMU’s approach from university level to the departmental level. It was applied in 2006 from bottom to top and was revised in 2012. Mission and vision of the department, faculty and the university are determined through this process. The Rector’s Office started to work on a new plan in July 2015 which will cover the period of 2016-2020. Vice-Rector’s Office (Academic Affairs) in collaboration with the Institutional Development and International Academic Affairs Office was appointed to organize and manage the whole process. Following a series of meetings with internal and external stakeholders a SWOT Analysis has been completed. Following that process, five committees have been formed under the supervision of Vice-Rectors to identify the goals and the strategies in their areas of responsibility. This process is still continuing and the administration is

aiming to finalize a draft plan by the beginning of February 2016. The draft plan will then be presented to the University Senate for clarification and then approval.

The Mission Statement of the Department of Architecture

The department's mission is to educate future architects who have an ethical and critical approach towards developing awareness on societal, cultural and environmental issues. The new forms of thinking, teaching and learning are emphasized through studio-based holistic curricula, integrating theory and practice and having a variety of post-graduate programs.

The department aims to encourage diverse teaching and research possibilities, provide good research data bases and resources to attract qualified, diverse and enthusiastic researchers and students from around the world. The education is supported by all means of resources, such as funding, human capacity and infrastructure, in order to achieve a sustainable educational milieu.

In order to have graduates who lead and serve multiple sectors of society, the department stresses up-to-date knowledge of technologies, teamwork and intellectual development through innovative and creative activities. Graduates are expected to cope with rapid global changes and to react rationally as well as creatively to contemporary issues and challenges in architecture.

The Vision of the Department

The vision of the department is to gain international recognition, to become one of the best schools of architecture in the Mediterranean region and to be a leader in architectural education. The institution provides diversity and inclusive education in which social and environmental responsibility and cultural sensitivity can be achieved. It also provides a high-quality service to the local and national community.

The program of the Architecture Department contains interaction of art, science and technology to provide a holistic education. The quality in architectural education is achieved by accepting studios as the core learning activity with the support of a contemporary digital educational environment.

An innovative and multidisciplinary approach is held within a multi-cultural environment of teaching and research. The department offers the highest level of professional and technical knowledge supported by a highly motivated academic staff which supports students to develop the ability to think independently and pursue exceptional design.

I.1.2. Learning Culture and Social Equity

Learning Culture and Social Equity with regard to ‘Accessibility/Participation’

• Learning Culture:

-The program provides a positive and respectful learning environment

Equity and diversity (one of the five goals in strategic plan 2012-2015 of the program) are accepted as important issues in which the program aims to recognize, respect and value people’s differences. The department promotes an inclusive culture for all staff and students to realize their full potential by:

- Bringing them together in fairly periodical meetings and discussions for self-assessment
- Creating an inclusive culture – providing participative teaching/learning activities
- Ensuring equal access to opportunities to enable students to fully participate in the learning process (transparency in accessing the information through institutional electronic sources and relevant departmental/faculty/university committees)
- Supporting relevant proposals
- Equipping them with the skills to challenge inequality and discrimination in their work/study environment
- Making certain that learning materials do not discriminate against any individuals or groups
- Ensuring policies, procedures and processes which do not discriminate are in place

The social equity and learning based educational approach highlighted above to bring the heterogeneous student/staff profile to a deeper understanding of issues around equity, diversity, and inclusion through required learning experiences. Full time/Part-time instructors and guest professionals with their expertise interact with students and play an important role in strengthening the teaching and learning capacity of Department of Architecture. This is considered an essential part of our education, where equity by means of participation, evaluation, transparency and accessibility is of the essence. Service-learning is mandated for undergraduates and they must also take university electives that feature diversity in education as well. Service projects and/or social research are required in undergraduate programs, supplementing other course-embedded learning related to social justice and sustainability issues included by the mission of the department and course outline of some courses as well. Thus; these provide a context through which faculty and students increase their multicultural sensitivity, knowledge and skills so they may better act as agents for social change.

-The program encourages students and faculty to appreciate these values as guiding principles

Based on the open jury system, all the projects are on display twice: at mid-semester and again at the end of semester. Jury formation for each studio is done by the department administration by considering the relationship of studios with each other. Each jury is formed by having jury members from lower and upper studios. All students, instructors and the administrators can visit the juries and evaluate the quality of projects within each level. In addition, there are online evaluations for each instructor where students can anonymously evaluate and discuss their ideas related to the course and the instructor. The Chair of the Department and the instructors can access the results of these evaluations online and revise their course content and delivery. The student feedback also provides a base for the evaluation of contract-based professors. In addition, the Dean of the Faculty of

Architecture plans to organize a series of pedagogical seminars in coordination with the Faculty of Educational Sciences particularly for part-time instructors (adjunct professors) in order to aid integration of these professionals into the education sector. The University Executive Board has produced a Guidebook for Education – Teaching Policies of EMU for guiding both full-time and part-time staff (<http://mevzuat.emu.edu.tr/Content-en.htm>). This Guidebook is in Turkish and the English version is in print. Besides, the Vice-Rector (of academic affairs), the Faculty Dean, and Heads of Departments have regular meetings with the part-time staff.

-The program ensures that all members of the learning community—faculty, staff, and students— are aware of these objectives

Several design projects include issues on equity and support awareness for a healthy social and cultural environment. Diversity within the university community enriches the professional and educational experience for staff, faculty, and students. Thus, the department created a multi-cultural educational platform so that these opportunities are most accessible in a richly diverse and intellectually dynamic and social environment.

These policies are supported with:

- Research activities focused on diversity and social equity
- Academic offerings related to diversity (inter and multi disciplinary academic profile)
- Institutes and centers with diverse offerings and audiences (Urban Research and development Center – URDC (<http://urdc.emu.edu.tr>) / Housing, Education, Research and Advisory Center - HERA-C (<https://heracenter.wordpress.com>) / Design-Research Center –TASAR (<http://tasar.emu.edu.tr>)
- Administrative diversity of committees (several committees supporting diverse concerns and contributions)
- Diversified research centers more than 25 such as Center for Women’s Studies, Center for Cyprus Studies, Energy Research Center, etc. (<http://ww1.emu.edu.tr/en/research/research-centers/c/766>)
- Diversified student clubs more than 50 such as AISEEC, AEGEE, Design Club, etc. (<http://activity.emu.edu.tr/>)
- Transparent recruitment possibilities (<http://ww1.emu.edu.tr/en/academics/job-opportunities/c/1237>)
- Scholarships (<https://ww1.emu.edu.tr/en/prospective-students/scholarships/c/751>)
- Continuing Education Center (EMU-CEC) (<http://sem.emu.edu.tr>)
- Open courseware (<http://opencourses.emu.edu.tr/> , <http://www.acikders.org.tr/>)
- Accessibility to administrative documents such as ‘mevzuat,’ (bylaw) (<http://mevzuat.emu.edu.tr/Content-en.htm>), e-evrak (e-documents) (<http://e-evrak.emu.edu.tr>), E-kurul (e-board decisions) (<http://senato.emu.edu.tr>)

• Social Equity

-The EMU Structure

City of Famagusta, where the EMU campus is located, is famous for its historic walled city, where many historic structures are located in a densely built environment. The Renaissance city walls are

high and massive. These are very interesting structures such as the St. Nicholas Gothic Cathedral that is converted into a mosque, and the Venetian Palace. In addition, the ancient Roman city of Salamis is located at a very close distance to the EMU campus.

The campus of EMU is situated on a larger land in between the city and the recent development area. EMU attracts both international students and faculty, delivering programs in English and Turkish (native) languages to over 19,000 students (2015-16 Fall). There is an English preparatory school for the students whose native language is not English. Newly registered students who do not possess the documents to gain exemption from the English Preparatory School take the English Proficiency Test on specified dates. Students who cannot obtain a passing mark in the EMU Proficiency Exam are admitted to the EMU English Preparatory School to improve their English for one to a maximum of four semesters. For more information about test and the English Language education please visit: <http://sfl.emu.edu.tr>

Within the university body, there is an International Centre which provides support for the international students as well as exchange programs. A list of exchange partners can be seen through this link: http://ww1.emu.edu.tr/emu_v1/media/assets/files/brochures/emu-general-brochure.pdf

Students can also attend exchange programs with institutions and universities not included in the list through the approval of the Chair of the Department, Dean, Registrar's Office and the relevant Vice Rector. (<http://farc.emu.edu.tr>)

Besides the above mentioned issues, it is believed that existence of a wide range of other language courses offered as university electives could also be a helpful tool that supports the exchange of students:

<http://e-kurul.emu.edu.tr/sites/usdk/sitePages/1/Anasayfa.aspx>.

- FREN111 French I (3,0,0)3
- FREN112 French II (3,0,0)3
- GERM111 German I (3,0,0)3
- GERM112 German II (3,0,0)3
- GREE111 Greek I (3,0,0)3
- GREE112 Greek II (3,0,0)3
- RUSS111 Russian I (3,0,0)3
- RUSS112 Russian II (3,0,0)3
- ITAL111 Italian I (3,0,0)3
- ITAL112 Italian II (3,0,0)3
- CHIN 111 Chinese I (3,0,0)3
- CHIN 112 Chinese II (3,0,0)3

- The Study Program- Curriculum

EMU is a full member of the International Association of Universities, European University Association, Community of Mediterranean Universities and the Federation of the Universities of the Islamic World. In addition, the University (through its departments) has been accredited by the bodies listed below and also can be followed on: Accreditations, Recognitions, Rankings and Memberships. (<http://ww1.emu.edu.tr/en/about-emu/accreditations-recognitions-rankings-memberships/c/597>)

Accredited Programs

Faculty of Architecture

MİAK: Mimarlık Akreditasyon Kurulu (<http://miak.org>)

Architecture (BA)

AQAS: Agency for Quality Assurance (<http://aqas.de>)

Interior Architecture (BA)

Faculty of Business & Economics

FIBAA: Foundation for International Business Administration

Business Administration (BBA)

Public Administration (BA)

Economics (BS)

International Relations (BA)

Political Science (BA)

Faculty of Education

AQAS: Agency for Quality Assurance through Accreditation of Study Programs

English Language Teaching (BA)

Faculty of Engineering

ABET: Accreditation Board for Engineering and Technology

Electrical and Electronic Engineering (BS)

Civil Engineering (BS)

Mechanical Engineering (BS)

Computer Engineering (BS)

Industrial Engineering (BS)

Faculty of Tourism

FIBAA: Foundation for International Business Administration

Tourism Management (MS)

School of Business and Finance

International Trade and Business (BBA)

Management Information Systems (BBA)

Marketing Management (BBA)

Human Resource Management (BBA)

Banking and Finance (BS)

International Finance (BS)

Banking and Insurance (BS)

School of Computing and Technology

ASIIN & EuroInf Label: Accreditation Agency for Degree Programs in Engineering, Informatics, Natural Sciences and Mathematics

Information Technology (BS)

FIBAA: Foundation for International Business Administration

Accounting and Taxation Applications (ACAA)

Medical Documentation and Office Management (ADMDOM)

School of Tourism and Hospitality Management

TedQual: Teaching Education Quality in Tourism

Tourism & Hospitality (AAS)

FIBAA: Foundation for International Business Administration

Tourism and Hospitality Management (BS)

Foreign Languages and English Preparatory School

Edexcel: Higher National Diploma-HND-UK

English Preparatory School

Eastern Mediterranean University was ranked within the best 5% universities among 25,000 world universities in 2014 Webometrics Rankings of World Universities (<http://www.webometrics.info/en>). The university was also ranked 440th among 5,500 universities located within the EU countries and as the leading university in North Cyprus. Additionally, in 2014 URAP evaluations, EMU took its well-deserved place within the best 2,000 universities of the world. (<https://ww1.emu.edu.tr/en/about-emu/why-emu/c/699>). In 2012, EMU was rated with 3 stars out of 5 by QS: World University Ranking, one of the most credible international university ranking institutions based in the UK. In addition, according to data obtained from “4 International Colleges and Universities”, an international higher education research website analyzing the web visibility of about 11,500 higher education institutions in 200 countries, Eastern Mediterranean University was ranked 1st within Cyprus.

The mission, vision, policies and objectives of EMU are determined according to the strategic plan (<http://ww1.emu.edu.tr/en/about-emu/strategic-plan-2012-2015/c/614>). This strategic plan has been revised. Strategic planning and swot table for 2016-2020 would be in hand by third visit team arrival.

The Policies of the University

Based on its mission and vision statements, EMU administration has developed the following policies:

1. Internationalization:

EMU aims to increase the number and diversity of its international students in its undergraduate and postgraduate programs. Moreover, the University is currently working on attracting international students and professionals for short-term courses and training programs through collaboration agreements with other universities and international organizations.

2. Quality Assurance (QA):

EMU is currently adopting new QA principles and guidelines to bring education and administrative affairs parallel to European Standards and Guidelines for Internal Quality Assurance in Higher Education (IQAS).

3. International Accreditations:

Certain programs of EMU have already been accredited by internationally reputable accreditation bodies such as ABET (Engineering Programs), TEDQUAL (Tourism Programs), and ASSIN (Computer Technologies and Information Systems). In recent years, attempts have been made to further diversify and expand accreditations of various programs by well-known and internationally accepted institutions such as AACSB and RIBA. The policy of EMU is to gain international accreditations for all of its academic programs.

4. Research:

Academic staff has been encouraged to be more involved in conducting research, publishing scientific articles in internationally reputable journals and participating in academic conferences and seminars.

5. Financial Sustainability:

EMU's financial resources rely on student fees and state funding. Current EMU administration has placed special emphasis on financial sustainability and taken necessary measures to increase its income and decrease its expenditures as well as enhance academic and administrative quality standards. Financial sustainability will enable EMU's administration to further increase its investments in academic staff and facilities as well as the technical and physical infrastructure.

6. Student-centered Education:

EMU has been focusing on the needs of its students to enhance a student-centered education system. The curricula of various programs, course contents and the interactivity of courses have been revised and updated. New projects are still underway. To support this policy, the university's administration has also updated the physical facilities in many classrooms and other learning environments.

7. Following the Bologna Principles:

Although the universities of North Cyprus do not officially take part in the Bologna Process, EMU has dedicated itself to follow the principles set by Leuven Communiqué of 2009. These are reflected in the objectives and principles of EMU.

The Objectives and Principles

The objectives and principles of EMU set for the achievement of its policies are as follows:

1. To train students in becoming innovative and professionally responsible individuals who are able to adapt themselves to societal and technological changes
2. To develop cultural diversity and respect for different cultures
3. To contribute to the welfare of society and peace in this region and the world
4. To assume a pioneering role in the economic, social and cultural development of the country by giving highest priority to quality in the areas of education and research
5. To be a transparent and autonomous institution in participation with all of its stakeholders
6. To adopt lifelong learning, flexible courses and learning environment including distance education as an integral part of the education system
7. To activate university-community collaboration by attracting the attention of the entire community through various activities such as conferences, seminars, workshops
8. To carry out scientific research and developmental projects by considering the primary needs of the society
9. To develop collaboration with industrial organizations

University-wide Quality Assurance System

The Eastern Mediterranean University takes full responsibility to establish, maintain and improve the standards of all its academic activities. EMU Quality Assurance Handbook emphasizes that quality assurance is a continuous process and is therefore reviewed and updated on a regular basis in order to improve the contents and make it more beneficial for the internal and external users and reviewers. This handbook can be found in the following link:

http://ww1.emu.edu.tr/emu_v1/media/assets/files/eua-raporu-tr-en.pdf

The policy of EMU's Quality Assurance System is to enhance the quality of academic programs, research and administrative works. To achieve this aim, EMU Administration received inspiration from Bologna Goals (http://ww1.emu.edu.tr/emu_v1/media/assets/files/brochures/emu-general-

[brochure.pdf](#)) and European Standards and Guidelines when formulating its Internal Quality Assurance Systems (IQAS).

General Support, advice and guidance-counselling services for the students

Eastern Mediterranean University is a campus university where a wide range of facilities can be found. The campus life itself provides a rich palette of experiences and support for students, with a modern library, classrooms, computer laboratories, labs, research centers, dormitories, a student activity center, student clubs, sport complexes, cafeterias and restaurants. The campus also offers a bookstore, a health center, the psychological guidance and research center, a post office, local banks and ATMs, laundry services and internet cafes. Furthermore, student support and coaching are an integral part of the services provided by the teaching staff and are offered on a regular basis, based in accordance with Eastern Mediterranean University Education, Examinations and Success Regulations (http://mevzuat.emu.edu.tr/5-1-5-Rules-Course_Registration.htm). This is intended to give student support with skills development; student progress is also recorded so that remedial and preventive action can be taken for each student in a timely manner. Students with academic issues are advised on study skills, language skills, time management, career planning, problem solving and motivation.

Student Support Services include

IT Services

The EMU Computer Centre houses different units offering, maintaining and controlling integrated systems in Computing and Communication Services (support units, network, communication applications and software) necessary in providing academic and administrative support at EMU.

Student Services Office (SSO)

The Student Services Office (<https://ww1.emu.edu.tr/en/services/student-services-office/c/718>) joins services which are provided to students by other units under one roof and thus increases efficiency and dynamism. The Student Service Office assists students in resident permits, TRNC health insurance, passport application, student ID cards and accommodation issues. Moreover, the SSO provides advice regarding what students should do before and after coming to Cyprus.

The International Centre (IC)

The EMU International Centre was established to provide certain services and information (admission, arrival, accommodation, finance and scholarship) to overseas students even before they arrive in North Cyprus. On their web-site (<https://ww1.emu.edu.tr/en/services/international-office/c/714>), EMU-IC provides prospective students with helpful information about North Cyprus and Famagusta.

Psychological Counselling Service (PDRAM)

The aim of EMU Psychological Counselling Service (EMU-PDRAM) is to offer EMU students preventive mental health services, by developing an awareness of their social, academic and cognitive potential, to encourage an enjoyable, well-rounded university experiences. (<http://pdram2012.emu.edu.tr/>)

Registrar's Office (EMU-RO)

EMU Registrar's Office's (EMU-RO) mission is to transfer accurate and timely information to the students, parents, academic and administrative personnel face-to-face and through its regularly updated web-site. (<http://registrar.emu.edu.tr/eng/generalinfo.htm>)

Library

EMU library, which serves students, faculty and the local community, offers all the electronic data and online access possibilities and has been updating itself continually since its foundation in 1993. The volume of books owned by the library has now reached 150,000 which include some donated private and rare books collections. The library has 6,600 m² of space and has a seating capacity of 800. In addition to this, there is a multi-purpose auditorium with 240 seats, an audio-visual room with a 60-seat capacity, and a special exhibition hall for various types of exhibits. In addition to the study areas, there are special sections with comfortable seats. More information can be found in the following link: (<https://ww1.emu.edu.tr/en/research/library/c/1250>). Moreover, a new library building, which will be an annex to the existing one, is designed by Faculty of Architecture.

Alumni Office (MIKA)

EMU Alumni Office is not just a unit dealing with EMU graduates. The office offers services to all students from the first day of their registration to EMU (<http://mika.emu.edu.tr>). EMU Alumni Office defines its mission as “to follow current developments in the TRNC, Turkish Republic and the world and to share these developments with our current students and graduates in different environments and to put our signature on various projects which will ensure the development of successful EMU students who will contribute to a safer future, who are different and who can improve themselves”. The office has two distinct units ‘The Career Unit’ and ‘The Graduate Unit’. The Career Unit organizes ‘Career Days’ (<http://mika.emu.edu.tr/activity>) where successful professionals from every discipline, are invited to EMU for seminars and workshops. This creates an opportunity for networking between our students and companies.

Liaisons Offices

There are tens of liaisons office all around the world for providing easier contact with prospective students, students and also alumni. These offices provide guidance, consultancy and services about almost all needs of students (<http://ww1.emu.edu.tr/en/prospective-students/liaison-offices/c/1363>).

Student Portal

A web-based student portal (password protected) has been established by the university administration to enable the students to have access to certain academic information, web-based e-mail service, grades, transcripts and other general information related to their academic lives (<http://stdportal.emu.edu.tr>). Moreover, students can use their portals to make online course registration during the course registration period from their home country.

Health Centre

The EMU Health Centre provides basic medical services free of charge to all students as well as staff. Students who wish to receive medical service from the National Hospital are free to do so and certain expenses are covered by the health insurance (<https://ww1.emu.edu.tr/en/services/health-center/c/678>).

Social and cultural activities

EMU students have the opportunity to participate in a variety of extracurricular activities and may join a broad range of social and cultural events in the university. The Social and Cultural Activities Directorate organizes the formation of student clubs and relevant activities to provide an environment for students to spend their extracurricular time and develop new areas of interest. It establishes collaborations with relevant institutions and organizations with the aim of enabling the students clubs to take part in different cultural and artistic activities, meetings, tournaments and competitions both within and outside the campus (<http://activity.emu.edu.tr/about.php>).

Sport activities and facilities

There are numerous student clubs and societies at EMU for a wide range of activities including tennis, basketball, volleyball, football, handball, cricket, climbing, chess, ceramics, journalism, art, science and culture, literature, folklore, drama and animation, music, cinema, photography and many more. In addition, EMU organizes an annual week-long International ‘Spring Festival’ which includes various social, cultural and sport activities. Moreover, the student cinema club holds screening every week. The EMU Radio and TV station is run by students, and broadcasts musical and cultural programs. A multipurpose activity hall, club offices, the Lala Mustafa Paşa Sports Center (3.500 audience capacity), a stadium, two synthetic pitches and tennis courts (<https://ww1.emu.edu.tr/tr/dau-hakkinda/yonetim/idari-birimler/spor-isleri-mudurlugu/c/1221>) serve students for the above mentioned activities.

- **University’s Concept for the International Orientation of its Degree programs**

Globalization has increased international mobility and employment. This requires specific attributes from graduates of higher education institutions. In this respect, internationalization is an important policy in the mission of our university and the program undergoing accreditation.

EMU aims to increase the number of international students predominantly from Middle-Eastern, Asian African and Eastern European countries in its undergraduate and postgraduate programs. Moreover, the university is currently working on attracting overseas students and professionals for short-term courses and training programs through exchange program agreements with overseas higher education institutions (HEIs) and international organizations.

EMU aims to provide international students with full and comprehensive information about all the activities and projects that include student exchange programs at the International Office under the supervision of Vice Rector for International Affairs. EMU provides international students with a unique opportunity to experience and learn from a remarkable diversity of cultures. The office is committed to the internationalization of the university through bilateral collaborations with partner institutions, exchange programs and projects and international memberships (<https://ww1.emu.edu.tr/en/services/international-office/c/714>).

- **Faculty of Architecture's Position within the Scope of the University's Overall Strategic Planning**

Higher education is an essential element of social and economic growth and prosperity. Development of a system offering high quality education is a prerequisite to gain access to knowledge which ensures development in any society. Moreover, at the micro-level, attaining a high quality education enables tertiary educational institutions to establish a sustainable system by attracting high-caliber professors, researchers, and students. With this review, EMU has committed itself to the establishment of a quality assurance system of its academic programs.

Therefore, in line with the university’s above-mentioned mission, vision statements and objectives, the University Executive Board supports international accreditations.

The Faculty of Architecture can be considered one of the largest faculties of EMU, and is also one of the most active in terms of community services. Many activities have been undertaken so far which include publishing a biweekly journal (*Mekanperest*) as an extension to a local newspaper, organizing Design Week, organizing common conferences with various professional chambers, control, guidance

and counseling in governmental projects, preparation of measured drawings of historical buildings for local governments, preparation of urban design projects, and renovation projects.

Department of Architecture can be considered parallel to the university and faculty policies. Also learning based education and studio core process is supporting the 'equity', followed by participation and transparency policies of the department.

The design studio is a rare academic environment. One develops ideas, projects, and oneself by way of experimentation, collaboration, and expression. It embodies a fragile balance between many personal spheres that overlap to create a series of dynamic relationships. It is only when equal respect is paid to all that the studio environment can operate to its full potential. Without this balance, equality and respect, the studio environment can become unhealthy. When one's work and property is not respected, the environment of the studio gets negatively influenced. No relationship can be founded on mistrust. Since the climate of the studio is about forming relationships, growth stops when trust ceases. Therefore, Design Coordination Meetings are conducted to support vertical and horizontal coordination and operation among different studio levels by referring to teaching method and expected learning outcomes.

-The right to have an environment where all ideas and beliefs are respected

Whether one agrees or disagrees with another's belief, the studio is a place that guarantees the right to express that belief without harassment, so long as it (the belief or idea) is respectful of others' beliefs.

-The right to obtain knowledge from courses and experiences outside of studio

It should be recognized that events outside of studio (such as seminars, lectures, and off-campus events) offer unique and valuable opportunities for learning, growth, and experience. The more experiences and knowledge one gains outside the studio directly affects the studio environment by way of allowing more connections to be made, and thus enriching the architecture program as a whole. Within the context of the learning objectives of a course or assignment, we have the right to establish our own research agendas, and expect full faculty support.

-The right to have a healthy environment

Promotions of full-time staff are based on the achievements in four categories as: 'academic growth', 'teaching', 'service to the university', and 'service to the community'. The first and the second categories are tightly connected since the research areas of staff are taken into consideration when they are assigned to courses.

The first year courses are organized as Faculty (FARC) Courses and these courses are common for all the Departments in the Faculty. Additionally, AE (Area Elective) courses which exist in all departments' curricula can be taken from any department in the Faculty. To ensure the teaching that is available, a series of meetings are held individually and also within the departmental meetings. FYK (The Faculty Administrative Council, which consists of Chairs, Vice Chairs, Dean and Vice Deans) coordinates those activities within the Faculty.

The teaching imported from other faculties are attained from subjects like English composition, oral communication, logic, literature, foreign language, history, art history, philosophy, anthropology,

sociology, psychology and economics. These are provided in the core courses of the program excluding area-elective courses, whereas biology, botany, zoology and archaeology can only be provided from the 6 credit-hour university elective courses. It should be noted that the university elective courses which can be selected from 150 courses offered per semester, are compulsory for all faculties of EMU for students to be equipped with scientific and intellectual concerns. The courses cover: arts and humanities, social and behavioral sciences, mathematics and natural sciences, culture of science and technology, language and foreign language, current matters related to health, sports, or the environment and issues of global or local sensitivity. All these courses and the professors undergo evaluations by students and are coordinated by the Chair of the Department. Furthermore, there are compulsory technical trips within the curriculum that strengthens the international profile of the study program.

- **Assessment of Goals & Strategies with regard to Learning Culture and Social Equity**

The University, faculty and department internalized ‘multicultural education’ as an approach to enhance a learning culture based on equity, social justice, and democracy. A major goal of multicultural education is to restructure programs so that all students acquire the knowledge, attitudes, and skills needed to function in an ethnically and racially diverse nation and world. Multicultural education seeks to ensure a learning culture providing educational equity for members of diverse racial, ethnic, cultural, and socioeconomic groups, and to facilitate their participation as critical and reflective citizens in an inclusive national civic culture. In addition, EMU strives to provide professionals who maintain a commitment to their country’s culture as well as acquire the knowledge, skills, and cultural capital needed to function in the national civic culture and community. Therefore, to achieve an integrated learning culture and social responsibility, the Department followed the determined objectives in strategic plan 2012-2015 and required actions are already taken, some of them were achieved and some are currently underway. More information regarding this regard is explained in section 3.1 and 3.2.

A. QUALITY

1. Update curriculum periodically to meet the new and future demands and to fulfill the necessities of accreditations
 - Make the necessary preparations for international accreditation and/or validation such as NAAB and/or RIBA
 - Adapt program according to the Bologna process
 - Make necessary changes for the approval of the Senate through the departmental and faculty board
 - Invite people from the institutions that have already been accredited to give seminars
2. Achieve a high quality holistic education
 - Form a studio-based system in which other courses are integrated into the studio
 - Achieve better coordination
 - Increase competition spirit in the studio
 - Set strategies for grading policies
 - Achieve a creative, sensitive, sustainable and flexible studio atmosphere
3. Emphasize studio culture
 - Increase studio hours
 - Decrease number of students per tutor

- Allocate personal space for students in the studios
 - Provide private studios for each level
 - Have a flexible education in studios in order to increase creativity
 - Have more exhibitions and interactive media
 - Arrange workshops at the beginning of each studio as warm-up for the design issues
 - Have instructor-oriented studios
4. Improve the English level of students
- Change the graduation criteria of the Preparatory School
 - Have additional courses in preparatory school especially for architecture students
5. Follow the development of the educational and management technologies
- Activate and upgrading online sources
 - Have a more centralized digital system to minimize faculty work-load
6. Provide better physical conditions and educational infrastructure (studios/teaching aids/etc.)
- Get funds, and looking for sponsors
 - Contribute more to the Faculty's committee for setting a master plan, develop architectural plans and assign teams to do the job, (even student incorporate projects)
 - Have a well-equipped copy center including plotter
 - Ask for a small branch of central stationary which is particularized to the needs of architecture students
 - Develop new hard and digital model laboratories including a 3D laser machine
7. Develop both a practice/profession-based and research-oriented mindset
- Organize more technical trips
 - Provide lectures from different disciplines
 - Create research groups
 - Support competitions
 - Encourage publications
 - Exhibit student work both in the faculty and on the webpage
 - Invite professionals
 - Link research staff with market
 - Connect academic staff with local stakeholders
8. Improve research opportunities
- Apply for external fund opportunities such as TUBITAK (Turkish Scientific and Technical Research Council)
 - Create a link between governmental needs and research studies
 - Understand the demands of the market
 - Develop projects for community, local and central administration
 - Provide opportunities for decreasing work load of teaching staff
9. Attract students with a more intellectual background
- Ask for portfolios
 - Search for new targets
 - Use media to increase the visibility
 - Support representative offices with relevant brochures about architecture

- Be more critical in the acceptance process of PhD students by decreasing quota and increasing the quality of education
10. Develop the intellectual level of students and educate designers/architects of the future with innovative ideas and skills
 - Provide modern and contemporary facilities
 - Have open discussions in classes
 - Use the power of digital technologies and media
 - Be open to different thoughts
 - Appreciate and differentiate original ideas of the students
 - Have a staff room
 11. Attract qualified researchers/ teaching staff
 - Develop better promotion policies
 - Invite more international professors
 - Have teaching staff with a diverse background
 - Create an environment like Ted Academy and provide such a format for seminars
 - Use digital media more efficiently for this purpose
 - Increase visibility in social media
 - Obtain support from representative offices
 12. Achieve a better strategy to evaluate the teaching staff
 - Propose a new assessment system for the faculty
 13. Balance teaching staff's academic load for achieving opportunities for further research and practice
 - Improve student and teaching staff ratio
 - Increase the number of part-time instructors (adjunct professors)
 - Inform university administration about the heavy load of the teaching staff
 - Change the ways of teaching
 14. Create new teaching conditions by promoting new ways of teaching and learning
 - Have seminars and workshops to teach new forms of teaching to the teaching staff
 - Improve infrastructure in order to use IT more effectively
 - Increase collaboration among teaching staff
 - Support exchange programs
- B DIVERSITY**
15. Attract more international students
 - Develop more targeted publicity for attracting international students
 - Seek support from representative offices in different countries
 - Organize presentations by teaching staff abroad
 - Develop collaborations with alumni
 - Foster the presence of diverse cultures and disciplines
 16. Enrich research data bases and relevant resources
 - Develop resources in the faculty library (Ahmet Behaeddin Library)
 - Provide more appropriate reading facilities in the faculty library

- Offer new online databases for the library network of the university
- 17. Cooperate with other disciplines
 - Propose more multi-disciplinary courses especially for other departments
 - Develop joint projects
 - Organize joint academic activities
- 18. Develop international research possibilities
 - Develop research collaborations with other institutions
- 19. Achieve variety in teaching programs
 - Offer more courses and programs in undergraduate and graduate levels such as restoration, conservation and urban planning
 - Develop double major and sub-major opportunities

C COOPERATION

- 20. Develop cooperation with community
 - Provide services to the community
 - Participate in governmental and communal projects
 - Develop design projects/products for public benefit such as urban furniture
- 21. Encourage students to cooperate with each other within an ethical framework
 - Support group projects
 - Organize technical trips and workshops
 - Encourage the organization of social activities and meetings
- 22. Develop cooperation with other disciplines
 - Provide interdisciplinary courses
 - Develop multi/ trans/ interdisciplinary research studies
 - Develop holistic approaches in research studies
- 23. Encourage the collaboration within the department
 - Sustain the departmental committees
 - Support team works between teaching staff and teaching assistants
- 24. Strengthen coordination among courses and teaching staff
 - Develop efficient coordination regarding submissions in terms of content and period
 - Support coordination among theoretical courses, studio-based courses and architectural design studios
 - Support coordination among the courses in the same field such as construction and architectural history
- 25. Achieve collaboration with national and international professional bodies and institutions
 - Develop mutual academic and professional activities
 - Organize joint programs and seminars
 - Invite representatives to the juries
 - Establish international exchange systems

26. Support the community, city and country and strengthening relationships between the local community and university
- Organize seminars, festivals, life-learning education
 - Publish professional articles in newspapers
 - Inform the community through media

D ETHICS

27. Educate students on ethical issues
- Teach students ethical responsibilities of the profession
 - Invite guests to give seminars on ethics
28. Increase awareness towards plagiarism
- Inform the students on plagiarism issues
 - Present information about plagiarism on the webpage of the department
 - Increase awareness against the use of anonymous internet sources in students' work
 - Implement electronic methods for checking and informing students about this program
29. Educate responsible architects
- Develop awareness through elective courses and relevant academic activities on environmental and societal responsibilities of architects
 - Organize meetings, where students can meet with successful architects who can act as good role models
30. Develop professional ethics
- Develop projects with relevant disciplines
 - Incorporate service courses from relevant departments such as civil and mechanical engineering
31. Strengthen the policies towards equity
- Highlight the equity policies on the department website
 - Eliminate subjectivity and achieving an objective and equal teaching environment
 - Follow the equity policies in the assessments of exams and juries
 - Revise the manner and conduct of examination via an examination committee
 - Provide objective assessment by simultaneously using various ways of assessment
 - Emphasize the equity policies in the course outlines
 - Support equal opportunities for students and assistants

E MOTIVATION

32. Sustain transparent management
- Provide accessibility to managerial decisions
 - Sustain the participations of student and assistant elected representatives in departmental meetings and relevant committees
 - Share of commission and committee meeting minutes
 - Sustain the present participatory and inclusive situation
 - Strengthen a trustworthy platform
33. Provide better conditions for research
- Develop exchange visit programs

- Balance the load between research and teaching activities
 - Provide research funds and sabbatical rights for teaching staff
34. Increase the sense of belonging
- Appreciate the success of teaching staff and students
 - Create more opportunities for social meetings between teaching staff and students
 - Strengthen institutional identity
 - Develop collaborative research and professional works with teaching assistants
35. Encourage the students in using the studios efficiently
- Create particular students' space in a particular studio
 - Provide 24/7 well equipped studios
 - Provide lockers to students
36. Upgrade the library and work areas
- Provide more appropriate work conditions
 - Update equipment
37. Motivate students and teaching staff for better design ideas
- Support practice oriented design teams and subjects
 - Encourage students to apply to national and international competitions
 - Introduce real societal and environmental issues in design problems

I.1.3. Response to the Five Perspectives

Response to the five perspectives is core to the Department of Architecture program. It had been thoroughly analyzed during the former MiAK accreditation process (Accreditation for 6 years with conditions was declared in 2011. Full accreditation conditions were fulfilled in 2015) and APR preparation for NAAB second visit. Program has consistently improved in accordance with the recommendations by NAAB Visiting Team Report.

I.1.3. A. Architectural education and academic community

It is an indisputable fact that the primary duty of universities is academic. However, having sound relations with the community and local government and contributing to and serving them are among the significant roles of any university. Consequently, EMU Department of Architecture has targeted to carry out joint activities with certain institutions and individuals in order to discuss issues of the built environment, develop their potential and improve their relationship with the Department.

As a result, the Department of Architecture has organized many academic activities such as seminars, workshops, conferences, panels and exhibitions. Several important examples are explained in this segment.

Department of Architecture and Municipality of Gazimağusa (Famagusta) have developed successful collaborations in terms of mutual interactions between academy and local administration. In 2007, the Department of Architecture initiated joint activities with Gazimağusa (Famagusta) Municipality as a response to various issues of the city.

Hence, Gazimağusa (Famagusta) Symposium was launched. This academic symposium is held four times a year: twice nationally and twice internationally.

The joint symposia organized to date are:

- 1st National Gazimağusa (Famagusta) Symposium 1998, 12-16 April,
- 2nd National Gazimağusa Symposium 1999, 25-28 October,
- 3rd International Gazimağusa Symposium 2004, 12-16 April,
- 4th International Gazimağusa Symposium 2007, 8-10 October.

The Department of Architecture facilitated a Memorandum of Understanding which was signed by Del Bianco Foundation, the Municipality and the University in order to protect and foster the local cultural heritage. In this respect, fundamental information about the cultural heritage of Famagusta and its surroundings were entered into the international databases. (<http://www.fondazione-delbianco.org> <http://www.lifebeyondtourism.org/>)

Besides the collaboration with the local administration, program has also developed academic corporations with NGO's and other institutions. In this respect, joint activities have been organized with INTBAU Cyprus Chapter (The International Network for Traditional Building, Architecture & Urbanism), an important chapter of the international (<http://www.intbau.org/cy/news-events.html>). This institution also has a mission of bringing Turkish Cypriot and Greek Cypriot communities together. Jointly organized activities thus far are:

- "From Green to Sustainable: An elongated curve" by Deependra Prashad, 2013
- "The Making of the Artisan Retreat" by Andreas Lordos 2014
- "Urban Centers of the 4th and 5th Centuries in Cyprus: The late antique bath-gymnasium of Salamis-Constantia and the forum of Kourion-Curium" by Assoc.Prof.Dr. Marko Kiessel, 2014
- "The Sustainable Regeneration of the Historic Bristol City Docks" by Prof. Costas Georghiou, 2013
- "Mapping the landscape: Studying of the local building code" by Guiseppe Amoruso, Workshop, 2014
- "Color and identity: Issues in vernacular sites" by Guiseppe Amoruso, Seminar, 2014
- "New idea for construction of historical elements" by Shabeddin Arfaei, Seminar 2015

In order to facilitate the real design problems in architectural design studios, ad-hoc relations are formed by the relevant NGO's. For example, Bağlıköy Initiative gave a series of seminars for ARCH 291 (Architectural Design Studio I) project. The project of this studio was given in Bağlıköy which was assigned as an eco-village by the government. Students conducted their research in the village and their interviews with the locals and NGO members. One of the ARCH 491 (Architectural Design Studio V) projects was the Artichoke Factory for Yeniboğaziçi Municipality which was recently assigned as the first Cittaslow settlement on the island. This was requested by an NGO of the region. The next project of the same studio was a school for children who have special needs. Both projects were successfully realized in collaboration with relevant NGOs.

Another international collaboration was realized with International Seminar for Vernacular Settlement (ISVS). ISVS-6 was organized in cooperation with the Faculty of Architecture. In 2012, it is an organization that aims to explore the possibilities of vernacular architecture and local traditions. Academic members of the department including professors and teaching assistants took part in the

organization and professors have become the permanent members of the international scientific committee.

A further collaboration was achieved with European Association of Architectural Education (EAAE-AEEA). As an academic outcome of this relationship was Unspoken Issues in Architectural Education (UIAE 2014) - International Conference on Architectural Education (3-4 April, 2014). EAAE sponsored the conference. This convention was organized to bring together an international group of scholars, practitioners and students to discuss architectural education from various perspectives. The keynote speakers were Prof.Dr. Theodore Landsmark (President, NAAB), Prof.Dr. David Gloster (Director of Education, RIBA), Prof.Dr. Manuel Couceiro Da Costa (Council Member, EAAE), Prof.Dr. Constantin Spiridonidis (Coordinator, ENSHA, European Network for Heads of School of Architecture) and Prof.Dr. Susan Roaf (Herriot-Watt University).

In a domain of service and teaching, supporting architectural education with extracurricular activities brings students together within the framework of interdisciplinary workshops which have participants from different cultural backgrounds. These activities also enhance teamwork experiences, help students to express themselves and to develop their ability for critical thinking. For this purpose, the program established the International Summer and Spring Schools.

The theme of the 1st International Summer School was “Beyond Boundaries- from Fragmentation towards Integration”. It was implemented in selected areas of Gazimağusa (Famagusta), the city which is home to Eastern Mediterranean University and which is significant in the eastern Mediterranean in terms of historical, socio-cultural and political developments.

Workshops have been moderated by Aydan Balamir (Architect, METU), Martin R. Baeyens (Artist, Royal Academy of Gents, Belgium), Ayşen Ciravoğlu (Architect, YTU), Vassos Demetriou (Ceramic Artist, Cyprus), Mehmet Ermiyagil (Designer, England), Karim Hadjiri (Architect, UAEU, United Arab Emirates), Costas Mantzalos (Artist, Frederic Institute of Technology, Cyprus), Ayşe Öztürk (Yeditepe University), Steven Tiesdell (Urban Designer, Nottingham University, England), Simge Uygur (Painter, Cyprus), İpek Akpınar (Architect, ITU) and Gülşen Gülmez (Architect, MSFAU)

The 2nd International Summer School was held in between 19-30 June 2006 with the theme “Designation, Tradition, Creativity”. Participants from various disciplines and cultural backgrounds came together and collaborated on an interdisciplinary approach. This event was supported by the TRNC (Turkish Republic of North Cyprus) Ministry of National Education and Culture as a B-type Project.

Workshop groups, moderators and main speakers of the 2nd International Summer School were; Erdal Aksugür, Yıldız Salman, Nurten Aksugür, Özlem Erdoğan Erkarlan, Önder Erkarlan, Üstün Alsaç, Rafooneh Mokhtarshah, Senih Çavuşoğlu, Onur Eroğlu, Guita Farivarsadri, Maya Öztürk, Danny Goldman, Saeed Nasiri, Şebnem Hoşkara, Burçak Madran, Munther Moh'd, Isaac Lerner, Hifsiye Pulhan, Ozlem Olgac Turker, Nabeel Hamdi, Beril Özmen Mayer, Peter Kellett, Marta Tobolczyk, Lech Klosiewicz, Nil Paşaoğulları Şahin, Güzin Türel and the speakers were:

Prof.Dr. Gülsün Sağlamer, Istanbul Technical University, Istanbul / Turkey,

Prof.Dr. Aykut Karaman, MSFAU, Istanbul / Turkey,

Prof.Dr. Nabeel Hamdi, Oxford Brookes University, UK.

In 2007 (April 30-May 4), the EMU Faculty of Architecture hosted the 1st International Spring School entitled “Architectural Thematic Network - International Design Workshop on Tourism and Architecture - IWTA”. Gazi University Faculty of Architecture and Engineering, Politecnico di Milano and Fachhochschule Bochum, aided in organizing this event with EMU.

Within the scope of the spring school, five workshops, the theme of which is Tourism and Architecture were held with the participation of Asst.Prof.Dr. Hıfıye Pulhan, Asst.Prof.Dr. Özlem Olgaç Türker, Asst.Prof.Dr. Banu Çavuşoğlu, Asst.Prof.Dr. Mukaddes Faslı and Asst.Prof.Dr. Beser Oktay from EMU Faculty of Architecture; Asst.Prof.Dr. Esin Boyacıoğlu, Dr. Adnan Aksu, Dr. Fulya Özmen, Dr. Mediha Gültek and Asst.Prof.Dr. Hakan Sağlam from the Department of Architecture of Gazi University; Prof.Dr. Manfredo Manfredini, Prof.Dr. Marina Molon, Prof.Dr. Ado Franchini and Dr. Paola Leardini from Politecnico di Milano and Prof.Dr. Hermann Kleine-Allekotte and Dr. Ulrike Beuter from the University of Applied Science Fachhochschule Bochum as well as a total of 65 students from Turkey, Italy, Germany and the TRNC.

International Research School was also held in Famagusta in 2012 with the collaboration of İstanbul Kültür University (İKÜ), University of Pennsylvania School of Design (UPenn), Cyprus International University (CIU), and EMU Faculty of Architecture, entitled with Urban Conservation Problems and Proposal for Famagusta Old Town.

In addition, the Faculty of Architecture, supported by the Departments, organized an annual international event, ‘International Design Week’. Participation of students was heightened previously announced workshops, presentations and seminars. The theme and web link of those events are:

- EMU Design Week 2011 - Multi-colored structure
(<https://www.facebook.com/pages/EMUDesignWeek2011MulticoloredstructureOfficialCommunityPage/212771288751427?fref=ts>)
- EMU Design Week 2012- Try once. Fail once. No matter...Try again. Fail again. No matter...Create, be BOLD & ENJOY-designing
(<https://www.facebook.com/pages/EMUFaculty-Of-Architecture-2nd-International-Design-Week-2012/380276372024429?fref=ts>)
- EMU Design week 2013- The name of the game is ... design; so let's PLAY!
(<https://www.facebook.com/3rdInternationalDesignWeek2013Emu?fref=ts>)
- EMU Design Week 2014-Collaborative Creativity
(<https://www.facebook.com/4thInternationalDesignWeek2014Emu?fref=ts>)
- EMU Design week 2015- Green Gestures
(https://www.facebook.com/IntDW2015/?fref=ts&ref=br_tf)

The Department conducts environmental-awareness campaigns for primary school children and contributes improvements to school facilities as part of its community service some of these were:

- DAİ (Eastern Mediterranean Primary School) and the Faculty of Architecture co-hosted the Children’s Winter School Event held on March 2010 under their cooperation
- The Faculty of Architecture hosted the summer school entitled “Let’s Walk Around, See and Beautify Our City” organized between 16-27 June 2008 with the collaboration of EMU Faculties of Architecture and Education and the Ministry of National Education
- The Eastern Mediterranean Primary School Children’s Park Project requested by DAİ was completed by two professors and one student (Prof.Dr. Şebnem Hoşkara, Assoc.Prof.Dr. Mukaddes Faslı and İlhan Ünal) of the Department of Architecture

- A Landscaping Project Competition was organized for the students within the scope of the elective course ARCH 461 Landscape Design aimed at improving the outdoor spaces of Şehit Hüseyin Akil Primary School and a contribution was made in that regard
- Teaching Assistants, Ehsan Reza and Safiye Özaltın organized a workshop for designing bird nest with the disabled primary school students during the 2014 International Design Week. Architecture students formed teams with disabled children under the guidance of their tutors in order to perform this activity

The Faculty of Architecture has also a mission of commemorating the leading architects of North Cyprus. In honor of Ahmet Vural Behaeddin, the first registered Turkish Cypriot architect, a student project competition has been held every two years in April, the anniversary of his death. This organization is open to the students of the departments of architecture and interior architecture to all universities on the island.

Another event, in honor of Architect Behaeddin is the Ahmet Vural Behaeddin Home Story Event. Since 2009, Faculty of Architecture has been leading the design discourse 'Time, Space and Memories: Home Story'.

- 2009 Time, Space and Memories: Home Story'-1: Discourse on the Dr.Ali Fikret House
- 2012 Time, Space and Memories: Home Story'-2: Discourse on the Osman Örek House

Professors of Architecture Department offer their professional services to governmental bodies and the community. For instance:

- Assoc.Prof.Dr. Beser Oktay is a member of the TRNC Department of Antiquities, Supreme Council of Monuments since November 2006.
- Prof.Dr. Hıfsiye Pulhan participated in the study for the identification of authentic structures which are examples of vernacular architecture in the villages of Girne (Kyrenia) district, which is conducted by the Girne District Office.
- Prof.Dr. Özgür Dinçyürek worked as the Project Coordinator and Project Implementation Control Team Coordinator in the Bafra Tourism Investment Area, Public Space Recreation Project.
- Prof.Dr. Özgür Dinçyürek also offered his expertise for analyzing design and construction problems of the Social Security Building in Kyrenia.
- Prof.Dr. İbrahim Numan, Prof.Dr. Naciye Doratlı and Prof.Dr. Özgür Dinçyürek participated in the workshop for the "Old City Revitalizing Plan" prepared by Gazimağusa (Famagusta) Municipality.
- Prof.Dr. Özgür Dinçyürek and Prof.Dr. Şebnem Hoşkara prepared a report to the Ministry of Internal Affairs for the revitalization project of the rural settlements of North Cyprus.
- Prof.Dr. Naciye Doratlı is a member of Bi-communal Technical Committee on Cultural Heritage. 2015
- Asst.Prof.Dr. Ercan Hoşkara is a member of Economy Workshop Group of TRNC Presidency.2015

The Faculty of Architecture's most important resource in achieving high-quality standards in its three research centers, led by its academic staff. While two of these (TASAR and HERA-C) are found within the Faculty of Architecture, URDC is administered by the professors of the Department of Architecture despite being affiliated to Rectors Office. These centers and their services can be followed on the following links:

- *URDC* (Urban Development and Research Center) (<http://urdc.emu.edu.tr>)
- *TASAR* (*Design – Research Center*) (<http://tasar.emu.edu.tr/>)
- *HERA-C* (Housing Education Research and Advisory Center) (<http://hera.emu.edu.tr>)

Another activity is the formation of teams of volunteer professors for developing social-responsibility projects. The aim is to draw attention to problems of the built environment and offer suggestions and raise community awareness. Many projects were coordinated with target groups. Some of these were:

- Citta Slow of Yeni Boğaziçi Municipality
- Antique Famagusta (NGO) Seminars and Workshop
- Famagusta Eco-city project & workshop
- Workshop with Famagusta initiative on Famagusta planning

Another social-responsibility project was the publication of ‘Mekanperest’ a bimonthly supplement in the local newspaper, Havadis. Ten issues were published with the aim to raise awareness of architectural values and challenges.

The academic community has also been augmented through extending the boundaries of the program by organizing off-campus visits for students. Technical trips both domestic and international are organized. In addition, site trips for conducting social, cultural, physical and environmental analyses are regularly organized in design studios. Furthermore, several courses encompass routine technical trips and research. These courses are ARCH 291 (Architectural Design Studio I), ARCH 292 (Architectural Design Studio II), ARCH 391 (Architectural Design Studio III), ARCH 315 (Vernacular Architecture of Cyprus as elective), ARCH 329 (Cyprus History and Culture as elective) and ARCH 461 (Landscape Design as elective).

Particularly, ARCH 392 Architectural Design Studio IV has collaboration with Yıldız Technical University in Turkey. Every semester, the two studios (ARCH 392, EMU and MT5, YTU) are run as joint studios. Within this scope, students have a technical trip to Istanbul and conduct their architectural research. Seminars and joint juries are organized in the host institution.

Technical trips and workshops are also organized for ARCH 190 Part B (Summer Practice I). Especially in summer periods, students take a technical trip to both local and international destinations. As a part of the mentioned summer practices, students also attend the Turkey Built Fair under the guidance of their professors. To be able to realize this activity, the Department of Architecture is represented with a stand in the fair. This stand forms a basis for the presence of students and academics within the fair. A series of conferences are given during this event by the members of Department of Architecture.

Besides the above mentioned activities, it is also possible for students to organize their activities independently through the student clubs. ‘Design Club’, is a student club established by the students of architecture, interior architecture, and industrial design departments. Design Club organizes various academic events throughout the year for dissemination of professional information. It also hosts various social events as well.

Design Club carries out the following activities:

- Organizes discussions, seminars, conferences, exhibitions and various meetings in line with its purpose
- Organizes trips accompanied by guides for architectural purposes

- Brings together students and the mass media such as magazines, newspapers, websites, in which architecture-related issues are covered
- Conducts joint activities with legal organizations and institutions for the implementation of ideas developed for the recognition and understanding of architecture
- Organizes technical trips in order to overcome any deficiency in technical, theoretical and practical knowledge
- Shares information in collective discussions
- Organizes dinners, parties and excursions
- Organizes workshops to support the spirit of teamwork

Communication among students of different departments of the faculty is provided by the first year courses that are given jointly in order to adopt a common design philosophy and understanding between departments. Moreover, there are also attempts during the later years, such as ARCH 392 (Architectural Design Studio IV), ARCH 491 (Architectural Design Studio V), and ARCH 492 (Architecture Graduation Project) where input is received from other disciplines such as civil and mechanical engineering.

Various aspects of liberal arts matters are also incorporated in courses within the program, such as FARC 101 (Basic Design), FARC 102 (Introductory Design Studio), FARC 113 (Introduction to Design), ARCH 252 (Theory of Urban Design), ARCH 329 (Cyprus History and Culture as elective), ARCH 312 (Architecture and Design Theories), ARCH 355 (Process of Urban Design).

Relations with other programs in other institutions provide opportunities to broaden academic interactions. There are agreements with international institutions such as Politecnico di Milano, METU (Middle East Technical University), ITU (Istanbul Technical University) and YTU (Yıldız Technical University). From 2015-2016 Spring Academic semester ARCH 492 (Graduation Project) will be in collaboration with ITU (Istanbul Technical University), Istanbul Kemerburgaz University, and and YTU (Yıldız Technical University).

In addition, the Faculty regularly attends ENHSA (European Network for Heads of School of Architecture) in Chania, Crete, Greece and MOBBIG (Head of Architecture Schools Networks) in Turkey.

I.1.3. B. Architectural education and students

Nurturing and respecting diversity, distinctiveness, self-worth and dignity are priorities of the program. These are achieved through various ways inherent in the coherent structure of the curriculum and individual courses. Collective and individual assignments in the courses uphold the idea of diversity, distinctiveness, self-worth and dignity. Supportive activities such as elective courses, summer practices, international schools, international design weeks, technical trips, workshops and exchange programs also provide valuable opportunities for students to achieve these virtues.

To emphasize the importance of diversity and distinctiveness, the program plays a directive role in collaboration, assistance and joint decision-making by encouraging the participation of the students in national and international events. These events are generally organized jointly with various institutions such as the Department's spring school and the Gazi University Faculty of Architecture and Engineering, Politecnico di Milano and Fachhochschule Bochum. In this sense, while the international workshops, summer and spring schools (mentioned under the 'Architectural Education

and Academic Community’) allow students to meet with students and professors from other universities and disciplines. Students collaborate, cooperate, share, and make joint decisions within multicultural and multi-disciplinary environments.

During lectures, for the purpose of enhancing the self-worth and dignity of students, professors support group discussions and class presentations as well as delegate responsibilities. For the sake of creating a participative and interactive environment, students are encouraged to ask questions, make comments, find mistakes, bring different examples, and give presentations in front of the class. Through seminars and panels, students have opportunities to discuss particular professional issues freely with experts.

Group work is aimed to increase students’ self-confidence, by delegating different responsibilities dependent on their abilities and technical skills. Students have the opportunity to visit professors and teaching assistants easily during office hours and anytime on and off campus, openly share their thoughts and receive feedback.

To underscore the importance of the self-worth and dignity while living and working in a global world, different formats of group work are used in the program:

- In architectural design courses, students are generally asked to produce individual projects as final products.
- Certain stages in design process include group work. Although students end up with individual projects, they conduct certain parts of research together and make larger-scale models together. Developing partnerships and sharing responsibilities are essential for such collaborations. Students who know English at various levels practice with each other and improve their abilities in using English.
- Since students are given the same design problem, they brainstorm together, offer constructive feedback and follow up on each other’s developments.
- In theoretical courses, exercises, homework, projects and term projects are assigned so that both individual and group work is facilitated and variety is created to enhance learning from each other. Collaboration is achieved within and among the groups.
- There are multinational students from various parts of the world and this provides international learning environments where students reflect on diverse issues on project development, especially in the first year. Some of the second year courses, such as ARCH 213 (Ecological Issues in Architecture) and ARCH 225 (Theories and History of Architecture I), provide the opportunity to focus on local issues within the global perspective.
- Emergence of a new design ethics for architects in contrast to present the mainstream thinking (that architecture is not merely about style and manifestos) is needed and demanded by society. Hence courses develop values and principles on protecting the environment and encourage students to consider contextual issues. Different international standards are presented in various courses in order to introduce global values to students. These issues are considered in courses such as ARCH 243 (Architectural Construction and Materials I), ARCH 235 (Introduction to Tectonics of Structural Systems), ARCH 236 (Tectonics of Flexural Structures), ARCH 337 (Tectonics of Form-resistant Structures), ARCH 244 (Architectural Construction and Materials II), ARCH 246 (Energy and Environment Issues in Design), ARCH 347 (Architectural Construction and Materials III).
- The computer graphics courses, such as ARCH 382, ARCH 383 (Geographic Information Systems), ARCH 384 and ARCH 385 instruct students in such a way that they can compete

within the expected conditions of the global building market and this increases self-confidence and employment opportunities.

Professors use academic terminology of various disciplines within the courses and other academic activities enabling students to become familiar with the different approaches and values of other disciplines.

The Department of Architecture supports participation in international competitions, workshops and summer schools organized in other countries. Our students, who have been in different environments, share experiences with different student groups. When these students return, they have occasion to share those experiences with their colleagues in EMU.

The EMU Department of Architecture aims to develop the students' self-confidence to enable to undertake a leadership role in their professional life. Therefore, in addition to the courses, various educational and academic settings are arranged either within the Department itself or jointly with other institutions to create conditions for student participation. For example, participation is encouraged in ARCH 252 (Theory of Urban Design), ARCH 355 (Process of Urban Design), ARCH 392 (Architectural Design Studio IV), ARCH 491 (Architectural Design Studio V), ARCH 492 (Architecture Graduation Project). Within this context some students are able to engage in exchange programs in various universities accredited by MiAK or universities which signed a protocol with EMU or the Faculty.

There is a close, intimate and pedagogic relationship between students and professors in the program. In design studios, there is a particular close relationship; as students create their own design projects, their personality and self-confidence develop further. While they present their own projects, both in the table-critiques and open-jury environments organized at regular intervals by the department administration, students gain experience in receiving constructive criticism and expressing themselves accurately and comfortably. Every year students are encouraged to submit their projects to ARCHIPRIX International and ARCHIPRIX Turkey, two important student competitions.

Participation of the students in various extracurricular activities is encouraged and, they are usually included in the organization of these events. Environmental coalitions are an example of this. Since March 2014 social, cultural and environmental responsibilities campaigns were established at Department of Architecture EMU and collective events were organized in the early weeks of each academic semester. "Clean Beach Coalition", the first social and environmental campaign, was initiated at the beginning of Fall semester 2014-2015 academic year. "The Green Island Mission" organized by EMU Department of Architecture together with TRNC Ministry of Environment and Natural Sources, Tatlısu Municipality and Cyprus Turkish Orthopedic Disability Association began in 2015 Spring semester. "Make it Clean, So Plant The Green, Paint the Dream, Trust the Team" is the third event, which was organized together with Municipality of Famagusta and Mağusa Gelişim Akademisi at the beginning of Fall 2015 semester.

Film festivals are another extra curricular activity which Department of Architecture at EMU started from 2014 Spring semester. The Department Film festival now focuses mostly on inspirational films with the belief that watching a great film can change and inspire people to achieve challenging goals. Some examples of films presented at Alpay Özdural Conference Hall (Known as A01 at Colored Building) are as follows:

- "Good Bye Lenin". Wolfgang Becker, 2003. USA. 03 November 2015

- “Life after People”. David De Vries, 2008. USA. 20 May 2015
- “One Dream can change the world: SELMA”. Ava DuVernay, 2014. USA. 17 November 2015
- “A Separation”. Asghar Farhadi, 2013. Iran, 08 December 2015

ARCHIEXTRA are a new series of workshops begun in 2015 to provide additional support and skill to architecture students in the framework of an extracurricular program.

- “Freehand Drawings for Architects”, Prof.Dr. Kokan Grecv, 11 November 2015
- “Digital Presentation for Architects”, Emre Akbil, 9 December 2015
- “Digital Photography for Architects”, Cem Kara, 18 December 2015

On the other hand in national or international competitions, workshops and conferences, students are expected to meet with students from different schools, make comparisons and realize their skills and levels.

In this respect, Girne (Kyrenia) Municipality and Chamber of Turkish Cypriot Architects organized a workshop inviting participation of all architectural programs of North Cyprus in order to design a project for ‘people who have special needs in public spaces of Kervansaray recreational district’ in 2013. One instructor and five students from each program attended. In this workshop, experts gave seminars on particular professional and technical issues and students found opportunity to discuss and experience these subjects.

With the experience and intellectual accumulation gained in all these different environments, facilitate students’ ability to express their views easily and accurately, improve their leadership instincts, and discern the breadth of professional opportunities available to them.

Several design project subjects are formulated on the needs of NGOs, local and administrative governmental bodies and some private firms. Hence, ARCH 291 (Architectural Design Studio I), ARCH 392 (Architectural Design Studio IV), and ARCH 491 (Architectural Design Studio V) and some part of the ARCH 449 (Economic and Managerial Issues in Architecture) assigned projects which were actually realized.

The program is in strong collaboration with UCCTEA Chamber of Architects, and the Chamber of Architects of Turkey. It organizes common congresses, competitions and summer schools especially with UCCTEA Chamber of Architects. In addition, professors contribute to the conferences, workshops, panels and exhibitions organized by the Chamber as well as take part as jury members in the architectural competitions organized by the Chamber. Frequently, professors publish their papers in “*Mimarca*” magazine, a publication of UCCTEA Chamber of Architects. Council members of the Chamber of Architects also teach courses on professional practice and take part in design courses and their juries.

The professors have personal relationships with the Chamber of Architects of Turkey, besides the above mentioned institutional relations. Some of the professors take part in the events organized by the Chamber of Architects of Turkey.

Some seminars and congresses held jointly by the Department of Architecture of EMU and the Chamber of Architects of Turkey and North Cyprus support life-long learning. Some technical

seminars organized within design studios and theoretical courses also support life-long learning for students. Some of these are:

- TRNC 1st Architecture and Education Congress (3-4 May 2007)
- TRNC 2nd Architecture and Education Congress (11-13 November 2009)
- TRNC 3rd Architecture and Education Congress (5 October 2014)
- TRNC 4rd Architecture and Education Congress (30 October 2015)
- Renewable Energy panel (14 June, 2014)
- Light Structure Steel Design Seminar (21 June 2014)
- Slow City design guide lines (2013)
- Suspended structure systems seminar (2012)
- Occupational Safety and Health Seminar (2010)
- Sustainable Buildings Seminar & Workshop (2009)

Within this context new technical and technological developments are explained to the students in various courses such as FARC 142 (Introduction to Design Technology), ARCH 243 (Architectural Construction and Materials I), ARCH 244 (Architectural Construction and Materials II), ARCH 246 (Energy and Environmental Issues in Design), ARCH 235 (Introduction to Tectonics of Structural Systems), ARCH 236 (Tectonics of Flexural Structures), ARCH 337 (Tectonics of Form-Resistant Structures) and ARCH 347 (Architectural Construction and Materials III). The teaching methodology of the digital courses involves continuous education throughout the professional life of students in order to update their knowledge and skills on digital technologies.

In 2013, design studios, ARCH 491 and ARCH 492 served as platforms to test individual design capacity for solving holistic and comprehensive design projects. Students incorporated advanced structural systems and technologies they learned in their construction and structure classes into their design projects. They followed scientific and technological developments by analyzing and comparing different systems in their design projects.

I.1.3. C. Architectural education and regulatory environment

The program has already developed strategies to fulfill the requirements of the NAAB Conditions for Substantial Equivalency, (Part I.1.3 – Response to the Five Perspectives), about the regulatory environment. A particular emphasis is given to relations with alumni in parallel to the Rector's Office and MİKA (Communication with Alumni and Carrier Development Directorate). Within this perspective, the program establishes reliable communication with alumni for providing regular feedback from the building market and for creating opportunities to share professional experiences with students. These activities were re-organized under the framework of Architecture Profession Orientation Program (A-POP) in 2014 by the approval of Departmental Council. The A-POP became a useful tool to follow and conduct further activities for students in the courses, so as to be well-prepared for professional practice after graduation. (See [Appendix I.1.3.1](#), [Appendix I.1.3.2](#) and [Appendix I.1.3.3](#))

The mission of the A-POP is to develop an original and comprehensive approach to NAAB SE requirements on the regulatory environment. It also points to our specific academic understanding of cultural and other differences in today's societies. It aids especially in a domain of architectural education and profession which produce potential obstacles for graduate students as they begin employment. The mission of A-POP is to balance between necessities and possibilities, stand on its

international structure, be aware of a diversified world, understand the interdisciplinary approaches of the professional world and be able to spread its educational activities into the professional world further on with the rapidly-changing environmental and technological conditions.

By the vision of the A-POP, and by referring to A-POP in the future can fulfill the possible missing links between the existing learning outcomes and the real professional needs of students in a way to be eligible for fulfilling the standards in different countries or professional surroundings. Questionnaires developed to collect data that is useful to support the programs and to be involved into the process of architecture education, are given in [Appendix I.1.3.4](#).

Information and obligations related to graduate/post-graduation professional practice requirements, institutions and rules and continuing professional development are conveyed to students through courses in the program and seminars of guest speakers (https://www.facebook.com/EMU-Architecture-Students-152588918126929/?_mref=message_bubble).

Apart from the topics discussed in the courses, this information is also conveyed to students through conferences given by architects and urban designers successful both in practice and in academia who come from abroad as guest speakers of the “Urban Research and Development Center” (URDC) administered by the professors of the Department of Architecture.

In order to provide a sound preparation for the transition to licensure or registration for the course, we are practicing different methodologies.

The recently adopted A-POP especially addresses to this issue. (See [Appendix I.1.3.5](#))

Otherwise, this specific preparation of fulfilling legislation demands of the professional bodies is approached on different levels such as:

Presenting aspects of Architectural Education and Architectural Professional Practice

Pointing how the Program relates to Professional Bodies and Boards

Multilevel presence such as:

- Competitions,
- International Summer School,
- Symposia / Conferences / Seminars,
- *Mimarca* Magazine - UCCTEA Chamber of Architects,
- Relations with the Chamber of Architects of the Republic of Turkey and North Cyprus,
- Relations with the Chambers of Architects of different regions and countries,
- Relations with active professionals (referring to A-POP alumni questionnaire – see [Appendix I.1.3.3](#)).

The courses which provide a sound preparation for the transition to licensure or registration are ARCH 416 - Professional Issues in Architecture, ARCH 449 - Economic and Managerial Issues in Architecture, ARCH 390 – Summer Practice III and ARCH 290 – Summer Practice II. According to the questionnaire made with academic staff about the five perspectives, the professors of the above courses confirmed that these courses prepare students for the transition to licensure or registration as follows:

- **ARCH 416: Professional Issues in Architecture**
Preparation for professional practices, responsibilities, ethics and relationship with other members of trade is the basic concerns of this course. Analysis and preparation of accurate estimates of probable construction costs with emphasis on construction and finishes, writing specifications, the bidding process, contracts and letters of agreement and the preparation of bid documents are addressed. Management concerns include the evaluation of construction time and cost, contract management, construction documents, inspections, time scheduling and control.
- **ARCH 449: Economic and Managerial Issues in Architecture**
A course consisting of basic concepts and definitions for: construction management, principles of engineering economy, cost/benefit analysis, break-even analysis, interest calculations, and economic comparison. Parties and stages of construction projects, engineering site organization, construction contracts and their documents, types of specifications, project planning techniques, bar chart, network analysis, and arrow diagram are covered.
- **ARCH 390: Summer Practice-III**
Architectural Office Practice: Students are expected to contribute to the design and/or technical drawings of the application projects (house, shop, office, restaurant... etc.) of a single project or several projects led by the institution that the student is practicing with. Students are expected to present documentation for all their studies and contribution in the institution. Students have to complete a minimum of 25 working days in office practice.
- **ARCH 290: Summer Practice II**
Construction Site Practice: Practice at certain construction site(s) must be verified and reported through consistent documenting, photocopy, and daily activity reports. The department standard training report book must be filled in properly and signed by the official site manager of the construction site(s). Duration of ARCH 290 should be 25 working days.

To deal with student exposure to possible internship requirements within the course, we have developed the open platform of A-POP (See [Appendix I.1.3.5](#)). Especially, in this domain, Results and summaries from the alumni questionnaires are of prime for further improvement in this area.

With the proposed table (See Table I.1.3.1), it is evident how to improve the program's orientation towards the professional world by compiling three main points:

- What is offered and conducted by EMU Department of Architecture programs (“EMU Diploma possibilities”)
- What are the requirements by the legislation of the professional demands in the “case regions” (according to “Diploma evaluation”)
- What are the differences between what we are offering and the criteria of A-POP to complete the process of orientation at EMU (“Diploma additions”)

Regarding the A-POP, there are “case regions” that will be presented and explored to complete the following data in the tables. If necessary, the list can be redefined with different proposals at any stage.

Table I.1.3.1 Template for the results of A-POP questionnaire

	<i>What is offered and conducted by EMU Department of Architecture programs (“EMU Diploma possibilities”)</i>	<i>What are the requirements deriving from the legislation and professional demands in the mentioned “case regions” (According to “Diploma evaluation”)</i>	<i>What are the differences between and what we are offering in the A-POP to complete the process of orientation at EMU (“Diploma additions”)</i>
1. United States of America			
2. United Kingdom			
3. European Union			
4. Republic of Turkey			
5. Eastern Mediterranean Region Countries Iran Palestine Dubai Qatar Nigeria Canada Russia			
6. Australia			

Completing this table will explain the main goal of the A-POP which is to establish a referral point through which will enable an active role in defining and constantly improving architectural education in a way to be recognized worldwide.

Information and obligations related to professional practice requirements, institutions, rules and continuing professional development are conveyed to students through courses in the program and seminars by guest speakers. Apart from the topics discussed in the courses, this information is also conveyed to students through conferences given by architects and urban designers successful both in practice and in academia who come from abroad as guest speakers of the “Urban Research and Development Center” (URDC) administered by the professors of the Department of Architecture.

The responsibilities of the architect, problems that may arise between the architect and the customer as well as legal framework in practicing the architecture profession, are sought to be explained to the students through some design and communication courses.

However, some primary issues such as which institution the architect will work with, which permit to be obtained and from where, can only be learned after graduation while practicing the profession as it will vary according to the location, position and subject of the projects the student will undertake.

According to the survey made with the academic staff, the courses which contribute to understanding responsibility for professional conduct by the students are ARCH 416 – Professional Issues in Architecture and ARCH 449 - Economic and Managerial Issues in Architecture. ARCH 416 realizes this target by highlighting responsibilities and ethics. On the other hand, the professor of ARCH 449 states that: *In this course, when students are making economic analysis they are informed about environmental and social costs/benefits as well. This dimension creates awareness for students to understand the responsibility for professional conduct.*

The number of graduates at the end of Spring term 2014 of EMU Department of Architecture is 1543. According to the survey results made with alumni in 2013, 92 graduates contributed to the survey (for further information, see self-assessment procedures). 85 (92 %) of these respondents were registered architects; 24 (26 %) were registered with the Chamber of Architects in Turkey; 29 (32 %) were registered with the Chamber of Architects in North Cyprus; 1 (1 %) was registered with RIBA; 31 (34 %) were members of other professional institutions.

I.1.3. D. Architectural education and profession

Students receive architectural education to practice the architecture profession in government offices or in the private sector in many different areas such as design, production or built-up environment or to have an academic career. In order to ensure that the students begin to work as fully-equipped and competent individuals, it is essential that the educational institutions have an adequate and efficient institutional relationship with professional communities to keep informed and updated about professional areas. In addition, the educational programs should allow for the graduates who have completed their education successfully to acquire the skill to keep up with the rapidly changing conditions and requirements after graduation. To this end, the Department of Architecture of the Faculty of Architecture of EMU is in contact with national and international professional bodies and attaches importance to cooperation with professional bodies.

EMU Department of Architecture has taken several steps in order to prepare its students for practice in a global economy. Having adjunct professors in all studios is one of these. Having representatives of Turkish and North Cyprus Chamber of Architects in ARCH 492 – Architecture Graduation Project final juries is another important step to bring students and representatives of professional organization of architects together. Seminars are given by some representatives of these chambers of architects, such as Prof.Dr. Guven Arif Sargin from Turkish Chamber of Architects, about include research done by their institutions. Having civil and mechanical engineers visiting 392 – Architectural Design Studio IV, 491 - Architectural Design Studio V and 492 – Architecture Graduation Project studios also contribute to students’ preparation to practice in a global economy. Seminars given by professional architects from around the world such as Kengo Kuma, Bijan Kohani, Tariq Khayat (a graduate of the program who is a senior architect in Zaha Hadid Office), Cafer Bozkurt, Saffet Bekiroğlu and Kamran Afshar, Shahabeddin Arfaei help students benefit from the experiences of these architects within the global economy. “Alumni talks” is a new program launched by the Department of Architecture to bring students and experienced professionals together. EMU alumni: Serhat Terzi, Director of Terzi International Architecture, Romania; Çağrı Şanlıtürk currently PhD candidate in University of Sheffield (May 27, 2015); Ediz Uraç architect at BujArchitecture Llp, London, UK (June 10,2015); Hayriye Gültutan and Ahmet Özenç architects at Antre Design, Kyrenia, TRNC (Dec 09,2015) gave talks to students at Conference Hall in Department of Architecture.

According to the survey made with academic staff about the five perspectives, the courses which prepare students for practicing in a global economy are ARCH 190 - Summer Practice I, ARCH 290 - Summer Practice II, ARCH 390 - Summer Practice III, ARCH 492 - Graduation Project, ARCH 491 - Architectural Design Studio V, ARCH 416 - Professional Issues in Architecture, ARCH 449 - Economic and Managerial Issues in Architecture and ARCH 392 - Architectural Design Studio IV. One of the ARCH 492 professors asserts that: “*The precedence shown to students during Graduation Project and the precedence the students refer to are products of global economy.*”

Environmental issues are taught to students in the program to present the diverse possibilities of the positive impact of design on the environment. All design courses, except the first year design courses (ARCH 291, ARCH 292, ARCH 391, ARCH 392, ARCH 491, ARCH 492) aim to instruct students on how design can have a positive impact on the environment. On the other hand, theory and history courses (ARCH 225, ARCH 226, ARCH 312) deal with various dimensions of the impact of design on environment. Courses about urban design (ARCH 252, ARCH 353) deal with the effect design has on the urban environment; environmental control and ecology courses (ARCH 213, ARCH 246, ARCH 348) deal with designs' impact on environmental issues and conservation / restoration courses (ARCH 311) deal with the effect design has on the historical environment. Some quotations on the survey from academic staff are:

ARCH 190, ARCH 290, ARCH 390 - Summer Practice I, II, III: In site visits students examine different samples of architecture in the environment.

ARCH 252 - Theory of Urban Design: Considering that the emphasis of the course is on how successful urban environments are created or the characteristics of successful urban spaces, the students become aware of the positive impact of design to the urban environment.

ARCH 291 - Architectural Design Studio I: The students are expected to deal with the architectural solution not only suitable to place characteristics of the site, but also protecting and refurbishing the environment by proposing positive impacts through their design proposals.

ARCH 292 - Architectural Design Studio II: After having awareness about the problems (weaknesses and threats) of the project site, students are required to bring a solution by highlighting and utilizing already existing opportunities and the strengths of the context in their architectural projects. At the end of this process, students witness impacts of his/her project refurbishing a particular environment and enhancing life quality there.

ARCH 225 - History and Theories of Architecture I: Since the main aim of the course is to teach to use of precedents, that is to say, to use their ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects, the successful students realize the value of the historical, theoretical and environmental issues for the achievement of innovative and environmental friendly design projects.

ARCH 213 - Ecological issues in architecture: The course offers powerful instruments for the students of architecture by guiding them through their design process. When they start thinking about where the sun is; how it affects the spatial and functional organization; what materials should be used in order to minimize the impact on the environment; how the design can contribute to the urban sustainability; where the building's water and energy supply should come from and where the waste should go, they recognize that building design is concerned with more than form and image.

ARCH 353 - Process in Urban Design: In urban process students are studying in urban context, this gives them to opportunities for working in problematic environment and they will find a positive impact to create a better environment.

ARCH 311 - Principal of Conservation and Restoration: We are showing them restoration studies that were done in traditional, vernacular sites and historic cities. They can easily understand the differences

between design and approach of these projects. They are also learning the impact of new building designs in historic environments. By analyzing different cases with different design approaches, they can see the effect of design on environment.

ARCH 312 - Architecture and Design Theories: Critical and theoretical approaches regarding the 20th century architecture and urbanism are discussed in this course. These discussions help the students to develop knowledge and make positive contributions to their designs.

ARCH 391 - Architectural Design Studio III: In the analysis and synthesis (SWOT analysis) part of their design process, students are required to evaluate the existing conditions of the environment that they are designing and expected to contribute to the context. At the end of the project, the experts are evaluating students' project positive and negative impacts to the environment.

ARCH 491 - Architectural Design Studio V: Since structural systems are getting important in this studio, different examples of structural systems from various environments have presented to the students in which they can see the effect of such designs on environment.

ARCH 492 – Architecture Graduation Project: One of the aims of the course is to develop students' ability further about building and environment relationship. The relationship between design and climatic problems are highlighted in the juries.

The fact that the first-year courses are the same for all the undergraduate programs within the Faculty of Architecture is jointly given to the students, whose education will concentrate on different stings, complexities, dimensions, and scales of design in the subsequent semesters, the opportunity to work together. In addition, to the basic design studios, theoretical courses in the first year allow students of each design discipline to develop an understanding of the other design disciplines. This provides inside into the collaborative roles and responsibilities assumed by architects in practice later on.

According to the survey made with academic staff about the five perspectives, the issue of collaboration with other disciplines is mostly highlighted in technology courses (structure and construction courses - ARCH 235, ARCH 244) and courses on economy (ARCH 449). Since a civil and a mechanical engineer regularly participate to each of the studios of ARCH 392, ARCH 491 and ARCH 492, collaboration between architecture and engineering disciplines is highlighted in these courses. Some quotations from this survey are:

FARC 102 - Introductory Design Studio: The group works stimulate a collaborative environment. Also, weekly critics emphasize the collaborative multi-disciplinary environment.

ARCH 235 - Introduction to Tectonics of Structural Systems: Since this course is about structures, it is told students that, architects design building structures in collaboration with structural engineers. It is told that this collaboration can serve for innovative purposes as well as economic purposes.

ARCH 244 - Architectural Construction and Materials: All team in design and construction process are explained to the students in studio.

ARCH 449 - Economic and Managerial issues in Architecture: In this course, the students learn the stages of the whole construction process, the resources that can be used during the process and how the architects take roles in this process. The members of the design team, the participants of a real project, the project management, construction management, financial management and time management are explained in this course, so the students understand the diverse and collaborative roles assumed by architects in practice.

ARCH 491 - Architectural Design Studio V: Since this course focuses on collaboration with others, it is told to students that they should design in collaboration with civil and mechanical engineers. At the same time they have to know best structural solutions and material selection for their designs as well.

ARCH 492 – Architecture Graduation Project: By getting into contact with civil and mechanical engineers, the students see how they can take part as designers.

Architecture which is a collective action requires a culture of solidarity. Architecture as a profession is in close collaboration with civil engineering, mechanical engineering, and electrical and electronic engineering. In addition, as a discipline, it is closely related to disciplines like art, social sciences, technology, history and planning. The fact that it requires teamwork and cooperation with other disciplines as a profession and a discipline necessitates the teaching of this in the architecture program.

In the report of the group on “Joint Activities with Other Design Groups” of the 1st Congress on Architecture and Education held by UCCTEA Chamber of Architects in 2007, the significance of cooperation and collaboration with other disciplines in architecture was discussed on the basis of education. In that study, an analysis of the current situation was done of the program, course content, infrastructure and academic staff and suggestions that would contribute to interdisciplinary approaches in design education were developed. After that Architectural Education and other relevant issues such as heritage were studied in consequent congresses.

The issue of how learning by practice and research to respond to client expectations is a life-long achievement is taught to students in the Department of Architecture of the EMU. They can be analyzed under three basic headings:

- The first is in the context of change and the growing amount of information (change in technology, architecture, computer programs, rules and applications).
- The second is in the context of the significance for architects to be kept updated of advances and changes in the profession.
- The third is in the context that the design practice which always requires a single analysis of a situation will require a separate research each time.

Since all these cases require research once a new problem is encountered or ascertained, the research automatically has the feature of being followed by the practice either by completing the current work or by reflecting on further work. Interest will bring with it the reflection on practice and thereby knowledge will be consolidated to fully respond to client expectations.

This issue is mostly studied in design courses (ARCH 291, ARCH 292, ARCH 391, ARCH 392, ARCH 491 and ARCH 492). Also ARCH 114 - Human and Socio-cultural Factors, deal with client expectations. Some quotations about the relation between the courses and responsiveness to client expectations from the survey made by academic staff are:

ARCH 491 - Architectural Design Studio V: Students have their architectural program and as their client we check if they respect this program in their proposals/designs.

ARCH 492 – Architecture Graduation Project: Economic expectations of the client are questioned during the juries. The valuable parts of the site, total area to build, and places of certain functions are questioned.

To be able to proceed and evaluate the level of success in advocating for design-based solutions that respond to the multiple needs of diverse clients and populations as well as the needs of communities, students are directed on collaboration, assistance, and joint decision-making. During their years at the university, the students of the EMU Faculty of Architecture support and encourage various educational and academic events by organizing them both within the Department itself and jointly with other institutions, for the purpose of undertaking a leadership role in their professional lives. While the participation of students in various national and international events organized both in intra-curricular and extracurricular contexts is encouraged, they are expected to work individually and collectively in different groups, make decisions together and jointly, develop a critical view, take initiatives and embrace and present jointly the set of ideas which are developed. Thus, it is aimed to develop the students' personalities and prepare them for professional life through the experience gained in student groups from various institutions, disciplines, cultures and degrees of knowledge. Ethics of profession can be grouped under three headings:

- Contracts, laws and regulations
- Quantity of work
- Client demand

Thus, the multiple needs of diverse clients and populations as well as the needs of communities are provided for with skills, knowledge and responsiveness towards specific architectural ethics.

The issue of needs of diverse clients is mostly highlighted in design studios (ARCH 291, ARCH 292, ARCH 391, ARCH 392, ARCH 491, ARCH 492). Some quotations from the survey made with the academic staff are as follows:

ARCH 291 - Architectural Design Studio I: The sites are selected from the local rural/vernacular environments and recent ecological development and relevant individual/social needs, i.e. Eco village and the Cittaslow movements, are considered.

ARCH 292 - Architectural Design Studio II: Architectural projects/design problems that are required from students to design/solve include public and private realms responding to the multiple needs of community. Students are encouraged to consider different user groups/profiles by providing the necessary settings also for their activities. They ought to consider the attitudes of different people starting from the passerby on the street to the owner of the building or from the disabled person to the old people.

ARCH 391 - Architectural Design Studio III: Students are asked to design their project according to able and disabled groups for both indoor and outdoor spaces.

ARCH 491 - Architectural Design Studio V: We ask to our students in each semester to make their design adaptable to the needs of the selected user groups. The users could be disabled, elderly or children and they are in need for close and out-door spaces.

ARCH 492 – Architecture Graduation Project: Respect to historical, natural environment and to culture is considered.

To provide students with opportunities for further growth and development of the professions, the EMU Faculty of Architecture is in close cooperation with professional bodies both locally and world-wide at the departmental and faculty level. In addition, the activities and suggestions of institutions like the Union of International Architects (UIA) and Architectural Council of Europe (ACE) are followed and taken into consideration.

In this part of the report, the relationships established by the Department of Architecture with occupational communities at institutional level and how it is ensured that free-lance architects take

part in education will be explained. Issues of how the students are taught to meet their needs of enhancing their architectural knowledge through life-long application and research will be covered; the requirement that the architect should be the reconciliatory in disputes that may arise between the architect, public, the recipient of service and the contractor and how ethical regulations to ensure reliance on the profession are taught to students will be mentioned.

Students are initiated to the growth and development of their future profession by encouraging them to submit their work to national and international competitions. For example, in ARCH 492 - Graduation Project: *Successful student projects which are selected by students, by teaching assistants and by academic staff are sent to national and international competitions.*

I.1. 3. E. Architectural education and public good

Since architectural education and public good are not to be separated but on contrary to be affirmed as in exclusive unison with a huge variety of outcomes, in this section most of the specifics are already mentioned and discussed previously.

However, the main goal of this separate presentation is to point again, to the exclusivity of the final result of good architectural instruction to serve and to achieve public good. To be active and engaged citizens, students of architecture need information and data, so they can be involved directly in a variety of social, economic, religious or cultural surroundings and be able to respond to each predominant criteria of society.

It also concerns how the courses in the program increase the students' knowledge on public good and environmental problems. It also deals with how students solve environmental problems by using architecture and urban design.

There are a series of events held in the Department of Architecture. An important one is INTBAU where detailed information was given in I.1.3.A. Another is the World Heritage Day which is organized by the Faculty and held annually on 18th April. Every year ICOMOS world heritage post the theme of their website and within the scope of this theme, the Faculty organizes this event. This event has two parts. The first part is composed of a series of panels with experts and articles in local newspapers. The second part involves a workshop with primary school students to increase their awareness of cultural heritages. There are also some other events such as World Architecture Day and World Housing Day.

18th of April World Heritage Day (since 2013)

Seminar:

Şebnem Hoşkara 2013, 2013 World Architecture Day: Architecture is a Culture

Netice Yıldız, 2014, A Historical Perspective on the Awareness of Cultural Heritage

Kokan Gırec, 2014, Memorial through Sacral and Monumental-in a quest for different Concepts of Monumental Artistic Architectural Heritage (Former Yugoslavia and Macedonia examples)

18th of April 2011

- Photograph Exhibition on the theme of 'Gazimağusa Cultural Heritage from the children point of view'
- Panel: Them World Heritage Day

Panelists:

Prof.Dr. Nur.Akın (Chair of the ICOMOS Turkey chapter)
 İlkay Feridun (Former Chair of the Department of Antiquities)
 Prof.Dr. Naciye Doratlı (Chair of EMU Cyprus Research Studies Center)
 Prof.Dr. Şebnem Hoşkara (Dean-Faculty of Architecture)

2012

- Panel: World Heritage and Sustainability: Role of the Local Societies

Panelist:

Assoc.Prof.Dr. Beser Oktay Vehbi (Department of Architecture)
 Assist.Prof.Dr. Hülya Yüceer (Department of Architecture)
 Assoc.Prof.Dr Netice Yıldız (Member of ICOMOS Scientific Committee)
 Prof.Dr. Özgür Dinçyürek (Vice of INTBAU Cyprus Chapter)
 İsmail Cemal (Representative of Local Society)

2013

Workshop with primary schools students- Historical Environment Workshop (5 week)
 Exhibition of Historic Environment Workshop at Mağusa Bandabulya (Bazaar)

2014

Workshop with primary school students- Historical Environment Workshop (5 week)
 Exhibition of Historic Environment Workshop at Faculty of Architecture, entrance foyer

World Architecture Day

Yavuz Önen, 2011, Architecture and Human Rights,
 Cafer Bozkurt 2012, Contemporary Functions In Historic Cities.
 Faculty members gather on this specific day to celebrate the event. (2013, 2014 and 2015)

There was also a visit of the architecture students to the Yeniboğaziçi village under the auspices of CittaSlow to discuss the guidelines of CittaSlow. In the 4th international design week (2014) one of the workshops was done with special-needs children. Architecture students and the children designed toys together for the purpose of using them in their education. Another workshop concern was designing toys for students in SOS village, which is a school for orphans.

Another important event in the Department is the Wednesday Talks and the Graduate Seminars, which give students the opportunities of listening and discussing the professional issues about public good from the professionals' point of view. Detailed information is given in Table I.1.3.2.

Table I.1.3.2 Wednesday Talks

Date	Panelist	Subject
16.03.2011	Ayhan Bilsel	Visions on Doctoral Education in Europe
30.03.2011	Güzin Konuk	“Eastern Harbour District, Amsterdam”
13.04.2011	Zehra Öngül	11.04.2011 Mimar Sinan Günü: “Hayatı ve Eserleri”
20.04.2011	AVB Activities Committee	“House Story” – Dr. Ali Fikret Evi (half day event)

27.04.2011	Beril Özmen Mayer Hıfsiye Pulhan	OIKODOMOS Project
04.05.2011	Kenan Pençe	Kengo Kuma
11.05.2011	Türkan Ulusu Uraz	Ürgüp-Göreme
01.06.2011	Netice Yıldız Özgür Dinçyürek	After the Florence Workshop

Wednesday events continued under the graduate seminars are shown in Table I.1.3.3.

Table I.1.3.3 Graduate Seminars

Date	Panelist	Institution	Subject
12.01.2011	Prof.Dr. Gülsüm Baydar	İzmir Ekonomi University Faculty of Architecture, İzmir	Bedrooms in Excess: Feminist Strategies in Tracy Emin and Semiha Berksoy's work
26.01.2011	Doç.Dr. Güven Arif Sarfin	METU Faculty of Architecture ,Chair of Department, Ankara	Transformations in Ankara
03.01.2011	Yrd.Doç.Dr. İpek Akpınar	İTÜ Faculty of Architecture, Department of Architecture, İstanbul	Research approaches revisited: architecture & design in context
15.12.2011	Dr. Bijan Rouhani	Bijan Rouhani , Architect	1. Risk preparedness for cultural heritage 2. The concept of cultural heritage: from tangible to intangible

FARC101 (Basic Design Studio) and FARC 102 (Introductory Design Studio) courses encourage students to incorporate waste and recycled material in their models and drawings. Summer trainings (ARCH 290 and ARCH 390) give students the opportunity of meeting with architects, clients, NGOs' or site-constructors; this provides opportunities for contribution to public good. In addition, ARCH 291 (Architectural Design Studio I) deals with the ecological issues in design and this semester's project was given in the eco-village to increase student awareness of those issues. They conducted interviews with the local NGO and local people. ARCH 292 (Architectural Design Studio II) conducted a project in Yeniboğaziçi, which is a member of CittaSlow and another project in Lefke, which is preserved under the Department of Antiquities. In both projects students took some information from the local authorities as well as NGO's. As mentioned before ARCH 491 (Architectural Design Studio V) deals with community projects (School for Children with special needs and the artichoke factory, which was declared by the department as a preliminary project to realize later. The project owner met with students and exchanged ideas. Students were given some technical information about the content of the project. ARCH 492 (Architecture Graduation Project) dealt with, how they reclaimed the Cyprus Mines Cooperation waste area as an environmental research project for public good. Experts gave a series of seminars for students about the site, history of the region and an environmental impact assessment. Students brainstormed with local NGOs around the region as well. A Landscaping Project Competition was organized for students of the elective course ARCH 461 (Landscape Design), aimed at improving the outdoor spaces of Şehit Hüseyin Akil Primary School; a contribution was made.

ARCH 449 (Economic and Managerial Issues in Architecture) deals with economic and managerial issues in architecture and strives to raise awareness of environmental, social and economic challenges. It concerns the link between sustainable development and life-cycle-cost analysis through consideration of the environmental and social cost/benefit. ARCH 416 (Professional Issues in Architecture) prepares students in professional life with public benefit issues, legal issues and ethical consideration. This course considers the ethics of architecture, and how architects contribute to the ethics and legal issues in professional life.

Many of our faculties are engaged in public service in the profession (see table below).

Table I.1.3.4 Faculty members who are engaged in public services

Projects (Design / Consultancy)	Full time academic members
Kaleburnu Village Study	Prof.Dr. Şebnem Hoşkara Prof.Dr. Özgür Dinçyürek Prof.Dr. Kokan Grchev Assoc.Prof.Dr. Özlem Olgaç Türker Assoc.Prof.Dr. Beser Oktay Vehbi Assoc.Prof.Dr. Kağan Günçe Assist.Prof.Dr. Asu Tozan
Gazimağusa Development Plan Study	Prof.Dr. Şebnem Hoşkara Prof.Dr. Naciye Doratlı Assoc.Prof.Dr. Beser Oktay Vehbi Assoc.Prof.Dr. Türkan Ulusu Uraz Assist.Prof.Dr. Nevter Zafer Cömert Assist.Prof.Dr. Ercan Hoşkara Assist.Prof.Dr. Münevver Özgür Özersay Assist.Prof.Dr. Badiosaddat Hassanpour
Nicosia Buffer Zone Study	Project Coordination Team <i>Coordinator:</i> Prof.Dr. Naciye Doratlı – Urban Planner (Urban Conservation) <i>Assistant Coordinator:</i> Prof.Dr. Kokan Grchev – Architect (Restoration) Assoc.Prof.Dr. Mukaddes Faslı – Architect (Urban Design, Nicosia City Identity) Assoc.Prof.Dr. Resmiye Alpar Atun – Architect (Urban Design, Nicosia Planning)
TRNC Tourism And Environment Ministerie, Ancient Works And Museums Department Directorate, Monument Executive Board Member (Representative of Chamber of City Planners)	Prof.Dr. Naciye Doratlı
INTBAU Member of International Collage of Chapters	Prof.Dr. Özgür Dinçyürek
EUROPA NOSTRA	Prof.Dr. Naciye Doratlı
Del Bianco Foundation “Expert of the Foundation”	Prof.Dr. Özgür Dinçyürek Assoc.Prof.Dr. Netice Yıldız
Department of Foundations Organization and Religion – Foundations Consultancy Committee	Assoc.Prof.Dr. Netice Yıldız
Union of the Chamber of Cyprus Turkish Engineers and Architects, Chamber of Architects, Executive Board Substitute Member	Assoc.Prof.Dr. Resmiye Alpar Atun
Union of the Chamber of Cyprus Turkish Engineers and Architects, Chamber of Landscape Architects, Executive Board Member	Assist.Prof.Dr. Nevter Zafer Cömert

In conclusion, the following related to the five perspectives, need further support for the purpose of advancing the education:

- In realm A – (Architectural education and academic community) - commitment to the holistic, practical and liberal arts based education of architects
- In realm B – (Architectural education and students) - understanding the breath of professional opportunities
- In realm C – (Architectural education and regulatory environment) - exposure of the students to the possible internship requirements
- In realm D – (Architectural education and profession) - contribution to the growth and development of the profession
- In realm E – (Architectural education and public good) - students understanding the ethical implications of their decisions, reconciling differences between the architect’s obligation to his/her client and the public

I.1.4. Long-Range Planning

Long-range planning includes several strategies mainly involving the “Strategic Plan of the Department of Architecture” and NAAB Visiting Team Report in November 2014. Together with the Rector’s Office and the Faculty, it is accepted by the Department that only through employment of strategic planning approaches would it be possible to develop an understanding and vision across a range of academic and administrative issues that go far beyond conventional approaches. Therefore, long-range planning, taking a comprehensive and integrated approach over long time horizons for the future of the department, is an ongoing process supported by strategic planning (Strategic Planning and SWOT table for 2016 will be available for Visit Three Team).

The underlying intention of applying a strategic planning approach is firstly, to identify what is valuable in the department (the situation analysis to identify “where we are”) through SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis method; then, to put forward the reasons for the existence of the Department (the mission); next to target the future (the vision of the Department); after that, to define strategic goals and objectives, from short-term to long-term; and finally, to clarify strategies, activities and projects to delineate the ways to achieve these goals and objectives.

A strategic plan involving the vision and mission of the department aims to convey clearly and concisely the direction of the organization. The EMU Department of Architecture believes that it is critical to have members of the organization actively participate in the strategic planning process to increase their motivation and enthusiasm for realizing the attractive and inspiring common vision for the future.

Students are invited to attend all meetings during jury weeks. The Department communicated the purpose and values of the department and listened the students’ evaluations and comments as important input for the strategic planning.

The strategic plan workshops have been organized in 2011 with the active participation of academic staff including the teaching assistants. The aim of the last workshop was, firstly, to identify the strengths, weaknesses, opportunities, and threats of the Department (through the SWOT analysis method); then, based on the findings of the SWOT, to determine the mission and vision of the

department, followed by goals and strategies. (Strategic Planning and SWOT table for 2016 will be available for Visit Three Team).

- **Goals and Strategies**

First round of goals and strategies planning happened in preparation of 2012-2015 strategic plan and swot table which were including all participants' suggestions. Then through the MiAK accreditation process many of those determined goals were achieved and in form of a report were submitted and positive responses were received. Later, during preparation of APR for NAAB second visit, the program was further improved. The visiting team observed and evaluated the program in November 2014 and their report included causes of concerns which became the driving force in establishing Short and Long-term Objectives.

- **Towards the Determination of Short and Long-term Objectives**

Since education is a practice, one of the most effective research methods for improving education is action research. The process of done action research at Department of Architecture in EMU assisted the department in examining existing educational practice systematically and thoroughly, assessing needs, documenting the steps of inquiry, analyzing data and making informed decisions that can lead to desired outcomes.

Prepared NAAB Self-assessment Report within EMU Department of Architecture and received reports from Visiting Team including "Met" and "Not Yet Met" realms and criterias supported the department to complete one cycle of this methodology and start a new round of action research and once again start to:

- Conduct and analyze of routine self-assessment research
- Devise and implement improvements under the democratic leadership of the department chair and in accordance with the principal of transparency
- Analyze and design improvements and implement them to raise the consciousness of the departmental objectives
- Finalize objectives and put them into practice

As the problem of improving architectural education is a multidimensional and complicated issue similar to a design problem, it is appropriate to solve it with the design method practice unique to architectural design. In this case the problems appreciated from all dimensions; thanks to the NAAB Visiting Team Report; can be solved not one at a time but in a multiple manner and not only through reason but also through commitment to architectural education by proposals for the issues highlighted in the report.

- **The improvements began to be implemented within this process are as follows**

For Educational Outcomes and Curriculum:

Four determined sections based on first written APR and respectively visiting team report are Student Performance, Curricular Framework, Evaluation of Preparatory and Public Information. The second visit team members found "not yet met" criteria under Section One and Four which are expected to be reviewed through self assessment and culminate with new suggestions and efficient actions to be taken.

Table I.1.4.5 Not yet met conditions that has been mentioned in Second Visit Team Report

section	REALM/PART	Condition	Problem Holders
1	A.2.Design Thinking Skill	Not Yet Met	ARCH 291,ARCH 292
	A.3.Visual Communication Skill	Not Yet Met	Submitted projects in team room
	A.6.Fundamental Design Skill	Not Yet Met	All passing level projects in the design studios
	A.7.Use of Precedents	Not Yet Met	no translation to architectural design projects
	A.8.Ordering System Skill	Not Yet Met	FARC 101,FARC 113
	B.1.Pre-Design	Not Yet Met	ARCH 292
	B.2.Accessibility	Not Yet Met	ARCH 292, ARCH 492
	B.4.Site Design	Not Yet Met	ARCH 291,ARCH 391,ARCH 391
	B.5.Life Safety	Not Yet Met	ARCH 391, ARCH 392
	B.6.Comprehensive Design	Not Yet Met	ARCH 491
B.8.Environmental System	Not Yet Met	ARCH 246, ARCH 348	
4	II.4.4: Public Acces to APR	Not Yet Met	

To study the reality of Foundation year and find out the sources of noted “Not Yet Met” criteria in student’s projects, Department of Architecture assigned a group of professors with extensive experience in first year architectural education, department experts in the field of architecture education, together with upper design studio coordinators, and invited jury members to a committee known as Ad-hoc Committee for Foundation Year Education in Fall 2014.

Accordingly, the committee members include Assoc.Prof.Dr Turkan Uraz, Assoc.Prof.Dr Beser Oktay, Assoc.Prof.Dr Resmiye Alpar Atun, Assoc.Prof.Dr Rafooneh M. Sani, Asst.Prof.Dr Badiossadat Hassanpour, Asst.Prof.Dr Nazife Özay, Asst.Prof.Dr Nevter Zafer Cömert, and Asst.Prof.Dr Pinar Uluçay Righelato. The Vice Dean of the Faculty, Assoc Prof Dr. Mukaddes Faslı, as advisory member, FARC 142 coordinator Assoc.Prof.Dr. Müjdem Vural and ARCH 291 coordinator Prof.Dr. Kokan Grchev provided the committee additional support.

This committee started to review all discussed methods of Architectural education in literature, conducted a survey whereby, the coordinator of each FARC course provided a report stating perspectives, concerns, problems encountered, and proposals. A representative (Asst.Prof.Dr Pinar Uluçay Righelato) from the ad-hoc committee was sent to “Foundation Year Studio Workshop” which was organized by Istanbul Technical University (26, June, 2015). This report was submitted to the Dean’s office as a base for the short and long-term objectives.

For other “Not Yet Met” criteria related to design courses (ARCH 291, ARCH 292, ARCH 391, ARCH 392, ARCH 491, ARCH 492 mainly) and lecture based courses (ARCH 246, ARCH 348), a meeting with design and course coordinators was arranged and procedure to include these criteria to the course were thoroughly discussed.

For Physical resources problems: NAAB visiting team, in their report mentioned about scrimpy physical resources for substantial equivalency. Improvements expected include: space for didactic and interactive learning, computers and software, model making facilities, “hot desks” issue, work space for studios. In this regard groups were formed immediately, projects were designed, demands were made to EMU Rector’s Office and the cost analyses were completed by EMU Technical Services Unit. According to budget designation, required time and existing precedents, many of those deficiencies and shortages are already or are currently being resolved. PART THREE describes the progress in detail.

For Public Access to APR and VTRs: In order to increase transparency in the process of substantial equivalency in architecture education, NAAB required a link be added on the department website for the public after their visit (<http://arch.emu.edu.tr/index.php/accreditations/naab/relevant-documents/reports/apr> and <http://arch.emu.edu.tr/index.php/accreditations/naab/relevant-documents/reports/vtr>)

Moreover from the Visiting Team Report, it was stipulated that the Department of Architecture interact more with Alumni about the accreditation procedure as well as other events in the department. Networking with graduates and students was initiated; E-mail and Facebook were used for this purpose (https://www.facebook.com/groups/193070431036790/?_mref=message_bubble).

For problems associated with human resources:

In APR, the recent rapid growth in student enrollment was discussed in a positive way. However, it is a cause of concern due to the inevitable imbalance in the student/academic staff ratio. The Department of Architecture is determined to improve this ratio through the recruitment of new professors and the increase in the number of part-time staff. As a result, in Spring 2015, a new Associate Professor and for Fall 2015 and two new Assistant Professors joined the Department of Architecture subsequent to the NAAB visit.

For Evaluation problems (Grading):

The NAAB visiting team commented on the poor quality of passing-level projects in the design studios. Upon inspection, the department found that this problem mostly occurred when summing up all grading stages.

To prevent this situation, the department instructed design coordinators to convey the studio objectives for each stage (Midterm/Final) with a predefined percentage for each, to be followed by an invited jury member in order to provide a more objective assessment.

Most of design studios later tried to design evaluation sheets with pre-set percentages, criteria and tasks but this needs to be further refined to be more practical.

In the Departmental Board and Faculty Council Board, agreement was reached about grading policies. According to the new decision, if the student got a failing grade in the final or got failing grade from more than half of the jury members in the final, he/she cannot pass the course, regardless of the sum of the semester grades.

Moreover, besides persistence on failing those projects which receive an “F” from jury members, “Marginal grading criteria” approved in a departmental meeting in 2014, was implemented to manage grade-averaging.

Causes of concern received from the second team visit report stipulated that the Department initiate certain short-term, long-term and perpetual objectives.

Short-term Objectives:

When the improvement efforts implemented within the Department of Architecture were assessed, it was noted that the short-term goals should focus on:

Educational Concerns

The requirement is to eliminate the differences between the definition of a course and its actual content.

Elective Courses

The new elective course “ARCH 373 Life Safety in Buildings” offered to support Realm B5 especially in design studios ARCH 391 and ARCH 392.

New full-time professors

Since Fall 2015, three new professors joined the department to optimize the student/tutor ratio.

First Year Education

- Assigning ad-hoc committee members to study and assess the program
- Modifying teaching methodology and scope of the project in order to achieve the learning outcomes
- Involving more full time instructors to support the coordination among the groups
- Adding more research activities to student assignments
- Coordinating to decrease incongruity
- Improving computer usage at FARC104 with changes in ITEC (COM) course content

Grading policies

Workshops

ArchieXtra workshop/seminar series which started in 2015 by “Prof.Dr. Kokan Grchev” about “Freehand Drawings for Architects” and continued by practising Architect “Emre Akbil” about “Digital Presentation for Architects”, “Digital Photography for Architects” by practising Architect Cem Kara. These series of workshops are ongoing.

Continuing invitation of young architects who are winners of competitions to all the studios as part-time instructors which began 2011 Spring semester.

Physical Resources Concerns

Accessibility:

- Lift: will be completed by February 2016
- Indoor Ramp: Colored Building equipped with a ramp
- Disabled parking lot: to be completed by April 2016
- Disabled toilets: already completed for Colored Building and Office Building and is a long-term objective for the other buildings

Computer and Labs:

- New computer lab with high-performance hardware
- Increased hardware capacity of the other three labs

Classes and Studios:

- For the first time a 24/7 work studio provided to students of ARCH 491, ARCH 392 in Colored Building and for ARCH 391 in the historical region of the city where the class runs (known as BANDABULYA)
- E studios are renovated
- Fixed video projections to be installed in each class
- Improving heating and cooling system
- To solve the hot desk problem, the number of tables were increased, their sizes modified, and new stools were placed in studios

- Increasing number of electrical outlets in each class and studio to facilitate the usage of computer by students
- Providing more work space for students out of the studio (in halls and large corridors)
- Lockers for each Studio to be used by students

Information Resources

- New books are already on the shelf; additional new books were ordered but additional data bases and journals will be ordered in the long-term

Wireless network connection

- Whole faculty area would have wi-fi coverage by April 2016

Academic improvement issues required to be brought to the Departmental Council for consideration:

After a departmental board decision, the ad-hoc report on Foundation Year Education was brought to the faculty council in December 2015 and a modified version was approved unanimously by its members.

Long-term Objectives

Physical resources concerns

- Ramp: Work has been evaluated by annual budget
- Lift: to be installed in Office Building
- Installation of equipment for the visually impaired
- Disabled toilets: For E Block Buildings they will be realized in the long-term.
- Extra security precautions including more cameras and lighting

Classes and Studios:

- The number of work studios open 24/7 will be increased

Modeling Studio:

- Project is divided into construction phases

Computer and Labs:

- New computer lab for professional rendering and animation

Information Resources

- More data bases and architectural journals will be ordered the long-term.

Perpetual objectives

New goals and strategies will be determined in line with the assessments and self-assessments.

Self-assessment procedures required to be continued and improved

- Contacting specialists with a knowledge of statistics to ensure a scientific evaluation
- Creating an opportunity to conduct a digital survey
- Researching the opinion of the graduates

- Ensuring the Quality Assurance Committee and Accreditation Committee operate in a systematic and progressive manner

Procedures aimed at improving human relations

- Conducting regular meetings with teaching assistants
- Maintaining the attendance of student and teaching assistant representatives at Departmental Board Meetings
- Organizing colloquiums after the graduation juries for evaluation purposes
- Increasing the facilities of communication with students using different occasions, venues and medias
- Maintaining the communication of the committees with the department administration
- Enhancing cooperation with the building market
- Ensuring the assignment of successful freelance architects for the design studios and relevant theory-based courses

I.1.5. Self-Assessment Procedures

There are various ways that EMU Department of Architecture achieves self-assessment. These are:

- Accreditation, substantial equivalency and validation attempts
 - MIAK: Six years Full accreditation is approved (since 2011)
 - Evaluation by NAAB (ongoing)
 - Evaluation through RIBA Validation (ongoing)
- Evaluations by students
 - Through the questionnaire issued by Rector's Office (since 1997-1998 academic year)
 - Evaluation of various courses (since 2006)
 - Evaluation of the physical conditions of the Faculty (2010)
- Evaluations by graduation project students (since 2009)
- Evaluations by alumni
 - Through the questionnaire run by the Department (in 2013)
 - Through the questionnaire run by Rector's Office (in 2013)
 - Through A-POP (since 2014)
- Evaluations by employers of alumni (since 2013-2014 Spring term)
- Evaluations by academic staff
 - Strategic plan
 - Use of learning outcomes in evaluation of student work and exam preparation
 - Departmental council meetings (since 2006)
 - Design coordination meetings (since 2000 / minimum once a semester)
 - Meetings with students and teaching assistants (since 2010)
 - Course group meetings (since 2012)
 - Evaluation of courses by academic staff for MIAC accreditation and NAAB substantial equivalency processes
 - Teaching Assistants' evaluation by instructors, supervisors and committee coordinators

Teaching Assistants' self evaluation
Work of Quality Assurance Committee (since 2012)

- Evaluations by Rector's Office
Evaluation of academic staff for promotion

These methods of self-assessment should each be examined individually.

- **Accreditation, Substantial Equivalency and Validation Attempts**

The Rector's Office of EMU supports accreditation attempts by departments in general and this is the reason why many have achieved national or international accreditation in EMU. Accreditation of EMU Department of Architecture has been on the agenda since 2008. Department achieved MIAK (Architectural Accrediting Board of Turkey) accreditation in 2011 for six years.

MIAK accreditation process has many similarities to NAAB Substantial Equivalency process. During this process it has been understood that accreditation processes can form an umbrella for all self-assessment procedures, make these procedures effective and cause development of the program through many changes. EMU Department of Architecture has always been open to change because of the self-critical approach of its faculty.

EMU Department of Architecture applied for NAAB substantial equivalency and RIBA validation simultaneously in 2013. The similarity between MIAK accreditation and NAAB substantial equivalency was the main motive behind application for NAAB.

One of the major steps in realizing the requirements for accreditations is the preparation of the SPC matrix containing education criteria versus the courses in the curriculum by academic staff and by graduation project students and the comparison of these two matrices. The SPC matrix by academic staff was prepared through several meetings. The SPC matrix of graduation students was achieved with the help of a survey. Direct results of this survey and version of it (by showing 1-10 votes as 1, 11-19 votes as 2 and over 20 votes as 3) can be seen in [Appendix I.1.5.1](#) and [Appendix I.1.5.2](#). Comparison of these two matrices (academic matrix and simplified student matrix) can be seen in Table I.1.5.1. Some of the courses are indicated in red in order to show that there is no match between the criteria mentioned in the two matrices.

Table I.1.5.1 Comparison of SPC matrices by academic staff and by graduation students

Course code	Academic SPC	Student SPC (2013-2014)	Student SPC (2014-2015)
FARC 101	A5, A8	A1, A2, A6, B1	A1, A2,A3,A6,B1
FARC 102	A2, A5	A2, B1	A1, A2, A3, A5, A6, B1
FARC 103	A3	A1, A2, A3, A4, A6, A7, A8, A11, B2, B3, B4, B8, B9, B10, B12	A1, A2, A3, A4, B1,B4
FARC 104	A3	A1, A2, A3, A4, A7, B1, B9, C2	A1, A2, A3, A4, B1
FARC 113	A5, A8	A1, A2, A3, A4, A5, A6, A7	A1, A2, A3, A5, A6, A7
FARC 142	A11	A1, A2, A4, A6	A4, A5, A7, B9
FARC 114	A10, C2	A1, A2, A4, A5, A6, A8, A9, A10	A1, C2
ARCH 213	B3	B3, B8	A1, A7, B3, B8
ARCH 225	A7, A9	A1, A3, A9, A10	A9, A10
ARCH 226	A7, A9	A9, A10	A1, A10

ARCH 235	B9	B9, B10	A4, B9
ARCH 236	B9	B9	B9
ARCH 243	B12	B9, B12	B9, B10
ARCH 244	B12	B9, B10, B12	B9, B10, B12
ARCH 246	B3, B8	B3	B3, B8
ARCH 252	A7, A9	A10	A1, A2, B4
ARCH 281	A3	A4	A1, A3
ARCH 291	A2, A6, C2	B1	A2
ARCH 292	A2, B1, B2	A2, A3, B3, B5	A2
ARCH 311	A5, A10, C9	A9	A9
ARCH 312	A5, A11	A7	A1, A3, A10
ARCH 337	B9	B9	B9
ARCH 342	A4	B8	A4
ARCH 347	B10, B12	B8, B9, B11	B9, B10, B11, B12
ARCH 348	B8, B11	B3	B3, B8
ARCH 355	C1, C9	B2	B1, B2, B4
ARCH 385	A3	A3, B1, B3	A3
ARCH 391	A2, A10, B4, B5	B4	A1, A2, A3, A4, A5, B1, B2, B3
ARCH 392	B6, C7	A2, A3, A6, A7	A1, A2, A3, A4, A5, A6, A8, B1, B2, B3, B4, B5
ARCH 416	C3, C4, C7, C8	C3, C4, C7	A1, A2, C3, C4, C5, C7, C8
ARCH 449	B7, C5, C6	B7, C7	B7, C4
ARCH 491	B6, C1	B9	A1, A2, A3, A4, A6, B1, B3, B4, B6
ARCH 492	B6, C6	A2, A4, A7, B2, B3, B4, B6, B9, B11, B12	A1, A2, A3, A4, A5, A6, B1, B2, B3, B4, B5, B6, B9, B10, B11, B12

As seen in Table I.1.5.1, 13 courses did not have the expected impressions on students at the end of their education. The reasons for this situation have to be searched by the department.

- **Evaluations by Students**

Students evaluate the program through two different channels. One of this is a survey conducted by the Rector's Office since 1997-1998 academic year and called "Teaching Effectiveness" where students are asked to evaluate teaching staff and courses. This evaluation has been done through an electronic questionnaire since 2004-2005 academic year and it is also possible for students to make written comments about the performance of their professors. Students first evaluate themselves, then academic staff and the course. Student identity is not disclosed, and these evaluations are only deemed valid if there is a minimum 50% response rate. Teaching effectiveness of academic staff is taken very seriously by department administration, the Dean's Office and the Rector's Office. Any full-time or part-time academic staff, who has a poor rating in teaching effectiveness, is not retained. However, since implementation of the electronic evaluations in 2004, there has been a problem in reaching a 50% response rate. The department administration is attempting to solve this problem by programming a specific time for each course professor to bring students to computer laboratories to complete the evaluations. However this issue has not been fully resolved yet.

Surveys made within various courses form the second group of evaluations by students. During 2006-2007 Spring term a questionnaire was answered by the students of ARCH401 (Architectural Project

V) and ARCH402 (Graduation Project). This questionnaire showed that the majority of the students found the education in the department satisfactory. However, students made many criticisms with the help of this questionnaire about the physical condition of studios, use of time during the classes and juries, authoritarian attitudes of academic staff and the high rate of number of students to number of academic staff. This questionnaire caused the following changes in the department:

- Formation of common mediums of design with students of different schools of architecture (national and international) through workshops and joint projects
- Explanation of evaluation criteria to students before each studio application. This is the beginning of application and control of learning outcomes
- Changes made in the structure courses in order to relate these courses to the design courses. This is the beginning of transformation of structure courses into tectonics of structures
- Visit of department head to design juries
- Taking precautions in order to avoid domination of presentation techniques over design during the evaluation of design projects

A survey was conducted in 2010 in order to evaluate what students thought about the facilities. According to the results of this survey, old studios, drawing tables in all studios and toilets needed serious maintenance. Following the results of this survey, many changes were made in all buildings of the Faculty. Tables were renewed. Toilets were redesigned and built. Interior design of the Colored Building was realized. Working drawing was made for the old studios (E-Blocks). However, the physical changes in the old studios and computer laboratories have not started yet because of technical difficulties.

- **Evaluations by Graduation Students**

Systematic evaluation of EMU Department of Architecture by graduation students has been done since 2009-2010 Spring term. These evaluations have always been done according to the criteria of accreditation institutions. During these evaluations students were asked to rate their competency of each criteria on a scale of 1 to 5.

According to MIAK report the students of 2009-2010 Spring term thought that they were weak in “legal responsibilities,” “contract preparation,” “technical documentation,” “ethics and professional judgment,” and “leadership.” These students thought that they were strong in “research,” “critical thinking” and “site conditions.”

According to MIAK report the students of 2010-2011 Fall term thought that they were weak in “comprehensive design,” “building service systems,” “technical documentation,” “detailed design development,” “context of design and client,” “building envelope,” “building program preparation,” “ethics and professional judgment” and “building economics and cost control.” These students thought that they were strong in “leadership,” “organization and management” and “research.”

MIAK report states that the criteria about legal responsibilities, ethics and professional responsibilities, technical documentation, building envelope and building service systems, which have not been achieved by the graduation students, should be taken seriously by the department, because the mission of the department defines ethics and technical skills as the targets of the program. MIAK report also states that the achievement of research skills and critical thinking skills is positive, because

these skills are also shown as targets in the mission of the department. After MIAK accreditation, the problematic issues were taken seriously by the department administration. Minor revisions were made and explained in II.2.2 section of APR. All these changes were reflected in the curriculum and accepted by the Departmental Council and EMU Senate in 2014 and are explained in detail in section II.2.2.

2013-2014 Spring term, survey of graduation students shows that the majority of them do not feel confident about the criteria of “life safety,” “financial considerations,” “environmental systems,” “client role in architecture,” “legal responsibilities,” “cultural diversity,” “collaboration,” “project management” and “community and social responsibility.” The same survey shows that there are also some problems in relation to mission statement of the department. Students do not feel confident about “reacting rationally as well as creatively” and “not causing harm to other parties as a requirement of ethics.” The majority of students think that they are good in “having up to date knowledge of building technologies,” “integrating theory, research and practice,” “having up to date knowledge of digital presentation technologies” and “being able to work in professional teams.” However, they think that they have not achieved these abilities through their education in EMU Department of Architecture. Results of this survey can be seen in [Appendix I.1.5.3](#). Link to the related questionnaire web-site is: <https://docs.google.com/forms/d/1ZuzUtAXjK6tHxJEfh3kRxggZGtYqhpmmhbUsmiDH2PY/viewform>

- **Evaluations by Alumni**

There have been two attempts by the Department of Architecture to obtain evaluations by alumni. The first one was in 2010. This was an unsuccessful trial of a questionnaire where only 18 graduates responded. According to MIAK report there were no unemployed people amongst these graduates. 44% had their own offices, 22% were working in private sector, 17% were working in public sector and 17% were continuing higher education. 61% started their first job within three months after their graduation. 17% started between 3 and 6 months. 10% started between 9 and 12 months. 11% started after 12 months. These 18 people were working in various capacities. 12% were administrators, 8% were consultants, 8% were contractors, 20% were controlling construction, 44% were designers, 4% were dealing with production and control and 4% were academics. 81,3% of these graduates of EMU thought that they had a strong education when they were questioned about the targets of the mission of Department of Architecture.

During 2012-2013 Spring term a second attempt was made to reach alumni of Department of Architecture. The questionnaire was turned into a web-site and the link to the web-site was sent to alumni with the help of information taken from MIKA, which is an institution connected to the Rector's Office and whose aim is to improve the relationships between the alumni and the university. E-mails were sent to 373 graduates (the graduates since 2006- after the change made in the program) of EMU Department of Architecture and 92 graduates responded by completing the questionnaire; 25 of the respondents were from TRNC, 27 from Turkey, 23 from Iran, 9 from Nigeria, 1 from Palestine, 1 from Jordan and 6 were from other countries. 44% were female. Results of this questionnaire can be seen in [Appendix I.1.5.4](#). Links to English and Turkish questionnaire web-sites are:

for English <https://docs.google.com/forms/d/1wNBTrpPnCvcuKBEP5nbt0uoybKdL2Rjh-WqNBGL6DM/viewform>

for Turkish <https://docs.google.com/forms/d/1KBxOPjSdAddSVJHb-BDXhqLX28zn4tPKDMNYkZhepQU/viewform>

None of these graduates were unemployed. 50 of them were in private sector, 9 in public sector, 28

were in higher education, 13 had their own business. This shows that some of them were dealing with double work. 63 declared that they found a job within 3 months after their graduation. 19 found jobs between 3 to 6 months, 1 found a job between 6 to 9 months, 8 found work 9 and 12 months and 9 found work after more than 12 months. They were working in various professional areas (See Figure I.1.5.1).

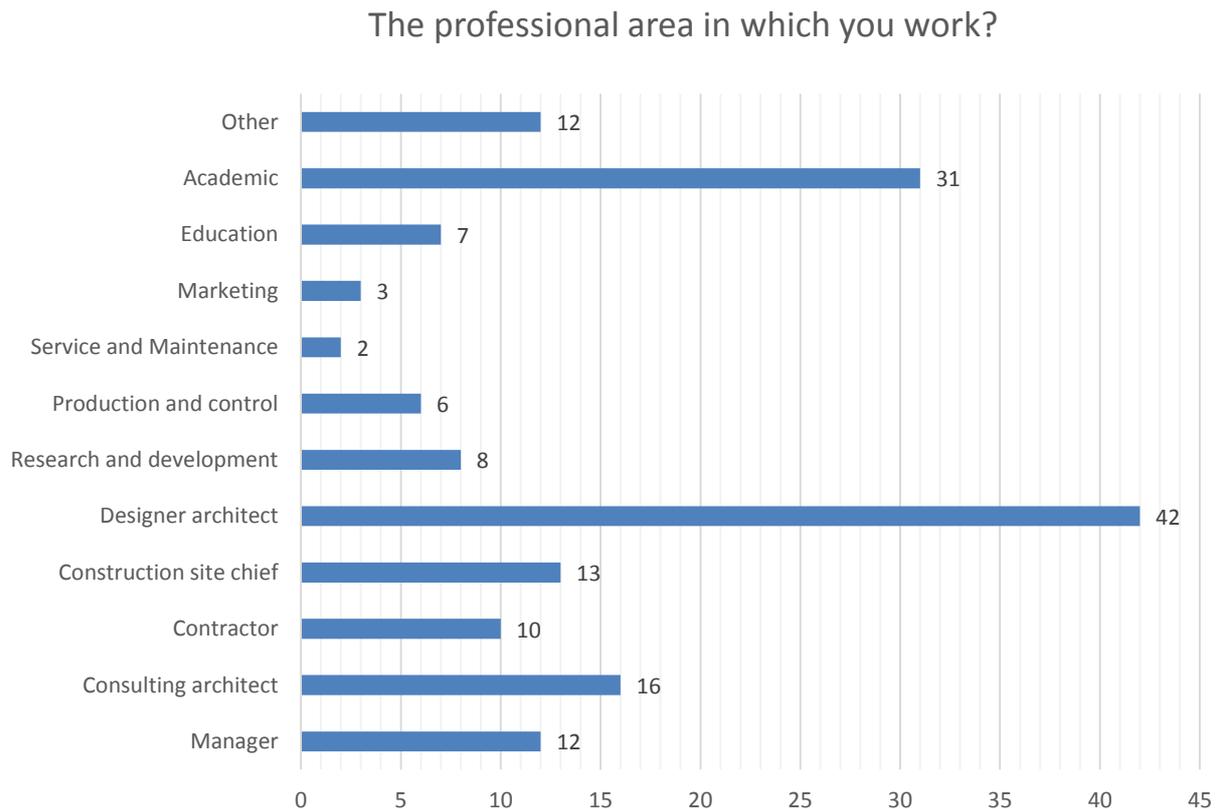


Figure I.1.5.1 Various professional areas in which the alumni of EMU Department of Architecture work

This survey also contained questions in relation to the mission of Department of Architecture and the five perspectives. Each question had two parts; the first asked if they had a particular ability or not and the second asked if they have gained this ability in EMU Department of Architecture or not. Among the questions related to the mission of the Department of Architecture the answers given to the questions about “having the ability of holistic design,” “being sensitive towards functional needs of people,” “having up to date knowledge of building technologies,” “integrating theory, research and practice,” “having an up to date knowledge of digital presentation technologies” and “not causing harm to other parties as a requirement of ethics” showed that majority of the respondents achieved these abilities, however respondents (around 1/10) achieved these abilities through other sources than EMU Department of Architecture. On the other hand, the abilities of “developing awareness on societal, cultural and environmental issues,” “being critical towards societal, cultural and environmental issues,” “reacting rationally as well as creatively to professional problems and challenges” and “having the abilities of problem definition, analysis, synthesis and developing alternative solutions” have mostly been gained through their education in EMU Department of Architecture.

The Rector's Office conducted a survey about the achievement of the mission of the university by its graduates in 2013 and sent the results of each faculty to the deans' offices. This survey included 49 graduates from the Department of Architecture. Over 70 % of respondents declared that their education in EMU Department of Architecture contributed considerably to their understanding in ethical dimensions of their profession, sensitivity to environmental issues and working in collaboration within a team. Over 50 % of the respondents declared that their education in EMU Department of Architecture contributed considerably to their understanding of the values needed for a professional attitude, effective use of computer technology and developing social responsibility.

The A-POP (Architecture Profession Orientation Program), which was introduced in the section about the five perspectives, also includes self-assessment through a survey with alumni who work in different parts of the world. The invited graduates of EMU Department of Architecture are asked to fill in a questionnaire about the level of recognition of the education they had.

- **Evaluations by Employers of Alumni**

EMU Department of Architecture tried to reach the employers of its graduates at the end of 2013-2014 academic year for the first time. Since the graduates are distributed among many countries, it was a challenge to reach them. However, preparation of a questionnaire web-site helped to reach a realistic sample (through our graduates) and it became possible to reach 62 employers from around the world (34 from Turkey, 11 from TRNC, 5 from Iran, 4 from Nigeria, 8 from other countries). The link to this questionnaire web-site is:

<https://docs.google.com/forms/d/17VlutgfHrk6bBWsjWAO2OncJEUGW6jDprBnMilZO8bI/viewform>

The results of this questionnaire can be seen in [Appendix I.1.5.5](#). 50 of the respondents are male and 12 are female. 44 employers are from private sector, 24 have independent offices and 4 are from public sector. 25 of them are members of the Chamber of Architects in Turkey, 12 of them are members of the Chamber of Architects in TRNC, 3 of them are members of RIBA and 19 of them are members of chambers of other countries. The professional area they work in varies as seen, in [Figure I.1.5.2](#).

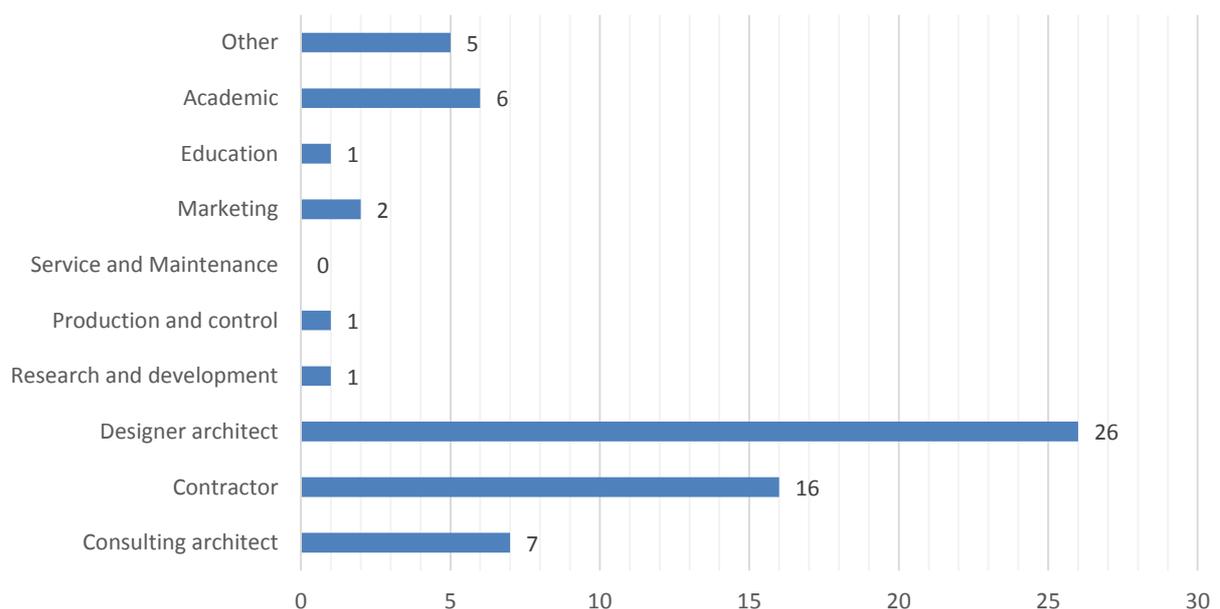


Figure I.1.5.2 Variation of the professional area of employers

When the survey results are analyzed it can be seen that the majority of the respondents answered twelve of thirteen questions positively. However, the answers to the question about “having an up to date knowledge of building technologies” was not as positive as the other questions. It was also interesting to see that the respondents were positive about “having up to date knowledge of digital presentation technologies.”

- **Evaluations by Academic Staff**

Academic staff working for EMU Department of Architecture evaluates the education program in various ways. These evaluations can be based on student and alumni surveys as well as systematic self-criticism within the department. Accreditation procedures, strategic plan preparation, departmental council meetings, design coordination meetings, course group meetings and works of the Quality Assurance Committee, which provides the surveys with students and alumni, form the rich medium for self-criticism and change.

According to MIAK report, the 2006-2007 strategic plan was prepared through a SWOT analysis to which all academic staff contributed. Mission and vision of the two departments and the Faculty were determined according to the strengths, weaknesses, opportunities and threats of the department. The last strategic plan for five years was prepared in 2011-2012 academic year. This strategic plan was also prepared through SWOT analysis and with the contribution of all academic staff in a two-day workshop. The department administration accepted the results of this strategic plan as a road map and tried to meet the targets shown in it. SWOT analysis of the department according to the last strategic plan:

Strengths which were selected during the workshop:

- Being accredited by MIAK
- Multi-cultural environment
- Hardworking and competent teaching assistants
- Teaching in English language
- Diverse and qualified profile of teaching staff

Weaknesses which were selected during the workshop:

- Overloaded teaching staff
- Decreasing intellectual profile of students
- Students’ difficulties in using English language
- Limited time for conducting research
- Decrease in the number of the international professors

Opportunities which were selected during the workshop:

- Having increasing number of conferences, seminars which attract foreign scholars
- Expectation of international accreditation rather than MIAK
- Being the only institutionalized department of architecture of the island
- Scholarship given to teaching assistants by the university
- The possibility of having an international journal

Threats which were selected during the workshop:

- Decreasing number and quality of students
- Political situation of Cyprus, applied international embargos

- Lack of urban and architectural quality in the local environment
- Weak budget of the university
- Perception of field of architecture by the Rector's Office versus other disciplines such as engineering
- Being an expensive country with relatively increasing costs
- Heavy burden on staff and administration as a result of rapidly changing university rules and bureaucracy

These selected strengths, weaknesses, opportunities and threats led to the development of the mission and vision of the Department of Architecture.

Departmental meetings are seen as another tool for self-evaluation in EMU Department of Architecture. Representatives of teaching assistants and undergraduate students also participate in these meetings. Issues are put on the agenda and discussed extensively in these meetings. If needed, temporary committees are set up to do further research and propose alternative solutions. Departmental meetings are held approximately three or four times during each academic term.

Department administration organizes regular meetings with teaching assistants and students to ask their opinion about the quality of education. These meetings are also important sources for detecting problems.

Self-criticism of architectural design courses is realized through design coordination meetings. Since 2010, all academic staff meet at the end of each academic term to share their opinions about the design courses of that term. Each studio coordinator does a presentation containing learning outcomes of the course, project subject, project site and successful, mediocre and just-passing examples of student work. Then other academic staff who gave this course and who took part in the juries, explain their observations. Later all academic staff take part to identify problems and discuss solutions to these problems. These meetings ensure the studio culture and holistic nature of architectural design education in each studio. They also ensure studios are the application area of all theory courses. In other words these meetings ensure the main pedagogy of the department.

Learning outcomes of each course forms a basis for the work asked from the students and evaluation of student work. Students are informed at the beginning of each term about the learning outcomes of each course. Learning outcomes play an important role especially for the self-evaluation of design courses at the end of each academic term.

Since 2010, course group meetings are organized if the departmental council decides that there is a problem to solve within that course group. Computer graphics group and group of technical courses (structures and construction) met several times to provide better coordination between these courses. Another concern of these meetings is to strengthen the relationship between these courses and design studios.

One of the main sources for the achievement of the five perspectives is the courses given in the Department of Architecture. During MIAK accreditation process all academic staff was asked to evaluate their courses according to the contribution they make in achieving the five perspectives. In this survey they were also asked to write the changes they were planning to make in their courses. A similar survey is used also for NAAB substantial equivalency process and presented in this report.

Thus, the academic staff was asked to complete a questionnaire about the five perspectives for every course they give. The results of this questionnaire made it possible to see that the five perspectives can be achieved in various ways through the courses within the curriculum. Similarly the surveys realized with graduation students and alumni also contain questions about realization of the five perspectives (See [Appendix I.1.5.3](#) and [Appendix I.1.5.4](#)).

The Quality Assurance Committee of Department of Architecture has prepared surveys for students, alumni and employers of alumni since 2012. During the preparation of these surveys the questionnaires were shown to a psychologist and a statistician. Psychologists determined the clarity of questions and disturbance of human rights issues. Statisticians checked the organization of questions and gave ideas about techniques of applying questionnaires. The main problems were reaching alumni, and avoid using the labor of teaching assistants during the evaluation of these surveys. By preparing survey web-sites both of these issues were resolved.

Another very important source for making a realistic self-evaluation is to follow what is going on in architectural education around the world. The administrators of EMU Faculty and Department of Architecture have followed EAAE meetings for more than five years and followed MOBBIG (An organization of heads of departments of architecture in Turkey) meetings for more than ten years.

- **Evaluations by Rector`s Office**

EMU Rector`s Office evaluates academic staff according to a set of criteria which is very similar to the five perspectives. As can be seen under item 6.3.1 in the EMU bylaws (<http://mevzuat.emu.edu.tr/content.htm>), EMU academic staff is evaluated according to the following criteria:

- Academic performance (under 1)
- Education performance (under 3)
- Prizes and memberships (under 4) (which corresponds to regulatory environment)
- Professional activities (under 2)
- Service to society (under 5)

This attitude encourages academic staff to enlarge their capabilities in all of these directions. Capabilities of academic staff directly reflect on the content of courses and relationships with students.

- **Existing plan for Self-Assessment**

The relationship between the different attempts in self-assessment of EMU Department of Architecture can be seen in Table I.1.5.2.

Table I.1.5.2 System of self-assessment of EMU Department of Architecture

	Rector`s Office	Academic staff	Students	Graduation Project students	Alumni	Employers of alumni
Mission of the department		Development of strategic plan through SWOT analysis		Survey (Appendix I.1.5.3)	Survey (Appendix I.1.5.4) Survey by Rector`s Office	Survey (Appendix I.1.5.5)
Accreditation criteria		SPC matrix Systematic meetings		Survey (Appendix I.1.5.3)	Survey (Appendix I.1.5.4)	
Curriculum and courses			Survey of teaching effectiveness	SPC matrix by students (Through Survey in Appendix I.1.5.3)		
Five perspectives	Evaluation of academic staff for promotion	Evaluation of each course according to five perspectives		Survey (Appendix I.1.5.3)		

It can be stated that there are three basic items which form the self-assessment of EMU Department of Architecture:

- Strategic plan
- Surveys
- Meetings

Strategic plan and surveys are administered at certain intervals: strategic plan and alumni and employer surveys are every five years and the survey of new graduates every academic term. On the other hand, meetings are held at any time as needed. The results of the surveys, strategic plan and accreditation visiting team evaluations affect each other and each are included as a road map by the administration of the department. The mechanism for change and development in EMU Department of Architecture can be seen in Figure I.1.5.3.

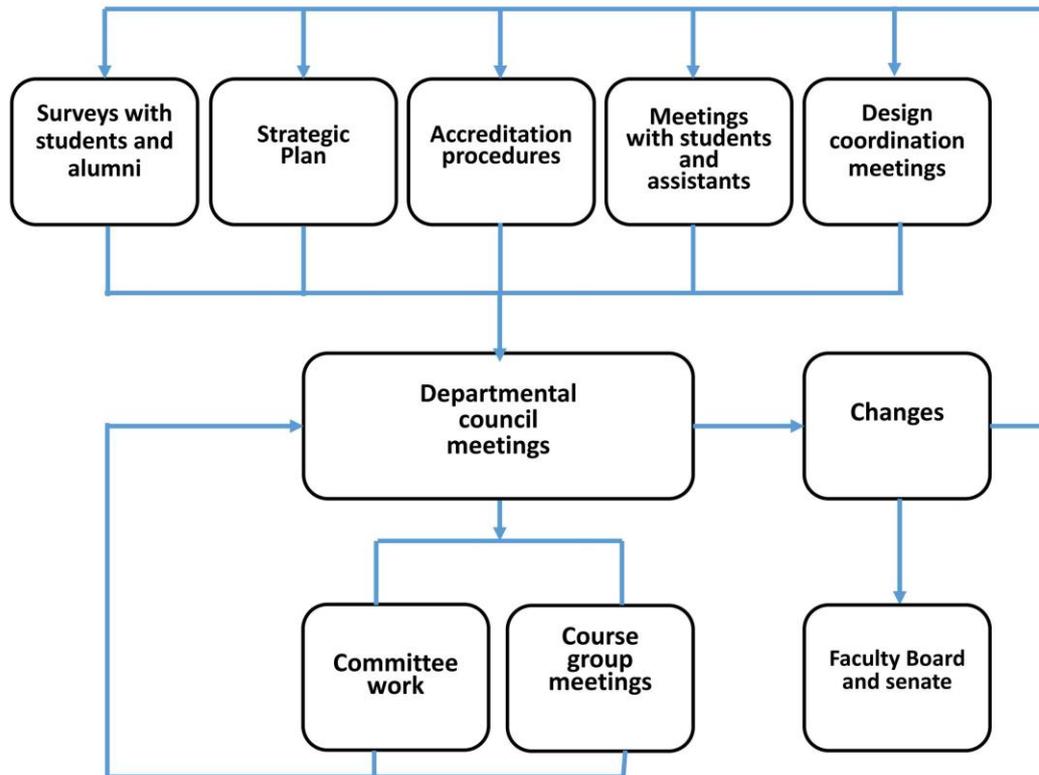


Figure I.1.5.3 The mechanism of change in EMU Department of Architecture

• Results of Self-assessment

For a systematic presentation of the results of self-assessment, these questions can be posed:

- What is the progress after the 2012 strategic plan?
- Is EMU Department of Architecture able to realize its mission?
- Is EMU Department of Architecture able to realize NAAB criteria? What are the problems in the curriculum?
- Is EMU Department of Architecture able to realize the five perspectives?
- Is it possible to improve self-assessment procedures?

What is the progress after the 2012 strategic plan?

As aforementioned under the section about life-long planning, attempts have been made along the way to achieve a better quality, motivation, ethics, cooperation and diversity after preparation of 2011-2012 strategic plan of EMU Department of Architecture. Every action of the department administration has been seen as an opportunity to achieve the goals in the strategic plan. There are efforts at cooperation with other departments of architecture in other universities. There is now a more multi-cultural environment in comparison to 2012. There are now strict guidelines against the use of plagiarism. Accreditation attempts are being realized. The most challenging issue facing the Department Architecture is to improve the student-professor ratio. According to the decisions taken in Departmental Boards and Faculty Boards the student-professor ratio has been lowered in all design studios in 2015 Fall term. This figure is fixed as maximum between (15 and 18) in the first year studios and between (15 and 18) in the later studios.

Is EMU Department of Architecture able to realize its mission?

When the surveys conducted for graduation students, alumni and employers of alumni were analyzed, results showed low achievement ratings in issues of technical skills and integration of theory, research and practice. These weaknesses were the consistently highlighted in most of the surveys. However, overcoming them is included in the 2012 strategic plan. Technical skills, use of digital technologies and integration of theory, research and practice are defined as goals to increase the quality of education. Thus, these should be seen as targeted issues of EMU Department of Architecture in the future.

Is EMU Department of Architecture able to realize NAAB criteria? What are the problems in the curriculum?

According to SPC matrix prepared by academic staff in 2013-2014 Spring term, all education criteria defined by NAAB have been achieved. However, as it is seen in Table I.1.5.3, approximately 1/4 of courses in the SPC matrix prepared by students do not match with the SPC matrix prepared by the academic staff. When the APR for second visit was prepared this figure was 1/3.

Table I.1.5.3 Mismatch between student and academic SPC matrices

Course code	Academic SPC	Student SPC (2013-2014)	Student SPC (2014-2015)
FARC 101	A5, A8	A1, A2, A6, B1	A1, A2, A3, A6, B1
FARC 102	A2, A5	A2, B1	A1, A2, A3, A5, A6, B1
FARC 103	A3	A1, A2, A3, A4, A6, A7, A8, A11, B2, B3, B4, B8, B9, B10, B12	A1, A2, A3, A4, B1, B4
FARC 104	A3	A1, A2, A3, A4, A7, B1, B9, C2	A1, A2, A3, A4, B1
FARC 113	A5, A8	A1, A2, A3, A4, A5, A6, A7	A1, A2, A3, A5, A6, A7
FARC 142	A11	A1, A2, A4, A6	A4, A5, A7, B9
FARC 114	A10, C2	A1, A2, A4, A5, A6, A8, A9, A10	A1, C2
ARCH 213	B3	B3, B8	A1, A7, B3, B8
ARCH 225	A7, A9	A1, A3, A9, A10	A9, A10
ARCH 226	A7, A9	A9, A10	A1, A10
ARCH 235	B9	B9, B10	A4, B9
ARCH 236	B9	B9	B9
ARCH 243	B12	B9, B12	B9, B10
ARCH 244	B12	B9, B10, B12	B9, B10, B12
ARCH 246	B3, B8	B3	B3, B8
ARCH 252	A7, A9	A10	A1, A2, B4
ARCH 281	A3	A4	A1, A3
ARCH 291	A2, A6, C2	B1	A2
ARCH 292	A2, B1, B2	A2, A3, B3, B5	A2
ARCH 311	A5, A10, C9	A9	A9
ARCH 312	A5, A11	A7	A1, A3, A10
ARCH 337	B9	B9	B9
ARCH 342	A4	B8	A4
ARCH 347	B10, B12	B8, B9, B11	B9, B10, B11, B12
ARCH 348	B8, B11	B3	B3, B8
ARCH 355	C1, C9	B2	B1, B2, B4
ARCH 385	A3	A3, B1, B3	A3

ARCH 391	A2, A10, B4, B5	B4	A1, A2, A3, A4, A5, B1, B2, B3
ARCH 392	B6, C7	A2, A3, A6, A7	A1, A2, A3, A4, A5, A6, A8, B1, B2, B3, B4, B5
ARCH 416	C3, C4, C7, C8	C3, C4, C7	A1, A2, C3, C4, C5, C7, C8
ARCH 449	B7, C5, C6	B7, C7	B7, C4
ARCH 491	B6, C1	B9	A1, A2, A3, A4, A6, B1, B3, B4, B6
ARCH 492	B6, C6	A2, A4, A7, B2, B3, B4, B6, B9, B11, B12	A1, A2, A3, A4, A5, A6, B1, B2, B3, B4, B5, B6, B9, B10, B11, B12

The red items show the mismatch between students' and academic staff's conceptions.

This means that there are considerable improvements in relation to the matching issues between students and academic staff. The conceptions of students and academic staff started to match about ARCH 291 - Architectural Design Studio I, ARCH 342 - Working Drawing-, ARCH347 - Architectural Construction and Materials III, ARCH348 - Building and Environmental Systems in Architecture - and ARCH 491 - Architectural Design Studio V. There is still a problem of match within the courses of FARC 101 - Basic Design Studio, FARC 142 - Introduction to Design Technology, ARCH 252 - Theory of Urban Design, ARCH 311 - Principles of Conservation and Restoration, ARCH 312 - Architecture and Design Theories, ARCH 355 - Process of Urban Design and ARCH 392 - Architectural Design Studio IV. However, since the performance criteria of ARCH392 - Architectural Design Studio IV have recently been changed, this mismatch should be seen acceptable. There are also two courses in which the previous match between students' and academic staff's conceptions have been lost. These courses are ARCH 226 and ARCH 243.

Is EMU Department of Architecture able to realize the five perspectives?

Many issues in relation to the five perspectives are covered by the courses in the curriculum and activities of the department. However, commitment to the holistic, practical and liberal arts based education of architects, understanding the breath of professional opportunities, exposure of students to the possible internship requirements, contribution to the growth and development of the profession, students understanding the ethical implications of their decisions and reconciling differences between the architect's obligation to his/her client and the public were weak when the APR for the second visit was prepared. From then on, many steps have been taken through reorganization of the courses within the program and through developing new activities in order to eliminate these problems. Successful architects from practice were assigned to studio courses, activities of A-POP provided better contact between alumni and the department, lectures within some courses were developed in order to solve the problems in relation to ethics, many responsibility projects were run in order to improve the responsibility towards public good and academic staff were asked to consider the weakness in these issues and take some steps in order to achieve improvement.

Is it possible to improve self-assessment procedures?

Evaluation by graduation students, alumni and employers of alumni should continue systematically within certain intervals. Evaluation by academic staff through preparation of strategic plan, SPC matrix and the questionnaire about the five perspectives can be seen as sufficient. The weaker side of the self-assessment is the need for evaluation of each course by students of all years. The results of questionnaires can be evaluated more professionally as well.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development

- **Faculty and Staff**

In the academic year 2012-2013 the academic staff the Department of Architecture were 22 full-time staff as well as 15 part-time instructors and 4 “A” category assistants, 2 administrative staff and 4 technical staff. The number of staff is given in the Table I.2.1.1.

Table I.2.1.1. The Category and Number of Instructors Giving Undergraduate Courses during Academic Years 2012-2013, 2013 2014, 2014 2015.

Category	2012-13 Fall	2012-13 Spring	2013-14 Fall	2013-14 Spring	2014-15 Fall	2014-15 Spring	2015-16 Fall
Full Time Member	22	22	20	21	21	22	25
Other Department Member	4	3	3	2	8	7	9
Part Time Member	14	15	21	26	17	20	16
Category A Assistants	3	4	2	1	5	4	4
Teaching Assistants Category B,C,D	21	22	23	24	22	19	19

The recruitment procedure at Eastern Mediterranean University is for all applicants to upload their CVs and required documents to the provided web portal within the time limit. Applicants are encouraged to demonstrate their leadership potential, accreditation experience, communication skills and community service as well as their research, teaching and professional experiences. Applicants are evaluated objectively by a recruitment committee with a strong interest to increase the diversity within the Department.

At the end of the application period, committee members from Department of Architecture (a minimum 3 and maximum of 5) who are preferably in administrative positions including chair of department are appointed by the Departmental Board to investigate all applications through a transparent evaluation procedure (by referring to the approved parameters by the senate, faculty board and departmental board) in order to prepare a short list. The Dean either accepts or rejects the shortlist by referring the opinions of Faculty Executive Board. Finally, the Dean introduces the shortlist to the Rector’s Office for approval. In order to finalize the process, it is necessary to get the approval from the Board of Trustees.

For the academic year 2013-2014, one professor and 3 assistant professors joined the Department of Architecture through the same procedure. Prof.Dr. Kokan Grchev, Assist.Prof.Dr. Nevter Zafer Cömert, Assist.Prof.Dr. Pınar Uluçay, Assist.Prof.Dr. Badiossadat Hassanpour. (CV’s can be seen in PART FOUR Supplementary Information, Section 2 - Faculty Resumes).

Assoc.Prof.Dr.Ege Uluca Tümer in Spring semester 2015, Assist.Prof.Dr. Özdem Şahali Kovancı and Assist.Prof.Dr. Müge Rıza joined the Department of Architecture, in Fall semester 2015 through the

aforementioned procedure. One applicant hired from the USA did not come, so that position is still open. (CV's can be seen in PART FOUR Supplementary Information, Section 2 - Faculty Resumes).

Candidates who meet the requirements of the conditions for application to any status promotion need to apply to the Rector's Office in October or March of each year. (<http://mevzuat.emu.edu.tr/6-2-Rules-Academic%20staff%20title%20bylaw-m.htm>)

The dispersion of titles among full-time instructors in 2012-2013, 2013-2014, 2014-2015 & 2015-2016 academic years are shown in Table I.2.1.2.

Table I.2.1.2 Title dispersion among full-time Instructors in 2012-2013 & 2013-2014 & 2014-2015 & 2015-2016 academic year

Title	Academic Year 2012-2013	Academic Year 2013-2014	Academic Year 2014-2015	Academic Year 2015-2016(Fall)
Prof.Dr.	3	6	6	6
Assoc.Prof.Dr.	8	7	8	8
Assist.Prof.Dr.	10	9	9	11
Teaching Assist.	26	25	27	23

Out of 25 full time staff of Architecture Department, 19 are female, 6 are male and they are from Cyprus, Turkey, Iran, Macedonia and Germany. They have expertise from various prestigious universities throughout the world. This diversity provides an appropriate cultural context in terms of consistency with student diversity. (CV's can be seen in PART FOUR Supplementary Information, Section 2 - Faculty Resumes).

In accordance with the expertise and research field of full-time and part time instructors and their minimum load requirement, the Chair of Department (Prof.Dr. Ozgur Dincyurek) assigns them for the most relevant courses and studios. Instructors for the two academic years (2012-2013, 2013-2014) and the courses they gave are shown in Faculty-Course MATRIX (See [Appendix I.2.1](#)).

In addition to minimum course load for each of full time academic staff, being advisors to some students is a part of their duties. A week before the first day of registration, each full-time instructor is appointed as an advisor of a group of students by the department chair and this continues until those students graduate. Duties and responsibilities of the student advisors are:

- Providing guidance for students regarding their chosen professions
- Informing students about the facilities of the University, Faculty/School and Department/Program
- Monitoring course-attendance of students
- Monitoring the success of students in their courses
- In case of failure, investigating the reasons for lack of success
- Warning the students about the factors that cause failure
- Following the course withdrawal procedures of the students and finding out the reasons
- Providing information for students regarding elective courses and helping with the selection

- If deemed necessary, informing the department chair about a student's need to be directed to the *Psychological Counseling Guidance and Research Center (PDRAM)* to receive psychological counseling and guidance services
- Ensuring that the electronic forms sent by Faculty/School administration are fully completed
- Informing the department chair/program coordinator about student problems that cannot be solved by the advisor
- Carrying out the weekly program for advisors which is specified by the department chair
- Attending the meetings of the Board of Advisors and informing the department chair/program coordinator about the problems of the students under his/her advisorship at the end of each academic semester and ensuring relevant measures are taken.

To support the aim of advisorship formation and responsibilities of advisors, department chair monitors the quality of the service provided by student advisors, developing solutions for problems encountered and ensuring that the system is working, gathering relevant recommendations and evaluations. Regarding the "Advisors' Board Report" the Department Chair organizes a meeting with the Faculty Board and informs the Rector's Office about the outcomes.

<http://mevzuat.emu.edu.tr/5-1-11%20ogrenci%20danismanligi%20yonetmeligi.htm>

Moreover than this to provide a very large pool of critics for midterm and final reviews in particular Design studios such as ARCH 392 and ARCH 492 the Department invites external jurors. For the senior project and Graduation project, the department assembles a large number of critics including faculty, usually six per panel. Below is a select list of invited external critics that have participated in reviews over the last few years:

Table I.2.1.3 Visiting Jury Members

Affiliation	Representative
ENHSA European Network for Heads of School of Architecture	Prof. Maria Voyatzaki Co-coordinator, Univ. of Thessaloniki
METU Middle East Technical University	Prof.Dr. Güven Arif Sargin Head, Department of Architecture
UCCTEA Chamber of Architects, North Cyprus	Azmi Öge President
Chamber of Architects, Turkey	Eyüp Muhcu, President Fikret Oğuz, General Secretary Sabri Oğuz, Board Member
EMU, Department of Civil Engineering	Prof.Dr. Özgür Eren Head
Professionals	Cafer Bozkurt, Turkey Andreas Lordos, South Cyprus
Graduation Jury includes the representatives from Chamber of Architects of North Cyprus and Turkey, members from the Department of Civil Engineering and Mechanical Engineering, reputable architects from Turkey and South Cyprus, Head of Department of Architecture, EMU and Coordinator of graduation project.	

- **Financial Aid**

Since EMU Faculty of Architecture intends to sustain the research atmosphere and encourage academic staff to foster a research spirit, the university provides summer grants to attend national and international conferences and workshops. The grants cover the registration fees, travel expenses, accommodation, and daily allowances.

<http://mevzuat.emu.edu.tr/6-1-1-1-Rules-Conference%20funding%20principles.htm>

- **Students**

EMU, Department of Architecture, was the destination of students from 34 countries in 2012-2013 academic year, while it increased to 45 countries in 2013-2014 and in Fall 2015 it reached 54 countries split 30-70 (30% Female and 70% Male). [Appendix I.2.2](#) shows the impressive range of countries the architecture students come from.

In order to be admitted to the department of Architecture, students must have graduated from high school or any other equivalent institution. Students' admission regulations could be divided into three categories based on student nationalities: Turkish, Turkish Cypriot and third country nations. (<http://mevzuat.emu.edu.tr/5-1-1-Yonetmelik-GirisSinavKabul.htm> for Turkish version and http://mevzuat.emu.edu.tr/5-1-1-Rules-Entrance_exam.htm English version)

- **New Student Admission Policy and Procedure**

University emphasizes gender and ethnicity inclusion and selects both female and male candidates from diverse countries, according to the demand.

- a. Turkish Students**

Students who are nationals of Turkish Republic (TR) are accepted to EMU Department of Architecture consequent to the Student Selection and Placement Examination (ÖSYS) of the Council of Higher Education (YÖK) under the quotas indicated in http://mevzuat.emu.edu.tr/5-1-1-Rules-Entrance_exam.htm

- b. Turkish Republic of North Cyprus (TRNC) Students**

Students who are nationals of the Turkish Republic of North Cyprus (TRNC) are able to enroll to the department after passing the entrance examination held in EMU. Registrar's Office receives the applications for the entrance exam within the set period. Applications are done through formal application forms of the university. The Entrance Exam is held in Turkish and/or English. Citizens of the TRNC are admitted to EMU according to the set quota. (http://mevzuat.emu.edu.tr/5-1-3-Rules-Vertical_transfer.htm)

- c. Third Country Nations**

Foreign nationals (Students other than those of the TR or the TRNC) are required to submit documentation for their achievement at a comparable level and they are accepted to the department by taking their achievement in secondary education as a basis under the quotas for Third Countries. Students, who are admitted but lack the necessary proficiency in English are required to enter an intensive English program in the School of Foreign Languages.

- **Admissions through Vertical & Horizontal Transfers and Student Exchange Possibilities**

One of the other methods to join EMU Department of Architecture is through transfer. This method is applicable for any student who studied at least one semester at a university or at an equivalent higher education institution. Regulations for Student Admission include different transfers: horizontal transfer from outside the university, horizontal transfer within the university; vertical transfer within the university and vertical transfer from outside the university. These are covered in EMU's booklet of Basic Legislation and presented in http://mevzuat.emu.edu.tr/5-1-3-Rules-Vertical_transfer.htm (See Table I.2.1.4)

Table I.2.1.4 Transfer types

Horizontal Transfers From Outside The University	Horizontal Transfers Within The University	Vertical Transfers Outside The University	Vertical Transfers Within The University
Any student who studied at least one semester at a university or at an equivalent higher education institution can apply to Eastern Mediterranean University for horizontal transfer	The students, who have received education for at least one semester, may be given the opportunity to change department in the framework of the quotas for only once during their period of study at the University.	Students who have graduated from any 2-year program of a higher education institution may be admitted to 4-year programs by the decision of the Faculty Board.	The students, who have graduated from two-year programs of EMU, may be admitted to 4-year programs by the decision of Faculty Board Any student, who has been dismissed from undergraduate programs due to academic failure, may transfer by the decision of the School Board.

- **Evaluation procedure**

A copy of course descriptions and transcript which bear the seal, stamp and signature of the former institution of higher education should be attached to the application document. Appeals to the exemption/equivalency results are submitted to the relevant unit within two weeks following the date of officially informing the students about the results.

Exemption procedures are carried out by the Exemption and Equivalency Committee of the relevant unit. The committee submits the report to the relevant unit's board who informs the students about the decisions online. The board decision specifies the semester of placement as well as the code, title, credit value, and success grade of the former course and the title, code and credit value of the corresponding exempted course. In their applications, students are required to clearly specify the courses they wish to be exempted from. (<http://mevzuat.emu.edu.tr/5-1-13-Regulation-ExemptionandEquivalencPrinciples.htm>)

- **English Proficiency**

Students' knowledge of English must be sufficient; this can be assessed by obtaining a satisfactory score on the English Proficiency Test or possessing a satisfactory score on international exams recognized by the EMU senate. Students enrolled in programs where the education is in English and who do not fulfill the English Proficiency requirements should take the English Proficiency test administered by the English Preparatory School.

- **Academic Support**

Student advisorship is one of the main tools for academic support. The other is the Help Desk.

Help Desk

Help desk is setup in Department of Architecture to help students, especially the first year students, to give technical support, educational advice and better orientation. Help Desk Committee members are assigned by the department and are composed of one professor and 4-5 teaching assistants. Help desk gives face to face services to students 3 hours per day during office hours and receives students' problems, needs and recommendation via e-mail (archhelpdesk@emu.edu.tr) (<http://arch.emu.edu.tr>). A poster which presents necessary information such as working hours, names of responsible staff and their office numbers together with the services it provides was designed and pinned up in studios, staff buildings and posted on the department web-page (<http://arch.emu.edu.tr>).

- **Scholarship Procedures**

Financial Resources

EMU is nearly self-sufficient. Income received from students' fees is expected to meet the expenses of the maintenance of departments, wages, of the personnel as well as scholarships. However, the TRNC government as well as the Turkish Government has financed the infrastructure of the university. The Department of Architecture receives a certain percentage from the current budget of the university. The Faculty of Architecture has some income through TASAR (Design Research Centre) from some projects performed for the governmental or public, based on the principles of the revolving fund regulation.

Scholarships Opportunities

Undergraduate students of Department of Architecture may get full or partial reduction of fees based on the conditions for the scholarships which are specified under the relevant scholarship by-law of the university. This regulation covers the rights of the students who receive scholarships or discounted tuition fees; the scope, amount, duration, conditions for application and termination of scholarships and discounted tuition fees. See English version at: http://mevzuat.emu.edu.tr/5-1-2-Rules-Scholarship_Regulations.htm and Turkish version at: <http://mevzuat.emu.edu.tr/5-1-2-Yonetmelik-Burs-Indirim-Uygulama.htm>

The available types of scholarships are as follows:

Incentive Scholarship- Type 1 - Type 3

Scholarships are awarded to students who have been listed among the top 2000 students (Type 1), listed between the top 2001 and 5000 students (Type 2) and students who have been placed into EMU scholarship programs specified by the Board of Trustees according to the University Entrance Exam results announced by the Turkish Republic Higher Educational Student Selection and Placement Board (ÖSYM) and the results of the EMU Entrance Exam for students from TRNC (Type 3).

Incentive Scholarship for Citizens of the Third Countries

This type of scholarship is based on the criteria specified by the "Third Countries Merit Based Scholarship Evaluation Committee" appointed by the University Executive Board and approved by the Board of Trustees. The scholarship covers the tuition fees and free accommodation in EMU dormitories.

High Honor Scholarship

Undergraduate students who have taken the normal course load and who have been awarded a 'High Honor' degree in their respective programs following the attainment of a minimum grade point average GPA of 3.50/4.00 and a CGPA of 3.00/4.00 and above may be granted a 'High Honor Scholarship' for the following semester.

English Proficiency Merit Scholarship

Those students who have studied at Foreign Languages and English Preparatory School for at least one semester, and who, at the same time, have attained the minimum score of 85 out of 100 from the English Proficiency Exam after having successfully completed the Intermediate or Upper-intermediate program are granted the "English Proficiency Merit Scholarship" during the following semester.

Sports Grant

EMU offers a grant to a student who achieves the first place individually or in a team in a sport activity representing EMU that is accepted by the University Executive Board, or who is a national player in his/her country and an active member of one of the EMU Sports Clubs.

Disabled Student Scholarship (TRNC)

Based on the recommendation of the University Executive Board and the approval of the Board of Trustees, students from TRNC who have a disability degree of 40% and above are eligible to receive a tuition scholarship depending on the set quota and on the condition that they meet EMU entrance requirements. The scholarship continues until the student graduates.

Tuition Fee Discounts For Students From Third Countries

This type of discount is based on the criteria specified by the “Third World Countries Merit Based Scholarship Evaluation Committee” and approved by the Board of Trustees. Students receiving this discount after the Committee’s evaluation are granted a 50% or 25% discount on their tuition.

Other types of scholarships are:

- Scholarships for the children of martyrs and disabled/injured veterans (TRNC and TR)
- Tuition discounts for staff, graduates, siblings and family (TRNC)
- Tuition discounts for staff, graduates, siblings and family (TR and third countries)
- Tuition discounts for government officials (TR) working in TRNC
- Turkish Republic citizens who graduate from TRNC high schools
- Tuition fee discounts for the spouses/ children of the members of the Turkish army forces
- Programs with 25% and 50 % discounts
- Discounts for top high school graduates (TRNC)
- Discounts for top high school graduates (TR)
- Tuition discounts for special profession groups
- Sports discount

I.2.2 Administrative Structure and Governance

The subject of administrative structure and governance has been studied in this report under the following headings:

- Governance
- Long range planning department
- Department's/Faculty's teaching profile and the program relationship
- Organizational support, advisory and information structure at the Department/Faculty
- Coordination of the teaching at the Department of Architecture

• Governance

Participative tools & mechanisms - bottom-up approach is followed, where the Department/ Faculty/ Rector’s Office have decided their operational work plan on the mission and vision.

The strategic plan, which is involved with the vision and mission of EMU Department of Architecture, aims to convey the direction of the institution clearly and concisely. The Department of Architecture believes that it is critical to have members of the organization (different level of ranking/responsibilities/administrative position) to actively participate in the strategic planning process to increase their motivation and enthusiasm for realizing the attractive and inspiring common vision for the future.

The strategic plan study, where all actors are involved in a participatory manner has been conducted periodically. Long-run, mid-run, and short-run aims and objectives are defined where horizontal coordination among academic positions/responsibilities/ranks and vertical coordination amongst

relevant administrative levels (Rector's Office/faculty/department) is also considered. Therefore, for achieving goals of strategic plan and sustain the process accordingly (planning, implementation, monitoring) the participatory mechanism and holistic approach are engaged.

The strategic plan workshop was organized with the active participation of academic staff including the teaching assistants. The aim of the workshop was, firstly, to identify the strengths, weaknesses, opportunities, and threats of the department (through SWOT analysis method). Then, based on the findings of the SWOT, to determine the mission and vision of the department, followed by goals and strategies based on an action plan at certain intervals (long-run/short-run).

Participative Mechanism in Operation:

Students/ Teaching assistants/Academic Staff/Administrative Members

Meetings were conducted with each design studio group. The department communicated the purpose and values of the department and listened to the students' evaluations and comments at certain periods. These form important input for the self-assessment and also contribute to the strategic planning process. The department currently has an international student profile which includes students from countries such as Iran, Palestine, Ukraine, Turkmenistan, Tunis, Lithuania, Tajikistan, Syria, Russia, Pakistan, Jordan, Egypt, Zimbabwe, Libya, Saudi Arabia, Morocco, Nigeria, Israel, Sudan, in addition to students from Turkey and North Cyprus.

- **Long-Range Planning Department**

- Chair - Vice Chair (administrative bodies)

- Departmental Council (all members of department and elected representatives of teaching assistants and students). Sub-committees (permanent) and Ad-hoc committees (temporary) also support the administrative bodies at operational levels.

It is the responsibility of the higher education institutions (HEIs) to establish, maintain and improve the standards of their academic activities as degree awarding institutions. Based on this principle, EMU has been concerned with the quality of education and services on offer and promoting Quality Culture across its Faculties and Schools. Accordingly, as aforementioned EMU administration prepared the Quality Assurance Handbook. In the EMU Quality Assurance Handbook, the institution has committed itself to the establishment of a quality assurance system and further enhancement of its academic programs. The aforementioned mission, vision statements and objectives of the university clearly state that to enhance the quality of academic programs, research and administrative work is of primary importance.

- **Department's/Faculty's Teaching Profile and the Program Relationship**

The Faculty of Architecture has two departments: the Departments of Architecture and Interior Architecture (in Turkish and in English). The Industrial Design Department was closed in 2010. The first year is a "Foundation year" which includes common courses taken by students in both departments of the Faculty of Architecture. The first year also includes some common courses within the whole university. In accordance with the Senate decision on increasing the number of electives, the department's curriculum has a flexible structure including 2 university electives and 5 area electives, which are shared courses within the faculty. The distributions of programs in the two departments of the Faculty are:

- Architecture

- Undergraduate since 1990
- M.S. in Architecture since 1995
- M.Arch. (One Year Professional Degree Program) since 2011
- M.S. in Urban Design since 2009
- M.UD. (One Year Professional Degree Program) since 2014
- PhD since 1995
- M.S. in Cultural Heritage Studies (in collaboration with Politecnico di Milano and Middle East Technical University and empowered by INTBAU Italy and INTBAU Cyprus (students will be admitted to start 2016-2017 academic year)

The Cultural Heritage Studies program underscores how to understand, experience and apply cultural and natural heritage knowledge to architecture. This provides opportunity for a variety of professional careers in the future by dealing with conservation, legislation, management, and sustainable development. This program is a unique, interdisciplinary program of advanced graduate study that will be conducted by exceptional architects, conservators, planners, interior architects, architectural historians and theoreticians. The program stresses an international profile in correspondence with contemporary standards in education, following the ongoing process of international accreditations, using heritage as a common tool to develop dialogue and communication.

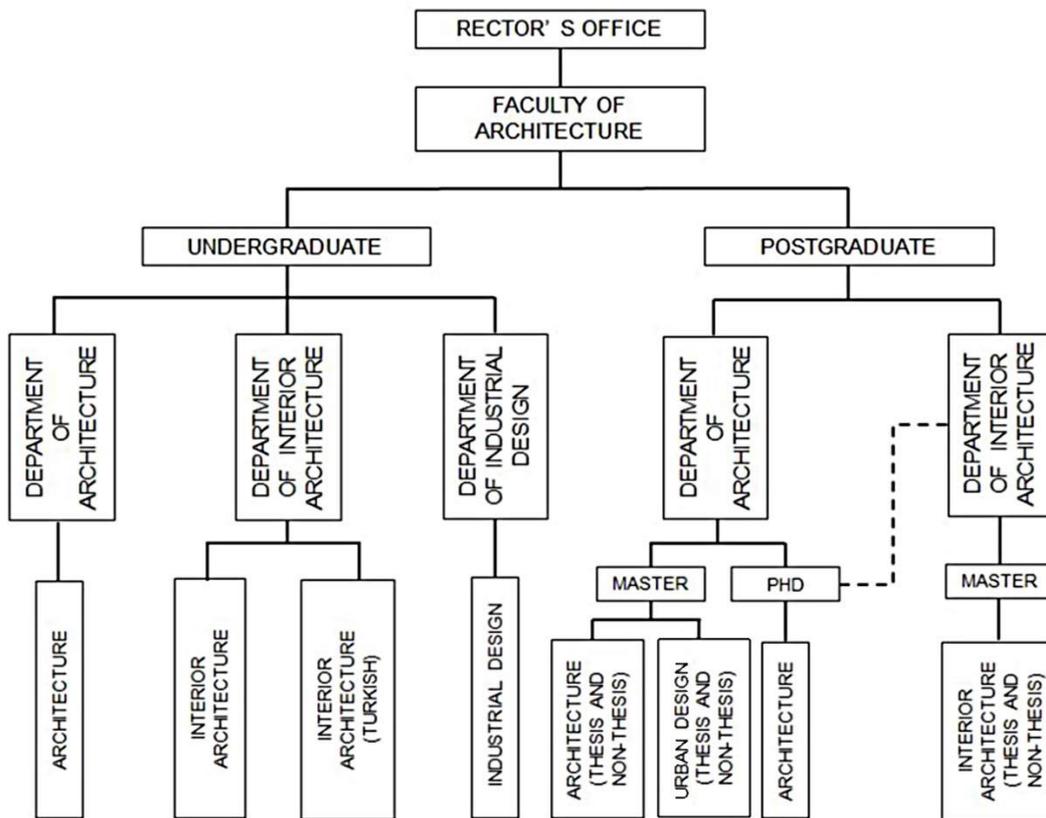
- M.S. in Architectural Engineering (joint program with Civil Engineering Department) in process

- Interior Architecture

- Undergraduate since 1996
- M.S. in Interior Architecture since 2011
- M.Int.Arch. since 2011
- Interior Architecture (Turkish) undergraduate since 2010
- PhD in Interior Architecture (currently in process)

- Industrial Design Undergraduate since 2005 (stopped taking students since 2010)

The organizational framework of the Faculty is as shown in Figure I.2.2.1.



**No new students are admitted to the Department of Industrial Design since 2011-2012/Spring. After all students are graduated from this department, it will be closed.*

Figure I.2.2.1 The flow chart of the organizational framework of the Faculty

- **Organizational Support, Advisory and Information Structure at the Department/Faculty**

Figure I.2.2.2 shows the administrative structure of the Faculty of Architecture. There are two main issues, administrative and academic, of the Faculty. Administrative issues are handled by the Faculty Executive Board. Academic issues are handled by the Faculty Board where representatives of all groups of staff and students participate and take part in the discussions. The Faculty Board members are elected for every academic year among the full time members of the Faculty in addition to the Dean, Vice Dean and the Chairs of the Departments. Vice Chairs and the Dean Coordinator also attend the meetings of Faculty Executive Board although they do not have authorization to vote on decisions.

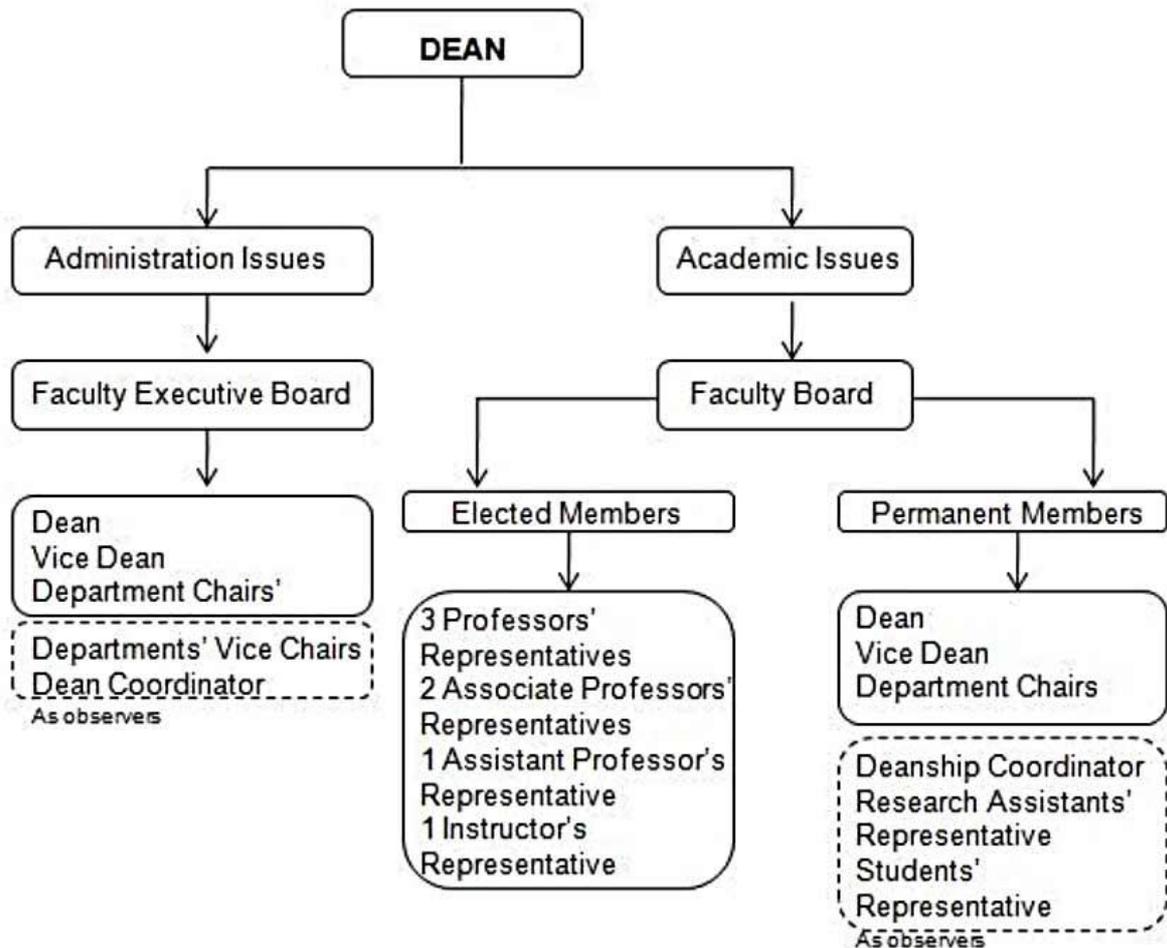


Figure I.2.2.2 The administrative structure of Faculty of Architecture

- **Coordination of the teaching at the Department of Architecture**

The strategic plan is adopted and developed by department/faculty/university levels, which takes place in every five years. The strategic plan has a 5-year scope.

To support its achievements, the Department's work mandate is to:

- Mobilize 'knowledge' and support 'integrated education' that address specific priority problems of local and global significance
- Develop and strengthen academic and professional capacity and offer expertise to create public awareness
- Support networking among and exchange of experiences between national/international educational institutions within the 'objectives' of accreditation
- Work with groups of local governments and partner organizations in order to research, develop, pilot and implement local initiatives for sustainability
- Function as a training center, for local sustainable development and environmental policies and programs
- Provide technical support services and consultancy to aid the implementation of local sustainable development and environmental policies and programs (research, development and pilot projects; information services; training programs; conferences; technical and consulting services; and facilitate local government networks)

In order to fulfill the requirements of the plan, the following conditions are necessary:

- Provide multidisciplinary approach
- Maintain a transparent organizational governance structure
- Build and foster alliances, partnerships and cooperation with relevant organizations that support the implementation of education and training programs
- Organize operations effectively
- Manage finances carefully

According to the organizational framework of the Department of Architecture, coordination regarding all activities of teaching content and structure is controlled by the Chair of the Department. The Vice-chair helps the Chairperson with coordination. There are fifteen different committees which work in coordination with the Chair. All the administrative and academic matters are organized and coordinated by the Chair of the department in accordance with the discussions and decisions of the Departmental Council which includes all the full-time members of the department. Accordingly the decision making bodies of the EMU-Department of Architecture are:

Exam Coordinator

1. Harun Sevinc

Assistants: Gökhan Varol

Transfer Committee

1. Beser Oktay (Coordinator)
2. Pınar Uluçay
3. Nevter Zafer Cömert
4. Ege Uluca Tümer
5. Müge Rıza

Assistants: Tina Davoodi
Nazgol Hafizi

Summer Practice Committee

1. Halil Zafer Alibaba (Coordinator)
2. Polat Hancer
3. Müjdem Vural

Assistants: Ehsan Reza
Aref Arfaei
Mobark Mohamed Osman
Ahmed Mohamed Ali

Academic and Social Activities

1. Kokan Grchev (Coordinator)
2. Pınar Ulucay
3. Badiosadat Hassanpour
4. Ege Uluca Tümer
5. Müge Rıza

Assistants: Cemaliye Eken
Aref Arfaei
Elnaz Farjami
Fjolla Mulliqi

Design Coordination Committee

All design tutors and TA's are active members of this committee.

Webpage and Graphic Design

1. Ceren Bogac

Assistants: Kamiar Yazdani
Aida Jalalkamali

Graduate Studies and Research Committee

1. Özgür Dinçyürek (Coordinator)
2. Resmiye Alpar Atun (Vice Coordinator)
3. Beser Oktay Vehbi (Coordinator of Master Programs)
4. Yonca Hürol (Coordinator of PHD Program)
5. Nazife Özay (Program Leader Of MS in Architecture)
6. Nevter Zafer Cömert (Program Leader of MS in Urban Design / MUD)
7. Polat Hançer (Program Leader of MARCH)

Master Committee

1. Beser Oktay Vehbi (Coordinator of Master Committee)
2. Nazife Ozay (Program Leader: MS. In Architecture)
3. Badiossadat Hassanpour (Assistant To Program Leader : MS in Architecture)
4. Nevter Zafer Cömert (Program Leader :Ms In Urban Design)
5. Pinar Ulucay (Assistant To Program Leader : Ms in Urban Design)
6. Polat Hançer (Program Leader : M.ARCH)
7. Rafooneh Sani (Assistant to Program Leader : M.ARCH)

Assistants: Cansu Denizhan (Ms. in Architecture)
Sanaz Nezhadmasoum (Ms. in Architecture)
Maral Yazdankhah (Ms. in Urban Design)
Saloumeh Khayyat Kahouei (Ms. in Urban Design)
Patrick Chukwuemeke H. Uwajelt (M.ARCH)

Doctorate Committee

1. Yonca Hürol (Coordinator of Doctorate Committee)
2. Öznem Şahali (Assistant to Coordinator)
3. Ceren Bogac
4. Kokan Grchev
5. Mujdem Vural
6. Zehra Öngül
7. Resmiye Alpar Atun

Assistants: Abdullah Can
Erman Berkay
Shahzad Torabi

Archive Coordinator

1. Harun Sevinc (Coordinator)
2. Polat Hançer

Assistants: Shahzad Torabi
Mobarak Mohamed Osman
Kamyar Lotfi
Ahmed Mohamed Ali

Curriculum Development Committee

The Departmental Council assigns the committee if it is needed.

Quality Assurance Committee

1. Yonca Hurol (Coordinator)
2. Turkan Ulusu Uraz
3. Netice Yildiz

Assistants: Fatemeh Karbasi

Accreditation Committee

NAAB and RIBA (Editorial Board)

1. Ozgur Dincyurek (Coordinator)
2. Ceren Bogac
3. Resmiye Alpar Atun
4. Yonca Hurol
5. Mujdem Vural
6. Badiosadat Hassanpour
7. Polat Hancer
8. Kokan Grcev
9. Nevter Zafer Cömert
10. Oznem Sahali
11. Rafooneh M.Sani (*not active at the moment due to her responsibilities in Rector's Office*)

All of the academic members and TA's contribute to the Committee.

Help Desk (Focusing On First Year Consultancy)

1. Nevter Zafer

Assistants: Elnaz Farjami
Sanaz Nezhadmasoum
Nazgol Hafizi
Fjolla Mulliqi
Ammar Ali Sadı Huneidi

Academic Resources (Library and Academic Networks)

1. Netice Yildiz
2. Naciye Doratli

Assistants: Tina Davoodi

I.2.3 Physical Resources

The establishment of the Faculty was in 1997, and it gradually grew to its current size over the years. In this section, each building's function, technical equipment, and digital recourses will be explained in detail.

• Current Situation

The Faculty of Architecture is located in the EMU main campus. EMU Campus covers 3,000,000 m² and the Faculty of Architecture covers 2,600 m². The Faculty buildings are divided into 3 groups: E Blocks, Colored Building Block, and Administrative Block (See Figure I.2.3.1).

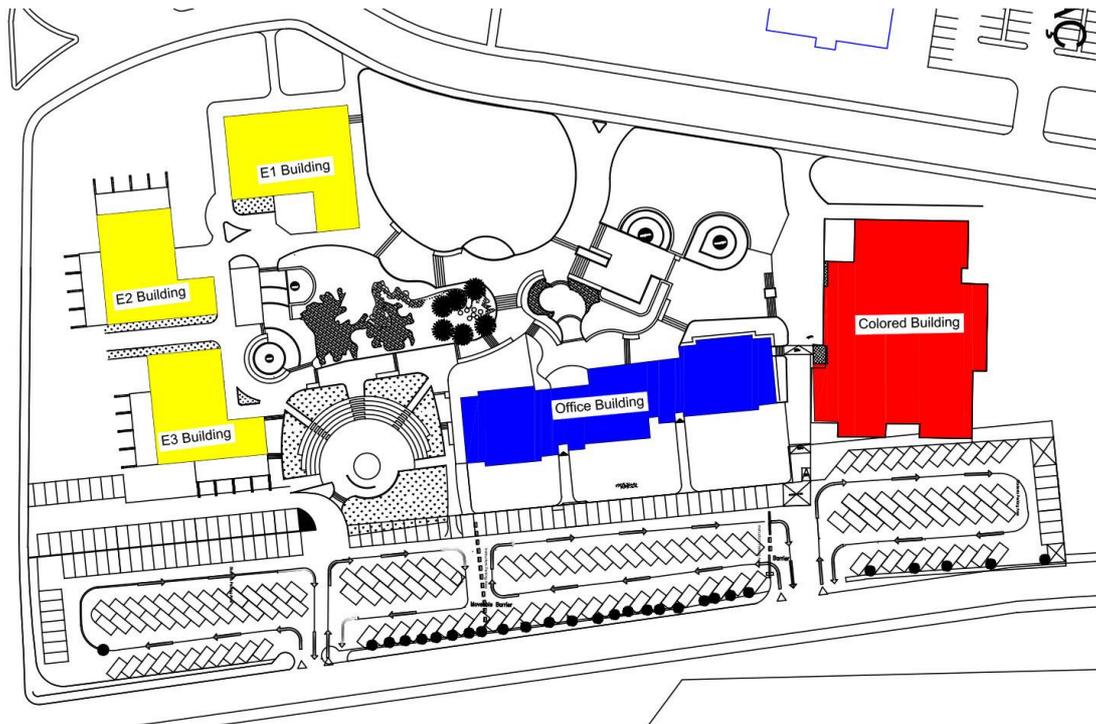


Figure I.2.3.1 Buildings of Faculty of Architecture

Buildings

The Faculty of Architecture is composed of 3 units as mentioned above. It has 18 design studios, 4 lecture halls, 4 computer-based laboratories, 1 environmental/physical laboratory, 1 faculty library Ahmet Vural Behaeddin Library, 1 exhibition hall, 1 conference hall, 1 printing office and stationary, 1 canteen, 1 cafeteria and WCs. Each design studio has 70x100 cm drawing tables, new 55x95cm work tables and stools for each student. All classes, studios, laboratories and halls have a white screen for a LCD projector. Some of the classes have a fixed LCD projector.

However, EMU-PROMER (EMU Student Project Design and Application Center) gives students the opportunity to work in the model-making laboratory. The Faculty courtyard which is surrounded by its buildings has been an excellent site for a wide-range of multi-purpose activities for the students. The mild climate allows for the inner courtyard spaces to be used for workshops, exhibits, and orientation programs in the open amphitheater.

E Blocks

E studios were built in 1997 and are composed of 3 blocks: E1, E2 and E3 and fully renewed in summer session 2015, after the NAAB SE Visit II. There are 6 studios and 2 office spaces for adjunct professors in E1 and E2. There are 3 Computer based laboratories, 1 ceramic workshop area settled in E3 block (See Figure I.2.3.2). The modeling lab, photography lab and environmental control lab are currently under construction in the same block. The small café, Hidden Café, is located among these blocks. This cafe offers students the opportunity to meet in either semi-open, open or 40 m² closed space. Detailed itemization is given in Table I.2.3.1.

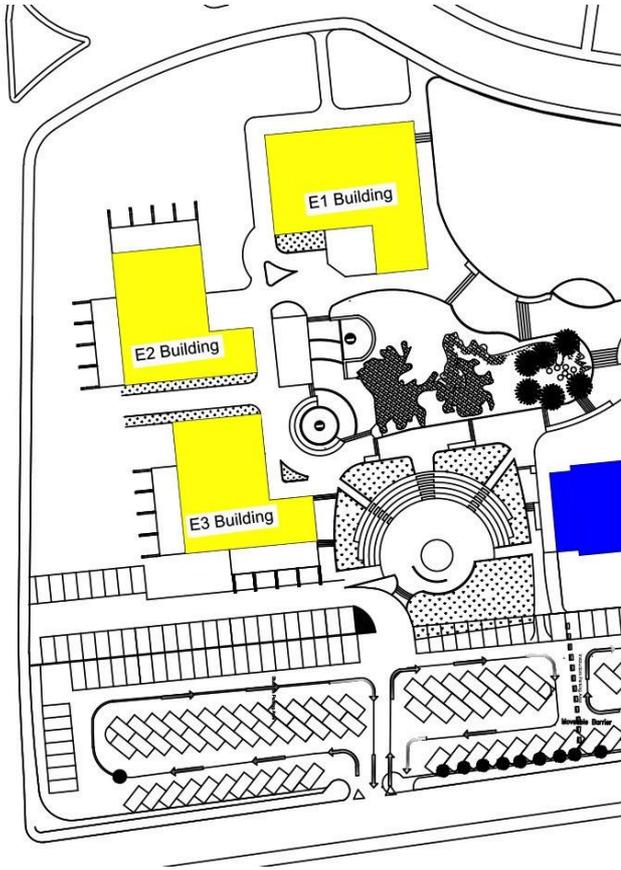


Figure I.2.3.2 E Studios



Figure 1.2.3.3 E Studios Before Renewal



Figure 1.2.3.4 E Studios After Renewal



Table I.2.3.1 E Block- Function, Area, and Capacity itemization

No	Type	Area (m ²)	Capacity
E02	CAD Lab	108	39+1
E03	CAD Lab (will be converted into modeling lab by February 2016)	72	27+1
E04	Feyyaz Erpi Studio	153	54
E05	Feyyaz Erpi Studio	153	55
E06	Feyyaz Erpi Studio	153	54
E07	Studio	153	50
E08	Studio	153	50
E09	Studio	153	50
E10	Will be converted into Cad lab by February 2016	153	40
E11	Will be converted into Environmental control lab by February 2016	153	53
E12	CAD Lab	77	40+1
E13	Clay Workshop	60	35

E1 Block & E2 (Feyyaz Erpi Studios)

E1 and E2 blocks entrance foyer are surrounded by 3 studios each (See Figure I.2.3.5 and I.2.3.6) and each contain 2 office spaces for adjunct professors. E2 studios take their name from the founding chair of the Department of Architecture. Both of the blocks were fully renewed in 2015 Summer period after the NAAB SE Visit II. Moreover, the balcony spaces of the two studio block are equipped with shading elements providing outdoor work spaces for students.

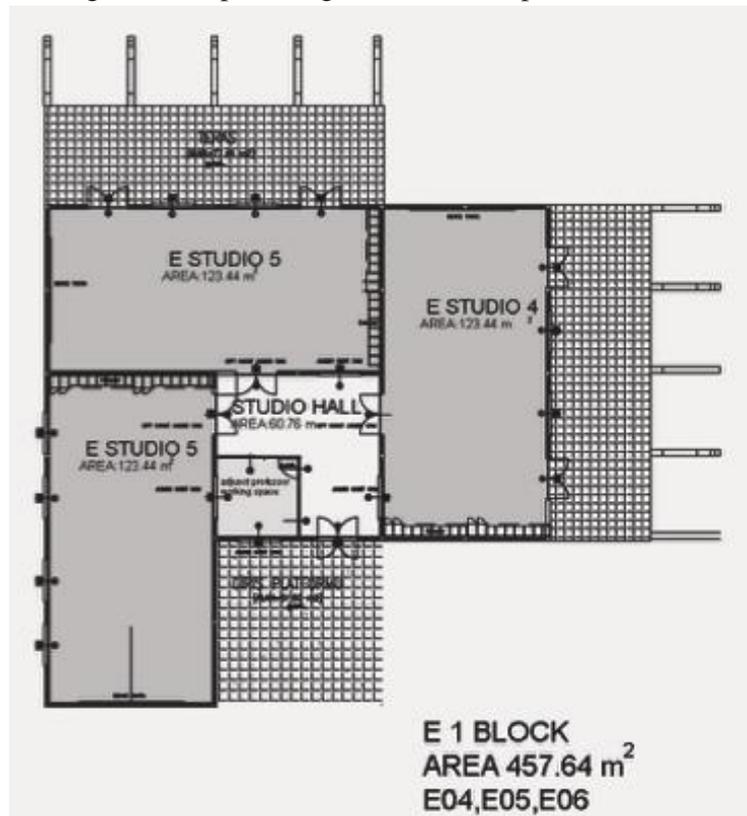


Figure 1.2.3.5 E1 Block Plan

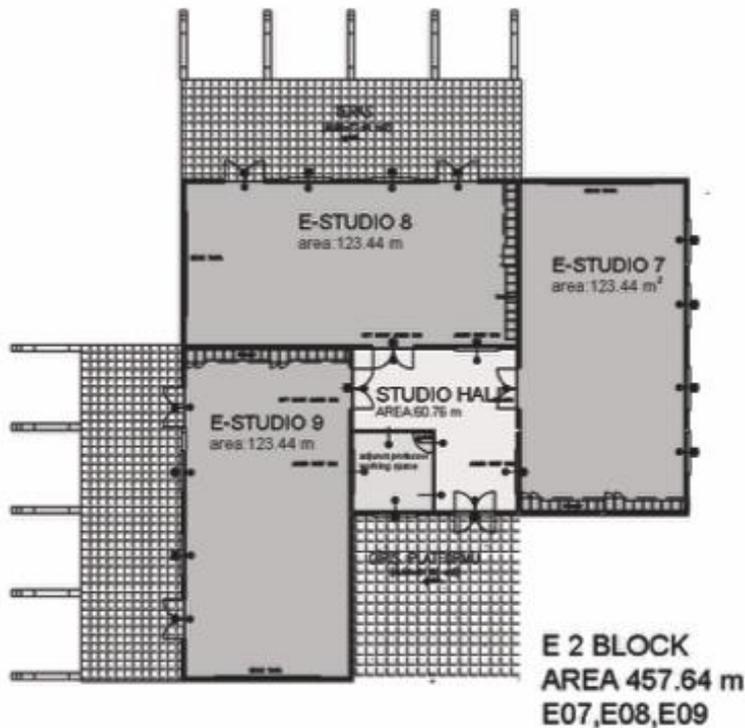


Figure 1.2.3.6 E2 Block Plan

E3 Block

It is a two-story building which contains computer based laboratories that are in use. After the NAAB SE Visit II, photography, modeling and environmental control laboratories that are currently under renewal are targeted to be completed by February 2016.

- E3 Block Ground Floor

Two computer-based labs and a technical administrator office are currently located at ground floor. After the NAAB SE Visit II, the computers in E03 lab were updated accordingly. Photography and modeling labs are planned to take place in this block equipped as is indicated in Table I.2.3.2, to be completed by February 2016.

Table I.2.3.2 Equipment of the Computer Aided Design Laboratory lab

E02 (Cad LAB1) - Computer Lab 1: 107 m²

Number	CPU	RAM	HARD DISK
20	P4 DUAL CORE 2.6 GHZ	4GB	160 GB
18	P4 CORE 2 DUO 2.93GHZ	4GB	160GB

Number	Screen
38	LG 19" LCD

Number	LCD Projector	Curtain
1	OPTOMA 1024X768	2*2m TUNDER

E03 (CADLAB2) - Computer Lab 2: 73m²

Number	CPU	RAM	HARD DISK
25	Intel r core i3 320 cpu @3.20 Ghz	8GB	500

Number	Screen
25	CBOX 19"LCD

Number	LCD Projector	Curtain
1	OPTOMA 1024X768	2*2m TUNDER

E12 (CADLAB3) - Computer Lab 3: 77m²

Number	CPU	RAM	HARD DISK
30	INTEL R CORE TM i3-320 @3.30 GHZ	8 GB	160GB

Number	Screen
30	PHILIPS19" LCD

Number	LCD Projector	Curtain
1	INFOCUS 1024X768	2*2m BRETTFORD

E02 LAB Software

AUTOCAD-ARCHITECTURE 2014 ENGLISH
 AUTODESK-REVIT-2014 ENGLISH
 AUTODESK-3Dmax-2014
 Photoshop 6
 Rhinoceros 5
 Light Room 4.4
 Microsoft office 2010
 Acrobat Reader x1

E03 LAB Software

AUTOCAD-ARCHITECTURE 2014 ENGLISH
 AUTODESK-REVIT-2014 ENGLISH
 AUTODESK-3Dmax-2014
 Photoshop CS 6
 Rhinoceros 5
 Light Room 4.4
 Microsoft office 2010
 Acrobat Reader x1

E012 LAB Software

AUTOCAD-ARCHITECTURE 2014 ENGLISH
 AUTODESK-REVIT-2014 ENGLISH
 AUTODESK-3Dmax-2014
 Photoshop 6
 Microsoft office 2010
 Acrobat Reader x1

- E3 Block 1st Floor

One computer based lab, clay workshop, material lab, undergraduate and graduate classes are currently located on the upper ground level. Aksugür's Studio E11 (for commemorating distinguished professors, Prof.Dr. Nurten Aksugür who was the founding Chair of Interior Architecture Department and Prof.Dr.Erdal Aksugür) is under renewal to be converted as Environmental control lab (Figure

1.2.3.8) and to be completed by February 2016. The equipment in use at the existing Environmental control lab is presented in Table I.2.3.3.



Figure 1.2.3.7 E3 Block Ground Floor Plan currently in use

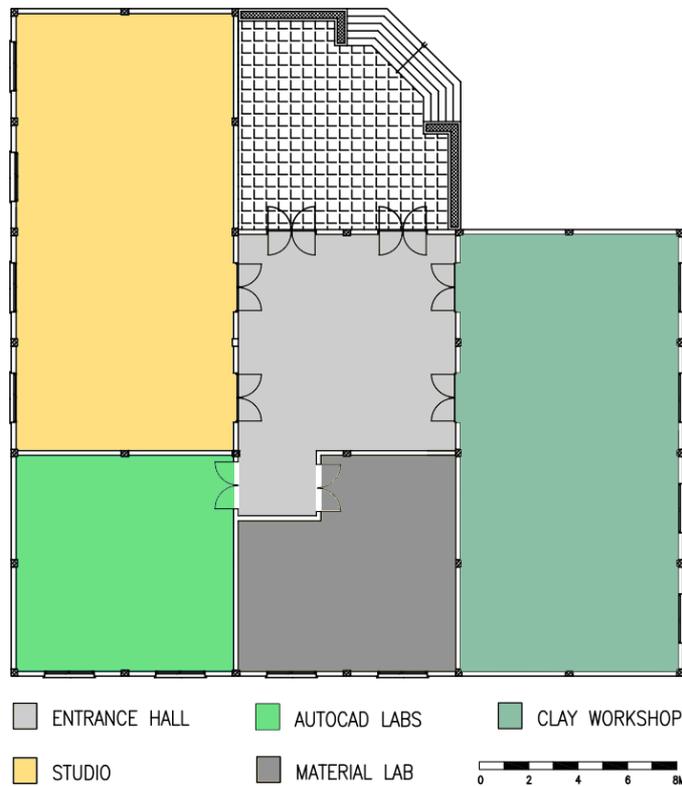


Figure I.2.3.8 E3 Block First Floor Plan currently in use

Table I.2.3.3 Environmental Control Lab Equipment

Computer
Sound Level Meter
Photometry Machine Iso-Tech
Calorimeter RAYTEK
Compass
Clinometer Suunto
Voc Monitor With Alarm Gas Sensor
Ozone Monitor Eco Sensors
Field Kit With Battery
Photometry ILLUMINCEMETER
Photometry LOMINANCE METER
Hot Wire Anemometer Air Pacel Post
(Light Meter)
Power Harmonics Analyzer
Clip On Ac Current Probe Fluke
Digital Multimeter Fluke
Temperature Probe Fluke
Clipon Ac Current Clamp
Iaq Surveyor Monitor Solomat
Function Probe
Telescoping Hotwine Anemometer
Lite Meter Hamma
Micro Logger Campbell
Hotwire Anemometer
Multimeter Omegatte

Ups Nova 500
Hand Field Analyzer
Omini Power Brufel
Power Amplifier Brufel
Micro Wave Humidity
Pc Monitor Beko

Colored Building

One of the reference points of the EMU Campus is a 3-story building which is named as Colored Building. It has: 10 studios, 2 lecture hall, 1 library, 1 exhibition hall, 1 conference hall, 1 print office and stationary, 1 environmental & physical lab, the Design Club, 1 Research Assistants open office, 2 archives, 1 computer lab, an atrium for multipurpose activities and WCs on each floor. Detailed itemization is given in Table I.2.3.4.

Table I.2.3.4 Colored Building- Function, Area, and Capacity itemization

No	Type	Area (m ²)	Capacity
A01	Alpay Özdural Conference Hall	130	120
A02	Hüseyin Ateşin Exhibition Hall	103	
A03	A.V. Behaeddin Library and reading –working of the student assistant	98	
A04	Lecture Hall	90	36
A05	Research Assistants open office	90	25
A06	Cafeteria	242	200
A11	Interior Architecture Department Archive	130	-
A12	Studio	103	32
A13	Studio	152	50
A14	Studio	183	65
A15	Design Club	25	
A16	Lecture Hall	44	36
A17	Thinclient comp. lab (under construction, will be completed February 2016)	60	36
A18	Studio	103	39
A20	Studio	90	35
A21	Architecture Department Archive	130	41
A22	Studio	103	32
A23	Studio	152	52
A24	Studio	183	74
A25	Environmental, Physical Lab currently in use (will be moved to E3 Block)	25	
A26	Studio	103	48
A27-	Studio	103	42
	Entrance Hall	401	
	Print Office and Stationary	35	
	WCs		

- Ground Floor

It supports the Faculty educational and non-educational facilities. Conference hall (A01), Exhibition hall (A02), A. V. Behaeddin Library (A03) (that is also used as reading –working space of student assistants), Print office and stationary, Cafeteria, one lecture hall (A04), Research assistants open office (A05) and entrance hall are located on the ground floor. 1 disabled, 3 male and 5 female WCs are also on the ground floor.

- Entrance

Entrance hall is a multi-purpose hall for doing exhibitions, workshops, meetings and other ceremonies. The corridors surrounding the entrance are 24/7 in use as work space of the undergraduate students. The corridors are accessible with a ramp. An elevator is currently under construction which will be completed January 2016.

- Alpay Özdural Conference Hall (A01)

Alpay Özdural Conference Hall hosts many activities in the department, such as some conferences, symposiums, meetings, and lectures with 120-person capacities.

- Hüseyin Ateşin Exhibition Hall (A02)

This hall has been actively used since 2006. It hosts many exhibitions and meetings of the department and several other events (HERA-C, Cyprus Studies Research Center).

- Ahmet V. Behaeddin Library (A03)

The establishment of the Ahmet V. Behaeddin library started with the donation of architect Ahmet Vural Behaeddin’s books, journals and drawings to the faculty by his wife after his death. This library continues to receive donations of books, periodicals, journals, drawings and maps from different persons and used as reading – working of the student assistant.

- Print office and Stationary

This was established in 2010 to provide students plotting and printing facilities. At the beginning it was aimed to provide students cheaper plotting and printing facilities and model-making equipment services within the Faculty, but was not sustainable so the university administration now rents this room to the company who runs the bookstore of the university which can provide cheaper services than the other stationaries.

- Cafeteria

Özkan’ın Yeri, Cafeteria serves students and academic staff during lunch and break-times. It also provides opportunities to watch sports facilities (some cafeterias represent certain football teams and the cafeteria of Architecture represents Fenerbahçe which is the last Champion of Turkey). Sometimes, the academic staff meet here during lunch. Some group meetings such as committee meetings, studio coordination meetings can be arranged here.

- A04 and A05

These spaces are located on the ground floor and are wheel-chair accessible. A04 is used as lecture hall and A05 is research assistants open office.

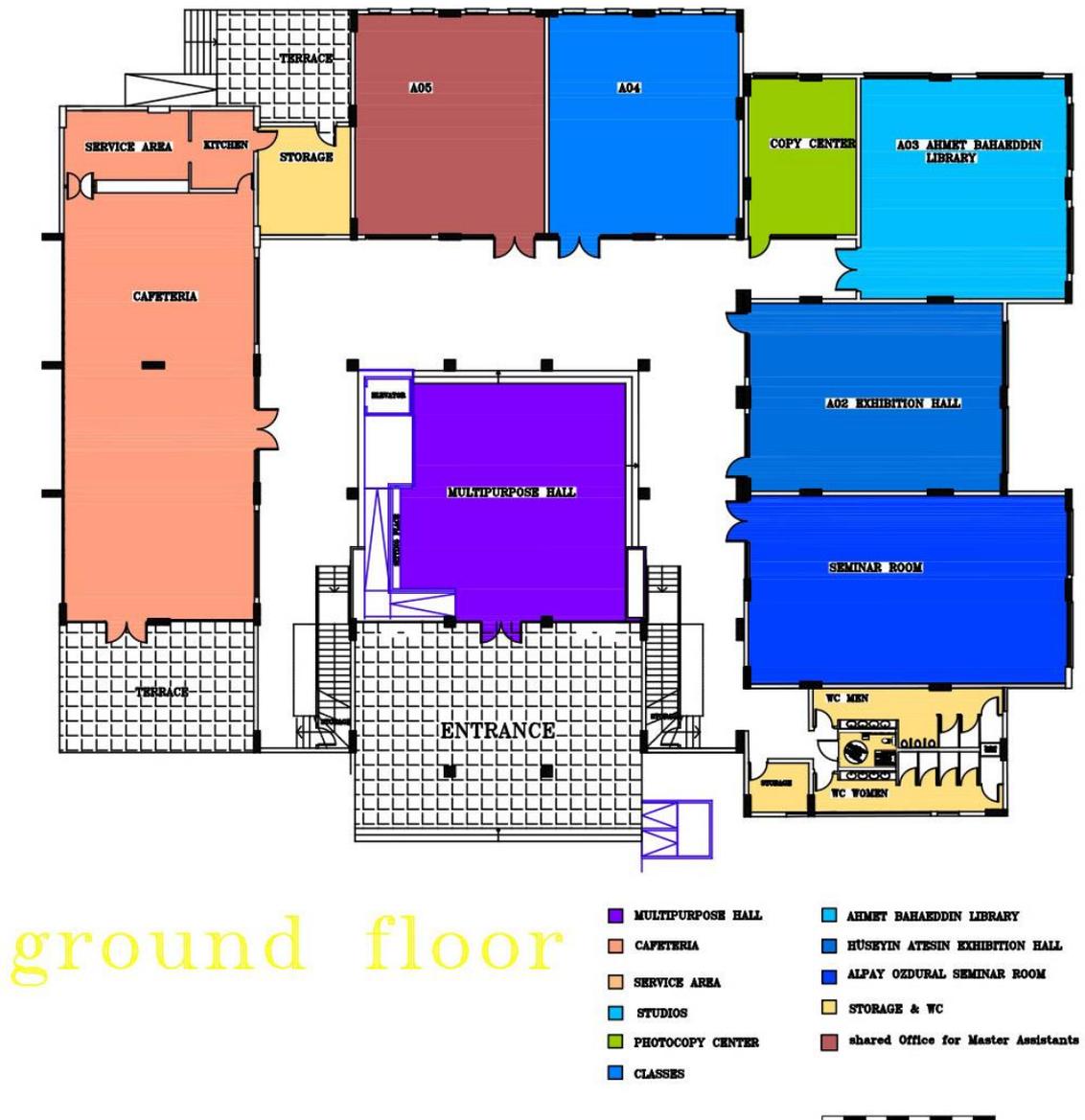


Figure 1.2.3.9 Ground Floor Plan of the Colored Building

- First Floor & Second Floor

There are 5 studios, 1 lecture hall, 1 Thinclient comp. lab, Interior Architecture Department Archive, Design Club and 3 male and 5 female WCs located on the first floor. 6 studios, 1 class room, environmental and building physics lab (to be relocated by February 2015 to E3 block), Architecture Department Archive, and 3 male and 5 female WCs are located at the second floor. All the spaces in front of the studios and classes face the atrium and are accessible to students during breaks. They are also used for exhibitions. 400 lockers, 40x40cm will be located in the studios and partially in the corridors of first and second floors, are planned to be ordered and montaged by April 2016. Currently there is also Environmental Control lab (Heat-humidity-climatic data, acoustics, lighting, and air quantity are monitored using the environmental control unit) that will be relocated to E3 Block with new equipment.

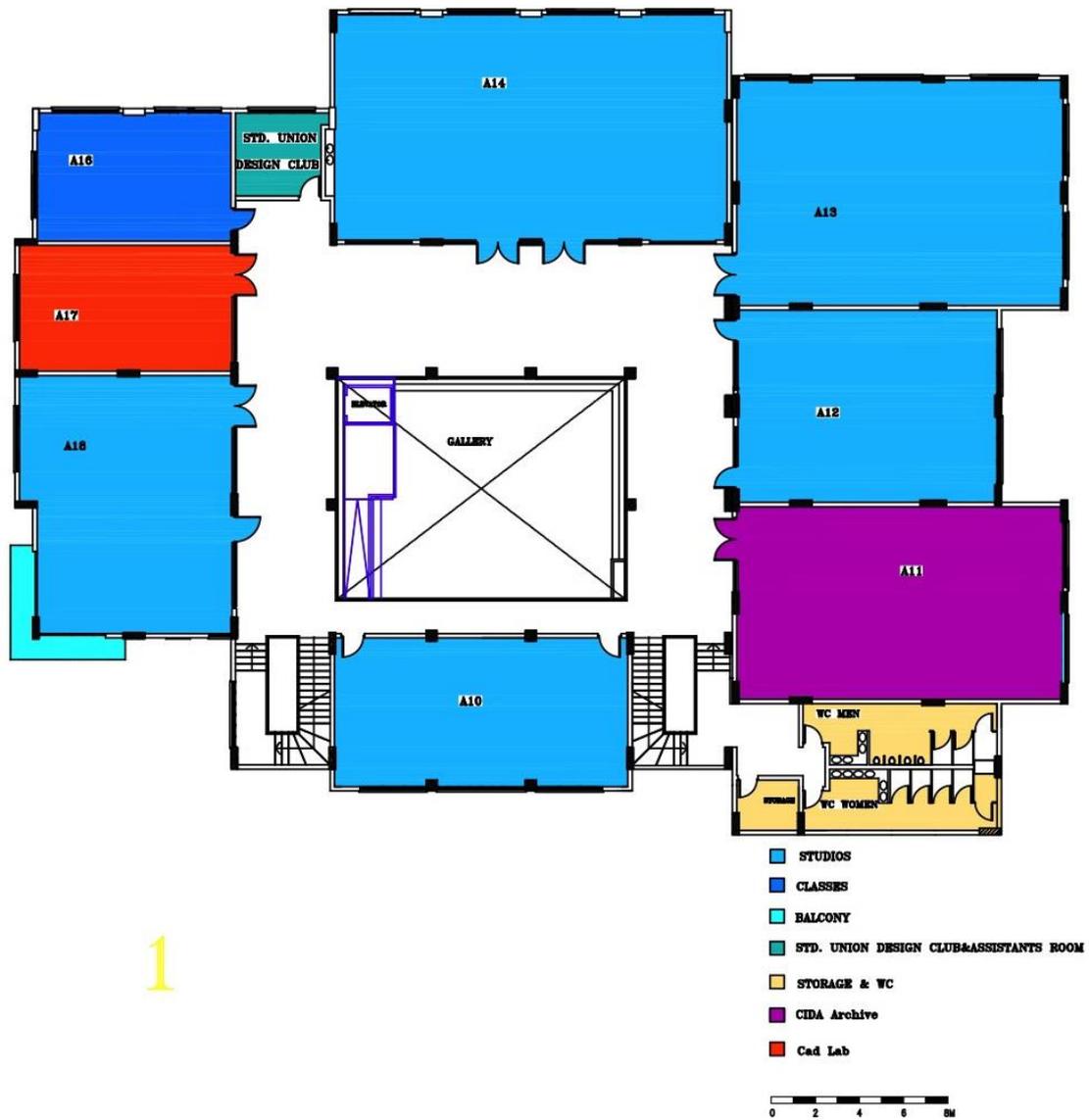


Figure 1.2.3.10 First Floor Plan of the Colored Building

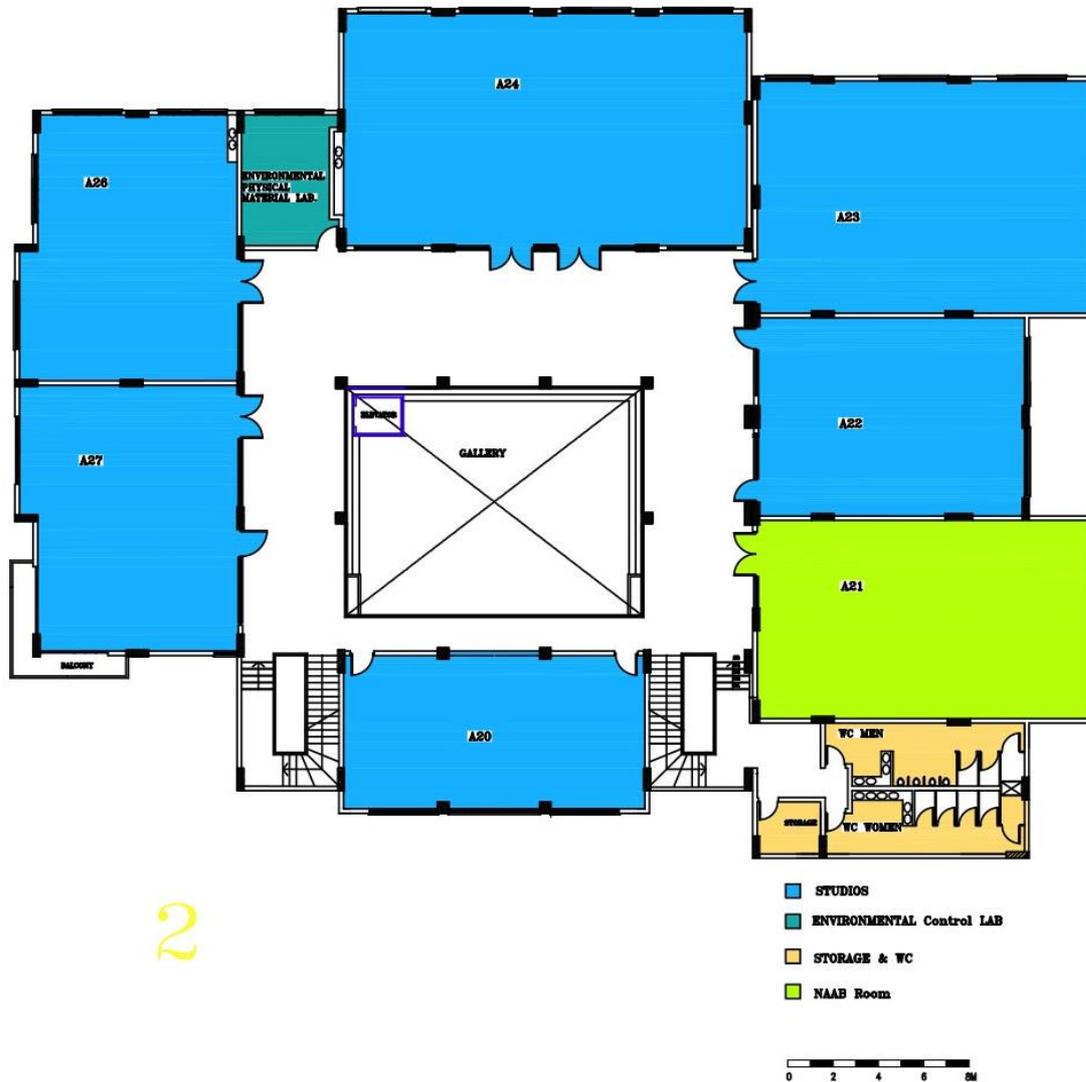


Figure 1.2.3.11 Second Floor Plan of the Colored Building

Administrative Building

Administrative building of the Faculty is a 3 story building with the Dean's office, head offices of Department of Architecture and Department of Interior Architecture, 50 academic staff offices, 1 meeting room, 1 seminar room, 2 archives (to be removed by February 2016 and refurbished as Seminar Rooms), 1 operator room, 1 network room, 1 administrative staff office, 1 research room, TASAR and HERA-C centers shared office, 1 tea room, and 13 female/male WCs.

- Ground Floor

Car parking area is located on the east part of the block and 2 main entrances are located on the east and west wing of the building. There are also two other entrances which face the courtyard. There are 2 archives (to be removed by February 2016), 1 meeting room, 1 conference room, 1 photo lab (to be replaced to E3 Blocks by February 2016), 1 operator room, 1 network room, 20 offices, and 2 male/female and 1 disabled WCs. (See Figure 1.2.3.12)

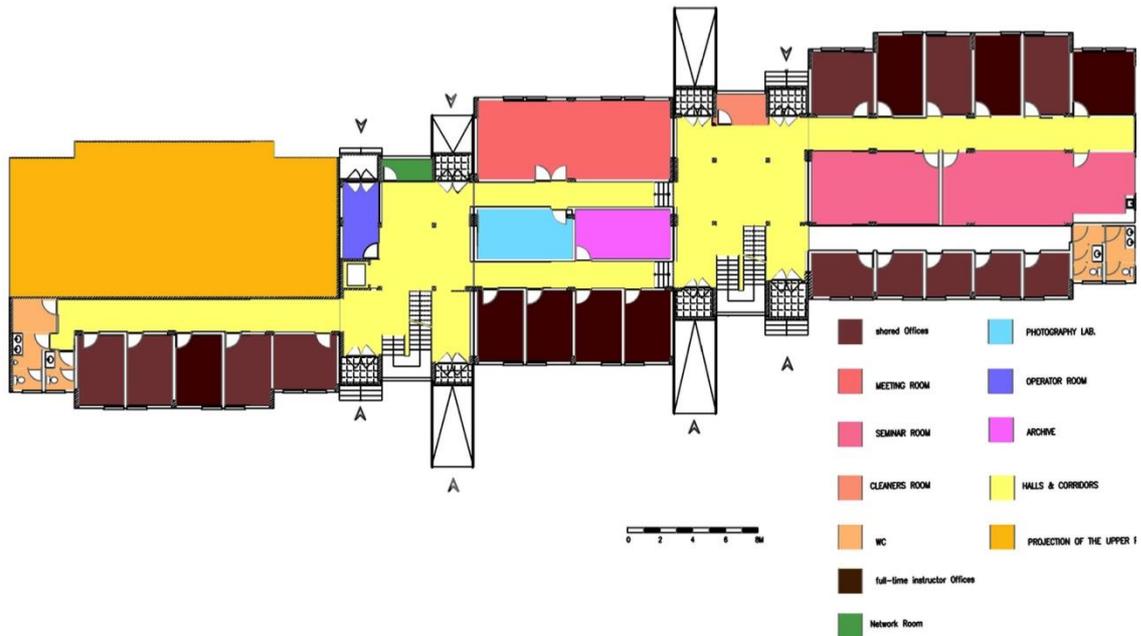


Figure 1.2.3.12 Ground Floor Plan

- First Floor

There are 29 offices, 1 tea room, and 4 male/female WCs located on this level. (See Figure 1.2.3.13)

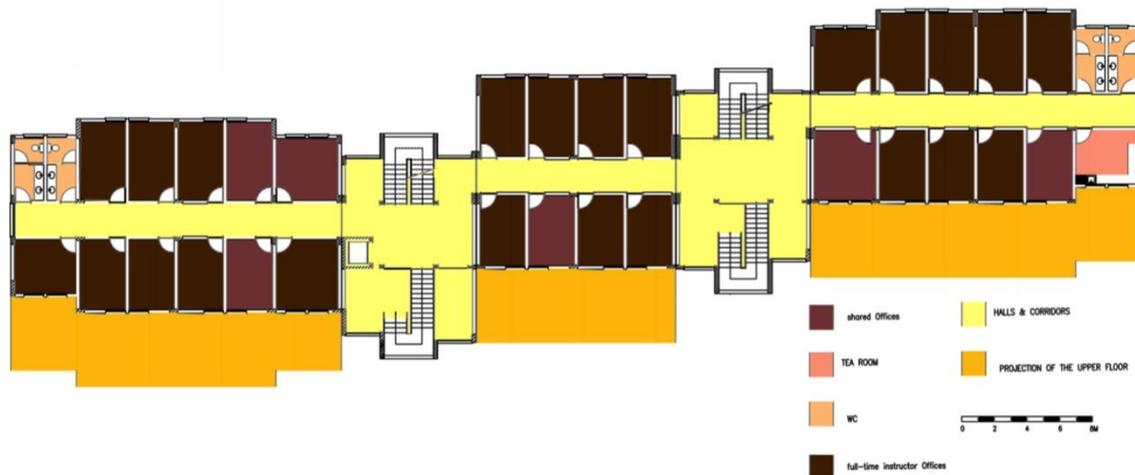


Figure 1.2.3.13 First Floor Plan

Table I.2.3.5 Photography lab equipment

Definition of the Equipment
Camera Nikon
Tools for slide picture shooting
Slide machine with monitor
Slide machine with monitor MB300
Extension Bellows
Tri-pod Gamma
Meopta Magnifax
Tri-pot for video camera
Speedlight Nikon
magazine

Camera Hasselbald
Lens for camera
Camera Canon
Lens for camera Canon Ultrafon
Lens for camera Canon Zoom LE
Tri-pot Manfrotto
Cano Zoom Lens
Scanner Nikon S.Coolscan
Canon Camera
Studio lighting kit
Monitor Eizo
Stand for camera shooting
Lens Nikon
Pc System Intel I7
Printer Epson Ultra Renkli
Lens for Camera Sigma
Extension Tube Canon (Lens Adap)
Tele converter Canon (Lens Adap)

- Second Floor

Dean’s office, dean office secretary, 2 vice deans’ offices and dean’s office archive, Administrative room, Research room (for graduate, PhD studies and academic staff), tea room, Department of Architecture and department secretary and archive, vice chair office, administrative assistant room, is located at the east wing of the building. TASAR and HERA-C centers shared office, administrative officer, 2 male/female WCs, Department of Interior Architecture and department secretary and archive, vice chair office, administrative assistant room is at the west wing. (Figure 1.2.3.13)



Figure 1.2.3.14 Second Floor Plan

Auxiliary Spaces out of Faculty Block

When needed, Faculty of Architecture may use the studios, classes, and labs from other faculties around campus. For 2015-16 Spring semester due to the increasing number of the students and due to the maintenance work in the Faculty, the Department has used many lecture halls all around the campus. (Table I.2.3.6)

Table I.2.3.6 Other Faculty Lecture Halls in Use by the Department of Architecture

Department	Room	M2	Weekly usage
Civil Engineering	CE103	93	3
Central Lecture Hall	CL109	93	2
Central Lecture Hall	CLA14	93	1
Central Lecture Hall	CL209	93	3
Mechanical Engineering	MESEM2	95	2
Mechanical Engineering	ME114	93	2
Electric & Electronical Engineering	EEL11	93	4

- Modeling Laboratory of the Mechanical Engineering Department

Modeling laboratory in E3 block is renovation. Some equipment in that lab needs to be serviced (technical service will be provided). However, other faculty laboratories (CNC of the Mechanical Engineering Department) can be used until its renovation is completed. (Table I.2.3.7)

Table I.2.3.7 Existing Equipment of the Modeling Lab

High power grinder machine Black
High power grinder machine Bosch
Rotary hammer with battery Makita
Top handle jig saw Makita
Belt sander Makita
Paint Spraying machine

- Bandabulia Building (Old Ottoman Closed Bazaar)

Starting from the 2015 Spring Semester, thanks to the Faculty and Famagusta Municipality Collaboration, the old Ottoman Closed Bazaar “Bandabulia” located in the historic surroundings of the walled city of Famagusta, is used as studio space for ARCH 391 Architectural Design Studio III. The place is used by architecture students 24/7; the university provides free bus service daily (until 5pm).

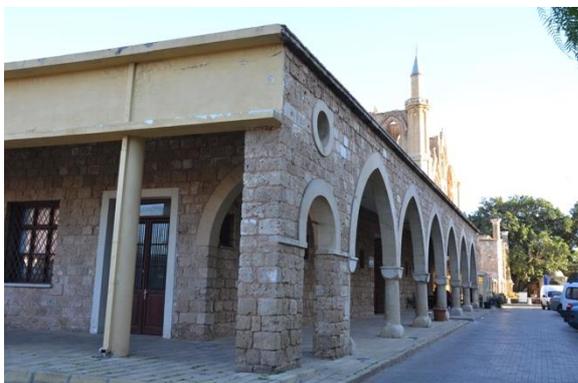


Figure 1.2.3.15 Bandabulia

- MASDER Building (Walled City of Famagusta Association, Old Chapel)

From 2015 Fall Semester, as a result of collaboration of the Faculty and Walled City of Famagusta Association, an old Chapel in the same historic location is used as work space for Master of Architecture students on weekdays until 3pm.



Figure 1.2.3.16 Master Building

Universal accessibility

To respond to the needs of universal accessibility, different projects began after the second NAAB visit. As a result, following funding and other organizational issues, some interventions are already completed, some are being tendered, and some are planned to be done in the future (according to the relevant factors).

- Elevator for the disabled in the Colored Building

This project was previously approved. Currently it is under construction and completion is expected by end of December 2015. (See [Appendix I.2.3.2](#))



Figure I.2.3.17 Elevator for universal access in the Colored Building in progress

Elevator in the office building is expected to be installed.

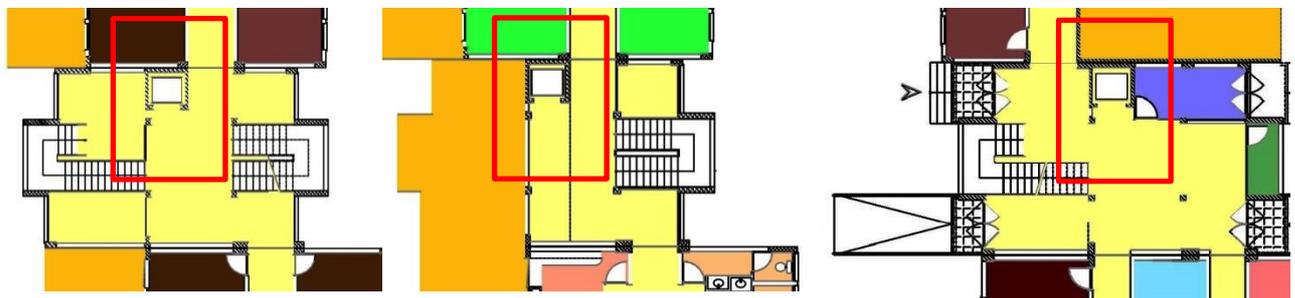


Figure I.2.3.18 Office building second floor elevator as planned

Office building first floor elevator as planned

Office building ground floor elevator as planned

- Ramp

Since construction of the ramps was previously not completed, some modifications to provide maximum accessibility to the ground floor were made. Some work in the technical office of EMU is expected to be finished by April 2016. (See [Appendix. I.2.3.3](#))

- Installation of equipment for the visually impaired

Installation of equipment for the visually impaired is underway. Alongside this, emergency exits are also planned. First stage of the project is expected to be realized by April 2016.

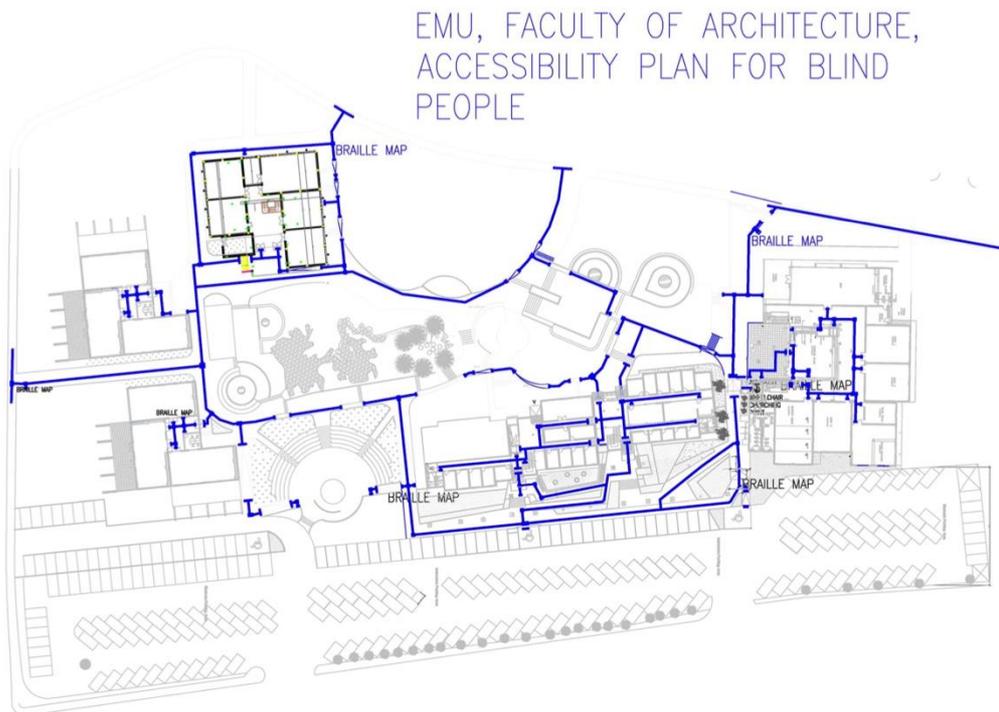


Figure I.2.3.19 Accessibility Plan for the visually impaired

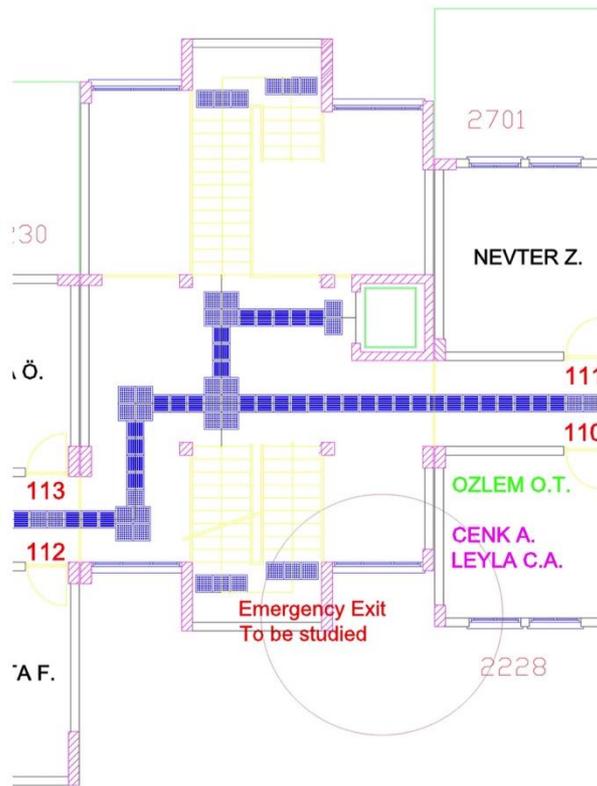
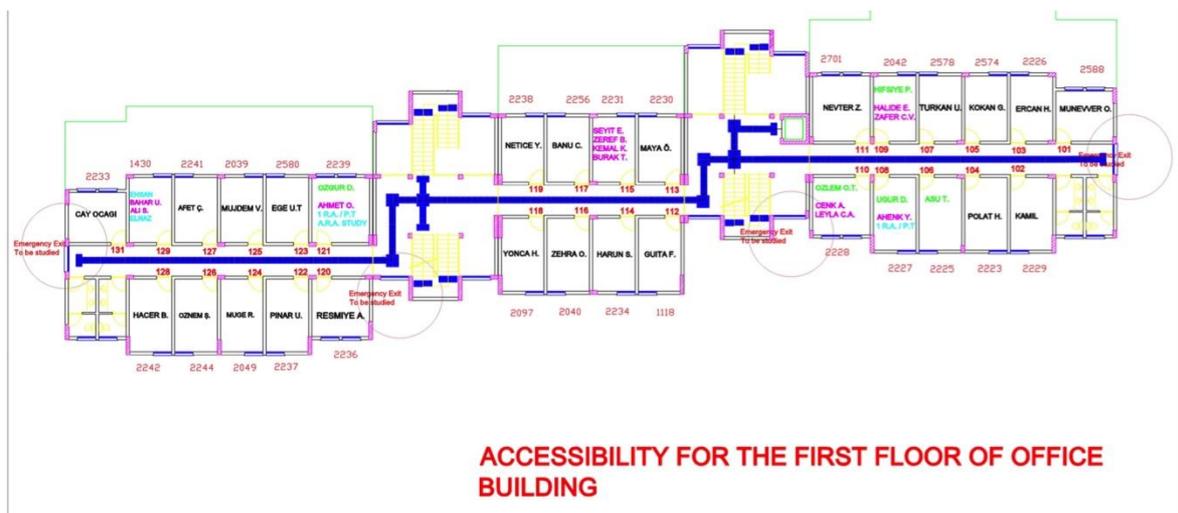
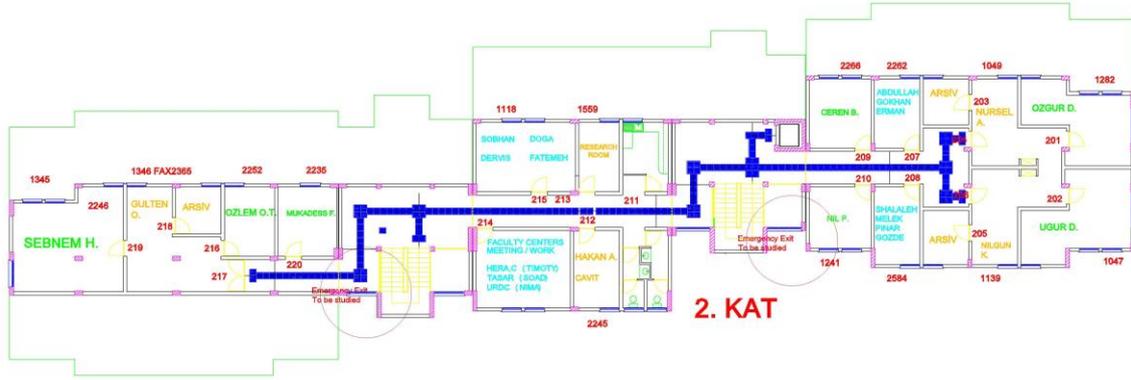


Figure I.2.3.20 Accessibility and Exit Plan for the visually impaired, Ground Floor





ACCESSIBILITY FOR THE SECOND FLOOR OF OFFICE BUILDING

Figure I.2.3.21 Accessibility & Emergency Exit Plans for the visually impaired, Faculty Building 1st Floor and 2nd Floor

- Disabled Parking Lot

The project is on the list of the Technical Office’s agenda as a priority and is expected to be completed by April 2016. (See [Appendix I.2.3.3](#))

- Disabled WCs

Since the last NAAB visit, toilets for disabled were installed in the Colored Building. Toilet for disabled in Office/Administrative Building began in November 2015 and is completed. Toilets for disabled in the Colored Building are also completed. (Figure I.2.3.22 and I.2.3.23)

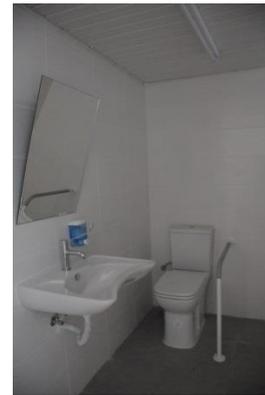


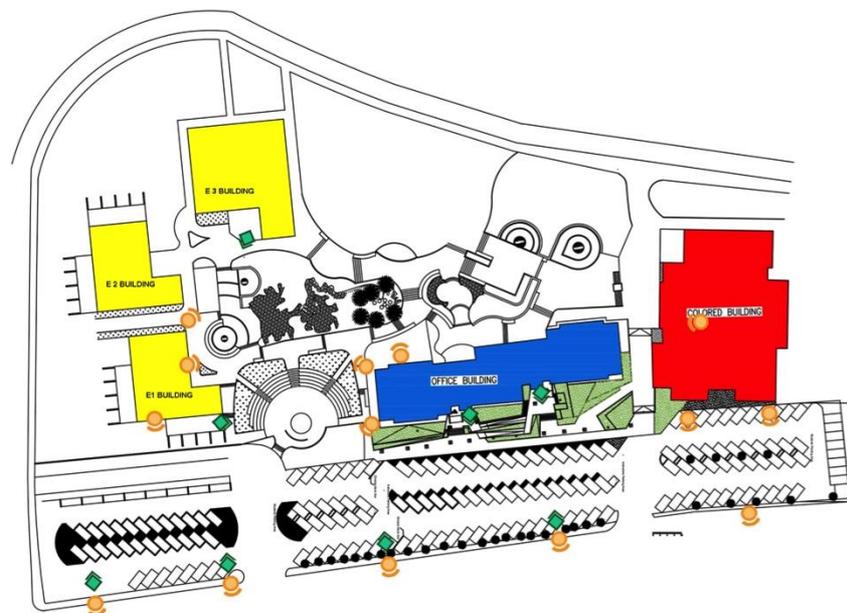
Figure I.2.3.23 Toilets for disabled in the Colored Building



Figure I.2.3.23 Toilet for disabled in the Office Building

- Security and Lighting

There are two ongoing projects for the installation of new lighting (The project is displayed at Figure I.2.3.24). Security cameras are also planned to be installed by February 2016.



Legend

- To be Added Lighting Elements
- Existing Lighting Elements

Figure I.2.3.24 Emergency exit signs with self-sufficient lighting system

- **Space to support and encourage studio-based learning**

The existing conditions, improvements and changes in all levels are presented in detail together with tables and figures at the beginning of this chapter. They are summarized in Part 3.1. Some of the improvements are briefly explained below.

- New desks and work stations

Starting from Spring semester 2015, ARCH 392 and ARCH 491 studios in the Colored Building are not used for any other studios or courses. They are open 24/7 for these students. **These improvements**

are done to solve the “hot desk” problem, because in the previous organization, the number of studios was not sufficient to have a desk available for each student. Students are already using the improved studio equipment. Colored Building circulation areas and corridors are also used as work spaces by students 24/7, and the heating and cooling units will be added to these areas. (ARCH 392 and ARCH 491 Studios are already equipped with a heating and cooling system independent from the central system, so as to be able to stay open 24/7) Corridors of Colored Building are also used 24/7 as work spaces. Table sizes are reduced and number of tables in studios is increased and stools are renewed. The students are using stationery facilities / printing office for their needs.

- Heating and cooling

Heating and cooling systems are renewed in E studios, replaceable units will be put in ARCH 392 and ARCH 491 design studios, and systems for other spaces are on the Rector’s Office agenda. (See [Appendix I.2.3.4](#))



Figure I.2.3.25 Newly renovated cooling and heating system in the E 1 and 2 block studios

- Split Unit Air conditioning

Split Unit Air conditioning will be realized with the budget of 2015-16 academic year. Classes for graduate courses and 24/7 studios (A14, A24) will be realized by April, 2016.

- Mechanical Ventilation for Seminar Hall (A01 Colored Building)

Needs of the mechanical system for the New Seminar room are prepared and will be applied to the 2015-16 academic year budget.

- **Space to support and encourage didactic and interactive learning**

To support didactic and interactive learning, in the period after NAAB SE visit II, efforts were made for better quality of classrooms and studios: presence of projectors and curtains, studio equipment (a table for each student- smaller tables, better stools, lockers - projectors, curtains- change in the number of tables and stools), availability of a “ceramic workshop. Improvements of some class equipment are shown in comparative tables below:

Table I.2.3.8 Improvements of some class equipment

SPACES & TYPES		2014-2015 Fall				2014-2015 Spring				2015-2016 Fall				
		Electric Socket	Curains Darkening the space	White Board	Stable LCD Projector	Electric Socket	Curains Darkening the space	White Board	Stable LCD Projector	Electric Socket	Curains Darkening the space	White Board	Stable LCD Projector	LED Tv/Smart Board
A01	AMPHI	3	-	-	×	3	×	-	×	6	×	×	×	Smart Board
A02	Exhibition	8	-	-	-	8	×	-	-	18	×	-	-	LED Tv
A03	Library	10	-	-	-	10	×	-	-	10	×	-	-	-
A04	Class	7	-	-	-	7	-	-	-	7	×	×	-	-
A05	Assistant Room	8	-	-	-	8	-	-	-	8	×	×	-	-
A10	Studio	15	-	-	-	15	-	-	-	39	×	×	-	-
A11	CIDA Archive	8	-	-	-	8	-	-	-	39	×	×	-	-
A12	Studio	8	-	-	-	8	-	-	-	42	×	×	-	-
A13	Studio	8	-	-	-	8	-	-	-	40	×	×	-	-
A14	Studio	10	-	-	-	10	-	-	-	44	×	×	-	-
A15	Design Club	2	-	-	-	2	-	-	-	2	×	-	-	-
A16	Class	4	-	-	-	4	-	-	×	4	×	×	×	-
A17	Class	5	-	-	-	5	-	-	×	5	×	×	×	-
A18	Studio	8	-	-	-	8	-	-	-	43	×	×	-	-
A20	Studio	8	-	-	-	8	-	-	-	34	×	×	-	-
A21	NAAB Archive	8	-	-	-	8	-	-	-	39	×	×	-	-
A22	Studio	8	-	-	-	8	-	-	-	43	×	×	-	-
A23	Studio	8	-	-	-	8	-	-	-	38	×	×	-	-
A24	Studio	10	-	-	-	10	-	-	-	42	×	×	-	-
A26	Studio	8	-	-	-	8	-	-	-	27	×	×	-	-
A27	Studio	8	-	-	-	8	-	-	-	37	×	×	-	-
018	Seminar Room	6	-	-	-	6	-	-	-	6	×	×	-	LED Tv
E02(L03)	Cad Lab 1	28	-	-	×	28	-	×	×	28	×	×	×	-
E03(L04)	Cad Lab 2	32	-	-	×	32	-	×	×	32	×	×	×	-
E04	Studio	6	-	-	-	6	-	-	-	14	×	×	-	-
E05	Studio	6	-	-	-	6	-	-	-	16	×	×	-	-
E06	Studio	8	-	-	-	8	-	-	-	42	×	×	-	-
E07	Studio	6	-	-	-	6	-	-	-	12	×	×	-	-
E08	Studio	6	-	-	-	6	-	-	-	10	×	×	-	-
E09	Studio	10	-	-	-	10	-	-	-	42	×	×	-	-
E10	Archive	6	-	-	-	6	-	-	-	12	×	×	-	-
E11	Studio	6	-	-	-	6	-	-	-	13	×	×	-	-
E12(L02)	Cad Lab 3	8	-	-	×	8	-	×	×	25	×	×	×	-
E13(L01)	Ceramic Workshop	6	-	-	-	6	-	-	-	6	×	×	×	-

- Central Lecture Hall (CL)

New classrooms are provided from nearby faculties and Central Lecture Hall (CL). Moreover in the new “Green Building” project underway, it is expected Faculty of Architecture to use one floor with studios and classrooms.

- New Seminar Room in the Faculty Building

After moving former archives of the Architecture and Interior Architecture Departments and photography workshop to the Colored Building, it is planned to convert some of those spaces into seminar rooms. One is underway, to be completed in 2016 Spring Semester.

- The Green Building

This structure is targeted to be completed by 30 September 2016, as a common lecture building of the university. Faculty of Architecture is expected to use one floor of the building entirely for studio and classwork as an agreement between the Faculty and Rector’s office. (See [Appendix I.2.3.5](#))

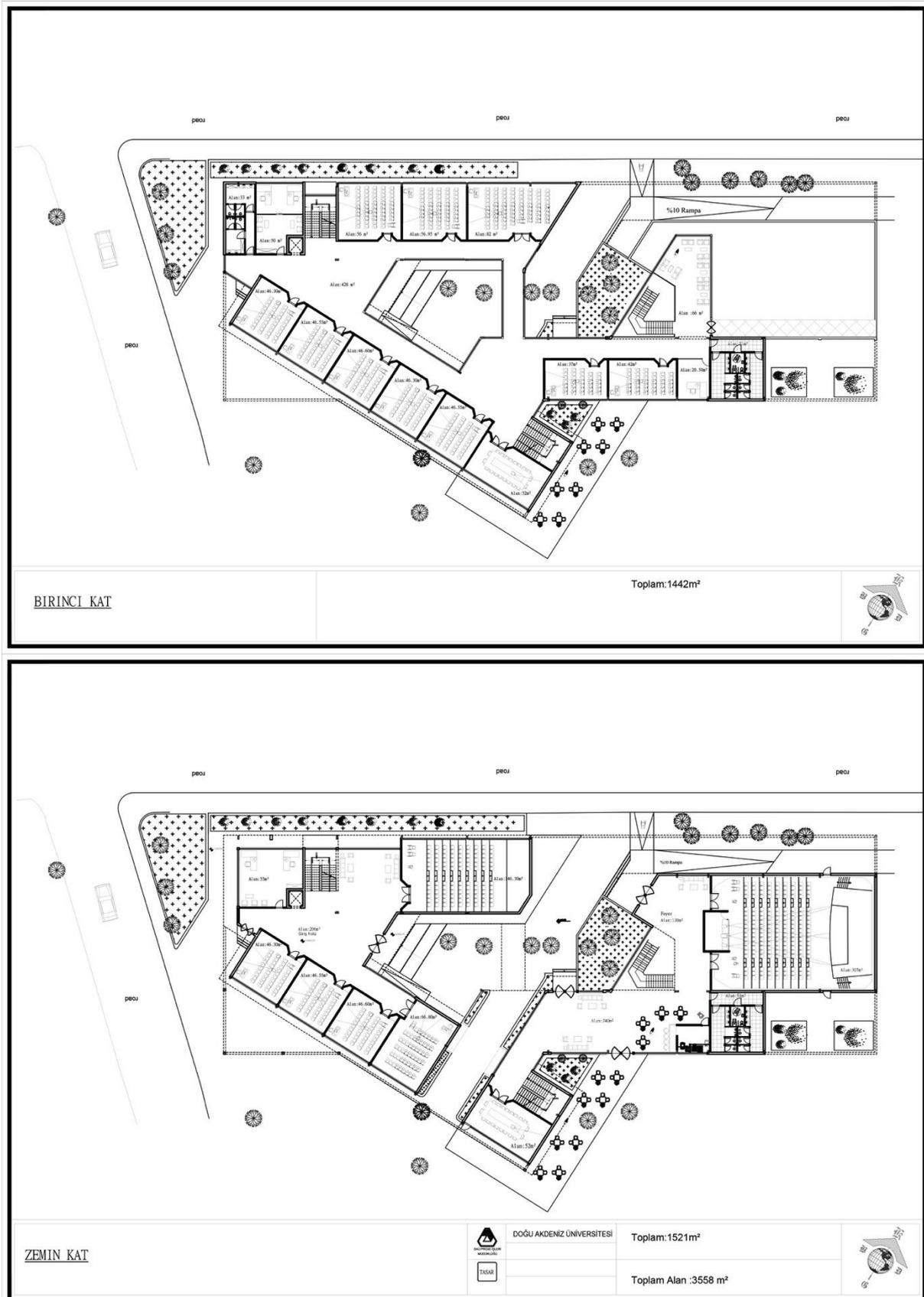


Figure I.2.3.26 Lecture halls and seminar spaces Plan of the Green Building



Figure I.2.3.27 Images of the Green Building Project

- Wi-fi connection

Computer Center director stated that new projects for the advancement in IT infrastructure will be completed before April 2016. An additional computer Lab (thin-client) has been installed in Colored Building. For FARC104 courses additional wi-fi facilities are provided within the studios. The poor quality internet connection will be improved by April 2016 as a part of general EMU infrastructure improvement.

- Model-making workshop

A model-making workshop is currently under construction in E3 block. Some equipment in that lab needs to be serviced (technical service will be provided). Funding for this workshop is to be transferred to EMU soon. A specialist will undertake responsibility of this space once it is ready for use. (See [Appendix I.2.3.6](#))

- Computer resources

As mentioned in the previous paragraphs, after NAAB SE visit two, all existing computer labs were upgraded and the relevant software completed in April 2015 according to the improvement requirements for architecture students. An additional computer Lab (Thin-Client) was installed in Colored Building (A17). (See [Appendix I.2.3.7](#))

- Colored Building

Sufficient number of tables and stools exist in all studios. Installation and replacements is about to begin.

- Use of Additional Rooms from other Faculties

In previous years, labs were taken by Computer Center Directorate and School of Computing and Technology but since there would be renovation of 4 labs in fall semester, there was no request to claim lab spaces from other faculties.

However, other faculty laboratories (CNC of the Mechanical Engineering Department) could be used until the completion of the new modeling lab facilities. Project is divided into stages for construction.

- **Spaces (other than studios, classrooms and laboratories) to support full range of faculty roles and responsibilities**

In responding to the needs for improvement, the two main units of the Faculty: the Administrative (office) Building and Colored Building were upgraded. Renovation, re-purposing, and internal re-distribution were implemented to provide more areas for research assistants. In addition, space was allocated for archives and the faculty computer network was upgraded.

I.2.4. Financial Resources

The law establishing the North Cyprus Education Foundation and the Eastern Mediterranean University (Amendment No. 1/86-2/97) Part V, Article 13 refers to the financial issues. Based on this law and its articles, the departmental budget is prepared taking into account the previous year's budget and the objectives and activities in the strategic plan. The Faculty then prepares the consolidated faculty budget based on the departmental budget. Moreover, all faculty budgets create the base for the central budget of the university which is then approved by the executive council of the university and the Board of Trustees. In the Eastern Mediterranean University, every academic unit forms their own budget in conjunction with the Rector's Office.

The budget of the Department of Architecture for the 2014-2015 academic year constitutes approximately 2,669,353 USD. The department benefits from the university budget allocated to the Faculty of Architecture, which is based mostly on the tuition fees paid by the students. As seen in Table I.2.4.1 expenditures of the department is decreased because of the economic crisis in the region that directly affects the universities in North Cyprus.

Current fiscal year report showing that revenue of the Department is 7,020,080 USD and expenses of the Department are 3,917,196 USD from all sources at the university. Additionally, forecast for revenue from all sources and expenses for at least four years is given in Table I.2.4.2. The table shows that the basic revenue of the department comes from the student registration. Distribution of the expenditures of the department is given in Table I.2.4.1.

The annual expenditures and total capital investment per student in the department is **2,119 USD** per year. The comparative table to the expenditures and investments by other professional degree programs in the institution is given in Table I.2.4.5.

Table I.2.4.1 Department of Architecture Expenditures

	2011-2012 (TL)	2012-2013 (TL)	2013-2014 (TL)	2014-2015(TL)
Other Expenditure And Loss	27.84	-	550.55	-
Worker Salary	93,441.08	44,087.14	37,324.61	50,648.80
Worker 13th Salary	10,323.56	2,955.45	3,231.55	3,654.80
Worker Social Insurance	12,092.22	6,532.28	5,702.69	7,472.70
Academic Staff Salary	2,625,843.69	1,513,270.17	2,626,551.73	5,586,146.44
Administrative Staff Salary	212,833.14	225,474.83	197,406.42	324,957.76
Academic Staff 13th Salary	209,839.47	279,869.75	205,582.60	382,565.37
Administrative Staff Salary	17,302.44	17,543.91	18,965.26	26,694.22
Staff Housing Expenditures	23,887.49	-	-	-
Academic Staff Social Insurance University Addition	311,536.63	528,819.31	485,597.53	681,966.37
Administrative Staff Social Insurance University Addition	33,190.81	35,781.88	31,584.98	51,993.33
Academic Staff Summer School Expenditures	25,875.24	33,075.00	86,188.50	-
Academic Staff Additional Course Expenditures	58,053.02	101,524.10	123,304.13	126,369.68
Fuel , Heating, Ligting Expenditures	43,112.63	42,755.96	63,764.75	33,831.60
Maintenance Service Expenditures	60,468.96	7,046.32	18,958.92	78,779.43
Fittings Maintenance Service	1,940.09	737.95	576.00	379.31
Computer Maintenance Service	139.55	244.40	226.50	407.21
Service Procurement	2,269.67	3,235.18	4,165.11	128,935.94
Consumption Materials	8,209.43	7,875.58	7,181.97	13,170.95
Stationary Expenditures	5,008.82	5,988.91	5,940.26	9,112.07
Studio And Lab. Material Expenditures	323.95	381.82	728.40	1,901.50
Research, Conference Allowance	2,498.91	18,355.59	17,513.25	50,709.39
Averseas Transporation Allowance	4,291.37	6,503.11	8,212.12	38,463.48
Guest Expenditures	1,885.30	3,585.44	6,815.55	27,660.98
Hospitality Expenditures	1,823.33	1,483.34	1,571.30	2,700.00
Proffessional Membership	2,360.60	1,449.91	1,676.65	3,407.25
Social Sport And Cultural Expenditures	100.00	38,276.41	1,145.00	912.50
Rent Expenditures	9,545.57	178,668.76	65,120.38	-
Graduate Scholarship Expenditures	314,262.76	562,143.42	515,881.36	655,053.01
Student Assistant Education Addition	2,087.60	7,387.65	12,884.50	16,563.00
Amortization & Redemption Addition Expenditures	40,873.41	46,130.25	-	-
Domestic Allowance	-	-	5,431.03	-
TOTAL	4,134,385.20 1,946,509 USD	3,721,183.82 1,751,970 USD	4,559,783.60 2,146,791 USD	8,304,457.09 3,917,196.74 USD

Table I.2.4.2 Tentative Department of Architecture Expenditures

EXPENDITURES	(TL)
Travel Expenditure	143,060 TL
Overseas Allowance	Out Of Travel Expenditure
Social Expenditure	96,500 TL
Invited Guest Expenditures	16,880 (Out Of Social Expenditure)
Advertisement Expenditures	22,325 TL
Departmental Representation Expenditures	28,940 TL Out Of Travel Expenditure
Conference Seminar	40,320 TL Out Of Social Expenditures
Social Cultural And Sport Expenditure	21,000 TL Out Of Social Expenditures
Research Expenditure	65,000 For All Faculty Full Time Staff
Studio & Lab Expenditures	7,445,610 TL (Covers Whole Faculty Budget)
Advertisement Expenditures	
Accreditation	128,426 TL
Additional Accreditation Expenditure	-
TOTAL	8,008,061 TL 2,669,353 USD

Table I.2.4.3 Revenue of Department of Architecture

	KKTC (TL)	TC (TL)	3rd Countries (TL)	TOTAL (TL/USD)	Scholarship (TL)	Student
2011- 2012	586,883.76	2,551,644.56	2,489,809.45	5,628,337.77 2,649,877 USD	1,388,231.72	750
2012- 2013	506,621.39	2,843,255.90	3,054,156.17	6,404,033.46 3,015,082 USD	1,873,423.23	802
2013- 2014	436,425.30	2,777,020.06	4,392,754.80	7,606,200.16 3,581,075 USD	2,665,883.40	907
2014- 2015	653,851.94	6,047,849.65	8,180,868.08	14,882,569.67 7,020,080 USD	6,220,400.05	1036

As seen in table I.2.4.4 revenue and expenditures of the Department of Architecture are balanced for the last 4 years. 2015-2016 revenue and expenditures have not been finalized yet.

Table I.2.4.4. Revenue and Expenditures of the Department of Architecture

	Revenue (Turkish Liras/TL)	Expenditures (TL)
2011-2012	4,240,146	4,134,385.20
2012-2013	4,530,610	3,721,183.82
2013-2014	4,940,317 2,325,950 USD	4,559,783.60 2,146,791 USD
2014-2015	14,882,569.67 7,020,080.03 USD	8,558,328.90 4,036,947.59 USD

When the expenditures and total capital investment are compared to other professional degree programs in the institution, the Faculty of Architecture ranks third among the other institutions, having spent 2,119 USD per student.

Table I.2.4.5 Expenditures and total capital investment by other professional degree programs in the institution

	Faculty of Architecture	Faculty of Art and Humanities	Faculty of Engineering	Faculty of Communication	Faculty of Medicine	Faculty of Business and Economics	Faculty of Law	Faculty of Health	Faculty of Pharmacy
Budget per student	4,502 2,119 USD	8,492 3,998 USD	4,213 1,983 USD	4,382 2,063 USD	25,870 12,179 USD	3,624 1,706 USD	2,338 1,100 USD	2,298 1,081 USD	3,044 1,433 USD

I.2.5. Information Resources

Information resources of EMU Department of Architecture can be studied under the following headings:

- EMU Library
- EMU Faculty of Architecture achieves and seminar library

I.2.5.1. EMU Library: Sources of Information and Knowledge (Eastern Mediterranean University Özyay Oral Library)

Eastern Mediterranean University owns one of the best libraries available in Cyprus as well as in the Eastern Mediterranean region. EMU Library recently renamed Özyay Oral Library as an honorary memorial to one of its former rectors, is located in a central location of the university campus. The building, consisting of four floors with an usable spatial space of 6,600m², that provides sitting to 1000 readers in its open spaces with an accessible open-shelf book collection, closed space reading halls for sensitive readers, rare books section, reference and reserved books reading halls, audio-visual collection hall, open shelf periodicals hall, circulation desks, offices, storage spaces and disabled facilities, auditorium, audio-visual seminar room and exhibition hall. Eastern Mediterranean University students, faculty and administrative staff can register and become a member of the Library. The location of main Library Building is within five minutes walking distance from the Faculty of Architecture

Library Collection

Since its foundation, the library has been enlarging to enlarge its collections with a continuous purchase of books. This is done on requests by the faculties. Currently, it has a book collection of around 160,000, 120 printed journals and approximately 3,000 bounded theses from the EMU Institute of Graduate Studies. In addition, there are at least 155,000 electronic books and 30,000 e-journal subscriptions. The university administration reserves a noteworthy amount of the budget for the purchasing of new sources and for subscription to the databases. Every year more than 5,000 books are added to the collection, 200 of which are directly related to architecture.

Due to its membership to electronic full-text databases, there is currently little interest to increase the membership of printed periodicals.

Table I.2.5.1 List of library collection

Book Collection in Architecture	Item
Printed Books	Around 2,500
Electronic Books	Around 2,300
Journal Membership in Architecture	
Electronic Journals (full text & scholarly)	164
Printed Journals	27
Book Collection in General	
Printed Book Resource	160,000
Electronic Book Resources	155,000
Journal Membership	
Printed Journal Membership	120
Electronic Journal Membership	30,000
Thesis Collection	
Printed EMU Master and PhD. Thesis Collection	Around 3,000

Electronic Resources (Databases)

Available subject headings only in Art, Architecture & Applied Arts (Electronic Journal subscriptions), and their numbers are as follows:

- Architecture (140)
- Arts & Crafts (51)
- Fine Arts - General (74)
- Gardens, Landscape Architecture & Parks (27)
- Visual Arts
- Decorative Arts (64)
- Drawing, Design & Illustration (13)
- Painting (4)
- Photography (51)
- Print Media (3)
- Visual Arts - General (305)

Moreover 40 online full text data bases are provided for students and academic staff for research purposes. Detailed information can be found in <http://library.emu.edu.tr/englibrary/ofulldat.htm> and there are 12 online bibliographic databases accessible to students and academic staff. Detailed information can be followed from: <http://library.emu.edu.tr/englibrary/obibbdatt.htm>

Interlibrary Loans (ILL) Service

EMU Library also provide Interlibrary Loans (ILL) Service for the readers mainly from these institutions: TUBITAK-ULAKBIM National Union Catalog (TO-KAT); National Academic Networking and Information Center (ULAKBIM) Document Delivery Services; The British Library Document Supply Center; Online Computer Library Center (OCLC) WorldCat and Other Libraries (in Cyprus, Turkey and Worldwide).

I.2.5.2. EMU Faculty of Architecture Archives and Seminar Library

The followings are some archiving services provided to the academic staff and students of Faculty of Architecture:

1. Visual Material Archive,
2. Ahmet Vural Behaeddin Seminar Room Collections,
3. Map Archive,
4. Projects Archive.

1. Visual Material Archive

This archive consists of dia-positive 35 mm slides formed by the staff working in the Faculty of Architecture for use in the classrooms since 2000 and digital images of students' projects. The largest collection of dia-positive 35 mm slides belongs to Assist.Prof.Dr. Hüseyin Ateşin, which includes the images of historical monuments and his personal design-projects. Also included are the images of student projects, and the faculty's activities.

2. Ahmet Behaeddin Seminar Room Collections

EMU administration did not encourage seminar libraries in the faculties with an idea to keep security over the books and enlarge the collections of its main library. However, due to a meaningful bequeath made by Mrs. Tülin Behaeddin, the wife of architect Mr. Ahmet Behaeddin, after his death, the faculty initiated the library. This bequeath includes some books, scientific architectural journals printed in 1950s, 1960s, 1970s and 1980s, his personal documents and his drawing tables and instruments. Soon after, one of our former academic member Assoc.Prof.Dr. Üstün Alsaç, donated his father Prof.Dr. Orhan Alsaç's (who was the Chair of Department of Architecture in Mimar Sinan University, Turkey) books to the library. This collection contains several architecture and architecture history books as well as several valuable documents, reports etc. performed in his career. A book collection belonging to Assist.Prof.Dr. Hüseyin Ateşin, one of our deceased staff, was donated by his family after his death to the Faculty. A noteworthy number of books were also donated by one of our academic staff, Prof.Dr. İbrahim Numan, who also gave valuable services to the Department of Architecture as Chair and Dean of the Faculty. The collection consists of Turkish and English books as well as some journals. Since its foundation, Ahmet Behaeddin Seminar room gets new donations from time to time which are indexed as Faculty books.

Self-Assessment of the Faculty and Departmental Archives:

Lack of space, an adequate budget and a professional librarian or archivist created a slow process for the indexing of the available sources of the faculty. However, the seminar room is important for our students and faculty staff to see the thesis produced in our graduate studies programs and to give a quiet and relaxed space for readers. The room was partially renovated recently by changing the shelves and curtains, though it still needs further renovations, particularly the seating. It also requires better organisation and enlarging of the space with the next door office and part of the corridor. Funding may be provided by the university or by donations.

PART ONE (I): SECTION 3- INSTITUTIONAL AND PROGRAM CHARACTERISTICS

I.3.1. Statistical Reports

Students registered for 2015-2016 are from 53 countries and the recently-admitted fall in one of three defined categories (Turkish, TRNC, Third country students, Vertical and Horizontal transfer and student exchange, defined by EMU by-law explained on p: 68 of this APR.)

(See Turkish version: <http://mevzuat.emu.edu.tr/5-1-1-Yonetmelik-GirisSinavKabul.htm> also see English version: http://mevzuat.emu.edu.tr/5-1-1-Rules-Entrance_exam.htm)

Program Student Characteristics and Program Faculty Characteristics are given in the tables below:

Table I.3.1.1 Program Student Characteristics

<p>Number of students enrolled in the substantially equivalent degree program(s). This number includes all the registered students to the program at the end of 2015-16 Fall Semester.</p> <p>The department currently has 1036 total students including non-registered ones to the relevant semester and who were at the English Preparatory School</p>	900
<p>Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit. Satisfactory: Students with General Cumulative (CGPA) 2 and above out of 4 Unsatisfactory: Students with General Cumulative (CGPA) below 2 out of 4</p>	
<p>▪ 2013-2014 Fall Semester</p>	
• Satisfactory	277
• Unsatisfactory	256
<p>▪ 2013-2014 Spring Semester</p>	
• Satisfactory	265
• Unsatisfactory	285
<p>▪ 2014-2015 Fall Semester</p>	
• Satisfactory	335
• Unsatisfactory	213
<p>• 2014-2015 Spring Semester</p>	
• Satisfactory	368
• Unsatisfactory	256
<p>Time to graduation</p>	
<p>Percentage of matriculating students who complete the substantial equivalent degree program within the normal time to completion for each academic year since the previous visit. This number represents the graduates who completed their studies in 4 years.</p>	
▪ 2013-2014 Academic Year	49/133 students 36.84%
▪ 2014-2015 Academic Year	58/88 students 65.90 %
<p>Percentage that compete the substantially equivalent degree program within 150% of the normal time to completion for each academic year since the previous visit. This number represents the graduates who completed their studies between 4 and 6 years.</p>	
▪ 2013-2014 Academic Year	56/133 students 42 %
▪ 2014-2015 Academic Year	28/88 students 31.81 %

Ratio of Different Gender within graduated students	
Female/total	
▪ 2013-2014 Academic Year	49/97 %50.51
▪ 2014-2015 Academic Year	26/88 %29.54

see: https://www.facebook.com/groups/193070431036790/?_mref=message_bubble

Table I.3.1.2 Program Faculty Characteristics

Number of faculty by rank (e.g. Assistant Professor, Associate Professor, Professor)	
○ Number of Professors	7
○ Number of Associate Professors	8
○ Number of Assistant Professors	11
Number of full-time faculty and part-time faculty	
○ Number of full-time	25
○ Number of part-time	17
Number of faculty promoted each year since the last visit	0
Number of faculty maintaining licenses in the country of the program each year since the last visit, and where they are licensed	
○ Number of full-time	26
16 Chamber of Architects/ TRNC	
4 Chamber of Architects/ Turkey	
2 Chamber of Architects/ Iran	
1 Chamber of Architects/ Macedonia (FYROM)	
1 Chamber of Urban Planners / TRNC	
1 Chamber of Urban Planners / Turkey	
1 Chamber of Landscape Planners / TRNC	
○ Number of Part-time	18
15 Chamber of Architects/ TRNC	
2 Chamber of Architects/ Turkey	
1 Chamber of Landscape Planners/ TRNC	
○ Number of Research Assistants	6
4 Chamber of Architects/ TRNC	
1 Chamber of Architects/ Iran	
1 Architects Association of Kosovo/ Kosovo	

Table I.3.1 Number of faculty maintaining licenses

FACULTY	Position	LICENSE	
Şebnem Hoşkara	Prof.Dr	TRNC	Turkey
Özgür Dinçyürek	Prof.Dr	TRNC	
Kokan Grchev	Prof.Dr		Macedonia
Naciye Doratli	Prof.Dr	TRNC	
Yonca Hürol	Prof.Dr	TRNC	Turkey
Hıfsiye Pulhan	Prof.Dr	TRNC	
Resmiye Alpar Atun	Assoc.Prof.Dr	TRNC	
Mukaddes Fasli	Assoc.Prof.Dr	TRNC	
Ege Uluca Tumer	Assoc.Prof.Dr	TRNC	Turkey
Beser Oktay	Assoc.Prof.Dr	TRNC	
Rafooneh M.Sahi	Assoc.Prof.Dr		Iran

Turkan Uluş Uraz	Assoc.Prof.Dr		Turkey
Halil Alibaba	Assist.Prof.Dr	TRNC	
Pinar Uluşay	Assist.Prof. Dr	TRNC	
Harun Sevinç	Assist.Prof. Dr		Germany
Nazife Özay	Assist.Prof. Dr	TRNC	
Ercan Hoskara	Assist.Prof. Dr	TRNC	
Ceren Boğaç	Assist.Prof. Dr	TRNC	
Badiossadat Hassanpour	Assist.Prof. Dr		Iran
Özdem Şahali	Assist.Prof. Dr	TRNC	
Nevter Zafer Cömert	Assist.Prof. Dr	TRNC	Turkey
Müge Rıza	Assist.Prof. Dr	TRNC	
Polat Hançer	Assist.Prof. Dr	TRNC	
Erdaş Kuruç	Part-Time Instructor	TRNC	
Ali Tanrikul	Part-Time Instructor	TRNC	
Cenk Atun	Part-Time Instructor	TRNC	
Onur Olguner	Part-Time Instructor	TRNC	
Bedia Tekbiyik	Part-Time Instructor	TRNC	
Halide Eroğul	Part-Time Instructor	TRNC	
Zafer Cafer Volkan	Part-Time Instructor	TRNC	
Emre Akbil	Part-Time Instructor	TRNC	
Sertaç İlter	Part-Time Instructor	TRNC	
Bahar Uluşay	Part-Time Instructor	TRNC	
Burak Türksoy	Part-Time Instructor	TRNC	Turkey
Kemal Kasapoğlu	Part-Time Instructor	TRNC	
Mustafa Batibeniz	Part-Time Instructor	TRNC	
Ahmet Özenç	Part-Time Instructor	TRNC	
Zeref Birsell	Part-Time Instructor	TRNC	
Mehmet Sinan	Part-Time Instructor		Turkey
Gaye Şenyavaş Tanış	Part-Time Instructor		Turkey
Defne Feridun	Part-Time Instructor	TRNC	
Gökhan Varol	Research Assistant	TRNC	
Cemaliye Eken	Research Assistant	TRNC	
Erman Berkay	Research Assistant	TRNC	
Cansu Denizhan	Research Assistant	TRNC	
Fjolla Mulliqi	Research Assistant		Kosova
Fatemeh Karbasi	Research Assistant		Iran

I.3.2 Faculty Credentials

The relevant information in this chapter is presented in section I.2.1. The Faculty exhibition will be set up in the team room.

PART TWO (II) – EDUCATIONAL OUTCOMES AND CURRICULUM

PART II- SECTION 1- STUDENT PERFORMANCE – EDUCATIONAL REALMS and STUDENT PERFORMANCE CRITERIA

II.1.1. Student Performance Criteria

The SPC Matrix prepared by the academic staff can be seen in Table II.1.1.1

Table II.1.1.1 SPC Matrix prepared by the academic staff

	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9				
SPC Met in NAAB-accredited program																																				
Realm A											Realm B											Realm C														
FARC101					■			■																												
FARC102		■			■																															
FARC103			■																																	
FARC104				■																																
FARC113					■			■																												
FARC142											■																									
MATH191																																				
ITEC105																																				
ENGL181/191	■																																			
ENGL182/192	■																																			
ARCH114											■																■									
ARCH213														■																						
ARCH225							■		■																											
ARCH226							■		■																											
ARCH235																				■																
ARCH236																					■															
ARCH243																									■											
ARCH244																									■											
ARCH246															■																					
ARCH252							■		■																											
ARCH281			■																																	
ARCH291	■					■																														
ARCH292	■											■	■																							
ARCH311					■						■																								■	
ARCH312					■						■																									
ARCH337																																				
ARCH342				■																																
ARCH347																																				
ARCH348																																				
ARCH355																																				■
ARCH385			■																																	
ARCH391	■										■																									
ARCH392		■											■		■	■																				
ARCH416																																				
ARCH449																																				
ARCH491																																				
ARCH492																	■																			■

PART II- SECTION 2 - CURRICULAR FRAMEWORK

II. 2.1 National Authorization

EMU has been providing higher education in TRNC with the approval of Ministry of Education, Youth and Sports since 1979 with all programs accredited by the Turkish Higher Education Council (YÖK). (<http://www.yok.gov.tr/web/guest/universitelerimiz;jsessionid=B5CA1E32284154AED74969171A3924C1>). Eastern Mediterranean University is the only state university in TRNC.

The program of the Department of Architecture was initially approved by the Senate decision numbered 91/76-10 in the Senate meeting held on 6 June 1991 and the department began to offer courses in the 1991-1992 academic year. (See Appendix II. 2.1.1)

II.2.2. Professional Degrees and Curriculum

The program offers Bachelor's degree in Architecture.

The renewed four-year integrative curriculum of the Department, first applied in 2005-2006 academic year, was designed with an understanding that it gives opportunities to students for a double-major by registering in lectures from other departments of the Faculty. The curriculum also allows students to enroll in lectures complimentary to the general education philosophy of the university. The main focus is that the architectural design studio is augmented by professional theory courses and the first-year service courses. The interactive studio, as the proper arena for critical thinking, provides a milieu for addressing social, technical and environmental issues around an architectural project, through the re-creation and discussion of the spatial dimension of the built environment. Undergraduate courses are categorized as: the first-year foundation, design, theoretical (area), area elective and university elective (general education).

The Program contains a total of 47 courses (including summer practices) and syllabuses. There are 158 credits in total and the curriculum. In the 1st semester there are 20 credits, in the 2nd semester there are 21 credits, in the 3rd semester there are 21 credits, in the 4th semester there are 21 credits, in the 5th semester there are 21 credits, in the 6th semester there are 21 credits, in the 7th semester there are 18 credits and in the 8th semester there are 15 credits courses. The full curriculum is shown in Table II.2.2.1.

Table II.2.2.1 Full Curriculum of the Department

Full Curriculum										
<i>UC = University Core; FC = Faculty Core; AC = Area Core; AE = Area Elective; FE= Free Elective</i>										
<i>UE = University Elective</i>										
Semester	Ref Code	Course Code	Full Course Title	Course Category	Credit				Prerequisites	ECTS credits
					Lec.	Lab.	Tut.	Tot.		
1	71711	FARC101	Basic Design Studio	FC	4	0	4	6		10
1	71712	FARC103	Graphic Communication – I	FC	2	0	2	3		5
1	71713	FARC113	Introduction To Design	FC	3	0	0	3		3
1	71714	ENGL191	Communication In English – I	UC	3	0	1	3		6
		ENGL181	Academic English – I		5	0	1	3		
1	71715	MATH191	Maths And Geometry For Designers	FC	3	0	0	3		3
1	71716	TUSL181 /	Atatürk's Principles And	UC	2	0	0	2		2

		HIST280	History Of Turkish Reforms / Turkish As A Second Language							
								20		
2	71721	FARC102	Introductory Design Studio	FC	4	0	4	6	FARC101	10
2	71722	FARC104	Graphic Communication – II	FC	2	0	2	3	FARC103	5
2	71723	FARC142	Introduction To Design Technology	FC	2	0	2	3		3
2	71724	ENGL192 ENGL182	Communication In English – II Academic English – II	UC	3 5	0 0	1 1	3 3	ENGL191 / ENGL181	6
2	71725	ITEC105	Computer – I	UC	2	0	2	3		3
2	71726	ARCH114	Human And Socio- Cultural Factors In Design	AC	3	0	0	3		3
								21		
3	71731	ARCH291	Architectural Design Studio – I	AC	4	0	4	6	FARC102 FARC103	12
3	71732	ARCH213	Ecological Issues In Architecture	AC	3	0	0	3		3
3	71733	ARCH225	History And Theories Of Architecture – I	AC	3	0	0	3		3
3	71734	ARCH235	Introduction To Tectonics Of Structural Systems	AC	3	0	1	3		3
3	71735	ARCH243	Architectural Construction And Materials – I	AC	2	0	2	3		4
3	71736	ARCH281	Computer Aided Design	AC	2	0	2	3		5
3	71727	ARCH190	Summer Practice – I	AC	0	0	0	0		3
								21		
4	71741	ARCH292	Architectural Design Studio – II	AC	4	0	4	6	ARCH291 FARC104	12
4	71742	ARCH226	History And Theories Of Architecture – II	AC	3	0	0	3		3
4	71743	ARCH236	Tectonics Of Flexural Structures	AC	3	0	1	3	ARCH235	3
4	71744	ARCH244	Architectural Construction And Materials – II	AC	2	0	2	3	ARCH243	4
4	71745	ARCH246	Energy And Environmental Issues In Design	AC	3	0	0	3		4
4	71756	ARCH252	Theory Of Urban Design	AC	3	0	0	3		4
								21		
5	71751	ARCH391	Architectural Design Studio – III	AC	4	0	4	6	ARCH292	14
5	71752	ARCH311	Principles Of Conservation And Restoration	AC	3	0	0	3		3
5	71753	ARCH337	Tectonics Of Form Resistant Structures	AC	3	0	1	3		3
5	71754	ARCH347	Architectural Construction And Materials – III	AC	2	0	2	3		4
5	71755	ARCH355	Process Of Urban Design	AC	2	0	2	3		4
5	71756	ARCH385	Digital Communication In Architecture	AC	2	0	2	3	ARCH 281	5
5	71747	ARCH290	Summer Practice – II	AC	0	0	0	0	ARCH190	3
								21		
6	71761	ARCH392	Architectural Design Studio –	AC	4	0	4	6	ARCH391	14

IV										
6	71762	ARCH312	Architecture And Design Theories	AC	3	0	0	3		4
6	71763	AE-01	Area Elective – I	AE	3	0	0	3		3
6	71764	ARCH342	Working Drawing	AC	2	0	2	3	ARCH244	4
6	71765	ARCH348	Building And Environmental Systems In Architecture	AC	2	0	2	3		4
6	71766	AE-02	Area Elective – II	AE	3	0	0	3		3
								21		
7	71771	ARCH491 (*)	Architectural Design Studio – V	AC	4	0	4	6	ARCH392 FARC111 FARC142 ARCH114 ARCH213 ARCH281 ARCH226 ARCH236 ARCH244 ARCH246 ARCH252	14
7	71772	ARCH449	Economic And Managerial Issues In Architecture	AC	3	0	0	3		4
7	71773	AE-03	Area Elective – III	AE	3	0	0	3		3
7	71774	AE-04	Area Elective – IV	AE	3	0	0	3		3
7	71775	UE-01	University Elective – I	UE	3	0	0	3		3
7	71767	ARCH390	Summer Practice – III	AC	0	0	0	0	ARCH190	3
								18		
8	71781	ARCH492	Architecture Graduation Project	AC	4	0	4	6	ARCH491	20
8	71782	ARCH416	Professional Issues In Architecture	AC	3	0	0	3		4
8	71783	AE-05	Area Elective – V	AE	3	0	0	3		3
8	71784	UE-02	University Elective – II	UE	3	0	0	3		3
								15		

HIST280 Atatürk's Principles and History of Turkish Reforms is taken by the Turkish and Turkish Cypriot students only as a condition of Higher Education Institute (YÖK) of Turkey. TUSL181 Turkish as a Second Language is taken by the international students only.

- **General Studies**

As it can be seen from the Table II.2.2.1, 5 of the 7 courses (20 credits out of 158) are general studies given in the first year and 2 in the remaining years as university electives. The university elective courses taken in subsequent years, give students the opportunity to select courses according to their areas of interest.

- **Professional Studies**

With the foresight that bringing together Architecture and Interior Architecture (English) programs and conducting a joint first year program would have benefits in terms of time and human resources, strengthen inter-departmental cooperation and facilitate inter-departmental student transfer, all of the core faculty courses (6 courses out of 47) are available in the first year.

There are 29 professional studies within 47 courses. When the distribution of the professional studies which begin in the second year is taken into consideration, it can be seen that 13 courses are available

in the second year, 11 in the third year and 4 courses in the fourth year (including the summer practices which are non-credit).

- **Electives**

According to their area of interest, students have to enroll five professional elective courses, which are offered by the Faculty of Architecture.

Table II.2.2.2 The area elective courses of the department which were offered in the last three semesters

2015-2016 Fall Semester	
ARCH 306	Interior Design
ARCH 317	Multidisciplinary Dialogues on Design Issues
ARCH 328	History And Theories Of Eastern Architecture and Art
ARCH 329	Cyprus History and Culture
ARCH 354	The Culture of Cities
ARCH 373	Life Safety in Buildings
ARCH 382	Computer 3D Modeling and Rendering
ARCH 384	Rhino for Architects
ARCH 428	Mediterranean Vernacular Architecture
2014-2015 Spring Semester	
ARCH 305	Architectural Drawing and Presentation Techniques
ARCH 306	Interior Design
ARCH 329	Cyprus History and Culture
ARCH 354	The Culture of Cities
ARCH 382	Computer 3D Modeling and Rendering
ARCH 384	Rhino for Architects
2014-2015 Fall Semester	
ARCH 316	Adaptive Re-Use of Buildings
ARCH 327	Superheroes of Architecture
ARCH 329	Cyprus History and Culture
ARCH 354	The Culture of Cities
ARCH 384	Rhino for Architects
ARCH 461	Landscape Design

II.2.3. Curriculum Review and Development

The educational program of the Department of Architecture, which is under assessment, was approved by the competent boards of the university in April 2005 and started to be implemented in the academic year of 2005-2006. The Department of Architecture began to develop its program in the academic year of 2010-11 after MIAK National Accrediting Board of Turkey.

In order to improve the quality of education, minor changes are proposed without changing the spirit of the program after the MIAK Accreditation. Reasons for the changes in the program are as follows:

- Recommendations by MIAK (National Accrediting Board for Architecture)

- Adaptation for international recognition (NAAB, RIBA)
- Wording and/or numeric mistakes in the previous curriculum
- Credits and description of some courses are revised in Table II.2.3.1, a summary of the program revision per course is given.

Table II.2.3.1 Summary of the Program Revision after accreditation process

Changes	Number of the courses
Course title revision	3
Course description revision	13
Catalog course credit description modification	2
Prerequisite change	8
Addition / replacement / deletion of courses	2

During the program revision, there have also been course title and code changes, which are given in Table II.2.3.2.

Table II.2.3.2 Course title changes

Course code	Old	New	New Course code
ARCH 353	Urban And Landscape	Process Of Urban Design	ARCH 355
ARCH 381	Computer Graphics Using Architectural Desktop 3ds- VI	Digital Communication In Architecture	ARCH 385
ARCH 412	Professional Issues & Portfolio Preparation	Professional Issues In Architecture	ARCH 416

Some of the course descriptions had minor changes like wording corrections, whereas some of the courses underwent a restructuring according to the accreditation requirements. The list of changes in the course descriptions is provided in Table II.2.3.3.

Table I I.2.3.3 Change in the course descriptions

FARC 102	Introductory Design Studio	Wording corrections
FARC 142	Introduction To Design Technology	Wording corrections
ARCH 190	Summer Practice I	Restructuring the summer practices according to the accreditation requirements
ARCH 244	Architectural Construction And Materials II	Restructuring the construction courses according to the accreditation requirements
ARCH 252	Theory Of Urban Design	Wording corrections
ARCH 290	Summer Practice II	Restructuring the summer practices according to the accreditation requirements
ARCH 391	Architectural Design Studio III	Restructuring the design courses according to the accreditation requirements
ARCH 347	Architectural Construction And Materials III	Restructuring the construction courses according to the accreditation requirements
ARCH 392	Architectural Design Studio IV	Restructuring the design courses according to the accreditation requirements
ARCH 342	Working Drawing	Restructuring the courses according to the

		accreditation requirements
ARCH 390	Summer Practice III	Restructuring the summer practices according to the accreditation requirements
ARCH 491	Architectural Design Studio V	Restructuring the design courses according to the accreditation requirements

According to the program revision, all the summer practices (ARCH 190, ARCH 290, ARCH 390) are restructured. The expectations from the students during those courses are explained in more detail; the instructions and time durations are clearly mentioned. According to the new structure, for the Summer Practice I (ARCH 190), the students are asked to complete the course within a minimum of 10 days for leveling and survey, and a maximum of 10 days for workshop and/or technical trip. The workshop or technical trip could also be done in two short periods (including the semester break in the fall). Students need to successfully in order to be complete the leveling-and-survey, and the workshop or technical trip. For ARCH 290, students are asked to practice at certain construction site(s). This must be verified and reported through consistent documenting, photocopy, and daily activity reports. The Department Standard Training Report must be properly filled and signed by the official site manager of the construction site(s); the duration of the practice should be 25 working days. For ARCH 390, which is architectural office practice, students are expected to contribute to the design and/or technical drawings of single or multiple application projects (house, shop, office, restaurant, etc.) headed by the institution the student is practicing in. Students are expected to present documentation of all their studies and contribution to the institution and complete a minimum of 25 working days in office practice.

There has also been a restructuring of the construction courses in order not to cause any repetition in content. According to the new structure, ARCH 244 Architectural Construction and Materials II course is aimed to provide students with the knowledge and skills required for wide span roof structures (folded plate, space frame, membranes, dome, truss systems etc.), stairs, windows, doors with their own detailing. All kinds of possible construction methods with their special finishing details are dealt with. ARCH 347 Architectural Construction and Materials III course, on the other hand, is aimed to focus on industrialized and prefabricated building techniques (tunnel formwork, skeleton, panel, modular construction systems), building envelopes (structural, nonstructural facades, classification of facades according to the materials) and their construction characteristics. All possible construction methods of these structures and some constructed examples of these types of buildings are covered in detail.

ARCH 342 Working Drawing course was also revised in order to provide students with the ability to produce computer-aided working drawings (two-dimensional). In this course, students are expected to become familiar with the legislation and working drawing system professionals use. This former technical elective course is now a required course with the program revision.

New revisions have also been applied to ARCH 391 Architectural Design Studio III, ARCH 392 Architectural Design Studio IV and ARCH 491 Architectural Design Studio V. ARCH 391 Architectural Design Studio III, designed to provide the student with skills for designing in the urban context while considering various urban problems. The emphasis is on the design concept at a larger scale with particular attention paid on achieving unity within the urban environment. The studio is restructured to stress more focus on quality of design, social factors, quality and hierarchy of open and semi-open spaces, street furniture and landscaping, orientation and organization of buildings on site,

public-private interface, vehicular and pedestrian circulation, climatic considerations, appropriate construction systems and materials, and regulations.

During the MIAK Accreditation process it was stressed that despite its rich cultural and historical context, since Cyprus is an island, the experience of complex urban fabric could sometimes be limited within the architecture education. Therefore, the studio is structured to provide students with necessary skills to design multi-story and multipurpose building complexes in built-up areas with high complexity in functional organizations, integration of appropriate structural and environmental control systems, materials, building codes and regulations in the metropolitan scale urban context. In recent semesters, with the collaboration of Yıldız Technical University, the metropolitan context is selected as İstanbul Turkey where various sites are given to students. The students are expected to make technical trips to the site with their professors, participate in related lectures at the Yıldız Technical University and complete their site surveys and observations. The invited external jury members from Yıldız Technical University also contribute to the mid-term and final juries of the studio.

For, ARCH 491, Architectural Design Studio V course, in contrast to the previous structure, the studio is designed to provide the student with skills for designing long span structures by considering integrated construction and service systems. The main emphasis is to design buildings with highly-complex functions with appropriate structural systems and to create rich architectonic qualities.

Some of the changes to the lecture, tutorial and lab hours have also been done, as seen in Table II.2.3.4.

Table II.2.3.4 Change in the course credit descriptions

		Old					New					Rationale
		Lec	Lab	Tut	Tot	ECTS	Lec	Lab	Tut	Tot	ECTS	
1	ARCH 312 Architecture And Design Theories	3	0	1	3	4	3	0	0	3	4	Corrections according to accreditation processes
2	ARCH 348 Building And Environmental Systems In Architecture	3	0	1	3	4	2	0	2	3	4	Corrections according to accreditation processes

There has also been removal and addition of two more courses to the program, shown in Table II.2.3.5.

Semester	New course	New course title	Old Course	Rationale
1	FARC 113	Introduction To Design	FARC 111	The course content and title have been revised, the code was changed to prevent technical problems
6	AE	Area Elective - I	ARCH 338	There were too many technical courses in the existing curriculum Issue of earthquake is covered in ARCH 236

The two-barrier system used earlier was changed into a single-barrier system. Accordingly, the prerequisites of the courses were revised and the number of prerequisites was decreased. In exceptional cases, for the students who have a maximum of two prerequisite courses remaining can register for ARCH 491 (which is the barrier), pending a Departmental Council decision.

These decisions were approved unanimously by the Department Council meetings on 07.06.2013 and 26.09.2013 (decision numbers: 12/13 Spring- 3/1, 13/14 Fall-1/1) after discussions and later at the Faculty Board meetings on 09.07.2013 and 02.10.2013 (decision numbers: FK013/03–2, FK013/05–2). The revision was approved by the Senate on 29.01.2014 (decision: 14/364–2) and has been applied to the program since then. The program revision approved by the senate is given in [Appendix II.2.3.1](#).

It was stated on the Visiting Team Report, Visit Two for Substantial Equivalency as "Also related to the number and type of student performance criteria that were found unmet, the work reviewed during this visit suggested to this team that the basic design studios were not fully accomplishing the stated objective of imparting to all EMU students basic ordering and design skills. The visiting team viewed this as a cause for concern because it appears to hamper the success of some EMU students in their subsequent, more advanced, studio work."

In order to respond and resolve this issue a "Self Evaluation Report for the foundation year in Bachelor of Architecture Program" (See [Appendix II.2.3.2](#)) was prepared by the Ad-Hoc committee. The committee members included Assoc.Prof.Dr. Türkan Ulusu Uraz, Assoc.Prof.Dr. Beser Oktay, Assoc.Prof.Dr. Resmiye Alpar Atun, Assoc.Prof.Dr. Rafooneh Mokthasari, Assist.Prof.Dr. Badiossadat Hassanpour, Assist.Prof. Dr. Nazife Ozay, Assist.Prof.Dr. Nevter Zafer Cömert, and Assist.Prof. Dr. Pinar Ulucay Righelato. The Vice-Dean of the Faculty of Architecture, Assoc.Prof.Dr. Mukkades Fasli, was also an advisory member in the committee who provided guidance on the relevant issues. Moreover, additional support was also received from other faculty such as FARC 142 Introduction to Design Technology courses coordinator Assoc.Prof.Dr. Mujdem Vural and ARCH 291 Architectural Design Studio I coordinator Prof.Dr. Kokan Grchev. The report was revised twice with the contributions of the chair Prof.Dr. Özgür Dinçyürek and vice chair Assist. Prof.Dr. Ceren Boğaç. Ad-hoc committee report was presented to the Departmental Board on 15 September 2015 and it was approved by the Departmental Board on 17 September 2015 (decision number: 15/16 Fall – 2/ 1) as a guide to improve first-year education. After the detailed discussions on the same Departmental Board Meeting another important decision about the separation of the groups of students of architecture and interior architecture in the Foundation Year (decision number: 15/16 Fall – 2/ 2) was taken. Interior Architecture Department's comments on the report (See [Appendix II.2.3.3](#)) were received and a Faculty Council Meeting was organized on 7 and 8 December 2016 in order to evaluate the reports and provide the guidelines of running the Foundation year.

The changes and developments in the courses that are not met yet with the NAAB criteria are explained in detail in Part Three.

PART II- SECTION 3- EVALUATION OF PREPARATORY / PRE-PROFESSIONAL EDUCATION

The program likewise other program in the region does not offer any preparatory or pre- professional education.

PART II. SECTION 4- PUBLIC INFORMATION

II.4.1. Statement on Substantially Equivalent Degrees

Since the formation of the EMU Department of Architecture, there has been continuous effort for the further development and recognition of the department. The most effective attempt for the recognition and healthy development of a university department is to achieve accreditation for it. In line with these efforts, EMU Department of Architecture has received six years national accreditation from MIAK (Architecture Accrediting Board in Turkey) in 2011.

The next step for the further development and recognition of the EMU Department of Architecture is to achieve international accreditation. For this purpose the Department has applied for NAAB Substantial Equivalency. The exact language found in NAAB Conditions for Accreditation is included on the department website: (<http://arch.emu.edu.tr/index.php/accreditations/naab>)

II.4.2. Access to NAAB Conditions and Procedures

In order to provide information and accessibility to NAAB conditions and procedures, the Department of Architecture has organized several meetings, gatherings, and speeches for Faculty members and students.

Access to NAAB Conditions and Procedures by Faculty members: Since 2013, the Department has held several meetings with faculty members to share information regarding the substantial equivalency conditions and procedures. In addition, during the first and second visits of NAAB, faculty members received complementary information from NAAB's representatives.

During the UIAE (Unspoken Issues in Architecture Education) 2014, an international conference on Architectural Education, which was held by EMU Faculty of Architecture, on April 3-4, 2014, a Departmental Council meeting with academic members, Prof. Dr. Theodore Landsmark, (President, Boston Architectural College and President, NAAB), highlighted the main issues regarding the NAAB Procedures. Within the same meeting, Prof.Dr. Nur Esin (President, MiAK) and Prof.Dr. Neslihan Dostoğlu (as one of the School Head who attended to one of the NAAB Visit Two in USA) shared their accreditation experiences.

Access to NAAB Conditions and Procedures by students: Since it is very important for the accreditation procedure to get an objective view of students and graduates about their achievements during their education, the department chair organized separate visits to all undergraduate design studios since 2014 Spring semester. At the beginning of the each semester, regular visits with the freshmen undergraduate students of the program are conducted. During these visits, the department chair discussed with students the main issues regarding the NAAB substantial equivalency, its conditions and process. Moreover, an informative flyer explaining the accreditation processes was distributed among students. In this flyer general information about accreditation was covered by headings such as: "What is accreditation? What are the types of accreditation? What is done to get accreditation for a program? What is the purpose of accreditation? What does accreditation mean from the point of view of students?" And in a more explicit section regarding EMU Department of Architecture the following questions were raised and answered: "Is EMU Department of Architecture accredited? Does EMU Department of Architecture have international accreditation? What is the role of students in the accreditation process?". This instructive document has also been posted on the department website: <http://arch.emu.edu.tr/index.php/accreditations/naab>

II.4.3. Access to Career Development Information

In order to ensure that students and graduates have access to career development services that assist them in evaluating, developing and implementing career, education, and employment plans, a questionnaire was sent to alumni to collect their ideas about the existing educational system in EMU Department of Architecture as described before in I.1.1.5. This questionnaire is regularly administered to the alumni each year.

Moreover, on a regular basis in the “Alumni Talk” program, students have the chance to meet with invited successful professional alumni and get help from them in developing their future career. As an example, in 2013-14 spring semester ‘Serhat Terzi’ the unique associate of Terzi International SRL in Romania shared his experiences with students. (Following him, during 2014-15 spring semester ‘Çağrı Şanlıtürk a PhD candidate in University of Sheffield in UK and Ediz Oraç architect from Buj Architects Lpm in UK gave speeches to the undergraduate students regarding their journey after graduating from EMU Department of Architecture <https://www.facebook.com/152588918126929/photos/a.290521651000321.84181.152588918126929/949554845096995/?type=3&theater> and <https://www.facebook.com/152588918126929/photos/pb.152588918126929.-2207520000.1449049588./959013014151178/?type=3&theater>). Recently (2015-16 Fall semester), Hayriye Gültutan architect at Studio Bondo in Turkey and Ahmet Özenç architect at Global Architectural Development in Turkey also shared their relevant experiences (<https://www.facebook.com/events/427698167439521/>) .

Additionally, the annual electronic ‘Alumni Newsletter’, encompassing news, achievements and the accreditation process of the department, is set-up and fully operational.

II.4.4. Public Access to APRs and VTRs

The APR and VTR have been displayed on the department website for the public after the second visit:

<http://arch.emu.edu.tr/index.php/accreditations/naab/relevant-documents/reports/apr>

<http://arch.emu.edu.tr/index.php/accreditations/naab/relevant-documents/reports/vtr>

PART THREE: SUMMARY OF RESPONSES TO THE TEAM FINDINGS FROM VISIT TWO

Part 3 contains the following four sub-headings:

- Responses to Conditions Not Met and Not Yet Met
- Responses to Causes of Concern
- Summary of Responses to Changes in the NAAB Conditions
- Areas and levels of excellence

Firstly, responses of EMU Department of Architecture to conditions not met and not met yet are explained.

Section 3.1 Responses to Conditions Not Met and Not Yet Met

Conditions not met

Conditions not met are about physical resources and statistical reports. Information presented under this heading is organized on the basis of an interview conducted with the Dean's Office on 24 November 2015 and documents provided by the Dean's Office.

Physical resources (1.2.3)

Considered as one of the most important issues to be improved, after the second NAAB visit special attention was directed to the re-organization and management of the spatial requirements of the Faculty of Architecture. To fulfill the demand for appropriate student learning, work and study spaces, general improvements were done.

Improvements are focused on several important points:

- Reorganization, adaptation and new use of existent spaces and rooms
- Renovation and improvement of the general condition of spaces, studios and classrooms
- Use of additional spaces both on and off campus for use by architecture students
- Planning and managing further enlargement and expansion of physical space of faculty facilities according to growing student numbers
- Improvement and upgrade of Faculty of Architecture infrastructure

1. Space to support and encourage studio-based learning

- To present the changes and improvement in distribution of studio and classroom spaces in the Faculty, comparison of space usage according to departments was done from 2015 Spring semester, to Fall 2015 semester. (See [Appendix III.1.1](#) to [III.1.3](#))
- Different studios for different departments (Interior Architecture and Architecture department) are organized in a more flexible manner according to their priorities/accreditation).
- For first year education, all expectations and requirements match for both Departments. (See [Appendix III.1.4](#))
- E Blocks as part of the physical resources of the school were fully renewed in summer period 2015 after the NAAB SE Visit II. (As presented in part I.2.3)
- All studios in E block are fully equipped with new white boards, dark shading for the windows, fixed LCD projectors, a new system for heating and cooling independent from the

central campus system to provide better studio work conditions for students. (Figure I.2.3.4, Part I.2.3)

- In the Colored Building, for students' studio work, 400 lockers (40x40cm) will be installed in the studios and partially in the corridors of the first and second floor. They will be ordered and installed by April 2016. Thus far, the financial request was submitted to the Turkish Embassy Aid Committee through the EMU Rectorate. It is expected to be completed either via the Embassy budget or by the EMU self-budget via the Rectorate decision (See [Appendix III.1.4.](#))
 - Starting from 2015 Spring semester, ARCH 392 and ARCH 491 studios in the Colored Building are not used for any other courses. They are open 24/7 for these students. **These improvements are done to solve the “hot desk” problem particularly in upper studios.** Accordingly, in these studios, each student is allocated their own desk.
 - Colored Building circulation areas and corridors are also used as work spaces for students 24/7, with heating and cooling units to be added to these areas. (ARCH 392 and ARCH 491 Studios are already equipped with heating and cooling system independent from the central system, so as to be able to stay open 24/7.)
 - Table sizes are reduced and the number of tables in studios increased and stools are renewed.
 - The students are using private stationery facilities / printing office within the Colored Building for their needs.
 - For 2015 Fall semester, due to increasing student numbers and the maintenance work in the Faculty, the department started to use many spaces off campus studio needs:
 - Bandabulia Building (Old Ottoman Closed Bazaar)
 - MASDER Building (Walled City of Famagusta Association, Old Chapel)
 - Other Auxiliary Spaces out of Faculty Block (are shown in the Table I.2.3.6, Part I.2.3) Civil Engineering, Central Lecture Hall, Mechanical Engineering Electric & Electronical Engineering
 - **Heating and cooling** systems are upgraded in E studios, replaceable units will be put in ARCH 392 and ARCH 491 studios, and systems for other spaces are on the agenda of Rector's Office. **Split Unit Air conditioning** will be realized through this year's budget. Classes for graduate courses together with 24/7 studios (A14, A24) will be realized. Needs of the mechanical system for the New Seminar room has been prepared and will be applied with the budget of 2015-16 academic year.
 - Computer Center office informed that projects for **Wi-fi connection** improvement will be realized before April 2016 as a part of general EMU infrastructure improvement. An additional computer Lab (thin-client) has been installed in Colored Building. For FARC 104 courses additional wi-fi facilities are provided within the studios.
2. Space to support and encourage didactic and interactive learning
- To support didactic and interactive learning, in the period after the second NAAB visit, efforts were made for better quality of classes and studios: presence of projectors and curtains (to be able to make digital projections), studio equipment (a table for each student- smaller tables, better stools, lockers), availability of a “Ceramic workshop.” (Constant improvement of some class equipment is shown in comparative tables in Part I.2.3, Table I.2.3.8)
 - In a way to improve the general condition providing sufficient spaces for students work, there is a new ongoing “Green Building Project”, which is targeted to be completed by 30 September 2016, for common lecture building of the University. It is expected Faculty of Architecture to use one floor of the building entirely as studios and classrooms within the

framework of an agreement between Faculty and Rector's office (See [Appendix I.2.3.5](#), Part I.2.3)

- Improvements are done in the present condition of the Colored Building, where one lecture hall, one "Thin-Client" computer lab, two rooms for Architecture and Interior Architecture Departments' Archives, a room for Student Design Club are re-organized and are already in operation.
 - All the spaces in front of the studios and classes face the atrium and are accessible to students during breaks. They are also used for exhibitions.
 - With the new arrangement for use of spaces, the New Seminar Room in the Faculty Building will be used as classrooms, so the classes within this re-arranged space (together with the necessary equipment) will be in use in 2016 Spring Semester.
3. Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising
- Responding to the needs of improvement, the two main units of the Faculty: the Administrative (office) Building and Colored Building were upgraded.
 - After the renovation of different spaces, re-purposing and internal re-distribution of these spaces implemented to provide more dedicated spaces for research assistants, as well as other work space. In addition, space was allocated for archives and the faculty computer network upgraded.(as explained with plans and details in part I.2.3)
 - Spatial re-arrangements are done in the administrative building of the Faculty. With the new interventions, two archives will be moved to new spaces by February 2016 and refurbished as Seminar Rooms.
 - All interventions and reorganization of the spaces in the administrative building that were completed after the second NAAB visit and are already functioning are presented in the plans of the building in the Physical resources part I.2.3.
 - Interventions are done in the entrance part of the Colored Building in order to fulfill the requirements for accessibility and life safety. (Some are finished, some are under construction, some are being planned).
 - With the last organizational decisions for this building, the corridors surrounding the entrance in 24/7 use as work space of the undergraduate students. Accessibility for the ground floor of the building from the parking lot is provided with a ramp. An elevator is currently under construction, which will be completed in January 2016 (See [Appendix I.2.3.2](#), [II.2.3.3](#), Part I.2.3).
 - In the Colored Building, A04 & A05 spaces are located on the ground floor and are accessible for disabled. With the newly applied interventions, A04 is used as lecture hall and A05 is research assistants' open office. Detailed itemization of the **Colored Building** is given in Table I.2.3.4.

Workshop and laboratories

- **Model making workshop** is under renewal in E3 block in the present condition. Some equipment (Table I.2.3.7, Part I.2.3) in that lab needs to be serviced (technical service will be provided). Funding for this workshop is to be transferred to EMU soon. Once this area is ready, a specialist will be assigned to be responsible for this space. Currently, renovation activities are progressing, together with all other ongoing activities in the E block buildings.
- Improvement of **other laboratories** is ongoing also as part of E3 Block renovation activities. After the NAAB SE Visit II, the computers located in two computer laboratories were

updated. Photography and modeling workshops are planned to take place in the same block equipped as is indicated in Table I.2.3.2. and to be completed by February 2016. (See [Appendix I.2.3.6, I.2.3.7](#))

- After the NAAB SE Visit II, photography, modeling and environmental control laboratories that are currently under renewal are targeted to be completed by February 2016.
- According to the last reviews, the renovation in the labs will most probably not be completed until Spring 2016 as a result of efforts to manage financial support. In summer 2016 all laboratory renovation will be completed.
- **Computer resources:** As mentioned in the Physical Resources, since the second NAAB visit all computer labs were upgraded according to the demands for better usage by architecture students, together with the upgrading of the computers, adequate upgrade of the software was done accordingly. An additional computer Lab (Thin-Client) has been installed in Colored Building. Precise table with all necessary data about this process is given in the Part I.2.3, Table I.2.3.2 of this report.

Universal accessibility

- To respond to the needs of **universal accessibility**, different projects started to be developed after the second NAAB visit. As a result of this process, according the general condition of funding and other organizational issues, some interventions are completed, some are in the process of tendering, and some are planned to be done in the future.
- **Elevator for disabled in the Colored Building** was previously done and processed. Currently it is under construction. It is expected that the work will be completed by the end of December 2015. (See [Appendix I.2.3.2](#))
- **Elevator in the office building** is planned to be installed within the infrastructure already existing in the office building. (Figure I.2.3.18, Part I.2.3)
- **Ramps:** Since the previously installed ramps were ineffective, some modifications were done to provide maximum accessibility especially at the level of the ground floor functions. Work was evaluated for this year's budget, and is expected to be finished by April 2016. Previous project for ramps will be applied in later phases where temporary solution will be done before April 2016 (See [Appendix I.2.3.3](#), Part I.2.3).
- **Disabled parking lot is part of the projects for ramps.** As mentioned above, the project is on the list of things need to be done in the agenda of Technical Office. It is expected to be completed by April 2016.
- Since the last NAAB visit, **toilets for the disabled** were installed in the Colored Building. Toilet for the disabled in office building was started with renovation in November 2015 and is now completed. (Figure I.2.3.22, I.2.3.23, Part I.2.3)
- Project for **Installation of equipment for visually impaired** was done in response to this important part of the general accessibility issues. With this project, emergency exits are also planned. Part of this project is expected to be realized till April 2016, but part of it is planned but to be realized in the future (Figure I.2.3.19, Part I.2.3)
- Two new projects for **Emergency exit signs with self-sufficient lighting system** are about to be installed together with surveillance cameras. Support for this project is asked from the Turkish Embassy Aid Committee according to the documents submitted December 2015. (Figure I.2.3.20, I.2.3.21, Part I.2.3)

Statistical reports (1.3.1)

1. **Qualification of the students recently admitted-** Qualification of the recently admitted students from Turkey, TRNC and third countries are presented in Part1 - Section 3 of this report. In short it can be stated that:
 - TR citizen students are accepted through university examinations which are generally organized for all applicants in Turkey every year.
 - TRNC citizen students are accepted through a general examination in TRNC.
 - Students coming from third countries (i.e. countries other than Turkey and Cyprus) are accepted if they have passing high-school diplomas.
2. **Requisite information on faculty maintaining licence-** Academic staff's membership to various countries' chamber of architects is presented in Part 1 – Section 3. In short can be stated that academic staff with TRNC citizenship are members of Chamber of Architects of TRNC, staff with TR citizenship are members of Chamber of Architects of Turkey and Iranian academic staff are members of Chamber of Architects of Iran, etc.
3. **Activities and career development of alumni/alumnae-** Relations with alumni is explained in detail in Part 1 – Section 3. There is a departmental organization called A-POP (Architecture Profession Orientation Program); it contacts alumni and collects information from them about their experiences within the profession of architecture. It also arranges meetings with students and alumni in order for students to hear the experiences of alumni. There is another organization under the umbrella of Rector's Office, which is called MIKA (The Office for Communication with Alumni and Career Planning). This organization contacts alumni (over 1600 under-graduates, 200 master's and 30 PhD graduates of the Department of Architecture), and shares their details with the relevant faculties. Plans are underway to establish closer ties among MIKA, A-POP and Faculty of Architecture in the near future. Department of Architecture also plans to have an electronic alumni newsletter which will contain information about the recent activities of department and other news. This newsletter will be sent to alumni every December.

Conditions not met yet

Most of the conditions not yet met are about student performance criteria. Public access to APR's and VTR's is another condition not yet met. Information presented under this heading has been organized on the basis of an interview conducted with the Chair of Department of Architecture Prof.Dr. Özgür Dinçyürek on 27 November 2015, tables filled in by academic staff, interviews conducted with the coordinators of Foundation Year studio courses and the decisions given in the Faculty Council meeting, which was realized on 7 and 8 December 2015.

Student Performance Criteria which are not yet met

Student performance criteria which are not yet met are as follows:

A2- Design thinking skills

A3- Visual communication skills

A6- Fundamental design skills

A7- Use of precedents

A8- Ordering systems

B1- Predesign

B2- Accessibility

B4- Site design

B5- Life safety

B6- Comprehensive design
B8- Environmental systems

EMU Department of Architecture realized the following steps after receiving VTR for the second visit:

- A Departmental meeting was held, asking professors to consider “not yet met” issues in all relevant courses.
- VTR for the second visit was sent to all professors.
- Design Coordination meetings, which are regularly organized at the beginning of every academic term, emphasized the “not yet met” issues.
- Departmental administration asked coordinators of all design courses to record all interim works of students in order to be able to present the design process which includes some of the “not yet met” issues.

As a response to the calls of the Administration, design and theory courses provided several different types of responses. Types of responses of theory courses were as follows:

- Change in submission requirements
- Addition of new subjects to course outline
- New reading requirements
- Special emphasis on the criteria to pass
- Offering new elective courses

On the other hand, types of responses of design studio courses were as follows:

- Change in the size/scale of the design problem
- Change in submission requirements
- Addition of new exercises
- Addition of new seminars
- New reading requirements
- Changes in the criteria to pass

There was special consideration of the **problems in the Foundation Year** in relation to the education of design and visual communication skills and ordering systems. These problems were related to the following causes:

- Since Foundation Year was covering Interior Architecture and Industrial Product Design students, the requirements of architecture considering environmental issues and architectural presentation requirements fell into a secondary position. However, since Industrial Product Design Department is closed, it became possible to make some changes in the contents and expectations of the exercises in the Foundation Year courses, because of the broader common ground between architecture and interior architecture.
- The level of Foundation Year courses was kept low for many years and because of this the tutors of the later studios had difficulties in asking for use of design and visual communication skills and ordering systems. However, level of the courses is raised at the moment and the later studios are expected to achieve the design and visual communications requirements.
- Due to the growth in student enrolment (particularly for the first-year, first-term courses) the number of students in different groups of Foundation Year courses were high and the number of full-time academic staff were low. Since 2015 Spring term Department of Architecture is taking additional precautions concerning number of students in groups and number of full-time academic staff. These issues will be explained in more detail while dealing with how courses are changed in order to achieve the “not yet met” student performance criteria. In

addition to these precautions one research assistant is assigned to each group of Foundation Year studio courses in order to support the academic staff in the studio.

In order to check the requirement of further changes in the Foundation Year, in addition to the above precautions, Department of Architecture formed an ad-hoc committee to evaluate the Foundation Year courses. Their report (See [Appendix II.3.2](#)) was presented to the Departmental Board on 15 September 2015 and it was approved by the Departmental Board to follow this report on 17 September 2015. Interior Architecture Department formed another ad-hoc committee and this committee submitted their report (See [Appendix II.3.3](#)) as a reply to the report of Department of Architecture in November 2015. Finally a Faculty Council meeting was organized on 7 and 8 December 2015 and the changes, to be made in the Foundation Year from 2016 Spring term onwards, have been decided (See [Appendix III.1.4](#)). These decisions contained problems in relation to the coordination of Foundation Year courses, registration problems which effect education and some further measures to support courses. These are:

- Coordination of groups in one studio of FARC 101, FARC 102, FARC 103 and FARC 104: There will be one coordinator in each studio.
- Coordination of studio courses of FARC 101, FARC 102, FARC 103 and FARC 104: Each course will have a coordinator but responsibilities such as preparation of exams, exercises, and presentations will be shared amongst the instructors.
- Coordination of all courses in Foundation Year will be done by the Heads of departments of Architecture and Interior Architecture.
- Students coming after one week prior to midterm exam will not be registered to FARC 101 and FARC 102.
- There is a possibility computer (ITEC) courses in the first term of education could give basic CAD and this would support FARC 104.
- There will be common activities to provide vertical coordination between the studios.

In the light of these precautions, what has been done for each “not yet met” student performance criteria can be presented individually.

A2- Design thinking skills - It is expected from students to ask precise questions, develop abstract ideas, follow diverse points of view, achieve well-reasoned conclusions and test alternative outcomes. Emphasis is made to the Fundamental Year design courses FARC 101 – Basic Design Studio and FARC 102 – Introductory Design Studio in the improvement of design thinking skills. There are certain achievements in these courses. Exercises and expectations in both courses have been changed.

According to the coordinator of FARC 101, Assist.Prof.Dr. Nazife Özay, the changes in FARC 101 in this direction can be outlined as follows:

- Group discussion based studio learning approach has started to be used instead of individual critics
- Phases of assignments have been increased in order to focus on specific subjects in each phase
- Smaller size assignments are given in order to ask more detail
- Limitations and expectations from students are clarified
- Alternative solutions are asked from students and they are asked to question these alternatives and select the most appropriate one

According to the coordinator of FARC 102, Assist.Prof.Dr. Nevter Zafer, the changes in FARC 102 in this direction can be outlined as follows:

- Group discussion based studio learning approach has started to be used instead of individual critics
- In order to support students to ask precise questions they are asked to discuss other students' projects
- Use of abstract ideas starts with the warm up project
- Students are asked to make interpretations on their projects through sketching, and modelling
- The second project, which is a real architectural project, requires analysis of environment and reflection of the concepts/ideas to the project
- Passing level has been raised.

Coordinators of other design courses are also asked to follow up use of design thinking skills further. For example, according to the coordinator of ARCH 291 – Architectural Design Studio I, Prof.Dr. Kokan Grchev, the following precautions are taken to support design thinking skills:

- short documentaires are shown about how to become an architect
- lectures are given about the communication between drawings
- idea development (bubble diagraming, vertical and horizontal circulation matrixes,) is highlighted
- layering the design process development
- abstract modeling (generalizing composition, details, materials and textures) is asked

Evidence of these efforts will be provided in the team room for the third visit.

FARC 113 – Introduction to Design started to support FARC 101 further by concentrating on the concept development in architectural design.

Ratio of full-time teachers has been increased in FARC 101 and FARC 102. Table III.1.1 shows the change in the ratio of full-time teachers in FARC 101 and FARC 102 teachers. [Appendix III.1.5](#) contains the documents showing academic staff, groups and student numbers.

Table III.1.1. Academic staff assigned to FARC 101 and FARC 102 courses.

	2014-2015 Fall			2014-2015 Spring			2015-2016 Fall		
	Group no	Number and percentage of full-time staff	Number of part-time staff and assistants	Group no	Number and percentage of full-time staff	Number of part-time staff and assistants	Group no	Number and percentage of full-time staff	Number of part-time staff and assistants
FARC 101	12	2 16.7 %	10	9	2 22.2 %	7	12	3 25 %	9
FARC 102	6	2 33.3 %	4	11	3 27.3 %	8	7	4 57.1 %	3

Number of students in groups for FARC 102 was decreased from 18 (Fall 2014) to 14 (Fall 2015). However, number of students in FARC 101 remained steady – 17 in Fall 2014, 15 in Spring 2015 and 17 in Fall 2015. this reflects the unpredictable nature of student numbers entering the university, starting with the first-year first-term courses.

A3- Visual communication skills – Students are expected to use appropriate representational media such as traditional graphic and digital technology to convey essential formal elements at each stage of the programming and design process.

Emphasis is on the Fundamental Year courses to develop visual communication skills of students. Since Industrial Product Design Department, which formed one of the groups in Foundation Year is closed; it became possible to change the expectations from FARC 103 – Graphic Communication I and FARC 104 – Graphic Communication II in the direction of the requirements of architectural education. Exercises have been re-designed to focus on architecture rather than objects.

According to the coordinator of FARC 103 Assist.Prof.Dr. Pınar Uluçay, the changes made in FARC 103 in this direction can be outlined as follows:

- Shift from a more piece-meal approach to a holistic one
- Orthographic and paraline drawings are now taught together
- Students are asked to perform research tasks
- Timber models are now used in order to improve perception of students
- Architectural drawing is introduced in the second half of the academic term
- More complex exercises are given and the minimum passing level has been raised
- D.K.F. Chings’s book called “Architectural Graphics”, which is published for the 4th time in 2003 by John Wiley and Sons has been introduced as a course book

According to the coordinator of FARC 104 Assist.Prof.Dr. Nevter Zafer the changes made in FARC 104 in this direction can be outlined as follows:

- Exercise complexity has been increased and passing level has been raised,
- Understanding the differences between the drawings in different scales became a target,
- Students are asked to research different rendering, drafting and drawing techniques.

ARCH 281 – Computer Aided Design and ARCH 385 – Architectural Drawing and Presentation Techniques started to support visual communication skills further. Passing level is now raised in ARCH 281.

Also the design courses within the Foundation Year: FARC 101 –Basic Design Studio and FARC 102 – Introductory Design Studio, made changes in their expectations in order to improve visual communication skills.

According to the coordinator of FARC 101 Assist.Prof.Dr. Nazife Özay the changes made in FARC 101 in this direction can be outlined as follows:

- Two research projects are presented as posters
- Students are asked to use hand-writing, make sketches/drawings and use figures, such as trees and humans with the help of sources
- Use of different presentation media (traditional graphic, collage, digital presentation methods) have been discussed while working on the second research
- For the assignment, which contained 5 phases, basic methods of model making, drawing techniques, presentation quality, workmanship and formatting are applied sequentially

According to the coordinator of FARC 102 Assist.Prof.Dr. Nevter Zafer the changes made in FARC 102 in this direction can be outlined as follows:

- Students are asked to bring their drawings and models together to express their ideas in the class
- FARC 104 term project now supports FARC 102
- Passing level is now raised

Coordinators of the other design and construction courses were also asked to question the level of visual communication skills of students. According to the coordinator of ARCH 291 – Architectural Design Studio I Prof.Dr. Kokan Grchev, lectures related to presentation, content of presentation, architectural language and expression, composition, basic arrangement of project submission, freehand and digital graphic presentation techniques are given during the course. Also ARCH 244 - Architectural Construction and Materials II started to use studio hours for drawing details and this contributes to visual communication skills.

There are computerized drawing courses (ARCH 281 and ARCH 385) which now support visual communication skills further. Furthermore, the elective course ARCH 384 – Rhino for Architects started to connect the design process with Rhinoceros by considering modelling, lighting and rendering. A new elective course ARCH 305 – Architectural Drawing and Presentation Techniques has opened in order to support development of visual communication skills of students.

Under ArchieXtra program some seminars, workshops and other activities are realized in relation to visual communication skills. These are:

- A seminar about free-hand drawing by Prof.Dr. Kokan Grchev (presented)
- A seminar on digital presentation by architect Emre Akbil (presented)
- A seminar on use of photography in architecture by architect Cem Kara (presented)
- A seminar on use of photo-shop in the preparation of catalog files by architect Kamiar Yazdani.

Evidence of these efforts will be given in the team room for visit three.

Number of students in FARC 103 groups has decreased from 29 (Fall 2014) to 25 (Fall 2015). However, number of students in the groups of FARC 104 was 19 in Fall 2014, 20 in Spring 2015 and is 23 in Fall 2015 (See [Appendix III.1.5](#)).

A6- Fundamental design skills – Students are expected to develop skills in relation to basic architectural and environmental principles.

Emphasis is in the Foundation Year design courses FARC 101 – Basic Design Studio and FARC 102 – Introductory Design Studio about the development of fundamental design skills. There are certain achievements in these courses. Exercises have been changed to emphasize more environmental and architectural principles.

According to the coordinator of FARC 101 Assist.Prof.Dr. Nazife Özay the changes made in FARC 101 in this direction can be outlined as follows:

- After the midterm, human dimensions, space, space quality, and accessibility are discussed on the term project. Every sequential stage covers specific subjects
- Students are asked to research fundamental design requirements

According to the coordinator of FARC 102 Assist.Prof.Dr. Nevter Zafer the changes made in FARC 102 in this direction can be outlined as follows:

- Fundamental design skills which are learnt in FARC 101, are applied on an existing site with a given project
- Although project size is smaller in comparison to previous years, the complexity of expectations have been raised
- Students are asked to make research on fundamental design requirements
- Passing level is now raised

FARC 142 - Introduction to Design Technology term project (usually FARC 102) is re-organized as the analysis of students' design projects about users, function and aesthetics, durability and structure, manufacturing, material, sustainability and technology; thus providing a contribution in fundamental design skills. Similarly, ARCH 246 - Energy and Environmental Issues in Design deals with application of results derived from charts to the students' own design problems. This supports fundamental design skills in later years.

Other design courses are also asked to consider fundamental design skills further. For example, according to the coordinator of ARCH 291 – Architectural Design Studio I Prof.Dr. Kokan Grchev, the following precautions are taken to support fundamental design skills of students:

- use of specific design standards to understand the space-place-function relations
- structural systems are referred to introduce complexity of design
- environmental systems are asked in relation to design as a process
- improving contextual understanding of site, plans, program, (programing of the site, of the functions,) is expected

Evidence of these efforts will be given in the team room for visit three.

Ratio of full-time teachers has been increased in FARC 101 and FARC 102 studios as presented in Table III.1.1. Number of students in groups of FARC 102 has been decreased from 18 (Fall 2014) to 14 (Fall 2015). However, as previously noted the number of students in FARC 101 remained steady – 17 in Fall 2014, 15 in Spring 2015 and 17 in Fall 2015 (See [Appendix III.1.5](#)).

A7- Use of precedents – According to VTR of second visit, although the history courses of ARCH 225 – History and Theories of Architecture I and ARCH 226 – History and Theories of Architecture II cover use of precedents, this was not reflected to the design studios.

All design courses, and especially ARCH 292 – Architectural Design Studio II were asked to demand submissions about the use of precedents. Students visited some examples of kindergartens (as it was the project in Fall 2015) researched precedents and were then asked to present them in their submissions. ARCH 226 now assigns a term project in relation to use of precedents in the design projects of students. In ARCH 491 – Architectural Design Project V students also research precedents as a group to understand the existing building typologies, spatial organisation and architectural program of different examples. Evidence of these efforts will be given in the team room for visit three.

A8- Ordering systems – It is written in VTR of second visit that FARC 101 – Basic Design Studio and FARC 113 – Introduction to Design give this skill, but it is not reflected to the later studios.

Some changes are made in the Foundation Year design courses FARC 101 and FARC 102 in order to improve the skills of students about ordering systems. There are certain achievements in these courses. Exercises now require ordering principles and more thorough studies.

According to the coordinator of FARC 101 Assist.Prof.Dr. Nazife Özay, the changes made in FARC 101 in this direction can be outlined as follows:

- Assignments are designed to contain different phases which teach basic ordering systems step-by-step: first in 2D then in 3D
- Sizes of projects are reduced to focus on more detail

According to the coordinator of FARC 102 Assist.Prof.Dr. Nevter Zafer, the changes made in FARC 102 in this direction can be outlined as follows:

- Fundamentals of both natural and formal ordering systems are covered
- 2D and 3D design are made
- Passing level is now raised

Coordinators of other design courses were also asked to consider ordering systems in order to be able to reflect the skills gained in the Foundation Year to the later studios. According to the coordinator of ARCH 291 – Architectural Design Studio I Prof.Dr. Kokan Grchev, ordering systems are utilized in the organization of housing functions and students are encouraged to think through the hierarchy of closed-open-semiopen spaces. Also the basic elements of theory of architectural form is given in order to use basic organizational principles on horizontal and vertical level of understanding the building-object. Coordinator of ARCH 491 - Architectural Design Studio V Assoc.Prof.Dr. Beser Oktay says that they expect students to demonstrate their ability to use ordering systems in their design proposals at the beginning of the term. Some theory courses such as ARCH 225 - History and Theories of Architecture now support ordering systems by giving more emphasis on the improvement and use of architectural order systems in ancient architecture. Evidence of these efforts will be given in the team room for visit three.

Ratio of full-time teachers has been increased in FARC 101 – Basic Design Studio and FARC 102 – Introductory Design Studio courses as shown in Table III.1.1. As previously mentioned, the number of students in groups of FARC 102 was decreased, whereas the number of students in FARC 101 remained steady (See [Appendix III.1.5](#)).

B1- Predesign- Preparation of architectural programs including user needs, space and equipment requirements, site conditions, related laws and standards and assessment criteria is one of the performance criteria for students of architecture. However, there was a gap of this criterion in the design education of EMU Department of Architecture during the second visit.

Department administration asked from all design courses, especially ARCH 292 – Architectural Design Studio II to ask for predesign from students and to organize submissions in relation to predesign. ARCH 292 students were asked to articulate the given preliminary architectural program and to present this in their submissions. ARCH 491 – Architectural Design V asks students to prepare architectural programs for their projects by considering different uses and users. Evidence of these efforts will be presented in the team room for visit three.

B2- Accessibility- Providing accessibility for people with physical, sensory and cognitive disabilities is a student performance criteria.

All design courses, and especially ARCH 292 - Architectural Design Studio II and ARCH 392 - Architectural Design Studio IV were asked for submissions including accessibility as a condition to pass. Accessibility is being asked from ARCH292 students and it has to be presented in their submissions. There are seminars given on this subject in ARCH 392 – Architectural Design Studio IV and ARCH 391 - Architectural Design Studio III and students are expected to provide accessibility in their projects. Also ARCH 491 - Architectural Design Studio V concerns accessibility. There are also some theory courses concerning accessibility issues. For example, Prof.Dr. Naciye Doratlı who teaches ARCH 252 – Theory of Urban Design, says that accessibility was always one of the main topics in this course. Evidence of these efforts will be given in the team room for visit three.

B4- Site design- Consideration of soil type, topography, vegetation, watershed and site drainage is a student performance criteria.

All design courses, and especially ARCH 291 – Architectural Design Studio I and ARCH 292 – Architectural Design Studio II were asked for submissions including site design. Additional readings about site design are made in ARCH 291 and additional related submissions were requested. According to the coordinator of ARCH 291 – Architectural Design Studio I Prof.Dr. Kokan Grchev, comprehensive site analysis is requested from students. Significance is put on the site design by introducing all contextual and conceptual issues and students are expected to work both on analysis (site analysis) and synthesis (site synthesis) to develop proposals related to a wider context and to design on slopy sites. Site design is also a major issue of ARCH 292 because students are expected to realize the requirements in relation to design on slopy sites. Understanding of the site and existing conditions influencing design were considered during this course. According to the coordinator of ARCH 391 – Architectural Design Studio III Assoc.Prof.Dr. Mukaddes Faslı, seminars are given in this course about site analysis and contemporary building design in historical context. Evidence of these efforts will be given in the team room for visit three.

B5- Life safety- Life safety issues with an emphasis on egress is a student performance criteria.

All design courses, and especially ARCH 392 - Architectural Design Studio IV, ARCH 491 - Architectural Design Studio V and ARCH 492 – Architecture Graduation Project were asked for submissions including solutions for life safety problems. This issue has become a priority in ARCH 392 with the use of F.D.K. Ching and S.R.Winkel’s book published by John Wiley and Sons called “Building Codes Illustrated” which includes life safety codes. There is also a seminar given about life safety issues in ARCH 392. For ARCH 492 for life safety is now a requirement to pass. A seminar about life safety is included in this course.

There is also a new elective course ARCH 373 –Life Safety in Buildings which focuses on life safety. In this course the International Building Code (IBC) and its regulations about life safety is presented in its lectures and applied in students’ design work. Evidence of these efforts will be given in the team room for visit three.

B6- Comprehensive design – Simultaneous presence of A2- Design thinking skills, A8- Ordering systems, B5- Life safety, B2- Accessibility, B4- Site design, B8- Environmental systems- is a student performance criteria. EMU Department of Architecture was also criticized about not asking for

presentation of mechanical systems in the submissions of design studios. Department administration asked all design courses to include presentation of mechanical systems in project submissions.

During visit two, ARCH 392 - Architectural Design Studio IV was arranged to provide comprehensive design. However, since Spring 2015 ARCH 491 - Architectural Design Studio V was structured to cover the issues of comprehensive design. Project size/scale and functional and contextual complexity have been reduced to allow for increased focus on detail. Additionally, expectations were increased to the level of comprehensive design. After the midterm, each studio critic commits to the performance criteria covering all till the end of the term. There is a lecture at the beginning of each class and then students are asked to complete class work in relation to the given subject. This also assists in studio-based learning.

According to the coordinator of ARCH 491 Assoc.Prof.Dr. Beser Oktay, the following items are asked from the students, in response to the criteria of design thinking skills and ordering systems:

- Typology of precedents
- Formal approach in precedents
- Critical approach to precedents
- Different points of view in precedents
- Preparation of the architectural program under the light of precedents

According to the coordinator of ARCH 491 Assoc.Prof.Dr. Beser Oktay, the following precautions are taken in order to achieve the remaining student performance criteria which are covered under comprehensive design requirement:

- B5- Life safety- A lecture is given about life safety. Necessary drawings, including system detail, are required of students' submissions. A poster is prepared by each student giving additional information about life safety issues.
- B2- Accessibility- Supplementary notes are given to students. Students are required to include accessibility issues to their architectural drawings. Instructors follow up accessibility issues before and after midterm juries.
- B4- Site design- A lecture is given to students covering all issues of site design and instructors follow up the development of the site design of students.
- B8- Environmental systems- Each semester due to the changing subject and the site, the necessary information related to environmental systems are given during the table critiques to the students. Moreover, invited instructors from Mechanical engineering or from practice come to the studio to give basics about HVAC systems to the students. Instructors also supply PPT to explain the basics of lighting, HVAC and different facade treatments for environmental design.

Evidence of these efforts will be given in the team room for visit three.

B8- Environmental systems- VTR of second visit states that ARCH 246 – Energy and Environmental Issues in Design and ARCH 348 – Building and Environmental Systems in Architecture cover environmental systems except artificial lighting and acoustics.

Department administration asked ARCH 348 to add artificial lighting and acoustics into its content. All design course instructors agreed to require student submissions incorporate to ask for submissions about all environmental systems, including artificial lighting and acoustics. Evidence of these efforts will be given in the team room for visit three.

Public access to APR's and VTR's

Final decision letter from NAAB, recent APR and recent VTR have been made accessible through the following link: <http://arch.emu.edu.tr/index.php/accreditations/naab/relevant-documents/reports/apr> and <http://arch.emu.edu.tr/index.php/accreditations/naab/relevant-documents/reports/vtr>

3.2. Responses to Causes of Concern

CONCERN A. An Expectation of a Deterioration of the Educational Achievement because of insufficiency of Physical Resources due to Growth in Student Enrolment

Growth of student enrolment was seen as positive in VTR of second visit especially because of the increase in the diversity of students. However, since this increase caused insufficiency in physical resources, it became a concern in VTR that this might cause deterioration of the educational achievement. According to [Appendix III.2.1](#) growth and diversity in EMU Department of Architecture is presented in Table III.2.1.

Table III.2.1 Growth and diversity in EMU Department of Architecture

	2013-14 Fall	2013-14 Spr.	2014-15 Fall	2014-15 Spr.	2015-16 Fall
TRNC	96	84	80	74	85
TR	362	306	355	322	385
3 rd countries	408	436	492	534	582
Total	866	826	927	930	1052

As shown in Table III.2.1, the growth in the number and diversity of students continues.

Since the concern is about the deterioration of educational achievement because of insufficient physical resources, the claim of the Department of Architecture is to demonstrate that the new developments which have been made in the physical resources since visit two can resolve most of the problems and the remaining problems take place within the short term plans of the faculty or university administration.

The developments are:

1. Since classes in other faculties (a two-minute walk from Faculty of Architecture), and in other parts of the city are used by the Department of Architecture, there are now eight additional spaces (CL109, CL209, CLA14, CE103, MESEM2, ME114, EEL11, Masder Building in the Walled City) used for didactic learning purposes. These classes have projectors, curtains and white boards. There is no lack of space for theory courses.
2. Five studios of Interior Architecture Department (A18, A27, E07, E08, E09) are available to the Department of Architecture and since Bandabulia and Masder in the Walled City are also used as studios, the overall number of studios used by Department of Architecture increased substantially. Sizes of some tables are made smaller in order to have sufficient number of tables in all studios. Stools have been renewed. Number of electrical outlets increased in all studios within the faculty for students to use their computers. Corridors of the Colored Building are open 24/7 for students to work and movable AC units will be placed here to decrease the heating and cooling problem. There will be projectors and curtains in all studios (but some curtains are damaged) and wi-fi will be usable when the third visiting team will be in Cyprus. 400 lockers will be available in April 2016.

3. Another strategy of Department of Architecture to solve studio limitation is to make changes in the weekly program of studio courses. When the visiting team came, all studio courses were on Monday and Thursday afternoons. However, during Fall 2015, FARC 101 and FARC 102 held theirs on different days of the week (see weekly program of Department of Architecture). This provided a more efficient use of studios. Thus, there is no lack of space for studio courses.
4. Since the renovation of E studios, they now have new heating/cooling systems. Renewal of heating and cooling systems in the classes and studios of the Colored Building is also on the agenda of Rector's Office. There are some split unit AC's and movable AC's used for some studios.

This means that except the renewal of heating/cooling systems in the Colored Building - which is on the agenda of Rector's Office - the need of expansion of educational space is resolved with better management of physical resources within the faculty and university and there cannot be any deterioration in educational achievement because of lack of adequate spaces in Fall 2015.

CONCERN B. The lack of sufficient space for didactic and interactive learning, the lack of appropriate computers and the lack of model making workshop as a result of sudden growth of student population

1. Lack of sufficient space for didactic and interactive learning –

Since didactic learning is learning in classes from authority figures and interactive learning happens in studios with the contribution of mentors, this concern of visiting team is already responded to under Concern A.

2. Lack of appropriate computers –

As the detailed information given in Chapter 1, computers in two of the three existing computer laboratories have been upgraded with new computers. According to the interview conducted with the Dean's Office these new computers can serve all architectural purposes except rendering. The computer laboratory, which was not updated had better capacity and newer computers at the time when the second visit took place. Thus, the computers in that laboratory were not upgraded.

Also A17 in Colored Building has already been transformed into a new computer laboratory with Thinclient computers, which can serve all architectural needs.

As detailed in Chapter 1, Faculty of Architecture provided some 2014 software, which can be used in the computer laboratories in the service of students.

ARCH 281 – Computer Aided Design is a must course about the use of Auto-Cad for 2D and 3D architectural drawings and the three existing laboratories can be used without any problems for this course. ARCH 385 – Digital Communication in Architecture is a second must course about computer graphics and making 3D drawings with Revit and BIM containing a need for rendering. The elective course ARCH 384 – Rhino for Architects also requires the facility of rendering. At the moment the last two courses are run by having low resolution rendering. However, together with the computer laboratory with Thin-Client computers, it became possible for ARCH 385 and ARCH 384 to ask for high quality rendering.

A17 is a small space and consequently there are a limited numbers of Thin-Client computers. However, it is possible for all students to experiment high quality rendering by defining smaller groups of students for these courses. If Thin-client computers will work well in coordination with the EMU Computer Center, then the number of these computers will be increased in long term. Thus, the presence of new software and Thin-Client computers (even with the limited number) considerably reduce the problems about the computer laboratories of the faculty.

3. Lack of a dedicated space for model making.

There was a model-making workshop in the Faculty of Architecture and the equipment in this workshop was renewed. However, later this space was later re-purposed and the faculty lost the model-making laboratory.

At the moment EMU-PROMER (EMU Student Project Design and Application Center) temporarily gives students of Faculty of Architecture the opportunity to work in their model-making laboratory. However this cannot be a permanent solution.

The model making workshop, which will take place in E03, will be completed in February 2016 and at that time a specialist will be assigned for its management.

CONCERN C. Lack of assigned desks for each student to use in the studios after the Foundation Program affects the number and type of student performance criteria that were found unmet.

This problem is also known as the “hot desk” problem. If there is a hot desk problem, communication of students with their colleagues and academic staff is reduced. Studio time turns out to be lost time. It decreases desire for design and delays work. Thus, it affects many student performance criteria.

Starting from Fall 2015, ARCH 392 – Architectural Design Studio IV and ARCH 491 – Architectural Design Studio V, had studios in which each student had a table. No other courses were given to these studios. Thus, it became possible for the students of these courses to use their studio 24/7. Each group representative had a key for the studio to be able to enter any time they wish to. Since the heating/cooling units of these studios, which are in the Colored Building, are old, movable AC units were added for comfort. The number of electrical outlets were increased. There will be wi-fi connection before April 2016 for the students to use their computers freely. There are already black curtains and white boards in these studios and permanent projectors will be added before April 2016. 400 lockers will also be provided in April 2016.

ARCH 391 – Architectural Design Studio III also has a special space called Bandabulia in the historical Walled City, which can be used by students 24/7. Although it is possible to use a projector in a darkened corner in Bandabulia, there is no permanent projector there. Although this is an old stone building, there is somehow a heating/cooling problem. There is no wi-fi connection and no lockers in this space. Staff and students use extension cables to compensate for an insufficient quantity of electrical outlets. However, both students and academic staff enjoy teaching/learning architecture in a historical building within a historical environment.

Since it is not expected from FARC 101 – Basic Design Studio and FARC 102 – Introductory Design Studio not to have a “hot desk” problem, the only studios which have this problem in EMU Department of Architecture are currently ARCH 291 – Architectural Design Studio I and ARCH 292 – Architectural Design Studio II.

Administrators of Faculty of Architecture are aware of the space requirement for resolving the “hot desk” problem for all studios, too. Because of the negotiations between faculty administration and Rector’s Office, the new “Green Building” project, which has been designed by the faculty staff, is expected to contain studios and classrooms of Faculty of Architecture at its first floor. When the “Green Building” structure is completed in September 2016, the “hot desk” problem of Department of Architecture will be resolved completely. The Dean’s Office requested to add the old Registrar’s Office building to the Faculty of Architecture. This building is also a good example of contemporary masonry.

CONCERN D. There is a problem in the education of basic ordering and design skills and visual communication skills in Fundamental Year studio courses. These skills are not seen in the studios of later years.

Since Department of Architecture relates this problem especially to the Foundation Year studio courses, major precautions are taken in these courses. These are as follows:

- Either the number of students in groups is decreased or the number of full-time staff is increased in FAR C101 – Basic Design Studio, FARC 102 – Introductory Design Studio, FARC 103 – Graphic Communication I and FARC 104 – Graphic Communication II. Both changes are made in FARC 102
- Since Fall 2015, each group in these courses now have a research assistant
- Some content changes are made in the exercises of FARC 101, FARC 102, FARC 103 and FARC 104 to achieve design and visual communication skills
- Passing level is raised in FARC 102, FARC 103 and FARC 104
- Exercise complexity is increased in FARC 101, FARC 102 (This became possible by giving smaller term projects), FARC 103 and FARC 104
- More focus is given to architectural issues, such as accessibility, environmental issues, space quality, and architectural drawing, in FARC 101, FARC 102, FARC 103 and FARC 104
- Students are asked to do research in FARC 101, FARC 102, FARC 103 and FARC 104 (on design principles, presentation techniques, and architectural program)
- ARCH 281 – Computer Aided Design and ARCH 385 – Architectural Drawing and Presentation Techniques are asked to support visual communication skills further. COMP course will give support to FARC 104 by teaching basic CAD
- Foundation Year theory courses (FARC 142 - Introduction to Design Technology and FARC 113 – Introduction to Design) started to support corresponding design courses
- Later design and construction courses are also asked to follow up in order to use related design and visual communication skills accordingly

Evidence of these changes will be shown in the team room for visit three.

In addition to the above precautions Department of Architecture formed an ad-hoc committee to evaluate the Foundation Year courses. Their report (See [Appendix II.3.2](#)) was approved by the Departmental Board on 17 September 2015. Interior Architecture Department formed another ad-hoc committee and this committee submitted their report (See [Appendix II.3.3](#)) in November 2015. Finally a Faculty Board meeting was organized on 7 and 8 December 2015 and further decisions were taken in order to improve the education in the Foundation Year. The decisions made in this meeting contain the following additional precautions:

- Coordination of groups in one studio, coordination of each studio course and coordination of Foundation Year were considered and new decisions were made

- Students coming after midterm exam will not be registered to FARC 101 and FARC 102 from Spring 2016 onwards
- There will be common activities to provide vertical coordination between the studios

The claim of Department of Architecture is that these changes can solve the problems in the Foundation Year. Evidence of these efforts will be presented in the team room for visit three.

3.3. Summary of Responses to Changes in the NAAB Conditions –

Table III.3.1 outlines the improvements in physical resources of EMU Department of Architecture. Table III.3.2 outlines the improvements made in statistical reports. Table III.3.3 outlines the improvements in Student Performance Criteria which are not yet met. Table III.3.4 outlines the improvements about the public access to APR's and VTR's.

Table III.3.1 Improvements in physical resources of EMU Department of Architecture

Not met issues in relation to Physical Resources	Problem specification	Already realized	Will be ready for visit three	Will be realized in future
Didactic learning capacity	1. Expansion of number of classes is needed	Use of 8 additional classes outside the Faculty building.	There will be 2 new archives with shelves.	*The new "Green Building" will contain studios and classrooms of Faculty of Architecture. *Application is made for the old Registrar's Office building to be given to Faculty of Architecture.
	2. Need for projectors and curtains	There are projectors, curtains and white boards in all classes.		
	3. Sufficient seats for students	Number of seats are more than number of students.		
Studio based and interactive learning	1. Expansion and improvement of studio space is needed	*Use of Bandabulya Building as a studio. *Sharing 5 studios with Interior Architecture Department. *Total renewal of E studios including heating/cooling facilities.		
	2. Hot desk problem	*ARCH 392 and ARCH 491 studios are not used for other courses. They are 24/7 open and	*400 new lockers are planned to be ordered and installed.	*Renewal of heating and cooling systems in the Colored

		<p>movable heating units are added to these studios.</p> <p>*Corridors of Coloured Building is used 24/7 as working places. Movable AC units are added.</p> <p>*Sizes of some tables are reduced and number of tables in studios is increased.</p> <p>*Most of the stools are renewed.</p>		<p>Building is on the agenda of Rector's Office.</p> <p>*Cameras are demanded from the Rector's Office.</p>
	<p>3. Spaces to support full range of faculty roles</p> <ul style="list-style-type: none"> - Presentation - Research - Mentoring - Advising 	<p>*There are curtains in all studios, but some of them are damaged.</p> <p>*Number of electrical outlets is increased in all studios.</p> <p>*Archive spaces are renewed.</p>	<p>*Projectors of the studios *Wi-fi will be ready.</p>	
Model-making workshop	1. Space for model-making workshop	EMU-PROMER gives architecture students the opportunity to use their model-making workshop.	The new modeling lab of Faculty of Architecture will be ready.	
	2. A specialist responsible for the workshop		When space will be ready, specialist will be assigned.	
Computer resources are outdated	<p>1. Computer hardware is old</p> <p>2. Computer software is old</p>	<p>*There is a new computer lab with Thinclient computers.</p> <p>*2 of the 3 existing labs are upgraded. The third one was in a better condition.</p> <p>*Some new software is provided.</p> <p>*There is a stationery in the faculty to print-out and plot the drawings.</p>		<p>If Thinclient computers can work well in Computer Center, the number of them will be increased.</p>
Universal accessibility problem	1. Elevators and ramps	Entrance floor of Colored Building is accessible with ramps.	<p>*Elevator of Colored Building will be ready.</p> <p>*There will be a temporary solution for the</p>	<p>*Infrastructure of the elevator for the Office Building is ready, elevator will be installed.</p> <p>*Ramp of Office</p>

			ramp for Office Building.	Building will be ready in time.
	2. WCs for disabled	There is a disabled WC at the ground floor of Colored Building.	There will be a disabled WC in the Office Building.	
	3. Requirements for the visually impaired	Campus is ready.	Faculty of Architecture buildings will be ready.	
	4. Parking for disabled		Will be ready.	
	5. Outdoor ballustrades			Included to a project and will be ready within a year.
	6. Emergency exits with self-sufficient lighting system		A project has been done and it will be partially applied.	A project has been done and it will be finalized later.
Heating and cooling problems	1. No sufficient heating and cooling in spaces	*Heating/cooling systems in the E studios are renewed. *Split unit and movable AC's are supporting some spaces.		*Renewal of heating and cooling in Colored Building systems is on the agenda of Rector's Office.
Stronger and wider wi-fi connection	1. Wi-fi is not reachable in many places and it is weak.		Will be usable and stronger.	
Archive	1. Lack of shelves		Will be ready in the new archive area	
Use of digital media	1. Use of digital media	The rules of using digital media has been studied and suggested by the Rector's Office to be included to the bylaw of EMU Ethics Committee.		

Tablo III.3.2 Improvements made in statistical reports

Not met issues in relation to statistical reports	Problem formulation	Already realized	Will be ready for visit three	Will be realized in future
Qualification of the recently admitted students	1. Qualification of students from different countries	Takes place in APR Part I, Section 3.		

	2. How does Department of Architecture pick them?	Takes place in APR Part I, Section 3.		
Requisite information on faculty maintaining licence	1. Membership of academic staff to various chambers of architects	Takes place in APR Part I, Section 3.		
Activities and career development of alumni/alumnae	1. Activities of APOP	Takes place in APR Part I, Section 3.		
	2. Closer relationship with MIKA	The relationship of APOP with MIKA takes place in APR Part I.		
	3. Initiation of alumni news-letter.		The first issue will be sent to alumni December 2015.	

Table III.3.3 Improvements in Student Performance Criteria which are not yet met

Not met issues in relation to Student Performance Criteria	Already realized	Will be ready for visit three	Will be realized in future
A2- Design thinking skills	<p>*Sizes and phases of FARC 101 exercises, limitations and expectations are changed. Alternative design solutions requested.</p> <p>*FARC 113 started to support FARC 101.</p> <p>*Group discussion based studio learning, use of abstract ideas and analysis of environment and reflection of the concepts/ideas to the project is applied in FARC 102. Students are asked to make interpretations through sketching and modelling. Passing level has been increased</p> <p>*All design courses are expected to follow up use of this skill.</p> <p>*Number of full-time staff has been increased in FARC 101 and FARC 102. Number of students in groups of FARC 102 has been decreased.</p>	<p>*Betterment of the new approach for FARC 101 and FARC 102.</p> <p>*A better coordination system will be realized for Foundation Year.</p>	
A3- Visual communication skills	*Exercises of FARC 103 and FARC 104 started to focus on architecture rather than industrial objects. Exercise complexity has	*Betterment of changes for FARC 101 and FARC	

	<p>been increased. Students are asked to conduct research. Some content changes have been made.</p> <p>*FARC 101 and FARC 102 made some changes in their content and expectations.</p> <p>*ARCH 305 is opened.</p> <p>*ARCH 281 and ARCH 385 started to support development of this skill further.</p> <p>*Archi-extra program activities started to support this skill.</p> <p>*Number of students in groups decreased for FARC 103 and FARC 102.</p> <p>*Passing level has been increased in FARC 102, FARC 103, FARC 104 and ARCH 281.</p>	<p>102.</p> <p>*A better coordination system will be realized in the Foundation Year.</p> <p>*COMP (computer) courses will support FARC 104 by teaching basic CAD.</p>	
A6- Fundamental design skills	<p>*Human dimensions, space, space quality, accessibility, etc. are discussed in FARC 101.</p> <p>*Fundamental design skills is applied on a given site in FARC 102. Exercise complexity is increased.</p> <p>*Students are asked to research fundamental design requirements in FARC 101 and FARC 102.</p> <p>*FARC 142 and ARCH 246 started to support design courses.</p> <p>*All design courses are asked to realize this skill.</p> <p>*Ratio of full-time teachers have been increased in FARC 101 and FARC 102.</p> <p>*Number of students in groups decreased for FARC 102.</p> <p>*Passing level has been increased for FARC 102.</p>	<p>*Betterment of the new approach for FARC 101 and FARC 102.</p> <p>*A better coordination system will be realized in Foundation Year.</p>	
A7- Use of precedents	<p>*ARCH 292 asked submissions about the use of precedents.</p> <p>*ARCH 226 started to give a term project in relation to use of precedents.</p> <p>*In ARCH 491 students started to research precedents.</p>		
A8- Ordering systems	<p>*Exercises have been changed in FARC 101 and FARC 102.</p> <p>*Other design courses are asked to consider ordering systems.</p> <p>*ARCH 225 started to include ordering systems.</p> <p>*Ratio of full-time teachers have been</p>	<p>*Betterment of the new approach for FARC 101 and FARC 102.</p> <p>*A better coordination system will be</p>	

	<p>increased in FACR 101 and FARC 102.</p> <p>*Number of students in groups decreased for FARC 102.</p> <p>*Passing level has been increased for FARC 102.</p>	realized in Foundation Year.	
B1- Predesign	<p>*ARCH 292 asked predesign from students.</p> <p>* All design courses were asked to consider predesign.</p> <p>* ARCH 491 started to ask students to prepare architectural programs.</p>		
B2- Accessibility	<p>*ARCH 292 and ARCH 392 asked for submissions including accessibility as a condition to pass.</p> <p>*All design courses were asked to consider accessibility.</p> <p>*ARCH 491 concerns about accessibility.</p>		
B4- Site design	<p>*Department administration asked from all design courses and especially ARCH 291 and ARCH 292 to ask for submissions including site design.</p> <p>*Additional readings about site design are made in ARCH 291.</p>		
B5- Life safety	<p>*ARCH 392, ARCH 491 and ARCH 492 asked for submissions including life safety issues. Seminars are given about life safety issues in these courses.</p> <p>*All design courses were asked to consider life safety issues.</p> <p>*The book called “Building Codes Illustrated” of Ching has started to be used in ARCH 392.</p> <p>*ARCH 373 is opened.</p>		
B6- Comprehensive design	<p>*ARCH 491 has been reorganized to cover comprehensive design. There are also seminars on each issue.</p> <p>*All design courses included presentation of mechanical systems into project submissions.</p>		
B8- Environmental systems	<p>*ARCH 348 added artificial lighting and acoustics into its content.</p> <p>*All design courses started to ask for submissions about environmental systems including artificial lighting and acoustics.</p>		

Table III.3.4 Improvements about the public access to APR's and VTR's

Not met issues in relation to access to APR's and VTR's	Already realized	Will be ready for visit three	Will be realized in future
Public access to APR's and VTR's	The link is given above.		

The visiting team of visit two also asked from Department of Architecture to give information about the books, journals and data-bases about architecture in the main EMU library. They questioned whether these resources in the library were up-to-date. According to the information taken from the Dean's Office, the last order was sent to library on 27 May 2015 in order to add 17 books (See [Appendix III.3.1](#)) to the architecture section. New book list including more than 200 books were delivered to the Dean's Office to be sent to Library. Recently, no orders were placed in 2015 to subscribe to new journals and data-bases directly about architecture. However, most of the recently subscribed data-bases of other disciplines can also be used for research in architecture because many areas in architecture are fed by the knowledge from other disciplines.

3.4. Areas and levels of excellence

As it is seen from the above explanations serious efforts were made to improve the “not met” and “not yet met” issues defined by the VTR of the second visit. Although considerable gain was made in these improvements, further efforts are needed to resolve remaining problems such as renewal of heating and cooling systems in the Colored Building, completion of emergency exits, model-making workshop and outdoor balustrades.

At the end of Chapter 3, Department of Architecture would like to emphasize the levels of excellence of the Department in order to highlight the distinction of the Department in comparison to most of the other departments of architecture within other universities in North Cyprus and the Middle East.

VTR of the second visit also declared that EMU Department of Architecture has three levels of excellence. These are:

- Learning culture and social equity
- Long-range planning
- Self-assessment procedures

Department of Architecture would also like to emphasize the diversity and the multi-ethnicity of the student body (See Part I, Section I), which facilitates all students of architecture to develop a sensitivity and understanding of those whose views and perspectives and, moreover, are then able to integrate this into their work and daily life. This, in turn, contributes to the design thinking skills of students by encouraging them to be more critical, precise and open to alternative points of view.

Efforts of Faculty of Architecture and Department of Architecture towards relating architectural education to public good and social responsibility by organizing many projects and actions and initiating students into most of these can also be incorporated as an excellence by the Department of Architecture (See Part I, Section I). This attitude, embraced by all academic staff, also contributes to the critical and democratic nature of the Faculty and Department.

Academic staff of EMU Department of Architecture can be presented as more professional academics when their efforts in research and international publications are considered (See Part I, Section II).

EMU Department of Architecture is distinctively different from other departments of architecture in North Cyprus and many departments of architecture in Turkey and the Middle East.

It is acknowledged by the Department of Architecture that these excellences cannot be seen as excuses for the challenges regarding to physical resources and skills of students in design. However, all academic staff within the department believe that these issues will be resolved within a short time period.

PART FOUR (IV): SUPPLEMENTAL INFORMATION

PART FOUR (IV): SECTION 1– COURSE DESCRIPTION

Number & Title of Course (total credits awarded):

FARC 101, Basic Design Studio, 6 credits

Course Description (limit 25 words):

To create a visual vocabulary through 2 and 3 dimensional exercises; design elements and design principles; problem solving exercises to enhance students' mental and manual skills; and with emphasis on creativity, and critical thinking.

Course Goals & Objectives (list):

- Knowledge of basic design elements and principles at understanding level
- Knowledge of shared foundations of fine arts and design (western traditions) at awareness level
- Ability to deal with simple design problems with limited number of variables
- A basic knowledge about form-function relationship at understanding level
- A basic knowledge on human-space relationship at understanding level
- Formal ordering systems at awareness level,
- Structural awareness

Student Performance Criterion addressed (list number and title):

A.5. Investigative Skills

A.8. Ordering Systems Skills

Topical Outline (include percentage of time in course spent in each subject area):

Research (Making Research and Designing 2D Composition): %5

Assignment 1(Stages until Mid-term): %40

-Phase 1 (Making Research, Designing 2D Composition and Graphical Thinking): %5

-Phase 2 (Gestalt Laws, Design Elements, Design Principles, Transformation, 2D Composition and Graphical Thinking): %5

-Phase 3 (Gestalt Laws, Design Elements, Design Principles, Transformation, 2D Composition and Graphical Thinking): %5

-Phase 4 (Gestalt Laws, Design Elements, Design Principles, Colour, Transformation and Graphical Thinking): %15

-Phase 5 (Gestalt Laws, Design Elements, Design Principles, Colour, Transformation, 3D Composition and Graphical Thinking): % 10

Assignment 2 (After Mid-term):

(Human Scale, Definition of Space, Types of Space, Spatial Hierarchy, Vertical Circulation, Horizontal Circulation, Space-Function Relationship, Human-space relationship, Entrance Definition): %45

Process and Progress (Design Process): %10

Prerequisites:

None

Textbooks/Learning Resources:

None

Offered (semester and year):

Fall / Spring Semesters

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Assoc. Prof. Dr. Resmiye Alpar Atun

Assoc. Prof. Dr. Nil P. Şahin

Assist. Prof. Dr. Nazife Özay

Assist. Prof. Dr. Nevter Zafer Cömert

Assist. Prof. Dr. Guita Farivarsadri

Assist. Prof. Dr. Badiosadat Hassanpour

Assist. Prof. Dr. Müge Rıza

Assist. Prof. Dr. Öznem Şahali Kovancı

Part-time Instructors: Zehra Babutsalı Alpler, Cenk Atun, Sevil Aydınlık, Mustafa Batıbeniz, Zeref Birsnel, Ahenk Yılgin Damgacı, Begüm Dörter, Halide Eroğul, Defne Feridun Kara, Armağan Karabulut, Kemal Kasapoğlu, Ceren Kürüm, Anton Dragan Maslic, Makbule Oktay, Ali Tanrıkul, Bedia Tekbıyık Tekin, Bahar Uluçay, Zafer Cafer Volkan

Gökhan Varol (Teaching Assistant)

Number & Title of Course (total credits awarded):

FARC 103, Graphic Communication I, 3 credits

Course Description (limit 25 words):

This is an introductory course which aims to develop students' skills at design drawing and visualization through the basic understanding of 2D and 3D drawings which comprises

- Orthographic drawing (multi view drawing of 3D volumes)
- Paraline drawing (isometric/axonometric construction/ plan and elevation oblique)
- Perspective drawing (Single Vanishing Point, Double VP and Multi-VP) orthographic, paraline and perspective drawing.

Course Goals & Objectives (list):

- Understanding of the basic elements of communication in the field of architecture and interior architecture.
- Developing a broad and flexible graphic language from which student shall benefit in his/her design courses.

Student Performance Criterion addressed (list number and title):

A.3. Visual Communication Skills

Topical Outline (include percentage of time in course spent in each subject area):

Orthographic Drawings: 30%

Paraline Drawings: 30%

Perspective Drawings: 15%

Architectural Drawing: 25%

Prerequisites:

None

Textbooks/Learning Resources:

Ching, Francis, (1996) Architectural Graphics, Third Edition, Van Nostrand Reinhold, New York.

Ching, Francis, (1998) Design Drawing, Third Edition, Van Nostrand Reinhold, New York.

Cooper, Douglas, (1992) Drawing and Perceiving, Second Edition, Van Nostrand Reinhold, New York.

Denton, Craig, Graphics for Visual Communication, Wm. C. Brown Publishers Dubuque, IA, 1992.

Griffin, Anthony, W.,(1998) Introduction to Architectural Presentation Graphics, Prentice Hall Upper Saddle Ri.,

Lin, Mike, W.,(1993) Drawing and Designing with Confidence: a step-by-step guide, John Wiley & Sons Inc. New York.

Matthews, Clifford, (2000) A Guide to Presenting Technical Information: Effective Graphic Communication, Professional engineering pub. London.

Uddin, M. Saleh,(1997) Composite Drawing: Techniques for Architectural Design Presentation, McGraw-Hill, New York.

Yee, Rendow,(1997) Architectural Drawing: A Visual Compending of Types and Methods, John Wiley & Sons Inc. New York.

Offered (semester and year):

Fall/Spring Semesters

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Assist. Prof. Dr. Pınar Uluçay Esra Can Akbil (Part-time Instructor)

Zehra Babutsalı Alpler (Part-time Instructor) Sevil Aydınlık (Part-time Instructor)

Mustafa Batıbeniz (Part-time Instructor) Zeref Bırsel (Part-time Instructor)

Armağan Karabulut (Part-time Instructor) Kemal Kasapoğlu (Part-time Instructor)

Ahmet Özenç (Part-time Instructor) Ali Tanrikul (Part-time Instructor)

Bahar Uluçay (Part-time Instructor) Zafer Cafer Volkan (Part-time Instructor)

Number & Title of Course (total credits awarded):

FARC 113, Introduction to Design, 3 credits

Course Description (limit 25 words):

The course introduces basic vocabulary of art and design, their elements and organizational principles, visual perception and the role of culture through the design process.

Course Goals & Objectives (list):

- Provides students theoretical information about the basic concepts and vocabulary common in all fields of design.
- This information will create a base for the work and discussions in design studio.
- Through this course students learn about various aspects related to creation of design work and perception of their environment, culture, the cultural differences, their effect on life styles, etc.

Student Performance Criterion addressed (list number and title):

A.5. Investigative Skills

A.8. Ordering System Skills

Topical Outline (include percentage of time in course spent in each subject area):

Role of culture for design: 5%

Design Elements and their characteristics: 10%

Visual Perception: 10%

Design Principles: 15%

Color & Texture: 15%

Proportioning Systems: 15%

Form and Space: 10%

Spatial definition: 10%

Design Process: 10%

Prerequisites:

None

Textbooks/Learning Resources:

Ching, F., (2007), Architecture, Form Space and Order (3rd edition), Wiley Pub.

Snyder, J.C., (1979) Introduction to Architecture, McGraw-Hill Pub., New York.

Lang, J., (1987) Creating Architectural Theory, Van Nostrand Reinhold, New York.

Wallschlaeger, C. & Busic-Snyder, (1992), C. Basic Visual Concepts and Principles, W C. Brown Pub., Dubuque.

Offered (semester and year):

Fall/Spring Semesters

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Assoc.Prof.Dr. Resmiye Alpar Atun

Assist. Prof. Dr. Guita Farivarsadri

Assist. Prof. Dr. Nazife Özay

Assist. Prof. Dr. Müge Rıza

Assist. Prof. Dr. Pınar Uluçay

Ceren Kürüm (Part-time Instructor)

Bahar Uluçay (Part-time Instructor)

Ghazal Farjami Ardekani (Teaching Assistant)

Number & Title of Course (total credits awarded):

FARC 102, Introductory Design Studio, 6 credits

Course Description (limit 25 words):

Exercises on forms, space, function, material, structure and scale, transition from abstract problems to concrete ones, the role of cultural and physical dimensions in design.

Course Goals & Objectives (list):

- The approach involves developing an awareness of relationship of concepts such as: structures, architectural form and space, natural light and light control, building materials, vertical circulation as well as horizontal to be solved within real-cases (function), ergonomics, scale, the idea of context (site/the physical one-topography, access, land utilization, climate, sun orientation, simple landscaping- and the cultural context to provide possible clues for architectural concepts).
- Emphasis continues to be on integration of basic design principles with 3-D organization while improving graphic communication skills. Moving from transitional projects to more concrete architectural design exercises with different stages of the projects. Scenario preparation to describe activities leading to architectural programming.
- This course aims to familiarize students of Architecture, Interior Architecture and Industrial Design with the basic issues of Design and also to introduce these issues with the help of a small scaled introductory design project.

Student Performance Criterion addressed (list number and title):

A.2. Design Thinking Skills

A.5. Investigative Skills

Topical Outline (include percentage of time in course spent in each subject area):

- **Warm-up project 1 (within process grade)**
 - **Design Project Part 1 (%45-a+b+c) HABITAT FOR CRAFTSMAN (ARTISIAN)”**
 - a. Site Analysis + Scenario Development + Concept development (%10)
 - b. Interim evaluation (Accessibility- Layout- preliminary plan organization+Section+Elevation- Model (1/100) (10%)
 - c. Midterm Evaluation (25%)
 - **Design Project Part 2 (%45-a+b+c) HABITAT FOR CRAFTSMAN (ARTISIAN)”**
 - e. In-term evaluation (10%) (Detailed Layout- plan organization+Section+Elevation- Model (1/50)
 - f. Pre-Final evaluation (10%)
 - g. Final Evaluation (25%)
- Process and Progress (%10)**

Prerequisites:

FARC 101

Textbooks/Learning Resources:

None

Offered (semester and year):

Fall/Spring Semesters

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Assoc. Prof. Dr. Resmiye A.Atun

Assoc. Prof. Dr. Rafooneh M.Sani

Assoc. Prof. Dr. Nil P. Şahin

Assist. Prof. Dr. Nevter Zafer Cömert

Assist. Prof. Dr. Guita Farivarsadri

Assist. Prof. Dr. Nazife Özay

Assist. Prof. Dr. Müge Rıza

Assist. Prof. Dr. Öznem Şahali Kovancı

Part-time Instructors: Cenk Atun, Sevil Aydınlık, Mustafa Batıbeniz, Zeref Bırsel, Halide Eroğul, Defne Feridun Kara, Kemal Kasapoğlu, Anton Dragan Maslic, Makbule Oktay, Gaye Şenyaşa, Ali Tanrıkul, Bahar Uluçay, Zafer Cafer Volkan

Number & Title of Course (total credits awarded):

FARC 104, Graphic Communication II, 3 credits

Course Description (limit 25 words):

Technical drawing skills for graphic communication in architecture including two and three dimensional drawings in 1/100 and 1/50 scales.

Course Goals & Objectives (list):

- Applying orthographic drawing (multi view drawing of 3D volumes- plan, section and elevation drawings) of relevant design product including the spaces within and around the object at competency level
- Applying paraline drawing (isometric/axonometric and oblique construction of relevant design product) at competency level - represent their design ideas by using proper graphic techniques
- Understanding the basic vocabulary on structural systems and being able to represent them graphically at awareness level

Student Performance Criterion addressed (list number and title):

A.3. Visual Communication Skills

Topical Outline (include percentage of time in course spent in each subject area):

Site plan drawing: 10 %

Drawing architectural plans in 1/100 scale: 10 %

Understanding how to express structural system in plan drawing: 10 %

Drawing architectural sections including staircase in 1/100 scale: 10 %

Understanding how to express structural system in section drawing: 10 %

Drawing architectural elevations in 1/100 scale: 10 %

Drawing architectural conventions in digital media: 25 %

Architectural drawing techniques in 1/50 scale: 10 %

Coordination with FARC 102 Basic Design course: 5 %

Prerequisites:

FARC 103 Graphic Communication I

Textbooks/Learning Resources:

Ching, F.D.K. (2009), Architectural Graphics, Wiley.

Denton, C.(1992), Graphics for visual communication, Wm. C. Brown Publishers, Dubuque, IA.

Goldman, G. (1997), Architectural graphics: traditional and digital communication, Prentice Hall.

Uddin, M. S. (1997), Composite drawing : techniques for architectural design presentation, McGraw-Hill NY.

Offered (semester and year):

Fall / Spring Semesters

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Assist. Prof. Dr. Hacer Başarır

Assist. Prof. Dr. Nevter Zafer Cömert

Zeref Bırsel (Part-Time Instructor)

Cem Kara (Part-Time Instructor)

Kemal Kasapoğlu (Part-Time Instructor)

Mehmet Sinan (Part-Time Instructor)

Bedia Tekbıyık Tekin (Part-time Instructor)

Bahar Uluçay (Part-Time Instructor)

Zafer Cafer Volkan (Part-Time Instructor)

Number & Title of Course (total credits awarded):

FARC 142, Introduction to Design Technology, 3 credits

Course Description (limit 25 words):

Integration of design thinking with the appropriate structure and technology; history of design technology, structural logic, form, structure and material, sustainable and innovative aspects of design technology.

Course Goals & Objectives (list):

- Understand relationship between technology and design,
- Integrate the design thinking with the appropriate structure, and environment solution
- Technical understanding of main building structures and components
- Basic building materials and innovative materials
- Sustainability and ecological design

Student Performance Criterion addressed (list number and title):

A.11. Applied Research

Topical Outline (include percentage of time in course spent in each subject area):

Introduction and general description of the course, Definition of basic terminologies of design technologies: %8
User & Design Technology: %8
Function and Aesthetics & Design Technology: %8
Structure & Design Technology: %20
Manufacturing & Design Technology: %8
Materials & Design Technology: %10
Sustainability & Design Technology: %8
Design Project: %30

Prerequisites:

None

Textbooks/Learning Resources:

Silver, P., Mclean, W., (2008) Introduction to Architectural Technology, Laurence King Publishing.
Ching, F.D.K., (1991) Building Construction Illustrated-second edition., John Willey & Sons, Inc., Canada.
Engel H., (1997) Structure Systems, Published by Gerd Hatje, printed by Max Dorn Press, Germany,
Dinsev M., (2003) Conceptual Site Investigations for the Selection of Optimal Structural Systems on Preliminary Design Stage, MS thesis, Eastern Mediterranean University, Cyprus.
Foster, J.S., (1994) Mitchell's Building Series-Structure and Fabric, Part 1, Fifth Edition., Longman.
Foster, J.S and Harington, R., (2000) Mitchell's Structure & Fabric Part 2, sixth edition, Longman.
Osborn D. and Greeno R., (1997), Mitchell's Building Series, Introduction to Building, Second edition, Longman.
Rush, R. D., (1986) The Building Systems Handbook., Butterworth, AIA, New York.,
Seeley, I.H., (1995) Building Technology. Fifth Edition. NY: Palgrave Macmillan.

Offered (semester and year):

Fall/Spring Semesters

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Assoc. Prof. Dr. S. Müjdem Vural
Assist. Prof. Dr. Polat Hançer
Mustafa Dinsev (Part-time Instructor)
Sertaç İltter (Part-time Instructor)
Aminreza İranmanesh (Teaching Assistant)
Ehsan Reza (Teaching Assistant)

Number & Title of Course:

ARCH 114, Human and Socio-Cultural Factors in Design, 3 credits

Course Description:

This course contains a survey of relations between the human being as the primary determinant in shaping built environment, social/ cultural factors, and architectural design.

Course Goals & Objectives:

- Exploring how human factors influence the design and occupancy of the architectural spaces.
- Introducing ergonomics and anthropometrics (human dimensions) and activities of the human being and association of these factors with design
- Investigating key issues of social and cultural life including interaction between individuals from various user groups in reference to private, public, semi-private and semi-public spaces in and around other buildings
- Introducing cultural differences in human interaction based on a complex set of hierarchies, social norms, behavior, translated into the design solutions

Student Performance Criterion addressed:

A.10. Cultural Diversity

C. 2. Human Behavior

Topical Outline:

Intro: Built Environment and Human Behavior: 8%

Human Dimensions (Anthropometrics/Ergonomics/Universal Design/ Designs for Disable People): 23%

Social Dimensions (Social behavior and spatial behavior, Privacy, Territoriality, Place Attachment & Cognitive Maps):23%

Behavioral Settings (Personalization and Status/ Place Demarcation/Proxemics Theory / Environmental Stress:

Density & Crowding): 30%

Cultural Settings, Social Norms, and Attitudes: 16%

Prerequisites:

None

Textbooks/Learning Resources:

Pheasant, Stephen, (2003) "Body space: Anthropometry, Ergonomics and the Design of Work", Taylor & Francis,

Lang, Jon, (1987) "Creating Architectural Theory: The Role of the Behavioral Sciences in Environmental Design", Van Nostrand Reinhold

S.J. Uljaszek& C.G.N. Mascie-Taylor, (1994) "Anthropometry: the individual and the population", Cambridge University Press

C.M. Deasy, (1985) "Designing Places for People: A Handbook on Human Behavior for Architects, Designers and Facility Managers", Whitney Library of Design

De Chiara, Joseph, (1991) "Time-saver standards for interior design and space planning", McGraw-Hill, New York

Rapoport, Amos, (1980) "The Meaning of the Built Environment", The University Of Arizona, 1990

Neufert, E., (1995) "Architects' data", Originally published: London : Granada, 1981, Oxford ; Cambridge, MA : Blackwell Science

Tuan, Yi-Fu, (2001) "Space and Place: The Perspective of Experience", University of Minnesota

Offered (semester and year):

Fall/Spring/ Summer Semesters

Faculty assigned:

Assoc. Prof. Dr. Rafooneh M.Sani

Assist. Prof. Dr. Badiosadat Hassanpour

Ghazal Farjami (Teaching Assistant)

Assoc. Prof. Dr. Ege Uluca Tümer

Ceren Kürüm (Part-time Instructor)

Number & Title of Course (total credits awarded):

ARCH 291, Architectural Design Studio I, 6 credits

Course Description (limit 25 words):

A studio course designed to develop an understanding of form, function and space relations through exercises with limited complexities emphasizing architectural design process including site and literature survey, functional diagrams and program concepts, human and social factors.

Course Goals & Objectives (list):

- The main aim of ARCH 291 Design Studio is to give students an introductory yet comprehensive overview of design activity with its relevant procedural and product properties.
- Students are expected to deal with the main issues of designing a social and communal building for a specific user group (aged, interest, activity group, etc.) in the characteristic rural-vernacular context; to combine functional requirements with the fundamental space qualities in relation to site qualities.

Student Performance Criterion addressed (list number and title):

A.2. Design Thinking Skills
A.6. Fundamental Design Skills
C.2. Human Behaviour

Topical Outline (include percentage of time in course spent in each subject area):

Site Analysis (Discussion and working on site analysis and findings of natural, architectural and social characteristics of the given context): %15
Program specification and literature survey: %10
Proposing Initial Design Ideas (1/1000, 1/500, 1/200):%20
Development of Design Proposal (1/500, 1/200): %30
Improvement of Design proposal (1/200, 1/100): %20
Presentation of Design proposal (1/500, 1/200, 1/100):%5

Prerequisites:

FARC 102, 103

Textbooks/Learning Resources:

Design studio is based mostly on individual creative work of students. None particular textbook is required. Visiting the library and the survey of leading architectural journals: Architectural Review, B+W, In Detail, Architectural Design and others most recently published is a must. Handouts delivered to students: Standards and dimensions of basic housing units; Standards for horizontal and vertical circulation elements design; ACAD standards for graphic presentation of project designs; Basic graphic presentation manuals (for all levels of design presentation); All lectures given are available as handouts on the Facebook page of Arch 291 design studio

Offered (semester and year):

Fall/Spring Semesters

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Prof. Dr. Kokan Grchev	<i>Onur Olguner</i> (Part-time Instructor)
Assoc. Prof. Dr. <i>Türkan Uluşu Uraz</i>	Kemal Kasapoğlu (Part-time Instructor)
Assist. Prof. Dr. Ercan Hoşkara	Mehmet Sinan (Part-time Instructor)
Assist. Prof. Dr. Pınar Uluçay	Gaye Şenyaşa (Part-time Instructor)
	Bedia Tekbıyık Tekin (Part-time Instructor)
	Cemaliye Eken (Teaching Assistant)
	Ehsan Reza (Teaching Assistant)

Number & Title of Course (total credits awarded):

ARCH 213, Ecological Issues in Architecture, 3 credits

Course Description (limit 25 words):

It focuses on a range of multifaceted issues towards the delivery of basic knowledge for understanding the significance of ecological issues in shaping the built environment in relation to social, cultural and natural context.

Course Goals & Objectives (list):

- Learning important terminologies and concepts underlying ecological approach to architecture
- Understanding primary reasons and arguments underlying the rapidly expanding ecological design movement
- Learning sustainable architecture and its various dimensions and tools (designing with climate, consideration of contextual issues, utilization of ecological materials and latest construction techniques, environmental impact assessment of buildings)
- Understanding traditional precedents in order to draw lessons for contemporary cases.
- Learning from contemporary precedents designed with an ecological sensitivity.

Student Performance Criterion addressed (list number and title):

B.3.Sustainability

Topical Outline (include percentage of time in course spent in each subject area):

Climate change-environmental pollution-ecological footprint on the environment-environmental ethics-raise of environmental awareness- 3-4 weeks :(33 %)

Terminologies and concepts of relating to ecological approach in architecture-designing with climate-passive solar design-alternative energy systems-the selection of materials according to their environmental impacts-ecological settlements-green building rating systems - 7-8 weeks : (67%)

Prerequisites:

None

Textbooks/Learning Resources:

Steele, James, (2005) Ecological Architecture, A Critical History, James & Hudson, London

Day, Christopher,(2002)Spirit & Place: Healing Our Environment, Healing Environment, Architectural Press, Oxford; Boston

Jones, David Lloyd, (1998) Architecture and the Environment: Contemporary Green Buildings, Overlook Press, Woodstock, N.Y.

Stitt, Fred A. (1999) Ecological Design Handbook: Sustainable Strategies For Architecture, Mc Graw-Hill, London

Todd, Nancy Jack, (1994) From Eco-Cities To Living Machines: Principles of Ecological Design, North Atlantic Books, Berkeley, California

Yeang, Ken, (1995)Designing With Nature: The Ecological Basis For Architectural Design, McGraw-Hill, New York

Vale, Brenda. (1991) Green Architecture: Design For An Energy-Conscious Future, Little, Brown, Boston

Offered (semester and year):

Fall/Spring Semesters

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Assist. Prof. Dr. Harun Sevinç

Assist. Prof. Dr. Pınar Uluçay

Kemal Kasapoğlu (Part-time Instructor)

Number & Title of Course (total credits awarded):

ARCH 225, History and Theories of Architecture I, 3 credits

Course Description (limit 25 words):

This is a survey of the evolution of architecture through a theoretical perspective covering a timeline from prehistory to the end of the Middle Age.

Course Goals & Objectives (list):

- Students will be provided with an introductory yet comprehensive theoretical overview of the historical survey of architecture and design.
- Besides the evolution of architecture and art, students will learn the historical background such as the impact of sociopolitical and cultural events on the evolution of architecture and settlements.
- Through the knowledge gained by learning the globally appreciated monuments and the philosophies that shaped them, it is intended to create talented, creative, distinguished and skillful architects with high intellectual capacity who also would reveal leadership personalities with high sensibility in the protection and preservation of the historical environment.

Student Performance Criterion addressed (list number and title):

A.7. Use of Precedents

A.9. Historical Traditions and Global Culture

Topical Outline (include percentage of time in course spent in each subject area):

Introduction and Prehistoric Architecture and Art: 5%

Near-Eastern Architecture (Egypt, Mesopotamia, Anatolia and Persia): 25%

Greek and Roman Architecture: 20%

Early Christian and Medieval Architecture: 20%

Islamic Architecture: 20%

Protection & Preservation of the historic environment: 10%

Prerequisites:

None

Textbooks/Learning Resources:

Ching, F. D. K., Jarzombek, M. M. & Prakash, V. (2007). A Global History of Architecture, Jew Jersey: John Wiley & Sons.

Gardiner, Stephen (1993). Introduction to Architecture, London: Chancellor Press

Watkin, David (2000). A History of Western Architecture, London: Laurence King Publishers.

Lecture Notes by Netice Yıldız. Notes on the web page: <http://moodleonline.emu.edu.tr/arch225>

Offered (semester and year):

Fall/Spring Semesters

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Assoc. Prof. Dr. *Netice Yıldız*

Number & Title of Course (total credits awarded):

ARCH 235, Introduction to Tectonics of Structural Systems, 3 credits

Course Description (limit 25 words):

A course covering the relationship between structural behavior, form and tectonics for flexural structures, via successful case studies.

Course Goals & Objectives (list):

- General behaviour of flexural structures,
- A more detailed understanding of contemporary and historical flexural structures,
- Building codes compliance,

Student Performance Criterion addressed (list number and title):

B.9. Structural Systems

Topical Outline (include percentage of time in course spent in each subject area):

Building code compliance: 30 %

History and tectonics of flexural structures: 15%

General behavior of flexural structures: 55%

Prerequisites:

None

Textbooks/Learning Resources: None

Indicative Basic Reading List:

Hurol, Y., (2016) The Tectonics of Structural Systems – An Architectural Approach. Routledge.

Schodek, D.L., (1980) Structures. New Jersey: Prentice Hall.

Lin, T.Y., Stotesbury, S.D. (1981) Structural Concepts and Systems for Architects and Engineers. Manhattan: John Wiley and Sons.

Salvadori, M., Heller, R., (1975) Structure in Architecture. New Jersey: Prentice Hall.

Offered (semester and year):

Fall/Spring Semesters

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Prof. Dr. Yonca Hürol

Assist. Prof. Dr. Öznem Şahali Kovancı

Number & Title of Course (total credits awarded):

ARCH 243, Architectural Construction and Materials I, 3 credits

Course Description:

This course will deal with the structural basic components of a building. Those were named as foundations, beams, walls, slabs and roof elements.

Course Goals & Objectives (list):

- This course is aimed to teach the student to change his or her designs into reality and provide them with applicable or capable techniques.
- Students will learn to take a design (an idea on a paper) and put it on the site (build it) by using a technology (a method of composing the building with skill, equipment, labor, and with suitable and structural system and techniques).
- Mainly all components to be studied in connection with the aesthetical interior approach and be studied as a part of a space.

Student Performance Criterion addressed (list number and title):

B.12. Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):

Material: 50 %

Construction Techniques and Systems: 50 %

Prerequisites:

None

Textbooks/Learning Resources:

None

Offered (semester and year):

Fall/Spring/Summer Semesters

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Assist. Prof. Dr. *Polat Hançer*

Assist. Prof. Dr. Ercan Hoşkara

Sertaç İlter (Part-time Instructor)

Yusuf Özerdem (Part-time Instructor)

Belgin Sakallı (Part-time Instructor)

Number & Title of Course (total credits awarded):

ARCH 281, Computer Aided Design, 3 credits

Course Description:

The course is designed to teach and encourage ability of the student to generate 2d and 3d modeling through the use of AutoCAD program.

Course Goals & Objectives (list):

- The purpose of this course is to provide students with the ability to produce plane drawings (two-dimensional) with the aid of AutoCAD 2014.
- In this course, students will get familiar with the computer environment and Windows operation system.
- The aim of course lectures and exercises will be to introduce students essential commands and functions of the computer hardware and software systems that facilitate the production, manipulation and storage of two-dimensional (2D) and three-dimensional (3D) relevant drawings, as well as help of photoshop for presentation purposes.

Student Performance Criterion addressed (list number and title):

A.3. Visual Communication Skills

Topical Outline (include percentage of time in course spent in each subject area):

2D Drawings: 50%

3D Drawings: 50%

Prerequisites:

None

Textbooks/Learning Resources:

Mastering AutoCAD 2014 by George Omura

AutoCAD for Architects by Branco Kolarevic

An introduction to AutoCAD by Alf Yarwood

Internet links

Offered (semester and year):

Fall/Spring Semesters

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Erdaş Kuruç (Part-time Instructor)

Cem Kara (Part-time Instructor)

Gaye Şenyaşa (Part-time Instructor)

Number & Title of Course (total credits awarded):

ARCH 292, Architectural Design Studio II, 6 credits

Course Description (limit 25 words):

A studio course designed to develop an understanding of form, function and space relations with an emphasis on site and immediate environment, construction techniques, materials.

Course Goals & Objectives (list):

- To develop architectural design skills on reasonably complex design projects considering contextual and functional issues in architecture.
- To provide an understanding of form, function and space relations, based on a sound of architectural idea and constructional and structural systems through working on projects of fairly complex functions in a settled district / neighborhood.
- To examine holistic design approaches initiated from a architectural scenario to site and environment (design with nature: using topography in design, sun/wind orientation and other climatic factors), spatial needs in relation to social factors, appropriate construction techniques, materials, and details (including roof, stairs, and other building components).

Student Performance Criterion addressed (list number and title):

A.2. Design Thinking Skills

B.1. Pre-Design

B.2. Accessibility

Topical Outline (include percentage of time in course spent in each subject area):

Analysis and understanding of contextual and functional parameters: 25%

Development of design alternatives by basing on architectural program and site analysis: 20%

Improving design idea with functional, spatial, formal, structural and contextual concerns: 55%

Prerequisites:

ARCH 291

FARC 104

Textbooks/Learning Resources:

None

Offered (semester and year):

Fall/Spring Semesters

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Prof. Dr. Hıfsiye Pulhan

Assoc. Prof. Dr. Resmiye Alpar Atun

Assoc. Prof. Dr. Ege Uluca Tümer

Assoc. Prof. Dr. Türkan Ulusu Uraz

Assist. Prof. Dr. Ercan Hoşkara

Assist. Prof. Dr. *Harun Sevinç*

Sertaç İlter (Part-time Instructor)

Gaye Şenyavaş (Part-time Instructor)

Ghazal Farjami (Full-time Instructor)

Elvan Şenkayalar (Part-time Instructor)

Mustafa Batıbeniz (Part-time Instructor)

Yusuf Özerdem (Part-time Instructor)

Number & Title of Course (total credits awarded):

ARCH 226, History and Theories of Architecture II, 3 credits

Course Description (limit 25 words):

Evolution of architecture and art through history and theories from the rise of Renaissance, following 18th and 19th centuries developments, contemporary architecture of 20th century, including recent developments in 21st century.

Course Goals & Objectives (list):

- Students will provided comprehensive overview of the chronological and the theme-based survey of architecture and design.
- Students will learn both theoretical and historical contexts such as the influence of political, cultural, social, technological and economical events on architecture besides the architecture, art, architects and artists.

Student Performance Criterion addressed (list number and title):

A.7. Use of Precedents

A.9. Historical Traditions and Global Culture

Topical Outline (include percentage of time in course spent in each subject area):

Renaissance-Baroque 30%

Enlightment-Industrial Revolution-Chicago School 10%

Neo-Classicism-Romanticism 10%

The Arts and Crafts movement-Art Nouveau 10%

Modernism 30%

Post-Modernism-Deconstructivism 10%

Prerequisites:

None

Textbooks/Learning Resources:

Kostof, Spiro (1995). A History of Architecture: Settings and rituals, Oxford University Press, Oxford.Hattstein

Moffett, Marian; Fazio, Michael; Wodehouse, Lawrence, (2003), A World History of Architecture, Laurence

King Publishing, UK.

Offered (semester and year):

Fall/Spring Semester

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Prof. Dr. Kokan Grchev

Number & Title of Course (total credits awarded):

ARCH 236, Tectonics of Flexural Structures, 3 credits

Course Description (limit 25 words):

A course covering the relationship between structural behavior, form and tectonics for flexural structures, via successful case studies.

Course Goals & Objectives (list):

- General behaviour of flexural structures,
- A more detailed understanding of contemporary and historical flexural structures,
- Building codes compliance,

Student Performance Criterion addressed (list number and title):

B.9. Structural Systems

Topical Outline (include percentage of time in course spent in each subject area):

Building code compliance: 30 %

History and tectonics of flexural structures: 15%

General behavior of flexural structures: 55%

Prerequisites:

ARCH 235

Textbooks/Learning Resources: None

Indicative Basic Reading List:

Hurol, Y., (2016) The Tectonics of Structural Systems – An Architectural Approach. Routledge.

Schodek, D.L., (1980) Structures. New Jersey: Prentice Hall.

Lin, T.Y., Stotesbury, S.D. (1981) Structural Concepts and Systems for Architects and Engineers. Manhattan: John Wiley and Sons.

Salvadori, M., Heller, R., (1975) Structure in Architecture. New Jersey: Prentice Hall.

Offered (semester and year):

Fall/Spring/Summer Semesters

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Prof. Dr. *Yonca Hürol*

Number & Title of Course (total credits awarded):

ARCH 244, Architectural Construction and Materials 11, 3 credits

Course Description (limit 25 words):

Tectonics of buildings, which have complicated types of skeletal systems (with larger spans and shear walls; RC, steel, timber), trusses and some of the form resistant structures (cables, membranes, pneumatic str.), and their construction characteristics.

Course Goals & Objectives (list):

- Understanding of building materials,
- Working with construction details,
- Understanding and detailing roofs,
- Understanding and detailing stairs,
- Understanding and detailing openings.

Student Performance Criterion addressed (list number and title):

B.10. Building Envelope Systems

B.12. Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):

Construction materials : 25 %

Roof detailing: 25 %

Stair detailing: 25 %

Opening detailing: 25 %

Prerequisites:

None

Textbooks/Learning Resources:

None

Offered (semester and year):

Fall / Spring Semesters

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Assist. Prof. Dr. Halil Zafer Alibaba

Gaye Şenyaşa (Part-time Instructor)

Number & Title of Course (total credits awarded):

ARCH 246, Energy and Environmental Issues in Design, 3 credits

Course Description (limit 25 words):

A course to study the environmental factors influencing architectural design. Issues of climate, lighting and acoustics in relation to energy problems and user comfort.

Course Goals & Objectives (list):

- Understanding of energy and environmental issues,
- Designing with Climate on macro and micro scale,
- Working on thermal process of human body and thermal comfort,
- Information on thermal process of buildings.
- How to use Meteorological Data
- Effective Temperature
- Lighting & Acoustics
- Solar Control
- Condensation
- Wind Control
- Natural Ventilation

Student Performance Criterion addressed (list number and title):

B.3.Sustainability

B.8. Environmental Systems

Topical Outline (include percentage of time in course spent in each subject area):

Thermal Comfort : 30 %

Climate: 20 %

Natural Ventilation & Acoustics: 15 %

Solar Control: 20 %

Condensation: 15 %

Prerequisites:

None

Textbooks/Learning Resources:

Yes

Offered (semester and year):

Fall / Spring Semesters.

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Assist. Prof. Dr. Halil Zafer Alibaba

Number & Title of Course (total credits awarded):

ARCH 252, Theory of Urban Design, 3 credits

Course Description (limit 25 words):

An introductory course on the basic understanding of urban design as a discipline integrated with architecture.

Course Goals & Objectives (list):

The main aims and objectives of this course are:

- to give an overview of fundamental issues in urban design;
- to provide knowledge on design of urban spaces giving special reference to every component with consideration of functional, physical, aesthetical needs;
- to introduce various analysis techniques of the urban environment.

Student Performance Criterion addressed (list number and title):

A.7.Use of precedents

A.9.Historical Traditions and Global Culture

Topical Outline (include percentage of time in course spent in each subject area):

Assignments:

AS1: Analysis of Urban Space Components & Types and Quality of Urban Space. A Comparative study in the Walled City and a new district in Famagusta.

AS2: Examination and interpretation of selected urban design projects regarding the fundamental principles of urban design

Midterm Exam:

Basic Concerns and aim of Urban Design

History of cities and the emergence of urban design

Understanding the concept of URBAN SPACE

- Definition of urban space
- Components of urban space
- Types of urban space
- Visual variables determining the quality of Urban Space

Final Exam:

Unity as the basic component of urban design

Legibility

Permeability

Variety

Serial Vision

Sustainability in urban design

Prerequisites:

None

Textbooks/Learning Resources:

Oktay, D. (1996) Notes on Urban Design, EMU Printing House, Gazimagusa.

Bentley et al.(1985) Responsive Environments, Architectural Press.

Offered (semester and year):

Fall / Spring Semesters.

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Prof. Dr. Naciye Doratlı

Number & Title of Course (total credits awarded):

ARCH 391, Architectural Design Studio III, 6 credits

Course Description (limit 25 words):

A studio course designed to provide the student with skills of designing in urban context considering various urban problems. Creation of a building complex with functional and spatial sophistication.

Course Goals & Objectives (list):

- The principal aim of the Architectural Design Studio / Arch 391 is to provide the student with the skill of designing in an urban context through creating a building complex.
- The student is first required to create an environment where open and semi-open spaces are in an ideal relationship and in right balance with the built-up spaces and designed as much carefully as buildings.
- Since the site is situated in an urban context, students are secondly expected to demonstrate some sensitivity to this context as well as possessing a contemporary quality of design.

Student Performance Criterion addressed (list number and title):

A2: Design Thinking Skills

A10: Cultural Diversity

B4: Site Design

B5: Life Safety

Topical Outline (include percentage of time in course spent in each subject area):

Students will be graded in various stages of their studio work, in line with the following system:

Interim jury I (PP Presentations -initial site analysis & research on topic) %5

Interim jury II %5

Sketch Exam I %5

Pre-final Jury %5

Studio performance and participation 5%

Mid-Term Jury %25

Final jury (%50 studio instructors, %50 external jury members)

Prerequisites:

Arch 292

Textbooks/Learning Resources:

All books, journals and related web-pages on architectural design and practices as well as public urban spaces are suggested to the students depending on semester requirements.

Offered (semester and year):

Fall /Spring Semesters

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Assoc. Prof. Dr. Mukaddes Fash

Assist. Prof. Dr. Ceren Boğaç

Assist. Prof. Dr. Badiossadat Hassanpour

Cenk Atun (Part-time Instructor)

Ali Tanrikul (Part-time Instructor)

Ahmet Özenç (Part-time Instructor)

Number & Title of Course (total credits awarded):

ARCH 311, Principles of Conservation and Restoration, 3 credits

Course Description (limit 25 words):

Theory of conservation, basic knowledge and understanding of cultural heritage and its conservation, international regulations, causes of deterioration in historic buildings, conservation of historic environments.

Course Goals & Objectives (list):

- to provide information about basic principles and theory of conservation and restoration
- to rise students awareness of international and national legislations on conservation
- to understand the process of architectural conservation with all steps in detail
- to be introduced about analyzing varieties of decay and deterioration in the historic buildings
- to provide information about revitalization of historic urban and rural environment

Student Performance Criterion addressed (list number and title):

A.5. Investigative Skills

A.10. Cultural Diversity

C.9. Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):

Introduction to concept of heritage and understanding what and why we conserve 1 week: 7 %

Evolution of conservation and restoration principles 1 week: 7 %

International charters, regulations, organizations for conservation 1 week: 7 %

Values of cultural heritage 1 week: 7 %

Causes of decay in historic building materials and structural deformation 1 week: 7 %

Phases of restoration projects: Measured drawings, restitution, restoration 1 week: 7 %

Extensions and new additions to historic buildings 1 week: 7 %

Definition, types, values and problems of historic urban environments 1 week: 7 %

Revitalization of historic urban and rural environments 1 week: 7 %

Site Trip 2 weeks: 15 %

Presentation of Assignments 1 week: 7 %

Midterm and Final Exam 2 weeks: 15 %

Prerequisites:

None

Textbooks/Learning Resources:

Fielden, B., (1982). Conservation of the Historic Buildings, (Butterworth, Oxford).

Fielden, B.M. and Jokilehto, J., (1998). Management Guidelines for World Cultural Heritage Sites, (ICCROM, Rome).

Jokilehto, J., (1999). A History of Architectural Conservation, (Butterworth-Heinemann, Oxford).

ICOMOS (1994) The Nara Document on Authenticity in Relation to the World Heritage Convention. ICOMOS: Nara, 1-6 November

ICOMOS (1964) Venice Charter

Offered (semester and year):

Fall/ Spring Semesters

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Assoc. Prof. Dr. Beser Oktay Vehbi.

Prof. Dr. Kokan Grchev.

Number & Title of Course (total credits awarded):

ARCH 337, Tectonics of Form Resistant Structures, 3 credits

Course Description (limit 25 words):

A course covering the relationship between structural behaviour, form, methods of construction, and tectonics for form-resistant structures, via successful case studies.

Course Goals & Objectives (list):

- The main aim of the course is to make students understand the relationship between structural form and structural behavior.

Student Performance Criterion addressed (list number and title):

B.9. Structural Systems

Topical Outline (include percentage of time in course spent in each subject area):

Determination of the best form: 25%

Form-resistant structures: 35%

Trusses: 25%

High-rise building structures: 15%

Prerequisites:

None

Textbooks/Learning Resources: None

Hurol, Y., (2016) The Tectonics of Structural Systems – An Architectural Approach. Routledge.

Mainstone, R., (1975) Developments in Structural Form. Massachusetts: MIT Press.

Salvadori, M., Heller, R., (1975) Structure in Architecture. New Jersey: Prentice Hall.

Salvadori, M., (1980) Why Buildings Stand Up? WW Norton and Company.

Offered (semester and year):

Fall/Spring/Summer Semesters

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Prof. Dr. Yonca Hürol

Assist. Prof. Dr. Öznem Şahali Kovancı

Number & Title of Course (total credits awarded):

ARCH 347, Architectural Construction and Materials III, 3 credits

Course Description (limit 25 words):

Industrialized and prefabricated building techniques (tunnel formwork, skeleton, panel, modular construction systems), building envelopes (structural, nonstructural, classification according to the materials) and their construction characteristics

Course Goals & Objectives (list):

- The course will study mainly the problems of advanced construction techniques and advanced structural systems.
- Problems associated with industrialized building techniques and detailing of advanced structural systems will be dealt.
- Special emphasis will be given to structural systems of architectural design; tunnel formwork, skeleton, panel and modular construction systems; facades of glass, multilayer glass, metal, concrete, brick, natural stone and system detailing.

Student Performance Criterion addressed (list number and title):

B.10. Building Envelope Systems

B.12. Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):

Introduction to the course and Introduction to Building Techniques: %16

History of Industrialized and Prefabricated Building Techniques: %8

Tunnel Formwork Construction System: %8

Skeleton Construction System; Steel, Timber, Concrete: %8

Panel Construction System; Steel, Timber, Concrete: %8

Modular Construction System; Steel, Timber, Concrete: %8

Building Envelopes; Structural Facades, Non-structural Facades: %8

Facade systems according to its materials (Glass, Multi-layered glass, Metal, Concrete, Brick, Natural Stone, Plastic):%16

Term Project (students' design projects): %20

Prerequisites:

None

Textbooks/Learning Resources:

Allen, E., Joseph, I., (2004), Fundamentals of Building Construction-Materials and Methods, John Wiley&Sons Inc.

Ching, F.D.K., Adams, C., (2001), Çizimlerle Bina Yapım Rehberi, John Wiley&Sons Inc.

Deplazes, A., (2005), Constructing Architecture, Materials Processes Structures, a Handbook, Birkhauser, Basel

Rosenthal, S. D., (2008), Components and Systems, Modular Construction, Birkhauser, Basel

Türkçü, Ç., (1997), Yapım, Mimarlar Odası İzmir Şubesi Yayınları.

Yücesoy, L., (2001), Temeller, Duvarlar, Döşemeler, YEM Yayın, İstanbul

Offered (semester and year):

Fall/Spring Semesters

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Assoc. Prof. Dr. S. Müjdem Vural

Sertaç İlter (Part-time Instructor)

Ehsan Reza (Teaching Assistant)

Number & Title of Course (total credits awarded):

ARCH 355, Process of Urban Design, 3 credits

Course Description (limit 25 words):

Knowledge is firstly imparted through series of lectures, then developed through the undertaking of project work designed to ensure the application of theory to practice.

Course Goals & Objectives (list):

- to provide information on various urban design approaches;
- to introduce various aspects of urban design;
- to introduce urban design concepts and criteria for various architectural and urban environments with different functions.
- to give an overview of fundamental issues in landscape design;
- to provide detailed knowledge on design of urban spaces giving special reference to every component with consideration of functional, physical, aesthetical needs;

Student Performance Criterion addressed (list number and title):

C.1. Collaboration

C.9. Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):

Various definitions on Urban Design: Dimensions & Scales: 60%

-Contextual Conceptualization of Urban Design

-Morphological Conceptualization of Urban Design

-Perceptual/Visual Conceptualization of Urban Design

-Social Conceptualization of Urban Design

-Functional/Temporal Conceptualization of Urban Design

-Sustainable Conceptualization of Urban Design and Landscape

-Implementation Conceptualization of Urban Design

Project Evaluation/table critics: 40%

Prerequisites:

Textbooks/Learning Resources:

Carmona, Matthew (1996), Controlling Urban Design- Part 1: A Possible Renaissance?, Journal of Urban Design, Volume1, Number1, February 1996, Carfax, pp 47-74.

Gehl, Jan (1987), Life Between Buildings: Using Public Spaces, trans. Jo Koch, Van Nostrand Reinhold, New York.

Gibberd, Frederic (1955), Town Design, London: Architectural Press, 2nd Edition

Hayward, Richard, McGlynn, Sue (1993), Making Better Places: Urban Design Now, Joint Centre for Urban Design, Butterworth Architecture, Oxford.

Lynch, K. (1960), The Image of the City, MIT Press, Cambridge, Mass.

Offered (semester and year):

Spring /Fall Semesters

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Assoc. Prof. Dr. Resmiye Alpar Atun

Assist. Prof. Dr. Nevter Zafer Cömert

Assist. Prof. Dr. Ceren Boğaç

Number & Title of Course (total credits awarded):

ARCH 385, Digital Communication in Architecture, 3 credits

Course Description (limit 25 words):

The aim of this course is to produce architectural projects as complete as possible from concept to final 3D presentation models

Course Goals & Objectives (list):

- Learning rendering of 3-D building (BIM/Revit) models that are effectively rendered and situated in a context that is landscaped and designed with appropriate form, structure, materials and objects such as cars, people, etc.
- Rendering involves the convincing use of materials, lights, background and other rendered effects, with the aid of other software than BIM modelers such as Photoshop and/or 3DS Max, when appropriate.

Student Performance Criterion addressed (list number and title):

A.3. Visual communication Skills

Topical Outline (include percentage of time in course spent in each subject area):

Homework assignments: Modeling and Animation with 3ds Max: 30 %

Portfolio of work: Rendered Scenes, animation: 70 %

Prerequisites:

ARCH 281

Textbooks/Learning Resources:

Murdock, Kelly; 3ds Max 2011 Bible, Wiley Publishing, Inc, Indianapolis, Indiana/Canada, 2010

Offered (semester and year):

Fall / Spring Semesters

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Şifa Arı Demircioğlu (Part-time Instructor)

Erdaş Kuruç (Part-time Instructor)

Number & Title of Course (total credits awarded):

ARCH 392, Architectural Design Studio IV, 6 credits

Course Description (limit 25 words):

Designing buildings with high complexity in functional; integration of appropriate structural and environmental control systems, materials, building codes and regulations in the urban context

Course Goals & Objectives (list):

- The main aim is to design a mixed-use complex (includes houses, offices, educational and cultural facilities, and also recreational activities) on the site in a urban scale context, questioning mixed-use development theme, concept and development, and achieving physical and social transformation together, through design of livable environments.
- To develop systematic design solution for problems on housing by considering the themes; repetition, reproduction, variation.

Student Performance Criterion addressed (list number and title):

B.2. Accessibility

B.5. Life Safety

C.7. Legal Responsibilities

Topical Outline (include percentage of time in course spent in each subject area):

Introduction to the study of Architectural Design Scope, requirements & expectations of the studio

Culture :%5

Introduction to the Project, Discussion on certain keywords regarding the design problem: mass housing/mixed used projects/regeneration: %5

Researches on Case studies: %10

Technical Trip to Istanbul : %5

Presentation/Discussion on Accessibility and Life Safety, Study on architectural program: %20

Working for developing proposals 1/1000 and 1/500 models: %15

Developing and improving the project; drawings (1/200, 1/100) and site model (1/200): %40

Prerequisites:

Arch 391

Textbooks/Learning Resources:

Ching, F.D.K., Winkel, S.R. (2012), Building Codes Illustrated-A Guide to Understand the 2012 International Building Code, John Wiley & Sons, Inc.

All books, journals and related web-pages on architectural theory, practice and discourse can be suggested to the students as a source of information depending on semester requirements.

Offered (semester and year):

Fall /Spring Semesters

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Prof.Dr. Özgür Dinçyürek

Assoc.Prof.Dr. Resmiye Alper Atun

Assoc.Prof.Dr. Sadiye Mujdem Vural

Emre Akbil (Part-time Instructor)

Turuğsan Arslankelle (Part-time Instructor)

Sertaç İltar (Part-time Instructor)

Yusuf Özerdem (Part-time Instructor)

Ali Tanrikul (Part-time Instructor)

Number & Title of Course (total credits awarded):

ARCH 312, Architecture and Design Theories, 3 credits

Course Description (limit 25 words):

The course focuses on the shifts in architecture and design theories and discourses in 19th- 20th centuries; dealing with several perspectives, paradigms and examples as well as in interdisciplinary theoretical studies.

Course Goals & Objectives (list):

- The course aims to provide the students with the ability
- To identify formative influences and emerging patterns of Architecture during the 20th Century as well as emerging critical issues of the 21st century;
- To understand co-formative relationship between technology/media and Architecture, as expressed in the work of past and contemporary 'master's in architecture;
- To appreciate architectural space with its perception based objective (gestalt) and subjective (phenomenological) qualities, various existence, dimensions; the basic ways of building's space organization;
- To comprehend a theoretical framework of architectural design and design activity within the architecture and design research areas.

Student Performance Criterion addressed (list number and title):

A.5. Investigative Skills

A.11. Applied Research

Topical Outline (include percentage of time in course spent in each subject area):

Architecture of Modern and Post-modern Periods: 30 %

Architecture in the Post-Industrial information Age (Pluralism and design): 10 %

The Emerging Future of Architectural and Urban Form (Computational Design and production): 10 %

Definition and Perceptual Qualities of Architectural Space and Spatial Organizations:

Sense of Space: 20 %

Cultural/Subjective Dimensions of Space: Concept of Place: 5 %

Research on Design Methods: Design as Product/Process/Mental Activity: 10 %

Design as Mental Activity: Visualizing/Presenting/Testing of design proposal: 15 %

Psychological properties of design/ Creativity in design

Components / Constrains of Design.

Contextual / Conceptual Design

Prerequisites:

ARCH 226

Textbooks/Learning Resources:

Carpo, Mario (2001), Architecture in the Age of Printing, Cambridge, Massachusetts: MIT Press. Ching, D.

K. F (1979), 'Architecture: Form, Space and order', Van Nostrand Reinhold, New York.

Curtis, William, (1996), Modern Architecture Since 1900, London: Phaidon Press Ltd.

Gelernter, M (1996). 'Source of Architectural Form: a critical history of western design theory', Manchester University Press, Manchester.

Lawson, B (2006). 'How Designers Think: The Design Process Demystified', Elsevier Ltd., Oxford.

Venturi, R., (1977). 'Learning from Las Vegas', MIT Press, Cambridge, Massachusetts.

Venturi, R., (1966). 'Complexity and Contradiction in Architecture', Museum of Modern Art, New York.

Von Meiss, P., (1990). 'Elements of Architecture: from Form to Place', Van Nostrand Reinhold (international).

Offered (semester and year):

Fall / Spring Semester

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Assoc. Prof. Dr. *Türkan Ulusu Uraz*

Assist. Prof. Dr. *Nazife Özay*

Number & Title of Course (total credits awarded):

ARCH 342, Working Drawing, 3 credits

Course Description (limit 25 words):

The purpose of this course is to provide students with the ability to produce working drawings (two-dimensional) with the aid of computer drawing software.

Course Goals & Objectives (list):

- Students will get familiar with the legislation and working drawing system for the professional use.
- Lectures and exercises will be to introduce students to the systematic of drawing a project that could be realized in the real world.
- The project would withhold enough information to be interpreted by contractor or any other personal who is involved in realization to be able to read it.

Student Performance Criterion addressed (list number and title):

A.4. Technical Documentation

Topical Outline (include percentage of time in course spent in each subject area):

General Working Drawing Standards: 80 %

Alteration Project: 10 %

Annex Project: 10 %

Prerequisites:

ARCH 244

Textbooks/Learning Resources:

None

Offered (semester and year):

Fall/Spring Semesters

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Assist. Prof. Dr. Ercan Hoşkara

Onur Olguner (Part-time Instructor)

Yusuf Özerdem (Part-time Instructor)

Number & Title of Course (total credits awarded):

ARCH 348, Building and Environmental Systems In Architecture, 3 credits

Course Description (limit 25 words):

A course aiming to study all kinds of sanitary and environmental systems in buildings and their approximate size prediction.

Course Goals & Objectives (list):

- Issues covering water supply, hot water, liquid waste, solid waste systems and sanitary appliances
- Theoretical and practical knowledge based on energy systems (Electrical systems, telephone ducts, gas-liquid and solid fuels), Heating, cooling, ventilating, air conditioning systems, smoke and ventilation flues, refuse chutes.
- Provides students to understand mechanical conveyors-lifts, escalators, tube conveyors-, fire systems -alarms and firefighting equipment-, lightning protection. Security systems
- Emphasis will be placed on the integration of mechanical equipment and mechanical services used in buildings with the architectural design features.

Student Performance Criterion addressed (list number and title):

B.8. Environmental systems

B.11. Building Service Systems

Topical Outline (include percentage of time in course spent in each subject area):

Chapter 1: Thermal Comfort: (%5)

Chapter 2: Cold Water Supply: (%5)

Chapter 3: Hot Water Supply: (%5)

Chapter 4: Pipes: (%5)

Chapter 5: Sanitary-fittings: (%5)

Chapter 6: Sanitary Systems & Sewage Treatment: (%5)

Chapter 7: Ventilation: (%5)

Chapter 8: Central Heating: (%5)

Chapter 9: Central Cooling: (%5)

Term Project: (%35)

Prerequisites:

None

Textbooks/Learning Resources:

F-Hall, Building Services and Equipment, Volumes 1-3, Longman, London and New York.

David V. Chadderton, Building Services Engineering, E&FN Spon.

In Turkish) Mimarın Tesisat El Kitabı, ISISAN Çalışmaları No: 238.

Aly S. Dadras, Mechanical Systems for Architects, McGraw Hill

Peter Burberry, MITCHELL S Environment and Services, 8th Edition, Longman.

Fuller Moore, Environmental Control Systems, McGrawHill

Offered (semester and year):

Fall/Spring Semesters

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Maher Ghazal (Teaching Assistant)

Number & Title of Course (total credits awarded):

ARCH 491, Architectural Design Studio V, 6 credits

Course Description (limit 25 words):

A studio course designed to provide the student with skills of designing long span structures by considering integrated construction and service systems.

Course Goals & Objectives (list):

- The aim of the course is to provide the students with the ability to synthesize varied and diverse design constraints towards the resolution of a complex design.
- Formulate long span structural, constructional and engineering problems associated with building design at competency level.

Student Performance Criterion addressed (list number and title):

B.6. Comprehensive Design

C.1 Collaboration

Topical Outline (include percentage of time in course spent in each subject area):

Site Analysis: 10%

Subject research & synthesis & case studies & conceptual development: 20%

Wide-span structures: 10%

Accessibility & Life safety: 15%

HVAC and Building Service Systems: 15%

Design Development: 30%

Prerequisites:

ARCH392, FARC113, FARC142, ARCH114, ARCH213, ARCH225, ARCH281, ARCH226, ARCH236, ARCH244, ARCH246, ARCH252 (Barrier system is applied for this course)

Textbooks/Learning Resources:

None

Offered (semester and year):

Fall / Spring Semesters

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Assoc. Prof. Dr. Beser Oktay Vehbi

Assist. Prof. Dr. *Polat Hançer*

Turuğsan Arslankelle (Part-time Instructor)

Sertaç İlter (Part-time Instructor)

Onur Olguner (Part-time Instructor)

Zafer Cafer Volkan (Part-time Instructor)

Number & Title of Course (total credits awarded):
ARCH 492, Architecture Graduation Project, 6 credits

Course Description (limit 25 words):

The final project deals with wide variety of architectural and design issues from macro to micro scales, with special emphasis placed upon individual approaches and professional standards.

Course Goals & Objectives (list):

- Considering the holistic nature of the design product, from the abstract initial form to the final concrete design outcome is expected to develop throughout the semester.
- Professional abilities include architectural research, literature survey and time management skills, almost full attendance at reviews and discussions, midterm, pre-final and final juries are required.
- Students are expected to develop their design proposals independently and will be responsible for everything they have learnt until this semester, that can reasonably contribute to their design proposals.
- Students should demonstrate that they attain the professional standards required to practice within the rich context of the architectural discipline.
- Final submission as a complete design project is expected to cover the minimum requirements which have been clarified in the course outline.

Student Performance Criterion addressed (list number and title):

B.6. Comprehensive Design
C.6. Leadership

Topical Outline (include percentage of time in course spent in each subject area):

1st Review: Conceptual Design Idea(s) 1/5000, 2500,1000: 20 %
2nd Review: Development of the Preliminary Design Proposal(s) 1/5000,2500,1000,500: 15 %
Mid-term Jury: Improvement of Design Proposal 1/5000,2500,1000,500, 200: 20 %
3rd Review: Improvement of Design Proposal 1/5000,2500,1000,500, 200, 100: 15%
Pre-final Jury: Finalized Architectural Project 1/5000,2500,1000,500, 200, 100, 20: 20%

Prerequisites:

ARCH 491

Textbooks/Learning Resources:

None

Offered (semester and year):

Fall / Spring Semester

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Prof. Dr. Yonca Hürol
Assoc. Prof. Dr. Resmiye Alpar Atun
Assoc. Prof. Dr. Mukaddes Fıslı
Assoc. Prof. Dr. *Türkan Ulusu Uraz*
Assoc. Prof. Dr. S. Müjdem Vural
Cenk Atun (Part-time Instructor)
Ali Sarıyel (Part-time Instructor)
Burak Türsoy (Part-time Instructor)
Süleyman Vehbi (Part-time Instructor)

Number & Title of Course (total credits awarded):

ARCH 449, Economic and Managerial Issues in Architecture, 3 credits

Course Description:

Construction management, principles of engineering economy, cost/benefit analysis, break-even analysis, interest calculations, and economic comparison; parties and stages of construction projects, engineering site organization, construction contracts and their documents

Course Goals & Objectives (list):

- The aim of the course is to provide the students with the ability to understand the basic concepts and definitions of construction management.
- Also to provide the students with the ability to understand the engineering economy principles, interest calculations, simple interest, compound interest, cash flow diagram, equivalence and use the engineering economy principles to solve real architectural economy problems.

Student Performance Criterion addressed (list number and title):

B.7. Financial Considerations

C.5. Project Management

C.6. Leadership

Topical Outline (include percentage of time in course spent in each subject area):

Financial issues, architectural economy problems, engineering economy principles: 60%

Principles of construction management: 20%

Project planning: 20%

Prerequisites:

None

Textbooks/Learning Resources:

Lecture Notes

Offered (semester and year):

Fall / Spring Semesters

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Assist. Prof. Dr. Ercan Hoşkara

Number & Title of Course (total credits awarded):

ARCH 416, Professional Issues in Architecture, 3 credits

Course Description (limit 25 words):

Professional practice, architectural ethics, management issues, and guides the students through the process of taking an architectural commission from initial meetings with the client through to completion of the project.

Course Goals & Objectives (list):

- To introduce the students to the principles of best practice in architectural office procedures.
- To examine various approaches to building procurement both within a western context, and on a comparative basis with other parts of the world.
- To ensure that students are clear about the roles and responsibilities of an architect, and the consequences of not conforming to best practice.
- To introduce the students to the range of building procurement methods, and recent changes in the ways that architects work
- To introduce the students ethical guidelines that they need to obtain as they become Architects

General Learning Outcomes

On successful completion of course, the student is expected to develop knowledge and understanding of:

The process of building procurement from initial contact with client to completion.

The RIBA plan of work and its global influence.

An understanding of the design team and the roles and responsibilities of each member of the team for different procurement methods.

Tendering procedures.

The latest thinking on sustainable practice and key sustainability standards (Passivhaus, Code for Sustainable Homes, changes to Building Codes)

Ethical approach to Architectural Profession according to the *Recommended Guidelines for the UIA*

Student Performance Criterion addressed (list number and title):

C.3. Client Role in Architecture

C.4. Project Management

C.7. Human Behavior

C.8. Ethics and Professional Judgment

Topical Outline (include percentage of time in course spent in each subject area):

Preparation & Meeting with client: 30 %

Project Programme & Project Brief preparation: 30%

Pre-Construction & Construction: 10 %

Ethical Codes in Architecture: 30 %

Prerequisites:

None

Textbooks/Learning Resources:

UIA - *Recommended Guidelines for the UIA Accord On Recommended International Standards of Professionalism in Architectural Practice Policy on Ethics and Conduct.*

Royal Institute of British Architects (RIBA) Plan of Work 2013 Overview

AIA Best Practices : *Terminology: As-Built Drawings, Record Drawings, Measured Drawings*

Offered (semester and year):

Fall / Spring Semester

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Onur Olguner (Part-time Instructor)

Emre Akbil (Part-time Instructor)

PART FOUR (IV): SECTION 2 – FACULTY RESUMES

Name: Prof. Dr. Özgür Dinçyürek

Courses Taught (Two academic years prior to current visit):

ARCH 392 Architectural Design Studio IV
MARC 562 Human-Environment Studies (Postgraduate Course)

Educational Credentials:

B.Arch., Eastern Mediterranean University, 1996
M.Arch. Eastern Mediterranean University, 1998
PHD, in Architecture, Eastern Mediterranean University, 2002

Teaching Experience:

Teaching Assistant, Eastern Mediterranean University, 1996-2002
Senior Instructor, Eastern Mediterranean University, 2002-2003
Assistant Professor, Eastern Mediterranean University, 2003-2008
Visiting Fulbright Scholar, University of Virginia, 2008
Visiting Scholar, Oxford Brookes University, 2009
Associate Professor, Eastern Mediterranean University, 2008-2013
Professor, Eastern Mediterranean University, 2013-present

Licenses/Registration:

North Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

“The Role of Courtyard Regarding Privacy Issues in the Traditional Houses of Kashan, Iran.” *Open House International*, Vol:40, No:4(2015). (Co-authored by Nejadriahi, H.)
“Tradition and Modernism in Yoruba Architecture: Bridging the Chasm”, *Open House International*, 34/4, 74-81(2009). (Co-authored by Sonaiya, O.)
“Sustainable Tourism As An Alternative To Mass Tourism Developments Of Bafra”, North Cyprus. *Open House International*, 32/4, 107-118(2007) (co-authored by Turker, O.O.)
“Learning from Traditional Built Environment of Cyprus: Re-Interpretation of the Contextual Values”. *Building and Environment*, 42/9, 3384-3392(2007) (co-authored by Turker, O.O.)
Cultural and Environmental Values in the Arcaded Mesaorian* Houses of Cyprus. *Building and Environment*, 38/12, 1463-1473. (2003) (co-authored by Mallick, F. and Numan, I.)
“The Mesaorian* Rural Houses of Cyprus – A typology”. *Open House International*, 26, 29-37. (2001) (co-authored by Numan, I.)

Professional Memberships:

Chamber of Cyprus Turkish Architects, North Cyprus
INTBAU ICC, Collage of Chapters
INTBAU Cyprus
IAPS - International Association of People-Environment Studies, UK
EAAE, European Association for Architectural Education, Research Committee Member
EAAE, School Relations Group Member
IAHS, International Association of the Housing Sciences

Name: Prof. Dr. Naciye Doratlı

Courses Taught (Two academic years prior to current visit):

ARCH 252 Theory of Urban Design

ARCH 354 Culture of Cities (Elective Course)

ARCH 556 Conservation and Design in Historic Environment (Postgraduate Course)

ARCH 651 Culture and Cities (Postgraduate Course)

UDES 501 Urban Design Studio I (Postgraduate Course)

Educational Credentials:

B.Arch., Middle East Technical University, 1976

M.B.A, In Business, Eastern Mediterranean University, 1995

PhD, In Architecture, Eastern Mediterranean University, 2000

Teaching Experience:

Assistant Professor, Eastern Mediterranean University, 2000-2005

Associate Professor, Eastern Mediterranean University, 2005-2011

Professor, Eastern Mediterranean University, 2011–present

Professional Experience:

Employee of TRNC Town Planning Department, 1984-2000

Member of Nicosia Master Plan Team, 1984-1987

Selected Publications and Recent Research:

‘The Critical Lacuna Between New Contextually Juxtaposed and Free Style Buildings in Historic Settings’, *Journal of Architectural and Planning Research*, Volume 32, Issue:3, (2015), (co-authored by Muge Riza)

‘Exploring the semiotic meaning of the first oil city in the Middle East: Masjed Soleyman’, *Social Semiotics*, Volume: 25, Issue: 3, 342-363, (2015) (co-authored by Rafooneh Mokhtarshahi Sani; Payam Mahasti Shotorbani).

“Application of GIS/AHP in siting sanitary landfill: a case study in Northern Cyprus”, *Waste Management & Research*, Volume 30 Issue 9. (September 2012). (Co-author: C. Kara)

“City Branding and identity”, *Procedia – Social and behavioral Sciences*, Volume 35, 293-300, (2012). (Co-authored by Muge Riza and Mukaddes Fasli),

“Assessing The Impact Of Tourism On The Physical Environment Of A Small Coastal Town: Girne, Northern Cyprus”, *European Planning Studies*, (August 2010). (Co-author: B. Oktay),

‘Walls in Cities: A Conceptual Approach to the Walls of Nicosia’, *Geopolitics*, 14:1, 108-134, (2009). (Co-author: R. Alpar)

“Monumental Buildings in the Revitalization Process of Historic Urban Quarters: The Case of the Walled City of Famagusta”, in *Medieval and Renaissance Famagusta*, Michael Walsh, Peter Edbury and Nicholas Coureas (eds.), Ashgate Publishing Company, (2012).

“La citta murata di Famagusta, ieri ed oggi (The Fortified City of Famagusta, then and now)”, in *famagosta a cipro (famagosta in cyprus)*, Gianni Perbellini (ed.), Marco Polo System, (March 2011).

Professional Memberships:

KTMMOB Chamber of Town Planners

Europa Nostra Scientific Council, 2008-present

Registered Independent Expert for FP7-ENV-2007-1 (European Commission), 2007-present

Nominator for Aga Khan Award for Architecture, 2011- present

TRNC Board of Antiquities, 2013-present

TRNC Technical Committee for Cultural Heritage, 2015

Name: Prof. Dr. Kokan Grchev

Courses Taught (Two academic years prior to current visit):

ARCH 291 Architectural Design Studio I
ARCH 226 Theories and Histories of Architecture 2
ARCH 311 Principles of Conservation and Restoration
ARCH 305 Architectural Drawing and Presentation Techniques

At University American College Skopje:
Theory and History of Architecture and Art 1-3
Theory of Form
Macedonian Architecture 19-20th Century
Contemporary Architecture
Revitalization and Conservation
Revitalization and Conservation Studio 1-3
Visual Arts/ Visual Arts Theory

Educational Credentials:

B.Arch., Sts Cyril and Methodius University, Skopje, Macedonia, Faculty of Architecture, 1988
MSc. History of Art, Sts Cyril and Methodius University, Macedonia, Faculty of Philosophy, 1996
PHD, in History of Architecture and Art, , Skopje, Macedonia, Faculty of Philosophy, 2000

Teaching Experience:

Institute of folklore “Marko Cepenkov”-Skopje, Architecture researcher - Scientific chancellor, 2004-2006
University American College Skopje, Full time professor 2006-2013
Visiting professor at EMU, TRN Cyprus, Department of Architecture, 2014-present

Professional Experience:

President of Asociacion of Architects of R, Macedonia. 2006-2010

Licenses/Registration:

Republic of Macedonia (Chamber of Architects)

Selected Publications and Recent Research:

“Some aspects and problems of architectural continuities regarding style development in Macedonian architecture: Period of the 19th century and the beginning of the 20th century”, Architecture & Science Journal, str. Journal Vol1. 43-59, No1. (2014), ISSN 2303-5404A&S,
“Code “Metrum” – Macedonian theatre building”, ORIS No. 52, Zagreb, (2008).
“Aspects of Cultural traditions-The Architecture between Traditions and Modernity, Skopje, (2006).
Vladimir Georgievski: In captivity of creative freedom, Skopje, (2005)
From Origins to Style, Skopje, (2005)
Architectural styles in Macedonian architecture at the end of 19th and the beginning of 20th Century, Skopje, (2004)
Style ergonomics, Skopje, (2000)
Church construction in Macedonia between the two World Wars 1918-1940, Skopje, (1998)

Professional Memberships:

Chamber of Architects, Republic of Macedonia
Member of the Association of Architects of Macedonia
Member of EAHN-European Architecture History Network
Member of INFINITY- Architecture Heritage Network
Member of DLUM (Association of Artist of Macedonia)
Member of Rotary Club Skopje Center

Name: Prof. Dr. Şebnem Önal Hoşkara

Courses Taught (two academic years prior to current visit):

UDES 501 Urban Design Studio I (Postgraduate Course)
UDES 502 Urban Design Studio II (Postgraduate Course)
UDES 503 History, Theory and Criticism of Urban Design
UDES 512 Urban Design and Sustainability (Postgraduate Course)

Educational Credentials:

B.Arch, Istanbul Technical University, 1990
MPhil/Ph.D. in Urban Design and Urban Conservation, University of Nottingham, 1994

Teaching Experience:

Teaching Assistant, University of Nottingham, UK, 1993-1994
Assistant Professor, Eastern Mediterranean University, North Cyprus, 1995–1997
Visiting Lecturer, University of Nottingham, UK, 1996-1997
Assistant Professor, Istanbul Kultur University, Turkey, 1999–2000
Associate Professor, Eastern Mediterranean University, North Cyprus, 2000–2009
Professor, Eastern Mediterranean University, North Cyprus, 2010–present

Professional Experience:

Deputy Secretary General, The Economic and Social History Foundation of Turkey, Istanbul, Turkey, 1998-1999

Licenses/Registration:

Turkey (Chamber of Architects)
North Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

“Typo-morphology of the CMC Industrial Housing in Lefke, Northern Cyprus”, *Open House International*, Vol 38, No 2, pp. 16-36. (2013). (co-authored by Nevter Zafer Comert).
“A Theoretical Approach for Assessing the Sustainability in Housing Environments” *Open House International*, Vol 35, No 1, pp. 26-36. (2010). (co-authored by Beser Oktay Vehbi & Ercan Hoşkara).
“Legal Frameworks and Housing Environments in North Cyprus” (co-authored by Banu Cavusoglu & Zehra Öngül), *METU Journal of Architecture*, Vol. 26, No. 1, Spring Issue, 2009, pp. 81-100.
“A Model for Measuring the Sustainability Level of Historic Urban Quarters”, *European Planning Studies*, Vol 17, No 5, pp. 715-739.(2009) (co-authored by Beser Oktay).
“Revitalizing a Declining Historic Urban Quarter: The Walled City of Famagusta, North Cyprus”, *Journal of Architectural and Planning Research*, Volume 24, Number 1, pp. 65-88. (2007). (Co-authored by Naciye Dorathı, Beser Oktay, Mukaddes Faslı)
“An Analytical Methodology for Revitalization Strategies in Historic Urban Quarters: A Case Study of the Walled City of Nicosia, North Cyprus”, *Cities*, Cilt/Vol 21, No 4, pp. 329-348. (2004). (co-authored by Dr. Naciye Dorathı & Mukaddes Faslı).

Professional Memberships:

Union of Chambers of Turkish Engineers and Architects (TMMOB) - Chamber of Architects, 1990
RIBA Part One, May 1993
IAPS - International Association of People-Environment Studies, 1996
ISUF - International Seminars on Urban Form, 1997
The Economic and Social History Foundation of Turkey, 1999
Urban Design Group, UK, 2000

Name: Prof. Dr. Yonca Hürol

Courses Taught (Two academic years prior to current visit):

ARCH 235 Introduction to Tectonics of Structural Systems
ARCH 236 Tectonics of Flexural Structures
ARCH 337 Tectonics of Form Resistant Structures
ARCH 492 Architecture Graduation Project
ARCH 505 Advanced Research Methods (Postgraduate Course)
INAR 505 Advanced Research Methods (Postgraduate Course)
UDES 505 Advanced Research Methods (Postgraduate Course)

Educational Credentials:

B.Arch., Middle East Technical University, 1984
M.S., in Architecture, Middle East Technical University, 1988
PhD, in Architecture, Gazi University, 1992

Teaching Experience:

Research Assistant, Middle East Technical University, 1984-1988
Research Assistant, Gazi University, 1988-1993
Assistant Professor, Gazi University, 1993-1998
Assistant Professor, Eastern Mediterranean University, 1998–2007
Associate Professor, Eastern Mediterranean University, 2007–2013
Professor, Eastern Mediterranean University, 2013-present

Professional Experience:

Worked for the Circulating Capital Unit of Gazi University for;
Erciyes University, Faculty of Arts and Sciences,
Conservation and Development project of Ankara, Ulus
Within UCEAT Chamber of Architects Ankara Section, Van Project Group for;

Design and application of 258 migrant houses in Van, Turkey.

Selected Publications and Recent Research:

The Tectonics of Structural Systems – An Architectural Approach. Routledge. (2016)
“On Ethics and the Earthquake Resistant Interior Design of Buildings.” *Science and Engineering Ethics*.
Published online first: (03.January 2013). <http://www.ncbi.nlm.nih.gov/pubmed/23283651>
“On Ethics and the Earthquake Resistant Interior Design of Buildings.” *Science and Engineering Ethics*.
Published online first: DOI 10.1007/s11948-012-9424-1. (2013).
“Ethical Considerations for Designing Buildings with Reinforced Concrete Frame Systems in Earthquake
Zones” *Science and Engineering Ethics*. Published online first: DOI 10.1007/s11948-013-9453-4. (2013)
“Building Code Challenging the Ethics behind Adobe Architecture in North Cyprus” *Science and Engineering
Ethics*. Published online first: DOI 10.1007/s11948-014-9533-0, (Co-authored by Yuceer, H., Şahali, O). (2014).

Professional Memberships:

UCEAT Chamber of Architects, Ankara Section,
TRNC Chamber of Architects

Name: Prof. Dr. Hifsiye Pulhan

Courses Taught (Two academic years prior to current visit):

MARC 561 Architectural Theory and Criticism (Postgraduate Course)

Educational Credentials:

B.A., Eastern Mediterranean University, 1995

M.A., in Architecture, Eastern Mediterranean University, 1997

Ph.D., in Architecture, Eastern Mediterranean University, 2002

Teaching Experience:

Teaching and Research Assistant, Eastern Mediterranean University, 1995-2002

Senior Instructor, Eastern Mediterranean University, 2002-2004

Assistant Professor, Eastern Mediterranean University, 2005-2008

Associate Professor, Eastern Mediterranean University, 2008-2013

Professor, Eastern Mediterranean University, 2013-present

Professional Experience:

TRNC Department of Antiquities, High Council of Monuments, Sub-Committee, 2006-2010.

Licenses/Registration:

North Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

"The Transitional Space in the Traditional Urban Settlement of Cyprus", Journal of Architectural and Planning Research, Vol.22, No.2, 2005, pp.160-178. (With I. Numan).

"The Traditional Urban House in Cyprus as Material Expression of Cultural Transformation", Journal of Design History, Vol.19, No.2, 2006, pp. 105-119. (With I. Numan).

"Learning from Housing: A Retrospective Narrative of Housing Environments in North Cyprus", Open House International, Vol.34 No.4, 2009, pp.82-93. (With R. Alpar Atun).

"The Myths and Traditions in the making of places: The Case of Municipal Market 'Bandabulya' in Cyprus", Biennial Conference of the International Association for the Study of Traditional Environments (IASTE): The Myth of Tradition - Traditional Dwellings and Settlements Review (TDSR), p. 64, Portland, Oregon (October 4-7, 2012). (with H. Orcunoglu).

"Modernity in Cyprus across the Ottoman, Colonial and Republican Periods", The 8th Savannah Symposium: Modernities Across Time And Space, February 7-9 Savannah, Georgia. (2013). (with Turkan U. Uraz)

Professional Memberships:

Advisory Board of ISVS (International Seminar on Vernacular Settlements)

Chamber of Cyprus Turkish Architects, Lefkoşa, TRNC.

IASTE – International Association for the Study of Traditional Environments, UC, Berkeley, USA.

INTBAU – International Network for Traditional Buildings, Architecture and Urbanism, UK.

Name: Assoc. Prof. Dr. Resmiye Alpar Atun

Courses Taught (Two academic years prior to current visit):

FARC 101 Basic Design Studio
FARC 102 Introductory Design Studio
FARC 113 Introduction to Design
ARCH 292 Architectural Designs II
ARCH 392 Architectural Designs IV
ARCH 355 Process of Urban Design
ARCH 492 Architecture Graduation Project
UDES 501 Urban Design Studio I (Postgraduate Course)
UDES 502 Urban Design Studio II (Postgraduate Course)
UDES 504 Contemporary Issues in Urban Design (Postgraduate Course)
INAR 501 Interdisciplinary Workshop I (Postgraduate Course)

Educational Credentials:

B.Arch., Eastern Mediterranean University, 1993
M.S., in Urban Design, Middle East Technical University, 2001
PHD, in Architecture, Mimar Sinan Fine Arts University, 2004

Teaching Experience:

Assistant Professor, Eastern Mediterranean University, 2007-2011
Associate Professor, Eastern Mediterranean University, 2011-present

Licenses/Registration:

North Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

“Cross-Border Trade Liberalization: The Case of Lokmacı/Ledra Gate in Divided Nicosia”, *Journal of European Planning Studies*, (October, 2010). (Co-author: V. Yorucu, O., Mehmet, P. Ulucay)
“Learning From Housing: A Retrospective Narrative of Housing Environments in North Cyprus”, *Open House International*, Vol. 34, No.4, pp.82-93. (2009), (Co-author: H. Pulhan).
“Walls in Cities: ‘A Conceptual Approach to the Walls of Nicosia’”. *Geopolitics*, Vol.14, No. 1, pp 108-134. (Jan 2009). (Co-author: N. Doratli)

Professional Memberships:

Chamber of Architecture-North Cyprus

Name: Assoc. Prof. Dr. Mukaddes Fashl

Courses Taught (Two academic years prior to current visit):

ARCH 391 Architectural Design Studio III
ARCH 492 Architecture Graduation Project
ARCH 461 Landscape Design (Elective Course)
ARCH 573 Architecture and Identity (Postgraduate Course)
UDES 517 Urban Public Spaces (Postgraduate Course)

Educational Credentials:

B.Arch., Eastern, Mediterranean University, 1995
M.Arch., In Architecture, Eastern Mediterranean University, 1997
Ph.D., In Architecture, Eastern Mediterranean University, 2003

Teaching Experience:

Research Assistant, Eastern Mediterranean University, 1995-2002
Part-time Instructor, Eastern Mediterranean University, 2002-2003
Part-time Instructor Ph. D. Arch. Eastern Mediterranean University, 2003-2004
Senior Instructor, Eastern Mediterranean University, 2004-2005
Visiting Assistant Professor, Eastern Mediterranean University, 2005-2006
Assistant Professor, Eastern Mediterranean University, 2006-2008
Associate Professor, Eastern Mediterranean University, 2008-2015

Licenses/Registration:

Northern Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

“The Assessment and Impacts of Shopping Centres: Case Study Lemar”, *Open House International* (Accepted to be published in Vol. 41 no.4., 2016). (Co-author: Riza, M., Erbilien, M.)
“Analytical Hierarchy Process for Assessing Sustainability of Bazaars: The Case of Tajrish Bazaar in Iran”, *Urban Design International* (Accepted to be published). (Co-author: Nejadriahi, H.)
“A Guide for Tourists’ Satisfaction In Historical Environments”, Touravel ’15, II. International Tourism and Travel Studies Conference, 18-20 June, pp.58-67, İstanbul (2015). (Co-author: Javadi, H.)
“Public Art as Boundary Elements of Public Open Space”, BOUND-ARY9th International Conference Sinan Symposium, 21-22 April, Edirne (2015). (Co-author: Erçakıca, M.)
“The Impacts of the Buffer Zone to its close Proximities on East-West Axis: Walled City, Nicosia”, BOUND-ARY9th International Conference Sinan Symposium, 21-22 April, Edirne (2015).
“Transformation of Mass Housing Units to Commercial Spaces; Government Social Housing in Taşkinköy, Nicosia”, ARCHTHEO’14 Theory and Architecture Conference, 6-8 November İstanbul (2014). (Co-author: Özey, N.)
“Assessing Laguna District’s Spatial Qualities in Gazimagusa”, *Open House International*, Vol. 35, No1, pp 74-82. (March 2010). (Co-author: F.Pakdel).
“Revitalizing A Declining Historic Urban Quarter - The Walled City of Famagusta, North Cyprus”. *Journal of Architecture and Planning Research*, Vol. 24, No 1, pp65-88. (2007). (Co-author: N.Doratlı, Ş.O.Hoşkara, B.Oktay).
“An Analytical Methodology for Revitalization Strategies in Historic Urban Quarters: A case Study of the Walled City of Nicosia, North Cyprus”, *Cities*, Vol. 21, No. 4, p.329-348. (2004). (Co-author: N.Doratlı, Ş.O. Hoşkara).

Professional Memberships:

Cyprus Turkish Architect Engineer Chamber Union – Architects Chamber

Name: Assoc. Prof. Dr. Rafooneh Mokhtarshahi Sani

Courses Taught (Two academic years prior to current visit):

FARC102 Introductory Design Studio
ARCH114 Human and Socio-Cultural Factors in Design
ARCH 290 Summer Practice II
ARCH524 Theoretical Aspects of Architecture II (Postgraduate Course)

Education Credentials:

B.Arch & M.S., Tehran Arts University, 1999
Ph.D., in Architecture Eastern Mediterranean University, 2009

Teaching Experience:

Senior Instructor, Girne American University, 2009-2010
Senior Instructor, Eastern Mediterranean University, 2010-2011
Assistant Professor, Eastern Mediterranean University, 2011-2014
Associate Professor, Eastern Mediterranean University, 2014-present

Professional Experience:

Architect – Designer, Islamic republic of Iran Broadcasting, Iran, 2000-2002

Licenses/Registration:

Iran (Chamber of Architects)

Selected Publications and Recent Research:

“Exploring the semiotic meaning of the first oil city in the Middle East: Masjed Soleyman”, *Journal of Social Semiotics*, Vol 25, No. 3, pp. 342-363 . (2015). (Co-authors: Shotorbani, P. M., & Doratli, N.)
“Linking the past and present through symbolic housing features: North Cyprus”, *Journal of Social Semiotics*, Vol 25, No. 5, pp. 578-596. (2015). (first author: Sokhanvar Dastjerdi, M.)
“The Symbolic Expression of Power and Religion in the Public Buildings in Safavid Iran: A Conceptual Interpretation”, *Journal of Shi'a Islamic Studies*, Vol. 6, No. 2, pp.199-218. (2013).
“Symbolic Use of Windcatchers in Iran”, *Open House International*, Vol.38 No. 2. (2013). (Co-author: Shotorbani, P. M.)
“Sustainable Tourism Design through Preserving Regional Identity: Iran”, *Journal of Asian Behavioural Studies*, Vol. 3, No. 8, pp101-113. (2013). (Co-author: Shotorbani, P. M.).
“The Significance of User Participation in Architectural Design: The Case of Nicosia Social Housing Complex”, *International journal of Architectural Research*, Archnet-IJAR, Vol. 5, Issue 3, pp. 25-39. (2011). (Co-authors: P. Ulucay, B. Ulucay).
“A Conceptual understanding for teaching the history of Islamic architecture-an Iranian perspective”, *International journal of Architectural Research*, Vol. 3, Issue 1, pp. 233-244. (2009).

Professional Memberships:

Editorial Advisory Board Membership:

Sociology Mind,
Journal of Islamic Architecture

Membership in Professional Association:

IASS-AIS (International Association for Semiotic Studies)
ISPA (International Society for the Philosophy of Architecture)
ICEO, (Iranian Construction Engineers Organization)

Name: Assoc. Prof.Dr. Ege Uluca Tümer

Courses Taught (two academic years prior to current visit):

ARCH 292 Architectural Design Studio II

ARCH 114 Human and Socio-Cultural Factors in Design

ARCH 530 Renovation of Old Buildings for Contemporary Uses (Postgraduate Course)

Courses given in İKÜ

MIM0305 Türkiye'nin Modernleşmesinde Kent ve Mimarlık, ARC3030 History of Anatolian Architecture,

ARC5030 History of Contemporary Architecture, MIM0630 Tarihi Çevre Koruma Projesi

MIMY0301 Koruma Projesi I (Postgraduate Course), MIMY0316 Tarihi Yap. Malz. Sor. ve Kor. Teknikleri

(Postgraduate Course), MIM 0008 Diploma Projesi, MIM6031 Rölöve, Restorasyon ve Yeniden Kullanım,

MIMY0302 Koruma Projesi II (Postgraduate Course)

Educational Credentials:

B.Arch, Middle East Technical Technical University, 1995

M.Sc., Restoration and Preservation of Historic Monuments, Middle East Technical University, 1999

Ph.D, Restoration Program, Istanbul Technical University, 2006

Post-Doctoral Researcher, Historic Preservation Program, UPenn, PA, USA, 2011–2012

Teaching Experience:

Teaching Assistant, Faculty of Architecture, Istanbul Kultur University, Istanbul, 1999-2006

Lecturer, Faculty of Architecture, Istanbul Kultur University, Istanbul, 2007-2008

Assistant Professor, Faculty of Architecture, Istanbul Kultur University, Turkey, 2008–2013

Visiting Scholar, Historic Preservation Program, University of Pennsylvania, PA, USA, 2011–2012

Associate Professor, Faculty of Architecture, Istanbul Kultur University, Turkey, 2013–2015

Associate Professor, Eastern Mediterranean University, North Cyprus, 2015–present

Professional Experience:

Mekan Project and Construction Ltd., Ankara, Design Office Coordinator, 1997-1998.

Licenses/Registration:

Turkey (Chamber of Architects)

North Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

“The Transformation of Famagusta after the Siege in 1571”, *Ottoman and British Famagusta (Cyprus Historical and Contemporary Studies)*, Michael J. K. Walsh (Editor), Cambridge Scholars Publishing, UK, ISBN-10: 1443874639, ISBN-13: 978-1443874632, pp.56-73 (2015).

“The Walled City of Famagusta: A Framework for Urban Conservation and Regeneration (2012)”, *The Walled City of Famagusta, A Compendium of Preservation Studies, 2008-2012*, WMF, NY, ISBN-10: 0-9858943-4-2, pp.9-56 (2014). (co-authored by Randall Mason and Ayşem Kılınç-Ünlü)

“Osmanlı Dönemi'nde (1571-1878) Gazimagusa Kaleici'nin Kentsel Gelisimi”, *Mimari ve Kentsel Koruma*, Prof.Dr. Nur Akın'a Armağan, Kutgün Eyüpgiller, Zeynep Eres (Yay.Haz.), YEM Yayın, ISBN: 978-9944-757-97-3, pp.329-354 (2013).

“20th century Restorations on the Medieval and Renaissance Monuments of Famagusta”, in *Medieval and Renaissance Famagusta: Studies in Art, Architecture and History*, Nicholas Coureas, eter Edbury, Michael J. K. Walsh (eds.), Ashgate Publishing, ISBN 10: 1409435571 / 1-4094-3557-1, ISBN 13: 9781409435570, pp. 217-233 (2012).

“Gli insediamenti medievali dei commercianti stranieri a Famagosta e la loro trasformazione in età moderna” in *Città portuali del Mediterraneo. Luoghi dello scambio commerciale e le colonie di mercanti stranieri tra Medioevo ed Età moderna*, Teresa Colletta (ed.), Franco Angeli Edizioni, Codice ISBN: 9788856844191, pp. 55-68 (2012),

Professional Memberships:

Europa Nostra, 2008-

Europa Nostra Turkey, Member of Executive Board Jun. 2010-2015, Secretary General, 2013

ICOMOS Turkish National Committee Member 2011-

Name: Assoc. Prof. Dr. Türkan Ulusu Uraz

Courses Taught (Two academic years prior to current visit):

ARCH 291 Architectural Design Studio I
ARCH 312 Architecture and Design Theories
ARCH 492 Architecture Graduation Project
ARCH 426 Architecture Today (Elective Course)
MARC 561 Architectural Theory and Criticism (Postgraduate Course)

Educational Credentials:

B.Arch., Karadeniz Technical University, Trabzon-Turkey, 1973
M.Arch., Catholic University of Leuven, Belgium, 1982
Ph.D., Karadeniz Technical University, Trabzon-Turkey, 1987

Teaching Experience:

Assistant Professor, Istanbul Technical University, 1987-1990
Associate Professor, Istanbul Technical University, 1990-2003
Associate Professor, Eastern Mediterranean University, 2003-present

Professional Experience:

Intern, Şevki Vanlı Architect , Ankara, 1970–1971
Freelance Architect, Ankara, 1973-1979

Licenses/Registration:

Turkey (Chamber of Architects)

Selected Publications and Recent Research:

“Urban House Typology of Mardin”, *City Architecture: In between Past and Future*, ed. Y. Dülgeroğlu, Housign Research and Education Centre (HREC), İstanbul: Cenkler Matbaası : 91-102, ISBN:975-561-273-4. (2005)
“From Inside to Outside; from Clan to City”. *Kadın/Woman 2000 Journal for Woman Studies*. Eastern Mediterranean University (EMU). (Famagusta. EMU Press. 2005), VI (1): 29-48. (Co-author: U.N. Gülmez)
“Place as a Teaching Resource: A Studio Experiment in North Central Anatolian Town of Amasya”. *METU Journal of the Faculty of Architecture*. (Ankara. Middleeast Technical University Press, 2006). 23(1): 1-18. (Co-author: A. Balamir)
“Debates of Power, Ideology and Architecture and the Reality of The HALKEVİ Buildings”, *20. International Building and Life Congress*, pp: 305-310 Bursa. (2008). (Co-author: K. A. Durukan)
“The Gendered Comeback Story of the Live-in Kitchen”, *Gender at the Crossroads: Multi-disciplinary Perspectives, 3rd Int. Con. on Women's Studies*, Center for Women's Studies, EMU, ed. N. Kara, EMU Press : 475-486, Famagusta, (2009). (Co-author: C. Kurum)
“Cinsiyet Rollerinin Etkinlik Arenası Olarak Konut Mekanı” *in Mekan ve Kültür*, eds. E. O. İncirlioğlu & B. Kılıçbay, Ankara:Cem Veb Ofset :239-246. (2011). (Co-author: U. N.Gülmez)
“Iranian Domestic Realm through Modernization: Where the self Faced the others” in Re-assesment of Vernacular Architecture-Theory & Practice, 7th International Seminar on Vernacular settlements ISVS-7, İTÜ, İstanbul: Cenkler Matbaası:925-933. (2014). (Co-author: S. Nabizadeh) ISBN:978-975-561-446-5.
“An offbeat Spatiality of the New Small Housing units for Alternative Households”, **Environment and Design 2014 - International Congress, Re-thinking Residential Environments**, Eds. S. Soygeniş et. All., İstanbul:Bahçeşehir University Press:67-78. (2014). (Co-author: N. Unsal Gülmez) ISBN:978-605-5461-67-6.
“An Offbeat Spatiality of the New Generation Small Housing Units in Istanbul” in *Megaron*, e-Journal by Faculty of Architecture, YTU (2015) ,10(3): 294-304. (N. Ü. Gülmez)

Professional Memberships:

Chamber of Architects of Turkey (CAT)

Name: Assoc. Prof. Dr. Beser Oktay Vehbi

Courses Taught (Two academic years prior to current visit):

ARCH 311 Principles of Conservation and Restoration
ARCH 316 Adaptive Reuse of Buildings (Elective Course)
ARCH 491 Architectural Design V
ARCH 501 Interdisciplinary Workshop I (Postgraduate Course)
ARCH 593 New Buildings in Historic Environment (Postgraduate Course)
ARCH 578 Conservation of Industrial Buildings: Process and Approaches (Postgraduate Course)
ARCH 576 Adaptive Reuse of Historic Buildings
UDES 501 Urban Design Studio I (Postgraduate Course)

Educational Credentials:

B.Arch., Eastern Mediterranean University, 1999
M.Arch. In Architecture, Eastern Mediterranean University, 2001
PhD, In Architecture, Eastern Mediterranean University, 2005

Teaching Experience:

Assistant Professor, Eastern Mediterranean University, 2007-2011
Associate Professor, Eastern Mediterranean University, 2011-present

Professional Experience:

Acting member of Supreme Council of Immoveable Antiquities and Monuments- as an Eastern Mediterranean University Representative (December 2006-December 2011).

Licenses/Registration:

North Cyprus

Selected Publications and Recent Research:

“Adaptive reuse of Carob Warehouses in Northern Cyprus“, *Open House International*, Vol. 39, no.4. (2014). (Co-authored with Hulya Yuceer)
“Assessing The Impact Of Tourism On The Physical Environment Of A Small Coastal Town: Girne, Northern Cyprus“, *European Planning Studies*, Vol.18, n.1, pp 1485-1505. (2010). (Co-author: N. Doratlı)
“A Theoretical Approach for Assessing Sustainability in Housing Environments“, *Open House International*, Vol.35, n.1, pp 26-36. (2010). (Co-author: E.Hoskara, S.O. Hoskara)
“A Model for Measuring the Sustainability Level of Historic Urban Quarters“, *European Planning Studies*, Vol.17, n.5, pp 715-739. (2009). (Co-author: S.O. Hoskara)
“Revitalizing a Declining Historic Urban Quarter - The Walled City of Famagusta, North Cyprus“. *Journal of Architecture and Planning Research*, Vol. 24, No 1, pp65-88. (2007). (Co-author: Doratlı, S.O. Hoşkara, M. Faslı).
“Assessing Sustainability Level in Historic Urban Quarters. Conservation and Sustainability Relationship“, *VDM Verlag Dr. Muller*, (Germany, 2010)
“A Model for Assessing the Level of Tourism Impacts and Sustainability of Coastal Cities in Strategies for Tourism Industry - Micro and Macro Perspectives“, (INTECH Publishing, Croatia. 2012).

Professional Memberships:

The Chamber of Architects, TRNC

Name: Assoc. Prof. Dr. S. Müjdem Vural

Courses Taught (Two academic years prior to current visit):

FARC142 Introduction To Design Technology
ARCH347 Architectural Construction and Materials
ARCH392 Architectural Design Studio – IV
ARCH 492 Architecture Graduation Project
ARCH542 Building And Human Health (Postgraduate Course)
MARCH 542 Building Technology and Structural Design (Postgraduate Course)

Educational Credentials:

B.Arch. Yildiz Technical University, 1995
M.S. Yildiz Technical University, 1997
PhD, Yildiz Technical University, 2004

Teaching Experience:

Research Assistant, Yildiz Technical University, 1996-2004
Visiting Scholar, University of Virginia, 2005
Assistant Professor, Yildiz Technical University, 2006-2012
Flying Scholar, Lefke European University, 2008
Visiting Scholar, Maltepe University, 2010-2012
Visiting Scholar, Eastern Mediterranean University, 2012-2014
Assoc. Prof. Dr., Eastern Mediterranean University, 2014-present

Professional Experience:

Intern, Piramit Architectural and Urban Planning Office, İstanbul, Jun.-Sep. 1993
Part-time Architect, Hakanlar Construction, İstanbul, Oct. 1993- Nov.1994
Project Architect, Prizma Architectural Office, İstanbul, Jun.-Sep. 1995
Project Architect, Kreatif Architectural Office, İstanbul, Sep. 1995–Feb. 1996

Selected Publications and Recent Research:

“Perception of the Real World-Understanding Historic Environments, an Informal Design Studio: Walking İstanbul Series”, *Creative Education*, (ISSN: 2151-4755), Scientific Research Publishing, Inc. USA, Vol. 5, No. 7, pp. 457-469, (2014). (Co-author: Ç. Polatoğlu).
“Yapılarda Kullanılan Nanoürünlerin Sağlık Riskleri”, *YAPI*, Sayı 394, s. 172-177, (September, 2014). (Co-author: S. Bilgin)
“Learning with Different Cultures in Higher Education; a LLP ERASMUS Intensive Programme “Cultural Layers of Public Space””, *Procedia - Social and Behavioral Science* (ISSN: 1877-0428), Elsevier Ltd, Volume 89, pp. 418-421, (2013). (Co-author: Ç. Polatoğlu, L.A. Griffith)
“Architectural Education in The Globalizing World; The Experience in YTU”, *Flexibility in Architectural Education Book*, Cambridge Scholars Publishing (CSP), ISBN 1-4438-4265-6, (Cambridge Scholars Publishing, 2013).(Co-author: R. Ünver, Ç. Polatoğlu).
“Indoor Air Quality” Chapter 3, pp. 59-74, ed. Abdul-Wahab, S.A., *Sick Building Syndrome, in Public Buildings and Workplaces*, ISBN 978-3-642-17918-1, (Spring, 2011)
“Sick Building Syndrome from an Architectural Perspective” Chapter 20, pp. 371-392, ed. Abdul-Wahab, S.A., *Sick Building Syndrome, in Public Buildings and Workplaces*, ISBN 978-3-642-17918-1, (Spring, 2011).(Co-author: A. Balanlı).
“Interdisciplinary Studies in Higher Education; Student Centered Summer School of YTU-BEST”, *Procedia - Social and Behavioral Science* (ISSN: 1877-0428), Elsevier Ltd, Volume 47, pp. 485-489, (2012).
“Geleneksel Yapıların Yaşam Döngüsü Açısından İrdelenmesi: Diyarbakır Evlerinin LEED Değerlendirmesi” (Evaluation of Traditional Buildings in the Light of Life Cycle Assessment: Evaluation of Diyarbakır Houses through LEED), *YTÜ Scientific Research Project Coordination*, Proje No: 2012-0301-KAP03, Project Leader: Gökçe Tuna Taygun, Project team: Vural, S. M., Darçın, P., Aykal, D., (2012-2015).

Professional Memberships:

CIB, TG77 Health and the Built Environment Group

Name: Assoc. Prof. Dr. Netice Yıldız

Courses Taught (Two academic years prior to current visit):

ARCH 225 History and Theories of Architecture and Art I
ARCH 329 Historical Survey of the Architecture and Art of Cyprus (AE & UE Course)
ARCH 328 History and Theories of Eastern Architecture and Art (AE & UE Course)
ARCH 529 Medieval Architecture and Art (Postgraduate Course)

Educational Credentials:

B.A., in English Language & Literature, Istanbul University, 1980
Ph.D.in History of Art (Archaeology& History of Art) İstanbul University, 1987

Teaching Experience:

Assistant Professor, Eastern Mediterranean University, 1987–1993
Associate Professor, Eastern Mediterranean University, 1993–present

Selected Publications and Recent Research:

“Turkish Britons and Ottoman Turks in England During the 18th Century and Haydn’s Era”. pp. 539-586. In: Michael Hüttler & Hans Ernst Weidinger (ed.): *Ottoman Empire and European Theatre Vol. II –The Time of Joseph Haydn from Sultan Mahmud I to Mahmud II (r. 1730-1839)*, (Ottomania 3),Wien: Hollitzer, 2014 736 pages.

“An Example of an Archetype Format of the Qur’ān Design in the Early 14th Century”. *Der Islam - Zeitschrift für Geschichte und Kultur des Islamischen Orients*, *Der Islam*, 87/1, pp. 157-184, (November 2011), (Co-author: B. Mahir)

“The Cultural Evolution and National Identities Reflected in the Architecture of Cyprus during the Westernisation Period and the Eclectic Architecture of the Colonial Period”. In: *Tradition, Identity & Synthesis: Cultural Crossings and Art. In Honor of Professor Günsel Renda*, Ed. Serpil Bağcı et. al., Ankara: Hacettepe Üniversitesi. May 2011, pp.265-272. ISBN 978-975-491-319-4

“The Vakf Institution in Ottoman Cyprus”, in *Ottoman Cyprus, A Collection of Studies on History and Culture*, Ed. Peter Golden & Matthias Kappler et. al., pp.117-159, Middle East Monographs 4, Wiesbaden (Harrassowitz Publishing House, 2009).

“Reflections of national identities in the architecture of the public spaces of Cyprus”, in *Fonctions, pratiques et figures des espaces publics au Liban. Perspectives comparatives dans l’aire Méditerranéenne*, (ed.) May Davie (ed.), pp. 159-210, *Beirut – Tours: Academie Libanaise des Beaux-Arts, Beyrouth* (University of Balamand) & *Centre d’Histoire de la Moderne et Contemporaine*, University of Tours France, (2007).

“The Vakf System in Cyprus as a Philanthropy and Religion Institution and a Special Case for Housing the Poor: The Complex of Saman Bahçe Houses in Nicosia (Cyprus)” in G. Gemelli (ed.), *Religions and Philanthropy, Global Issues in Historical Perspectives, Legacy of MISP*, pp. 217-266, fig 13-20 a-b, *Bologna* (Baskerville UniPress, 2007).

“Cyprus” in: *Medieval Islamic Civilization: an Encyclopedia*, edited by Josef W. Meri. 2 vols., Vol. I, pp. 188-190. New York: (Routledge – Taylor & Francis Group, 2006).

“Osmanlı İmparatorluğu’nda İngiliz Saatleri ve Topkapı Sarayı Koleksiyonu, [British Clocks and Watches in the Ottoman Empire and Topkapı Palace (with 6 documents 10 illustrations], *Belleten*, LXX, 259, December 2006, pp. 919-962, 919.

“Kıbrıs’ta Osmanlı Kültür Mirasına Genel bir Bakış”, in *Türkler*, H. C. Güzel, K. Çiçek & S. Koca (eds.), Vol.19, pp. 966-993, Ankara (Yeni Türkiye Publications, 2002),

“İngiliz Yaşamında Türk İmgesi ve Etkileri”, in *Türkler*, H. C. Güzel, K. Çiçek & S. Koca (eds.) Vol. 11, pp. 921-933. Ankara (Yeni Türkiye Publications, 2002).

Some Documents Concerning the 19th Century Turkish Palaces, *National Palaces*, No: 2, pp. 44-57. (1992)

Professional Memberships:

(AAH) The Association of Art Historians
International Congress of Turkish Art (International Standing Committee Member)
ICOMOS International Committee Member
ICOMOS, THEOPhilos Associate Member
TIMA Member (The Islamic Manuscripts Association)

Name: Assist. Prof. Dr. Halil Zafer Alibaba

Courses Taught (Two academic years prior to current visit):

ARCH 244 Architectural Construction and Materials II

ARCH 246 Energy and Environmental Issues in Design

MARC 541 Systems integration in Architecture (Postgraduate Course)

Educational Credentials:

B.Arch., European University of Lefke, 1996

M. S., in Architecture, Eastern Mediterranean University, 1998

P.h.D., in Architecture, Eastern Mediterranean University, 2003

Teaching Experience:

Assistant Professor, Eastern Mediterranean University, 2006-present

Licenses/Registration:

North Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

"Comparative studies on integration of photovoltaic in hot and cold climate", *Scientific Reserach Journal*, Vol; 3, No: 4, pp. 48-60, (2015). (Co-author: M. M. Osman)

"Computer aided design (CAD) technology versus students' learning in architectural design pedagogy-A controversial topic review", *International Journal of Development Research*, Vol; 5, No:1, pp. 3152-3158, (2015). (Co-author: T. O. Iyendo)

"Enhancing the hospital healing environment through art and day-lighting for user's therapeutic process". *International Journal of Arts and Commerce*, Vol; 3, No: 9, pp. 101-119, (2014). (Co-author: T. O. Iyendo)

"Thermal comfort of multiple-skin facades in warm-climate offices". *Scientific Research and Essays*, Vol: 6 , No: 19, pp: 4065-4078, (2011). (Co-author: M.B.Ozdeniz)

"A Building Elements Selection System for Architects". *Building and Environment*, Vol 39, No 3, pp 307-316. (2004). (Co-author: M.B.Ozdeniz)

"A state of art using double skin facades in hot climate", *4th International Conferance on Environmental, Energy and Biotechnology*, (Vol; 85 of IPCBEE, DOI: 10.7763/IPCBEE.2015.V85. 10 pp. 57-64, (2015). (Co-author: S. A. Mousavi)

"The effect of the atrium on thermal comfort", *ENHSA – EAAE 61, Architectural Education and the Reality of the Ideal: Environmental design for innovation in the post-crisis world*, (European Network of Heads of Schools of Architecture, (European Association for Architectural Education, Transactions on Architectural Education, No 61, Italy, 2013). (Co-author: F. A. Najafabadi)

"A parametric Study of Multiple Skin Facades for Warm Climates", *10th Internaional Conference on Clean Energy (ICCE-2010)*, Proceeding: CD Ref: 9-08, (Famagusta, N.Cyprus, 2010). (Co-author: M.B.Ozdeniz)

"Çift katmanlı Cephelerin Sıcak İklimlerdeki Davranışlarının Araştırılması için bir Deney Düzeneği", *Yapı Fiziği Sürdürülebilir Tasarım Kongresi*,(Yıldız Teknik Üniversitesi, İstanbul,2010). (Co-author: M.B.Ozdeniz)

"The New Ways of Construction Teaching", *Proceeding: EAAE-ENHSA; 4th Construction Teacher's Network Workshop, Re-searching and redefining the content of methods of teaching construction in the new digital era*, School of Architecture: ETS Arquitectura del Vallés, Sant Cugat del Vallés, (Universitat Polytechnica, Catalunya, Barcelona, Spain. 2005). (Co-author: M.B.Ozdeniz)

Professional Memberships:

Chambr of Architects in North Cyprus

Name: Assist. Prof. Dr. Ceren Boğaç

Courses Taught (Two academic years prior to current visit):

ARCH 355 Process of Urban Design
ARCH 391 Architectural Design Studio III
ARCH 491 Architectural Design Studio V
ARCH 327 Superheroes of Architecture (Elective Course)

Educational Credentials:

B.Arch., Eastern Mediterranean University, 2000
M.Arch. Eastern Mediterranean University, 2002
PHD, in Architecture, Eastern Mediterranean University, 2009
1year research certificate, Academy of Arts, Architecture and Design in Prague, 2011

Teaching Experience:

Assistant Professor, Eastern Mediterranean University, 2011–present
Visiting Scholar, Academy of Arts, Architecture and Design in Prague, 2010-2011
Part-time Instructor, Eastern Mediterranean University, 2007–2010
Teaching Assistant, Eastern Mediterranean University, 2000–2007

Professional Experience:

Team Member, “Famagusta Ecocity Project”, Cyprus, 2014- present
Project Consultant, “CittaSlow Application of Yeniboğaziçi City”, North Cyprus, 2012-present
Construction Working Group Member, Interpeace & Cyprus 2015 Initiative in partnership with the United Nations, Nicosia/ North Cyprus, 2010-2011
Project Architect, Private House Project for Rüçhan&Mazhar Cilasın, Iskele/North Cyprus, 2008
Project Architect, Private House Project for Jun Li&Cheng Chang Zheng, Famagusta/North Cyprus, 2007
Project Architect, Private House Project for Kaan&Sadun Aytacıoğlu, Famagusta/North Cyprus, 2005

Licenses/Registration:

North Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

“Attachment to the Frozen Crises”, Joint Master Seminar S3: “Crisis Architecture – 2 / Relation Nature – City: Permanent crisis situation”, Hepia, part of the University of Applied Sciences and Arts Western Switzerland, Geneva, (December 2014)
“The Fracture and Destruction of the Memory of a City and a New Hope: Famagusta Ecocity Project”, Reviving Famagusta, From Ghost Town to Eco-city? Conference London School of Economics (February 2014)
“Essence of Architecture: Search for a Common Ground (Mimarlığın Özü: Ortak Zemin Arayışı) in Turkish, with Emre Akbil and Pınar Uluçay, III. Architecture and Education Congress: Union and Solidarity at Architecture and Professional Life, Chamber of Architects, Nicosia, North Cyprus, (January, 2014)
“An alive city manifestation (Nefes alıp veren bir kent manifestosu)”. *Ideal City Journal in Turkish (İdeal Kent Dergisi)*, Issue: 5, pp. 220-225 (January 2012)
“Architecture for Meaning: Expression of Social Values through Urban Housing in Gazimağusa, North Cyprus”, *LAP LAMBERT Academic Publishing* (2010)
“Place attachment in a foreign settlement”. *Journal of Environmental Psychology* 29. 2. pp. 267– 278 (2009)
“Should Architecture Mean Anything? Explorations into Approaches to Study Environmental Meaning in Architecture”, *Proceedings of Research Institute for the Built and Human Environment (BuHu)*, The University of Salford, UK, pp.312-320 (2005)

Professional Memberships:

Chamber of Cyprus Turkish Architects, North Cyprus
IAPS - International Association of People-Environment Studies, UK

Name: Assist. Prof. Dr. Nevter Zafer Cömert

Courses Taught (two academic years prior to current visit):

FARC 101 Basic Design Studio
FARC 102 Introductory Design Studio
FARC 104 Graphic Communication II
ARCH 355 Process of Urban Design
ARCH 501 Interdisciplinary Workshops I (Postgraduate Course)

Educational Credentials:

B.LAUD Bilkent University, 1998
M.Arch. Eastern Mediterranean University, 2001
PHD, in Architecture, Eastern Mediterranean University, 2013

Teaching Experience:

Teaching Assistant, Eastern Mediterranean University, 1999 –2003
Visiting Scholar, Birmingham University University, 2003
Part-time lecturer, Eastern Mediterranean University, 2003-2009
Lecturer, Cyprus International University, 2009 -2012
Assistant Professor, Cyprus International University, 2013
Assistant Professor, Eastern Mediterranean University, 2013-present

Professional Experience:

UNDP Project, 2008, Kaleburnu,Erdemli,Alaniçi,Akıncılar villages renovation and restoration project (With B.Türsoy, E.Şahoğlu)
İzmit Waterfront Landscape ve Urban Design Project, 2nd Award 2010, , (with U Sirel project team)
Adana Seyhan Highschool Campus Competition, (2nd award), 2013,(with Ü. Sirel, B. Türsoy, Erkal Şahoğlu)
Project Consultant, “CittaSlow Application of Lefke City”, North Cyprus, 2013

Licenses/Registration:

North Cyprus (Chamber of Architects)
North Cyprus (Chamber of Landscape Architects)

Selected Publications and Recent Research:

“A Typomorphological study: The CMC mass housing district Lefke,Northern Cyprus”, Open House International, V:38 No:2 , pp:16-30 (June 2013) (co-authored Şebnem Hoşkara)
“An Analytical Study on Shopping Space:Newyork,London,Tokyo”,LAP Lambert Academic Publishing, (2011)
“Fringe-Belt Development Pattern of Famagusta”, Proceedings of the 9th International Sinan Symposium, 597-609 (April 2015), (co-authored Burak Türsoy)
“Typo-morphological Assessment of Ludlow”, 22nd ISUF Conference City as Organism:New Vision of Urban Life, (September 2015), (co-authored Sebnem Hoşkara, Naciye Doratlı)

Professional Memberships:

Member of the Chamber of Turkish Cypriot Landscape Architects, Northern Cyprus
ISUF - International Seminars on Urban Form
UMRG (Urban Morphology Research Group) University of Birmingham U.K

Name: Assist. Prof. Dr. Polat Hançer

Courses Taught (Two academic years prior to current visit):

FARC142 Introduction To Design Technology
ARCH 243 Architectural Construction and Materials I
ARCH 491 Architectural Design Studio V
ITAS 347 Entegre Bina Sistemleri (Department of Interior Architecture Course in Turkish)
MARC 591 Architectural Design I (Postgraduate Course)
MARC 592 Architectural Design II (Postgraduate Course)

Educational Credentials:

B.Arch., Yıldız Technical University, 1995
M.S. in Architecture, Eastern Mediterranean University, 1998
PhD., in Architecture, Eastern Mediterranean University, 2005

Teaching Experience:

Part-time instructor in Eastern Mediterranean University, 1997-2008
Assistant Professor, Eastern Mediterranean University, 2008-present

Professional Experience:

Working in Alarko Architectural Office – Lefkoşa, 1995-1997
Working as a designer and conductor in market, 1997-2008

Licenses/Registration:

North Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

“Suitable roof constructions for warm climates-Gazimagusa case”. *Energy and Buildings*. Volume 37, No 6, pp 643-649. (2005)
“Suitable roof constructions for warm climates – Gazimagusa case”. *International Gazimagusa Symposium 2004. Med i - T r i o l o g y: Momentum, Metamorphosis, Manifesto*. Eastern Mediterranean University Press, Gazimagusa, North Cyprus. ISBN:975- 8401-16-5, pp. 230-237. (12-16 April 2004)
“Sıcak iklimlerde çatı ısı yalıtımları”. *YAPI VE YAŞAM SANATI*. Yıl 1. Sayı 2. pp 66-67. (Ekim 2005).
“Kuzey Kıbrıs Türk Cumhuriyetinde Çatıların Isıl Davranışları”. *TÜBİTAK, İNTAG Araştırma Projesi* No: 100I020 (INTAG-237). Gazimagusa: TÜBİTAK İnşaat ve Çevre Teknolojileri Araştırma Gurubu, (Ekim 2002)
“Sıcak –Nemli İklimlerde, Çatılarda Nem Denetimi”, *DAÜ T.C./KKTC Bilimsel Araştırma Projeleri Raporu* (BAP-1), Proje No: MEKB-10-03, (2012)

Professional Memberships:

K.T.M.M.O.B. (Union of Cyprus Turkish Engineers and Architects) – Chamber of Architects.

Name: Assist. Prof. Dr. Badiosadat Hassanpour

Courses Taught (Two academic years prior to current visit):

ARCH114 Human and Socio-Cultural Factors in Design
FARC101 Basic design Studio
ARCH391 Architectural Design Studio III
ARCH523 Theory of Architecture I (Postgraduate Course)
ARCH515 Cimpendum of New approaches in Architectural Education (Postgraduate Course)

Educational Credentials:

B.Arch. Islamic Azad University Tehran Central Branch, Iran. 2005
M.Arch Islamic Azad University Tehran Central Branch, Iran. 2009
PhD, In Architecture, National University Malaysia (UKM), 2012

Teaching Experience:

Lecturer, Islamic Azad University (SAMA Branch), Mazandaran, Iran 2005-2007
Lecturer, Tabari institute of Higher education, Mazandaran, Iran.2006-2009
Lecturer Mazandaran institute of Technology, Mazandaran, Iran. 2006-2009
Lecturer, Pardisan institute of Higher education ,Mazandaran, Iran. 2006-2009
Teaching Assistant,Universiti Kebangsaan Malaysia,Bangi.2010-2012
Assistant professor, Tabari Institute of Higher Education, Iran. Jan 2013
Invited Assis Professor, Pardisan institute of Higher education, Iran. Jan 2013
Granted Researcher, University Kebangssan Malaysia, May 2013-Sep 2013
Assist. Prof. Dr, Eastern Mediterranean University, Northern Cyprus. Sep 2013- Present

Professional Experience:

Designer, Simiagaran Company, Tehran, Iran 2005-2006
Bo`d Technique consultant company, Tehran, Iran 2006-2007
Project Architect, Private House Project, Mazandaran,Iran. 2009

Licenses/Registration:

Iran (Chamber of Architects)

Selected Publications and Recent Research:

“Transparent Assessment Model in Architecture Design Studio Eastern Mediterranean University as Case Study”. (2015) Open House International Journal, 40:2. P: 370 (Co-Authored by A.I. Che-Ani).
“Reconstructing a Pedagogical Framework for Critique Session ‘Toward Sustainable Architecture education’”. Lambert Academic Publishing, ISBN: 978-3-659-34897-6, (FEB 2013). (Co-Authored by Nangkula Utaberta).
“Learning Contract in Architecture Design Studios”, Proceedings of the 5th International Conference on Education and Educational Technologies (EET '14), P: 136-140. ISBN: 978-960-474-369-8. (2014). (Co-Authored by A.I. Che-Ani, N.M. Tawil, S. Johar).
“Nonlinearity as a Design Characteristic or an Educational Method in Critique Sessions”, Proceedings of the 5th International Conference on Education and Educational Technologies (EET '14), P: 34-38. ISBN: 978-960-474-369-8 (2014) (Co-Authored by A.I. Che-Ani, N.M. Tawil, S. Johar).
“Reconstructing assessment in architecture design studios with gender based analysis: a case study of 2nd year design studio of UKM”, (2012). (*Published by Springer-Verlag Berlin, Heidelberg*) (Co-Authored by Utaberta, N., Zaharim, A. & Spalie, N).
Rasch Modeling Analysis in Assessing Student`s Ability and Questions Reliability in Architecture Environmental Science Examination. Journal of Applied Sciences Research 8(3):1797-1801. (2012). (Co-Authored by Ibrahim, N.L.N., Utaberta, N.)
“Students` Perception of the Evaluation System in Architecture Studios: A Case Study of 2nd Year Studio in Architecture Department of National University of Malaysia”, *Proceeding World Academy of Science, Engineering and Technology* 77:1022-1025, (2011), (Co-Authored by Utaberta, N., Zaharim, A. & Abdullah, NAG).

Professional Memberships:

International Scientific and Editorial Committee member at World Academy of Science, Engineering and Technology (WASET) (2014 to present)

Name: Assist. Prof. Dr. Ercan Hoşkara

Courses Taught (Two academic years prior to current visit):

ARCH 243 Architectural Construction and Materials I
ARCH 291 Architectural Design Studio I
ARCH 292 Architectural Design Studio II
ARCH 342 Working Drawing
ARCH 449 Economic and Managerial Issues in Architecture
MARC 591 Architectural Design I (Postgraduate Course)
MARC 592 Architectural Design II (Postgraduate Course)
MARC 551 Architecture and Building Economy (Postgraduate Course)
MARC 542 Building Technology and Structural Design (Postgraduate Course)

Educational Credentials:

B.Arch., Eastern Mediterranean University, North Cyprus, 1997
MS., Istanbul Technical University, Turkey, 1999
PhD., Istanbul Technical University, Turkey, 2007
MA., University of Westminster, UK, 2009

Teaching Experience:

Part-Time Instructor, Eastern Mediterranean University, North Cyprus, 2002–2008
Assistant Professor, Eastern Mediterranean University, North Cyprus, 2008–present

Professional Experience:

Trainee Architect, MESA, Mass Housing Construction Site, Izmir, Turkey. July-August 1995
Architect, Tasarım Construction ve Decoration, Istanbul, Turkey, 1997–1998
Architect, Izosan Architecture and Design Tic. A.Ş., Istanbul, Turkey, 1998–2000
Architect (Construction Manager), TAF Construction LTD., Mediterranean Student Complex Construction Site Eastern Mediterranean University, Famagusta, North Cyprus, 2000
Architect (Project Manager), TAF Construction LTD., Istanbul, Turkey, 2000-2001
Professional Architect, Personal Architectural Office, Famagusta, North Cyprus. 2001–2008

Licenses/Registration:

North Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

“Sustainable Construction within the Context of National Conditions”, ITU Review, Istanbul, Turkey (April 2007). (co-author: Y. Sey)
“Assessing the Level of Sustainability in Housing Environments: A Theoretical Approach”, , ENHR 2007 Conference on Sustainable Urban Areas, , Rotterdam. (25-28 June 2007), (co-authors: B. Oktay & Ş. Hoşkara)
“A Theoretical Approach for Assessing the Sustainability in Housing Environments” *Open House International*, Vol 35, No 1, s./pp. 26-36.(2010). (co-author: B. Oktay)
Journal,(2015). (co-author: M. Bavafa)

Professional Memberships:

Cyprus Turkish Engineers and Architect Association (CTEAA)

Name: Assit. Prof.Dr. Özlem Şahali Kovanci

Courses Taught (two academic years prior to current visit):

FARC 101 Basic Design Studios
FARC 102 Introductory Design Studios
ARCH 235 Introduction to Tectonics of Structural Systems
ARCH 337 Tectonics of Form-resistant Structures

Courses Assisted (two academic years prior to current visit):

FARC 101 Basic Design Studios
FARC 102 Introductory Design Studios
FARC 104 Graphic Communications II
ARCH 383 GIS
ARCH 236 Tectonics of Flexural Structures
ARCH 337 Tectonics of Form-resistant Structures
ARCH 416 Professional Issues in Architecture
ARCH 449 Economic and managerial issues in Architecture
ARCH 492 Architecture Graduation Project

Educational Credentials:

B.Arch Eastern Mediterranean University, Faculty of Architecture, Department of Architecture, 2007
MS Eastern Mediterranean University, Faculty of Architecture, Department of Architecture, 2009
Ph.D Eastern Mediterranean University, Faculty of Architecture, Department of Architecture 2015

Teaching Experience:

Teaching Assistant, Eastern Mediterranean University 2007-2014
Part-time instructor, Eastern Mediterranean University, 2015 Spring
Assist. Prof. Dr, Eastern Mediterranean University, 2015-present

Professional Experience:

Architectural consultancy in Alpcan Construction Company, 2012-2014

Licenses/Registration:

North Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

“Building Code Challenging the Ethics behind Adobe Architecture in North Cyprus” *Science and Engineering Ethics*. Published online first: DOI 10.1007/s11948-014-9533-0 (2014). (Co-author: Hürol, Y., Yuceer,H).
“Use Of Tectonic Elements In The Concept Of Environmental Sustainability” ISVS 7 (7th international seminar on vernacular settlements re-assessing vernacular architecture: theories and practices traditions, identities and globalization),(2014)

Professional Memberships:

Chamber of Cypriot Architects
INTBAU

Name: Assist. Prof. Dr. Nazife Özay

Courses Taught (Two academic years prior to current visit):

FARC 101 Basic Design Studio
FARC 102 Introductory Design Studio
FARC 113 Introduction to Design
ARCH 312 Architecture and Design Theories
ARCH 524 Theoretical Aspects of Architecture II (Postgraduate Course)
ARCH 580 Stylistic Approaches in Design (Postgraduate Course)

Educational Credentials:

B.Arch., Eastern Mediterranean University, 1996
M.Arch., in Architecture, Eastern Mediterranean University, 1998
Ph.D., in Architecture, Eastern Mediterranean University, 2005

Teaching Experience:

Research Assistant, Eastern Mediterranean University, 1996-2004
Academic Part-Time, Eastern Mediterranean University, 2004-2008
Academic Part-Time, Cyprus International University, 2005-2008
Assistant Professor, Eastern Mediterranean University, 2008-present

Licenses/Registration:

North Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

“Comparative study of climatically responsive house design at various periods of Northern Cyprus architecture”. *Building and Environment*, Volume 40, Issue 6, (June, 2005).

“Housing design and the missing aspects of sustainability: A comparative study on an old and new settlement in Northern Cyprus”. *XXXII IAHS World Congress*, Trento, Italy, (September 2004).

“The practice of different structural systems in Cypriot Architecture from Pre-historic to Modern times”. *Stremah 2007, Tenth International Conference on Studies, Repairs and Maintenance of Heritage Architecture*, incorporating the Maritime Heritage Seminar, Wessex Institute of Technology, Prague, Czech Republic, (July 2007). (Co-author: Özay G.)

“Research on the Traditional Cyprus Houses, Main Doors” (Geleneksel Kıbrıs Evlerinin Giriş Kapıları Üzerine Bir Araştırma). *7th International Sinan Symposium*, Trakya University Faculty of Engineering and Architecture, Department of Architecture, Edirne, Turkey, 28-29 (April, 2011).

“Questioning the Bazaar in the Walled City of Nicosia”, *VIII International Congress on Cyprus Studies, Center for Cyprus Studies*, EMU, 25-27, Famagusta. (April, 2012). (Co-author: Faslı M., Numan İ., İstillozlu E., Özarısoy B.).

“Transformation from Traditional to Modern Housing: A Comparative Case Study on Cyprus and Iran”, *ARCH'12 - 7th International Symposium on Architecture and Interior Architecture*, EUL, 29-30. (November, 2012). (Co-author: Sani, M. R.).

“Evaluation of the Tourist Expectations at Historic Urban Quarters; Walled City of Nicosia”, *TOURAVEL'14 - Tourism and Travel Studies Conference*, DAKAM, İstanbul, Turkey, 5-7 (June 2014). (Co-author: Faslı M.).

“Transformation of Mass Housing Units to Commercial Spaces; Government Social Housing in Taşkınıköy, Nicosia”, *ARCHTHEO'14 - Theory of Architecture Conference*, DAKAM, İstanbul, Turkey, 6-8 (November 2014). (Co-author: Faslı M.).

Professional Memberships:

Member of Chamber of Architects in Northern Cyprus.
HERA-C Housing Education, Research, Advisory Center, Faculty of Architecture, EMU.

Name: Assist. Prof. Dr. Müge Rıza

Courses Taught (Two academic years prior to current visit):

FARC 101 Basic Design Studio
FARC 102 Introductory Design Studio
FARC 113 Introduction to Architecture
INAR 102 Interior Design Studio (Near East University)

Educational Credentials:

B.Arch., Eastern Mediterranean University, 2007
M.Arch. Eastern Mediterranean University, 2009
PHD, in Architecture, Eastern Mediterranean University, 2014

Teaching Experience:

Teaching Assistant, Eastern Mediterranean University, 2008–2013
Part-time Instructor, Eastern Mediterranean University, Spring 2014/15
Part-time Instructor, Near East University, Spring 2014/15
Assistant Professor, Eastern Mediterranean University, Sept. 2015–present

Professional Experience:

Project: Re-Design of Café de Cambo in Famagusta (2011)
Project: Renovation and Additions to a Private House (2012-2013)

Licenses/Registration:

North Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

“The Assessment and Impact of Shopping Centres: Case study Lemar, Northern Cyprus“, Open House International, accepted for publication in Vol. 41 no. 4. 2016 (With Fasli, M., Erbilin, M.)
“Sustainable City Branding: Evaluating the Environmental Behavior of Slow City Citizens in Yeni Bogazici, North Cyprus“, The 5th World Sustainability Forum, 7–9 September 2015, Basel, Switzerland (Abstract available on conference website: <http://www.sciforum.net/conference/wsf-5>).
(With Asilsoy, B., Erbilin, M.)
“The Critical Lacuna Between New Contextually Juxtaposed and Free Style Buildings in Historic Settings“, Journal of Architectural Planning and Research (JAPR), will be published winter 2015.
(With Doratli, N.)
“Culture as a Tool for City Branding: Redeveloping an Historic District as a Cultural Focal Point“, Ninth International Congress on Cyprus Studies, April 24-25, 2014, organized by the Center for Cyprus Studies (EMU)
“City Branding and Identity“, Procedia-Social and Behavior Sciences, Volume 35, Pages 293–300, 2012. (With Doratli,N., Fasli, M.)

Professional Memberships:

Chamber of Cyprus Turkish Architects, North Cyprus
SID (Society for International Development), Lefkosa Chapter

Name: Assist. Prof. Dr. Harun Sevinç

Courses Taught (Two academic years prior to current visit):

ARCH 213 Ecological Issues in Architecture
ARCH 292 Architectural Design Studio II
ARCH 373 Life Safety in Buildings
ARCH 491 Architectural Design Studio V
ARCH 577 Solar Architecture (Postgraduate Course)

Educational Credentials:

German TU Diploma equivalent to B.Arch., M.S. Arch., Technical University of Berlin, 1993
Phd., RWTH Aachen (University of Technology Aachen), 2007

Teaching Experience:

Assistant Professor, European University of Lefke (Northern Cyprus), 2007-2008
Assistant Professor, Eastern Mediterranean University, 2008–present

Professional Experience:

Architectural office Savidis in Berlin, Germany, 1993–1995
Architectural office Ripphausen in Baesweiler, Germany, 1995
Architectural office Prof. Döhmen in Mönchengladbach, Germany, 1995
Architectural office Minkus & Wolf in Köln, Germany, 1997
Architectural office Nölle & Saefel in Köln, Germany, 1997-2003
Self-employed freelance in Köln, Germany, 2004-2007

Selected Publications and Recent Research:

“Future planning and design possibilities for tourism development areas and tourism facilities”, *4th World Conference for Graduate Research in Tourism, Hospitality and Leisure*, in Antalya-Belek, Turkey. (April 2008)
“Tourismusentwicklung an der Südwestküste der Türkei”, *Geographische Rundschau – Science-Magazine* (January 2010)
“Sustainable housing development as a challenge for the missing climate protection policy of Northern Cyprus”, *6th International Sinan Symposium “Designing the Future”* in Trakya University, Faculty of Engineering and Architecture in Edirne, Turkey (April 2010)
“Proposals for Climate-Protection Housing Estates for Northern-Cyprus”, *ICCE 2010–10th International Conference on Clean Energy*, Famagusta, Northern Cyprus (September 2010).
“The Use of Renewable Energy in Residentially by means of PV-Systems for Approaching Sustainability”, SET 2013 – 12th International Conference on Sustainable Energy technologies”, 26-29 August 2013, Hong Kong (Co-author: Farzaneh Najjaran)
“Architectural Quality approaching Integration with Thermal Collectors and Photovoltaics”, SET 2013 – 12th International Conference on Sustainable Energy technologies”, 26-29 August 2013, Hong Kong (Co-author: Ahadollah Azami, Alireza Jahanara)
“Integration Feasibility of Photovoltaic in Rector’s Office, EMU, Famagusta, North Cyprus”, SET 2013 – 12th International Conference on Sustainable Energy technologies”, 26-29 August 2013, Hong Kong (Co-author: Ahadollah Azami, Alireza Jahanara, A. Sadeghi, N. Aghajani)
“Proper Utilization of Passive Solar Energy in Residential Buildings, North Cyprus”, ICCE 2014 – 13th International Conference on Clean Energy, 08-12 June 2014, Istanbul, Turkey (Co-author: Ahadollah Azami, Seyedeh Ayeh Mirrezaei)

Professional Memberships:

Member of the Chamber of German Architects of Nordrhein-Westfalen
(Land of the Federal Republic of Germany) – Architektenkammer Nordrhein-Westfalen (AKNW)

Name: Assist. Prof. Dr. Pınar Uluçay Righelato

Courses Taught (two academic years prior to current visit):

FARC 103 Graphic Communication I
FARC 113 Introduction to Design
ARCH 291 Architectural Design Studio I
ARCH 213 Ecological Issues in Architecture

Educational Credentials:

B.Sc in Architectural Studies, University of Strathclyde, Glasgow, UK, 1993
MSc in Architecture, Eastern Mediterranean University, North Cyprus, 2000
Ph.D.in Architecture, Eastern Mediterranean University, North Cyprus, 2013

Teaching Experience:

Part-time Instructor, Near East University, North Cyprus, 1996-1997
Teaching Assistant, Eastern Mediterranean University, North Cyprus, 2000-2007
Part-Time Instructor, Eastern Mediterranean University, North Cyprus, 2007-2010
Full-Time Instructor, Cyprus International University University, North Cyprus, 2010-2013
Visiting Researcher, Center for Alternative Technology, Wales, UK, 2012-2013
Assistant Professor, Eastern Mediterranean University, North Cyprus, 2013-present

Professional Experience:

Kemik Construction, Lefkosa, North Cyprus 1993-1994
Mustafa Ilkan Architectural Office, Lefkosa, North Cyprus 1994-1996
Tefa Yapi Ltd., Izmir, Turkey, 1998-2000

Licenses/Registration:

North Cyprus

Selected Publications and Recent Research:

“A Critical Evaluation of the Town Planning Law of Northern Cyprus in line with the European Spatial Development Perspective”, (Unpublished PhD thesis) Eastern Mediterranean University, 2013, North Cyprus
“Exploring user participation in social housing scheme, Nicosia, Northern Cyprus”, International Journal of Architectural Research (e-Journal), Volume 5, Issue 2, (July 2011) (Co-author: Sani, M.R., Uluçay, B.)
“Cross-Border Trade Liberalization: The Case Of Lokmaci/Ledra Gate In Divided Nicosia, Cyprus”, European Planning Studies, Routledge Journals, Taylor & Francis Ltd, UK, October 2010), (Co-author: Mehmet, O., Yorucu, V., Atun, R.)
“Assessing the Impact of Nicosia Master Plan in the Historic Walled City: Policy Implications for the Sustainable Development of the Area”, (BAP-A-07-13) Scientific Research Project, Eastern Mediterranean University, North Cyprus, (September 2007 - March 2010), (Co-author: Atun, A. R., Yorucu, V.)

Professional Memberships:

Union of Chambers of Turkish Cypriot Engineers and Architects (KTMMOB) - Chamber of Architects, 1996
RIBA Part One, 1993
INTBAU - The International Network for Traditional Building, Architecture & Urbanism, 2012
KITREB – Association of Turkish Cypriot Guides, 1997

Name: Assoc. Prof. Dr. Nil Paşaoğluları Şahin (Department of Interior Architecture)

Courses Taught (two academic years prior to current visit):

FARC 101-Basic Design Studio

FARC 102- Introductory Design Studio

ITAS 402- Interior Architecture Graduation Project Int. Arch / Turkish

ITAS 101- TemelTasarımAtölyesi (Basic Design Studio)-Int.Arch/Turkish

ITAS 102- TasarımaGirişAtölyesi (Introductory Design Studio)-Int. Arch / Turkish

ITAS 106- Serbest El Çizim (Freehand Drawing)-Int. Arch / Turkish

ITAS 454-İç Mekanda Peyzaj Tasarımı (Interior Landscaping) Int. Arch / Turkish

Educational Credentials:

B.Arch Eastern Mediterranean University, 1997

M.Arch Eastern Mediterranean University, 1999

Ph.D.in Architecture, Eastern Mediterranean University, 2004

Teaching Experience:

Teaching Assistant, Eastern Mediterranean University, North Cyprus, 1997-2004

Senior Instructor-Dr.- Eastern Mediterranean University, North Cyprus, 2004-2007

Assistant Professor, Eastern Mediterranean University, North Cyprus, 2007-2014

Associate Professor, Eastern Mediterranean University, North Cyprus, 2014–present

Licenses/Registration:

North Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

“Inter-Creative Course Model Proposal: teaching-learning design in secondary school of TRNC”*EJER-Euroasian Journal of Educational Reserach*, Vol 13, No 53, pp. 41-58, (2013). (November 2013 ,co-authored by Uğur U. Dağlı& Kamil Güley)

“Measuring Accessibility and Utiliazation of Public Spaces in Famagusta”, *CITIES*, vol.21 no.3 pp.225-232, (2004). (co-authored by NaciyeDoratlı)

“Tümdengelim Tasarım Süreci (Deductive Design Process)”, *YAPI*, vol.386, pp.128-130, 2014. (co-authored by Uğur U. Dağlı)

“Tasarım Eğitiminde İnterdisipliner Yaklaşımın Değerlendirilmesi: DAÜ Mimarlık Fakültesi, Mimari Tasarıma Giriş Stüdyosu (Evaluating Interdisciplinary Approach in Design Education: Introductory Design Studio, Faculty of Architecture, EMU)” *MIMARLIK*, vol.367, (2012). (co-authored by Uğur U. Dağlı)

Tasarımın İçindeki Sırlar (Design Secrets), Deniz Plaza Publishing, Nicosia, North Cyprus, (2012). (co-authored by Uğur U. Dağlı & Kamil Güley).

Design Principles of Public Open Spaces in the Walled Cities-Astudy in the Walled City of Nicosia, Cyprus,VDM Publishing, Germany, (2009), ISBN: 978-3-639-19966-6.(co-authored by Naciye Doratlı)

Professional Memberships:

Union of Cypriot Chambers of Engineers and Architects (KTMMOB) - Chamber of Architects, 1997

Name: Asisst.Prof.Dr. Hacer Başarır (Department of Interior Architecture)

Courses Taught (two academic years prior to current visit):

ITAS 302-Interior Architecture Studio IV (Turkish)
ITAS 104-Graphic Communication II (Turkish)
FARC 104-Graphic Communication II
INAR 213- Presentation Techniques
INAR 598- Seminar (Postgraduate Course)
ITAS 101- Basic Design Studio (Turkish)
INAR 206- Measured Drawing

Educational Credentials:

B.Arch, Eastern Mediterranean University, 2003
MA, University of Wolverhampton, 2004
Ph.D.in Architectural and Urban Conservation, University of Manchester, 2009.

Teaching Experience:

Assistant Professor, Dr., Girne American University, North Cyprus, 2009–2011
Senior Instructor, Dr., Eastern Mediterranean University, North Cyprus, 2011–2015
Assistant Professor, Dr., Eastern Mediterranean University, North Cyprus, 2015–present.

Licenses/Registration:

North Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

“Ethical Guidelines for Structural Interventions to Small-Scale Historic Stone Masonry Buildings” Science and Engineering Ethics,ISSN 1353-3452 (2014). (Co-authored by Yonca Hurol, Hülya Yüceer)
“An Analysis on Workspaces of Turkish Cypriot Women Artists”, Journal for Women's Studies, pp135-161, (2013). (Co-authored with Devrim Yücel Besim).
“Reflections of change at the crossroads of different cultures: a 700 year old building: St. Nicholas Cathedral (Lala Mustafa Pasha Mosque) – N.Cyprus” The Venice Charter Revisited: Modernism and Conservation in the Post-War World ISBN: 1847186882, pp.306-315 (2009), (in Matthew Hardy ed., London: INTBAU).
“The Kertikli Hammam: A Historic Building in Danger. ” Historic Famagusta: A Millennium in Words and Images, (2012) (Budapest, Hungary).
“Transforming historic LANDMARKS and Its effects on urban conservatIon: Case-studies from Urbino, Valletta and Verona and proposals for Famagusta/Gazimagusa”, IAPS-CSBE 'Culture & Space in the Built Environment Network' and the IAPS Housing Network Partnered with INTBAU, (2009). Istanbul, Turkey
“Conservation and Contemporary Design: Complementary or Contradictory Activities? ” CSAAR 2008B Conference: Responsibilities and Opportunities in Architectural Conservation: Theory, Education, and Practice (2008), (Amman, Jordan)
“The Walled City of Famagusta/Gazimagusa: the loss of architectural heritage due to ongoing conflict”, AESOP Conference: Planning for the Risk Society (2007), (Naples, Italy)

Name: Assist. Prof. Dr. Guita Farivarsadri (Department of Interior Architecture)

Courses Taught (two academic years prior to current visit):

FARC101 Basic Design Studio
FARC102 Introductory Design Studio
FARC113 Introduction to Design
FARC106 Freehand Drawing and Rendering (Elective Course)
IDES211 Human Factors in Design (Department of Industrial Design Course)
IDES311 Responsible Design (Department of Industrial Design Course)
IDES201 Industrial Design Studio I (Department of Industrial Design Course)
IDES201 Industrial Design Studio II (Department of Industrial Design Course)
IDEE301 Industrial Design Studio III (Department of Industrial Design Course)
IDES401 Industrial Design Studio V (Department of Industrial Design Course)
IDES402 Industrial Design Studio - VI - Graduation Project (Department of Industrial Design Course)
ARCH511 Design Education: Learning by Doing, Reflection in Action (Postgraduate Course)

Educational Credentials:

B.ID (Bachelor of Industrial Design) Middle East Technical University, 1989
Master in Interior Architecture and Environmental Design, Bilkent University, 1992
Ph.D. in Interior Architecture and Environmental Design, Bilkent University, 1998

Teaching Experience:

Research Assistant, Bilkent University, Turkey, 1989-1995
Instructor, Bilkent University, Turkey, 1995- 1997
Instructor, Eastern Mediterranean University, North Cyprus, 1997–1998
Assistant Professor, Eastern Mediterranean University, North Cyprus, 1998- present

Selected Publications and Recent Research:

“Reading Trails and Inscriptions, Around an Old Bus-House in Monarga, North Cyprus.” Stephenson, M. and Zanotti, L. (eds.), *Building Walls and Dissolving Borders* (pp.155-176), Surrey (UK): Ashgate Pub. Ltd. (2013), (co-authored by Yonca Hürol)

“Light as an Element of Play in Iranian Architecture”, Proceedings of the 6th International Seminar on Vernacular Settlements, ISVS-6, 19-21 April 2012, Famagusta, North Cyprus, 415-423, (2012), (co-authored by Ghazal Farjami)

“Measuring Organizational Responses to the Student Complaints in the Perceived Justice Framework: Some Evidence from Northern Cyprus Universities”, *Educational Research and Reviews*, **Volume 3, Number 7, pp. 246-256**. (2008), (co-authored by Erdoğan Haktan Ekiz, Hüseyin Arasli, and Ali Bavik)

“Algılanan Adalet Kavramı Perspektifinde Etkin Şikayet Yönetimi: KKTC Üniversiteleri Üzerine Bir Araştırma”, *Kirgizistan-Türkiye Manas Üniversitesi Sosyal Bilimler Dergisi*, (**Kyrgyz-Turkish Manas University - The Journal of Social Sciences**), **Volume 19, Number 1, pp. 43-57**. (2008) (co-authored by Erdoğan Haktan Ekiz, Hüseyin Arasli, and Ali Bavik)

“Let’s Play Design,” *Open House International*, Vol. 31, No: 3, pp. 43-50. (2006) (co-authored by Üstün Alsaç)

“To Begin...”, *ITU- A/Z Journal*, Vol. 2, No:1/2, 70-83, (2005).

Professional Memberships:

Societies of Industrial Designers of Turkey- ETMK

Name: Maher Ghazal (Department of Mechanical Engineering)

Courses Taught (two academic years prior to current visit):
ARCH 348 Building and Environmental Systems in Architecture

Educational Credentials:

B.Sc. Mechanical Engineering, Eastern Mediterranean University, 2003
M.Sc. Mechanical Engineering, Eastern Mediterranean University, 2010
Ph.D. Mechanical Engineering, Eastern Mediterranean University, expected 2014

Teaching Experience:

Teaching Assistant, Eastern Mediterranean University, 2003-2005, 2010-2015

Professional Experience:

Technical manager, ESCON, Tosunoglu Group, Famagusta, North Cyprus, 2005-2010

Licenses/Registration:

Palestine
North Cyprus

Selected Publications and Recent Research:

“An Experimental Study Of A Solar Humidifier For HDD Systems” *Energy Conversion And Management*, Vol 82, No 0, pp. 250-258. (2014) (co-authored by Ugur Atikol & Fuat Egelioglu)
“A Compact Design of Water Heating–Humidification Processes for Solar HDD Systems”, *Progress in Exergy, Energy, and the Environment*, Springer International Publishing, Book Chapter 36, pp. 415-420 (2014). (co-authored by Ugur Atikol & Fuat Egelioglu)

Professional Memberships:

Energy Research Center, EMU, 2011

Name: Emre Akbil (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

ARCH 392 Architectural Design Studio IV
ARCH 416 Professional Issues in Architecture

Educational Credentials:

B.Arch., Eastern Mediterranean University, 2001
M.Arch., Eastern Mediterranean University, 2003
Bauhauszertifikat, Bauhaus Dessau Kolleg, 2005
PhD Candidate, Eastern Mediterranean University, ongoing

Teaching Experience:

Research Assistant, Eastern Mediterranean University, Feb. 2000- 2007
Part Time Instructor, Eastern Mediterranean University, 2009-2010, 2012-2014

Professional Experience:

Executive Board Member, Union of Chambers of Turkish Cypriot Engineers and Architects (UCTEA) - Chamber of Architects, since 2012
Director of “Etika Architecture and Design Ltd.” which is set up in Nicosia, 2007.
“Disenclaving Strategies for Famagusta City” with Socrates Stratis, Esra Can Akbil, Münevver Özgür Özersay and Nekterios Christodoulou.
Invited Competition Project for Istanbul Technical University Famagusta Campus Design, (architects: Emre Akbil, Esra Can Akbil, Fevzi Ozersay and Munevver Ozgur Ozersay) Competition invited 7 selected experienced architectural practices from Cyprus and Turkey. Project qualified for the 4th place. (2010)
Home for Cooperation, offices and house of “Association for Historical Dialogue and Research”, AHDR, restoration project in Nicosia Buffer Zone. (2010). (Architects: George Psaltis, Emre Akbil)
Architectural Competition Award: ‘Mentioned’ in the Competition of Memorial Museum for Dr. Fazil Kucuk, Nicosia (2008). (Architects: Emre Akbil & Esra Can)
Architectural Competition Award: 1st place in the Competition of North Cyprus Presidency Offices Building, Nicosia (2007). (Architects: Emre Akbil & Esra Can)

Licenses/Registration:

North Cyprus (Chambers of Architect)

Selected Publications and Recent Research:

“The Ontological (Dis) embodiment of Space”, in Mediations in Cultural Spaces: Stucture, Sign, Body, ed. John Wall, Cambridge Scholars Publishing, (2008). (Emre Akbil)
“Informal Strategies for Transnational Urbanism”, in TRANSNATIONAL SPACES, ed. Regina Bittner, Wilfred Hackenbroich, Kai Vockler, Jovis, Berlin. (2007). (Co-authored by Esra Can Akbil, Toni Mocerri and Emre Akbil)
“Carnival in Laleli”, in Transnational Spaces, ed. Regina Bittner, Wilfred Hackenbroich, Kai Voeckler, Jovis, Berlin, (2007). (Co-authored by Esra Can Akbil, Toni Mocerri and Emre Akbil)

Professional Memberships:

Union of Chambers of Turkish Cypriot Engineers and Architects (UCTEA) - Chamber of Architects, 2000

Name: Esra Can Akbil (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

FARC 103 Graphic Communication I
ITAS103 Graphic Communication I
ITAS 106 Freehand Sketching and Rendering

Educational Credentials:

B.Arch., Eastern Mediterranean University, 1999
M.Arch., Theory of Architecture, Eastern Mediterranean University, 2001 Bauhauszertifikat
in Urban Studies, Bauhaus Dessau Kolleg, 2005

Teaching Experience:

Teaching Assistant, Eastern Mediterranean University, North Cyprus, 1999-2004
Part-time Instructor, Eastern Mediterranean University, North Cyprus, 2006-2008
Part-time Instructor, Eastern Mediterranean University, North Cyprus, 2010–present

Professional Experience:

Director/Architect at Etika Architecture and Design Office, 2008 – present.
Co-founder and Project Coordinator at Archis Interventions_Cyprus, 2010 – present.

Licenses/Registration:

North Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

“Divided Cities and Building Dialogue: Community Centers in Mostar, Mitrovica and Nicosia” *in edited book SEE:Urban Transformation in Southeastern Europe*, Erste Foundation Series Volume 2. (2013) (co-authored by Demet Mutman, Giorgos Psalitis, Kai Voeckler)
“Towards a Third Space: Dipkarpaz/Rizokarpaso”, *in edited book SEE:Urban Transformation in Southeastern Europe*, Erste Foundation Series Volume 2. (2013) (co-authored by Sebnem Hoskara & Giorgos Psalitis)
“Fostering peace and co-operation in Cyprus two projects”, *Boundaries: Architectures of Peace / Architettura di pace*, Index issue n. 3 (January - March 2012). (co-authored by Sebnem Hoskara & Giorgos Psalitis)
“Informal Strategies for Transnational Urbanism”, *Transnational Spaces*, ed. Regina Bittner, Wilfred Hackenbroich, Kai Vockler (2007). (co-authored by Emre Akbil & Toni Moceri)
“Carnival in Laleli”, *Transnational Spaces*, ed. Regina Bittner, Wilfred Hackenbroich, Kai Vockler (2007). (co-authored by Emre Akbil & Toni Moceri)

Professional Memberships:

Union of Chambers of Turkish Cypriot Engineers and Architects (KTMMOB) - Chamber of Architects, 1999

Name: Zehra Babutsalı Alpler (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

FARC 101 Basic Design Studio
ITAS 101 Basic Design Studio
FARC 103 Graphic Communication I

Educational Credentials:

B.Int.Arch, Faculty of Architecture, Department of Interior Architecture, Eastern Mediterranean University, 2009
MS in Faculty of Architecture, Department of Architecture, Eastern Mediterranean University, 2011
Ph.D.in Faculty of Architecture, Department of Architecture, Eastern Mediterranean University (Continuing)

Teaching Experience:

Teaching Assistant, Faculty of Architecture, Department of Interior Architecture, Eastern Mediterranean University, North Cyprus, 2009-2014
Visiting Researcher, University of Central Lancashire (UCLAN), Grenfell-Baines School of Architecture, Construction and Environment, UK, 2014-2015
Lecturer, Faculty of Architecture, Department of Interior Architecture, Eastern Mediterranean University, North Cyprus 2015

Professional Experience:

2011- Interior design of a store- Mehdiye Beyar, Famagusta/KKTC
2012- Interior design of a store- Taha Vahedi, Famagusta/KKTC
2012- Interior design of a house- Gokalp Alpler, Famagusta/KKTC
2013- Interior design of a house- Turgut Yenagrالی, Iskele/KKTC
2014-Landscape design- Turgut Yenagrالی, Iskele/KKTC

Licenses/Registration:

North Cyprus (Chamber of Interior Architects)

Selected Publications and Recent Research:

“Investigating Loft Spaces’ Interior Design Approaches with Re-Use Principles: Case Study of London Lofts”- Re-Cond’15 International Conference in Istanbul/Turkey in 22-24 July 2015 - Re-evaluating Contemporary Designs in Historical Context

Name: Turuğsan Arslankelle (M.Arch) (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

ARCH 392 Architectural Design Studio IV

ARCH 491 Architectural Design Studio V

Educational Credentials:

B. Arch, Eastern Mediterranean University, 1997

M. Arch, Building Construction, Gazi University, 2004

Teaching Experience:

Part-time Instructor, Eastern Mediterranean University, North Cyprus, 2003-2006

Professional Experience:

Architect, Nuran Unsal Architectural Office, Ankara, Turkey, 1997-1998

Architect, Nesrin & Affan Yatman Architectural Office, Ankara, Turkey, 1998-2003

Architect(director), Megaron Design Architectural Office, Ankara, Turkey, 2004-PRESENT

Licenses/Registration:

North Cyprus (Chamber of Architects)

Professional Memberships:

Turkish Cypriot Chamber of Engineers and Architects (KTMMOB) - Chamber of Architects, 2003

Diyafraam Photograph Group; 2011 – Present

Name: Cenk Atun (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

FARC 101 Basic Design Studio
FARC 102 Introductory Design Studio
ARCH 391 Architectural Design Studio III
ARCH 492 Architectural Design Graduation Studio

Educational Credentials:

B. Arch., Eastern Mediterranean University, 1998
M. Arch., Middle East Technical University, Department of Urban Design. 2001

Teaching Experience:

Part-time instructor, Eastern Mediterranean University, 2011–present

Professional Experience:

Nuri Erhat House Gönyeli 2003
Altınbaş Holding Head Office Building (CreditWest) Lefkoşa 2005
Halil Özgüvenel Apartment Building . 2005
Nazım Temizsoya Apt. nın Yurt binasına dönüştürülmesi Lefkoşa 2006
Buğrak Kaygısız House Gönyeli 2007
Gülten Şevket House Demirhan 2007
LTB Theatre Building Lefkoşa 2007
Salih Pakarı House Ergazi 2007
Atatürk Cultural Center Addition Project Lefkoşa 2008
Halil Kahraman House Zeytinlik Girne 2008
İskele Bandabuliyaya refuction and regeneration Project İskele 2009
Veli Antaş House Demirhan 2009
Burhan Atun Addition House 2009
Okan Ersan House Lefkoşa 2009
Turgay Ersalıcı ve Halil Kahraman Office Building Lefkoşa 2010
Emine Saydam House Edremit Girne 2010
Nevhiz Özer House Ağırdağ 2010 inşası devam
Mustafa Atun House Balabayıs 2010 inşası devam
Seltan Süleymanlar House Zeytinlik Girne 2011
Solmaz Karadağlı Attach House Ortaköy Lefkoşa 2012
Nuriye Aremek Attach House Gönyeli Yenikent 2012
Mehmet Zorba Attach Çatalköy Girne 2013
Muzzafer Yüksel Furniture Showroom Building Lefkoşa 2013

Professional Memberships:

Union of Chambers of Cyprus Turkish Engineers and Architects (KTMMOB) - Chamber of Architects, 1998

Name: Mustafa Batbeniz (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

FARC 101 Basic Design Studio

FARC 102 Introductory Design Studio

FARC 103 Graphic Communication I

ARCH 292 Architectural Design Studio II

Educational Credentials:

B.Arch, Eastern Mediterranean University, (2004-2009)

MA in photography, London Metropolitan University, (2009-2010)

Phd, Department of architecture, Eastern Mediterranean University,(2014-present)

Teaching Experience:

Part-time instructor, Eastern Mediterranean University, North Cyprus, 2013–present

Licenses/Registration:

North Cyprus (Chamber of Architects)

Name: Zeref Birsal (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

ITAS 104 Graphical Drawing II
ITAS 103 Graphical Drawing I
ITAS 201 Interior Design Studio
FARC 101 Basic Design Studio
FARC 102 Introductory Design Studio
FARC 306 Interior Design for Architects (elective)
FARC 103 Graphic Communication I
FARC 104 Graphic Communication II

Educational Credentials:

B.Arch., Eastern Mediterranean University, 1998
M.Arch, Cyprus International University, 2011

Teaching Experience:

Lecturer, Cyprus International University, Cyprus, 2007-2012
Part-time lecturer, Cyprus International university, Cyprus, 2013-2014
Part-time lecturer, Eastern Mediterranean University, 2013-2014

Professional Experience:

Nilgün Cömert N&Art Interior designing office, 1997
İbrahim Yalçın Architectural designing office, 1997
Levent Construction Şti, 1988
Karaca Point (istanbul), 1999
911 architectural office (designing and producing furniture), 2003
Work for homestore and point karaca (İstanbul)(Designing of Home Store shops in the Turkey), 2000-2003
iP Mimarlık tasarım ve dekorasyon (TRNC) (Office & shop), 2004- 2007

Licenses/Registration:

North Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

“Interpreting the Changing Architectural Values of Housing in North Cyprus”, XXXVI IAHS World Congress on Housing Science, Santander, Spain, October 2010. (Co-author: Çeliker, A.Çelik, D.)
2009-10 Summer UNDP - Data Collection, (Hülya Yüceer, Zalihe Kurtuluş, Devran Öztunç, Asya Vahip, Fatoş Sarı, Deniz Sarı, Zeref Birsal)- Field Assistant The UNDP Programme for the Future is currently undertaking an inventory study on the cultural heritage of Cyprus which involves data collection of the sites. (EU project).
“Contemporary Residential Architecture In Divided Island Of Cyprus: A User Based Comparison“, (2009-10), Master Thesis
Kerpiç 2008 Assessment of traditional housing design principles in relation to climatic conditions of Northern Cyprus; case studies from Hisarüstü Lefkoşa

Professional Memberships:

Union of Chambers of Turkish Engineers and Architects (TMMOB) - Chamber of Architects, 1998

Name: Ahenk Yılgin Damgacı (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

FARC 101 Basic Design Studios
INAR 292 Interior Design Studios II
INAR 391 Interior Design Studios III
INAR 381 3D Modeling and Rendering
INAR 408 Professional Practices and Portfolio Design
INAR 403 Furniture and Fixture

Educational Credentials:

B.Arch., Eastern Mediterranean University, 1999
M.Arch., Architectural Design Problems, Mimar Sinan University, 2002
Ph.D. Candidate, Eastern Mediterranean University, on going

Teaching Experience:

Instructor, International Cyprus University, North Cyprus, 2004-2012
Instructor, Eastern Mediterranean University, North Cyprus, 2003-present

Licenses/Registration:

North Cyprus (Chamber of Architects)

Professional Memberships:

Union of Chambers of Turkish Engineers and Architects (KTMMOB) - Chamber of Architects, 1999

Main Research Interest Areas:

Urban Sociology
Cultural and Spatial Representation
Critical Discourse Studies
Architectural Design and Theory
Gentrification
Race, Class and Gender Studies
Design and Media
Design and Cinema

Name: Şifa Arı Demircioğlu (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

ARCH 384 Rhino for Architects
ARCH 385 Digital Communication in Architecture
ARCH 381 Computer Graphics Using Architectural Desktop
ITAS 104 Graphic Communication II
ITAS 213 Presentation Techniques
ITAS 381 3D Modelling and Rendering in Computer
ITAS 385 Rhino for Interior Architects
INAR 381 Computer 3D Model and Rendering
IDES 203 Graphic Communication for Industrial Designers
IDES 282 CAD for Industrial Designers

Educational Credentials:

B.Arch., Eastern Mediterranean University, 2005
M.Arch in CAD and Postmodernism, The University of Wolverhampton, 2006

Teaching Experience:

Part-time Instructor, Eastern Mediterranean University, North Cyprus, 2007-present
Part-time Instructor, Cyprus International University, North Cyprus, 2014-2015
Part-time Instructor, European University of Lefke, North Cyprus, 2015-present

Professional Experience:

Atelier M Architectural Office, Nicosia, Cyprus, 2006-2009
Own Architectural Office, Nicosia, Cyprus, 2006-present Some of Designed-Constructed projects:
Ertan Kizmazoglu's house project design and 3d model
Huseyin Kizmazoglu's house project design and 3d model
Ali Ari's house project, Ali & Ahmet Ari's apartment project
Aynur Alamyolu's house project, Salih Alamyolu's site division project
Agah Necat's Fabric project design and 3d model
Bayram Guclu's apartment project
Fatos Nihat's apartment project design and 3d model
Umit Veli's twin villas project design and 3d model
Zelis-Halim Kahveciler's interior home design
Erten Necat's house project Eral Necat's villa project design and 3d model
Nursu Ticaret Ltd. water production fabrique project
Ediz Menguc's villa project design and 3d model
Emine Tokkan's fabrique project design and 3d model
Jet Gaz building facade design and 3d model
Dilek-Kemal Emin interior house design and 3d model
Omag fabric project
Cyprus Life Hospital façade design
Gunay Caklioglu Shopping centre and apartment project and 3d model
Kuzey Pharmacy project
Bahir Cetinkaya's house project

Licenses/Registration:

North Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

Post-Modernism and CAD (Computer Aided Design), September 2006

Professional Memberships:

Union of Chambers of Cyprus Turkish Engineers and Architects (KTMMOB)-Chamber of Architects, 2005

Name: Mustafa Dinsev (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

FARC142 Introduction to Design Technology
INAS 200 Summer Practice - II/ ITAS 200 Summer Practice - II
ITAS246 Construction & Materials for Interior arch
ITAS142 Introduction to Design Technologies
ITAS341 Building Materials & Application for Interior arch
INAR 348 Finishing and Detailing

Educational Credentials:

B.Arch., Eastern Mediterranean University, 2001
M.Arch., Eastern Mediterranean University, 2003
Ph.D. Candidate, Eastern Mediterranean University, ongoing

Teaching Experience:

Teaching Assistant, Eastern Mediterranean University, 2002–2007
Part-time Instructor, Eastern Mediterranean University, 2007– present

Professional Experience:

North Cyprus, Ministry of Tourism, Dipkarpaz Arch Houses Bungalov Releve works, 1999
Büyükkonuk Municipality Health Center, 2003
Büyükkonuk Picnic Area Landscape Design, 2003
EMU Computer Center Addition and Renovate Projects, 2003
EMU Student Project Design and Application Center and Hydroulic Labs Project, 2004
Club and Entertaniment Center for Sözer Kali İn Kyrenia, 2004
Restaurant, Bar & Entertaniment Center for O.Gazioğlu in Famagusta, 2004
North Cyprus, Ministry of Health, Kyrenia Lapta Rest Home for old Age Asylum, 2005
Shoping and Office Building Project for C.C. Ozsoykal in Girne / Catalkoy, 2005
Housing Project for Lions Garden O. Gazioğlu in Famagusta, 2006
Ice Skating & Bowling Pleasure Center for İtimat Company – M.Tilki in Famagusta, 2007
Recreation Center for M. Elim in İskele / Boğaztepe, 2007
Water Disenfection Complex and Workshop Project for N.İlerici n Famagusta, 2009
Open Air Sport Complex for İskele Municipality in İskele, 2010
Coastal Landscaping Projects for İskele Municipality in Boğaztepe, 2011
Shopping Center for Serena – T. Topal İn Famagusta, 2011
Bank Project for Ergazi Kooperatif Şti.Ltd İn Ergazi Village/İskele, 2012
Coastal Landscaping project; application,controlling and topoghrapic surveying,İskele, 2012

NOTE: There is many other house,private residence, apartment, workshop, shop and renovation projects also which has been designed in different part of Cyprus in addition to defined works above between 2001-2014 years.

Licenses/Registration:

North Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

“The Optimal Building Structural System Selections For Famagusta”, *Symposium: International Famagusta Symposium*.

Cyprus Union of Chambers of Turkish Engineers and Architects, First Architecture and Education Conference, Professional Practice Group

Cyprus Union of Chambers of Turkish Engineers and Architects, Second Architecture and Education Conference, Professional Practice Group

Professional Memberships:

Union of Chambers of Cyprus Turkish Engineers and Architects (KTMMOB) - Chamber of Architects, 2001-Present

Name: Begüm Dörter (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

FARC 101 Basic Design Studio I

Educational Credentials:

B.Arch., Eastern Mediterranean University, 2007

M.Arch., Eastern Mediterranean University, 2009

Ph.D. Candidate, Eastern Mediterranean University, ongoing

Teaching Experience:

Teaching Assistant, Eastern Mediterranean University, 2007-2014

Part-Time Instructor, Eastern Mediterranean University, February 2014 - present

Licenses/Registration:

North Cyprus (Chamber of Architects)

Professional Memberships:

Union of Chambers of Cyprus Turkish Engineers and Architects (KTMMOB) - Chamber of Architects, 2007 – Present.

Name: Halide Erogul (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

FARC 101 Basic Design Studio
FARC102 Introductory Design Studio
IDES 291 Interior Design Studio
ITAS 101 Basic Design Studio

Educational Credentials:

B.Arch Eastern Mediterranean University
March Eastern Mediterranean University
Ph.D.in progress Eastern Mediterranean University

Teaching Experience:

Teaching Assistant, Eastern Mediterranean University, 2005-2008
Senior Lecturer, Girne American University, North Cyprus, 2008-2010
Part-time Instructor, Eastern Mediterranean University, 2013-present

Professional Experience:

2004 Atakara Architecture and Engineering Office/ Jens Prüm Architectural Office

Licenses/Registration:

North Cyprus (Chamber of Architects)

Selected Publications and Recent Research

“Designing Houses for Change: Understanding of Mass Housing Developments in the City of Girne, North Cyprus” (Proceedings of XXXIII IAHS World Congress, Pretoria, South Africa, (CD-ROM), (2005), (Co-authored by H. Pulhan, H. Orcunoglu).

“Evaluation of Traditional and Recent Residential Environments From User’s Point of View: The Case of Ozanköy, North Cyprus”, ENHR, European Network for Housing Research Conference, Rotterdam, Netherlands, (2007), (Co-authored by Orcunoglu, H., Oktay, M).

“Questioning the Tradition of Spaces & Traditional Spaces in the Cypriot Settlements: The Case of Lapta, North Cyprus”, Traditional Dwellings and Settlements Review Working Paper Series, Vol.217, (2008), (Co-authored by Orcunoglu,H.,Pulhan,H), (<http://arch.ced.berkely.edu/research/iaste/wps.htm>)

“Sustaining a Unique Rural Settlement–Dip Karpas Village In North Cyprus–Through Revitalization.”

Dipkarpaz Revitalization Project Team: Sebnem Hoskara*, Naciye Dorathl, Mukaddes Fasli, Resmiye Alpar, Kamil Guley, Esra Can, Makbule Oktay, Halide Orcunoglu, *EMU Faculty of Architecture*

“Girne’deki Geleneksel Türk Kahvehaneleri ve İç Mekansal Organizasyonlarının İrdelenmesi”, II. Ulusal İç Mimarlık Sempozyumu, Mimar Sinan Üniversitesi, İstanbul, Türkiye, (2010), (Co-authored by Yücel Besim , D., Eroğul, H., Karaderi, Ş).

“The Myths and Traditions in the Making of Spaces: The Case of Municipal Market, ‘Bandabuliyı’ in Cyprus”. Biennial IASTE Conference, 4-7 October 2012, Portland, Oregon, U.S.A. (Co-authored by Eroğul,H., Pulhan, H).

Professional Memberships:

Cyprus Turkish Chamber of Architects
IASTE-International Association for the Study of Traditional Settlements

Name: Sertaç İlter (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

FARC 142 Introduction to Design Technology
ARCH 347 Architectural Construction and Materials III
ARCH 292 Architectural Design Studio II
ARCH 392 Architectural Design Studio IV
ARCH 491 Architectural Design Studio V

Educational Credentials:

B.Arch., Eastern Mediterranean University, 2002
M.Arch., Eastern Mediterranean University, 2006
Ph.D. Candidate, Eastern Mediterranean University, ongoing

Teaching Experience:

Teaching Assistant, Eastern Mediterranean University, 2003-2011
Part-time Instructor, Eastern Mediterranean University, 2012-present

Professional Experience:

Architect/ Aga Development, Girne North Cyprus
Supervised and controlled the construction of housing project in Girne, Catalkoy and Arapkoy. (2003)
Freelance Architect/ **Girne**, Residence project (2006)
Freelance Architect/ **Girne**, Residence project (2007)
Freelance Architect/ **Girne**, Residence project (2010)
EMU Students Service Building/ EMU campus, Architects: Sertaç İlter and Yara Saifi (2011)
Includes a 2000 m² of Cafeteria hall, Bank, Lounge and Coffee shop as well as the landscape of the nearby vicinity. (Construction date, 2012).

Licenses/Registration:

North Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

“FROM SURFACES TO SPACES: INTEGRATING THE IN/OUT AND BEYOND”, *Architecture and Phenomenology, Technion Haifa, Israel*, (May 2007) (co-authored by Yara Saifi)
“TOWARDS A SUSTAINABLE CITY IN FAMAGUSTA: INTEGRATING THE CITY WITH ITS HISTORICAL WATERFRONT”, *GaziMagusa Symposium, Eastern Mediterranean University, North Cyprus*, (June 2007) (Co-authored by Yara Saifi, Enver Kolac, Can Kara and Fodei M. Conteh)

Professional Memberships:

Union of Chambers of Cyprus Turkish Engineers and Architects (KTMMOB) - Chamber of Architects, 2002
The International Network for Traditional Building, Architecture and Urbanism (INTBAU) Cyprus, 2009

Name: Cem Kara (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

FARC 104 Graphic Communication II
ARCH 281 Computer Aided Design

Educational Credentials:

B.Arch., Eastern Mediterranean University, 1997
Msc Bs., Middle East Technical University, Turkey, 2001

Teaching Experience:

Student Assistant, Eastern Mediterranean University, Cyprus, 1997
Part-time Instructor, Eastern Mediterranean University, 2003–present

Professional Experience:

EU Project Construction of facilities for nature protection North Cyprus NATURA 2000 project (design) 2009
Architectural design competition. Vakıflar Bank Cyprus Headquarters and Nicosia Bank Building (First Price) April, 2008
Architectural Design Competition Dr Fazıl Küçük Museum (First price) February, 2008
Freelance Architect (Several Architectural projects, in Northern Cyprus) 2003 - present
Mangan Granite & Marble Construction Company Ankara part time architect (3d Visualization and design) 1999-2003
Competition of Adnan Menderes Airport Turkey Yakup Hazan Assoc. (3D Presentation) (1st Price) (2months) 1998
Competition of Ankara Esenboga Airport Turkey Yakup Hazan Assoc. (3D Presentation) (2st Price) (2 months) 1998
EMU Academic Staff Housing Competition Assoc. Prof. Dr Derya Oktay (3D Presentation) (3rd Price) (2 months) 1997
Training Experience: Blitzgold Assoc. Architectural Office London 1 Month, 1996
Training Experience: Mesa İzmir Bostanlı Emlak Bank Housing İzmir 1 Month, 1995

Licenses/Registration:

North Cyprus (Chamber of Architects)

Professional Memberships:

Union of Chambers of Cyprus Turkish Engineers and Architects (KTMMOB) - Chamber of Architects, 1997

Name: Defne Feridun Kara, MA (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

FARCH 101 Basic Design Studio

FARCH 102 Introductory Design Studio

Educational Credentials:

B.Arts in Landscape Architecture and Urban Design, Bilkent University, 1999

Master's Degree in Landscape Planning, Istanbul Technical University, 2003

Teaching Experience:

Part-time Instructor, Eastern Mediterranean University, North Cyprus, 2005–present

Professional Experience:

Famagusta Municipality, Famagusta “Urban Designer and Landscape Architect” (current position), 2005-present

T.R.N.C Tourism Planning Department- EMU TASAR, Famagusta ‘Bafra Region Recreational Design Project’
“Landscape Architect” 2006-2007

United Nations Development Program (UNDP)-Famagusta Municipality, “Famagusta Walled City
Revitalization Plan” Famagusta, “Urban Designer and Landscape Architect” 2005-2006

Studio 2000, Project Office of Architecture and Engineering, Nicosia “Landscape Architect” 2004-2005

United Nations Official Project Service (UNOPS), “Apostolos Andreas Monastery, Landscape Design Project”,
Nicosia, “Landscape Architect” 2002

Ünal Peyzaj Ltd., Istanbul, “Landscape Architect” 2001

Licenses/Registration:

North Cyprus (Chamber of Architects)

Professional Memberships:

Union of the Chambers of Cyprus Turkish Engineers & Architects (KTMMOB) – Co-Founder of Chamber of
Landscape Architects, 2014

International Network for Traditional Building Architecture & Urbanism (INTBAU), 2009

Name: Kemal Kasapoglu (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

FARC 101 Basic Design Studio
FARC 102 Introductory Design Studio
FARC 103 Graphic Communication I
FARC 104 Graphic Communication II
FARC 106 Freehand Drawing and Rendering
ARCH 291 Architectural Design Studio I
ARCH 213 Ecological Issues In Architecture

Educational Credentials:

B.Arch., Eastern Mediterranean University, 2006
M. Arch., in Advanced Architectural Studies, The University of Sheffield, 2008

Teaching Experience:

Part-time Instructor, Eastern Mediterranean University, 2013–present
Part-time Instructor, Near East University, 2014–present

Professional Experience:

Atelier-M Cyprus Architecture, engineering, consultancy office Architect, 2006 October – 2007 August
Private housing projects
Supermarket with front square and surrounding landscape for Cyprus International University
Sports complex for Cyprus International University
Resort complex of various accommodation types with the collaboration of an architecture company from London.
Competition Project: Administrative office building for the Presidency of Turkish Republic of Northern Cyprus (Honourable Mention)
Freelancer Architect, 2006–present
Private housing projects, Interior design projects

Licenses/Registration:

North Cyprus (Chamber of Architects)

Professional Memberships:

Union of Chambers of Cyprus Turkish Engineers and Architects (KTMMOB) - Chamber of Architects, 2006

Name: Erdaş Kuruç (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

ARCH 281 Computer Aided Design (EMU)
ARCH 385 Digital Communication in Architecture (EMU)
ARCH 381 Computer Graphics Using Architectural Desktop (EMU)
ARCH 201 Architectural Design Studio I (Girne American University)
ARCH 362 Architectural Design IV (Girne American University)
ARCH 461 Architectural Design Studio V (Girne American University)
ARC 211 Digital Design & Presentation I (Girne American University)
MIM 122 Building Technology I (in Turkish) (Girne American University)

Educational Credentials:

B.Arch., Eastern Mediterranean University, 2001
M. Arch., Eastern Mediterranean University, 2003
PhD in progress- Girne American University, since 2012

Teaching Experience:

Teaching Assistant, Eastern Mediterranean University, 2001-2007
Part-time Instructor, Eastern Mediterranean University, 2008-2015
Part-time Instructor, Girne American University, Cyprus, 2012-2015
Part-time Instructor, Cyprus International University, 2015-

Professional Experience:

TD Architectural Office 2001
Housing project for Mr. Dazyaran 2002
Houses project for New Hope Estates 2004
Housing for Mr. Ersoz 2007
Log Houses project for Frontier Log Homes 2005
Design of Housing for Mr. Tosunoglu 2008
Consultancy for Kaya Artemis and Cratos Hotels for Piya Construction 2006-2010
Design of Dt. Ahmet Cobanoglu residence, 2015

Licenses/Registration:

North Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

“The Effects of CAD on Architectural Developments in Presentation and Space Conception.”, Cyprus (unpublished master thesis), (2003)
PhD in progress- “The digital mind in Architecture: Adopting digital medium into Architecture education”

Professional Memberships

Cyprus Turkish Chamber of Architects
Society of International Development (SID)- Lefkosa Chapter

Name: Ceren Kürüm (Part-time Instructor)

Courses Taught

FARC 101 Basic Design Studio

FARC 113 Introduction to Design

FARC 114 Human and Socio-Cultural Factors in Design

Educational Credentials:

B.Arch, Eastern Mediterranean University, 2005

M.Arch, Eastern Mediterranean University, 2009

PhD, Katholieke Universiteit Leuven, (Expected in 2016)

Teaching Experience:

Teaching Assistant, Eastern Mediterranean University, North Cyprus, 2006

Senior Lecturer, Eastern Mediterranean University, North Cyprus, 2014-2015

Professional Experience:

Department of Planning and Construction, North Cyprus, 2007-2009

Department of Antiquities and Museums, North Cyprus, 2013 - ongoing.

Licenses/Registration:

North Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

"Appropriating the Hostile into Familial" paper presented at the 8th International Graduate Researches Symposium: Domesticity, Dwelling and Architectural History, Middle East Technical University, Ankara, Turkey, 12-13 December 2013.

Poster presented at the EAHN Second International Meeting, Brussels, Belgium, 31 May - 3 June 2012.

"Modernity Negotiated: Vernacular-Modern Houses of Rural Cyprus" paper presented at the 6th International Symposium on Vernacular Settlements, Eastern Mediterranean University, Famagusta, North Cyprus, 19-21 April 2012.

"How 'other' was the 'other'? Home Reconstructed in the House of 'The Other Cypriot" paper presented at PRIO Cyprus Annual Conference: Conflicts and Values of Heritage, Buffer Zone, Cyprus, 12-13 November 2010.

"Reconstructing 'Home' in the House of 'the Enemy': Post-War Dwelling Practices in North Cyprus", paper presented at Home, Migration and the City: New Narratives, New Methodologies. Linköping, Sweden, 6-10 August 2010.

Professional Memberships:

Union of Chambers of Turkish Engineers and Architects (TMMOB) - Chamber of Architects, 2005

Name: Anton Dragan Maslic (Part-time Instructor)

Courses Taught (Two academic years prior to current visit):

FARC 102 Introductory Design Studio

FARC 101 Basic Design Studio

INAR 383 Professional 3D Modeling and Rendering for Designers

INAR 213 Presentation Techniques – I

VACD 101 Perception and Design Concepts

VACD 230 Sight, Sound and Motion

VACD 309 Clay Animation

VACD 421 Interdisciplinary Design Studio

At University of Nicosia:

DES 116 Fundamentals of 2 Dimensional Design

ART 290 Figure Drawing and Human Anatomy Studies

ART 135 / ARCH 130 Fundamentals of Drawing and Sketching

ART 110 Introduction to the Visual Arts, (Prehistory until Renaissance)

DES 141 Fundamentals of 3 Dimensional Design

DES 226 Digital Imaging

Educational Credentials:

BFA. Contemporary Art, specialized in Installations, Sculpture and 3D, Gerrit Rietveld Academy, Amsterdam, The Netherlands, 1999

MA of Media and Communication, University of Nicosia, Faculty of Communication, Nicosia 2012 (Summa Cum Laude)

Teaching Experience:

Part-time Instructor, Eastern Mediterranean University, 2014-2015

Senior lecturer / instructor. University of Nicosia, Republic of Cyprus 2006-2013

Professional Experience:

Owner of a company for the production of architectural scale models. 1996-2001

International Initiatives and cultural projects in production as organizer, curator, producer 2001 – 2011

Freelancer in several cross disciplinary fields from production to design to material research 1999-2010

Personal Contemporary Art Exhibitions:

Participating in 36 group shows in: The Netherlands, Serbia, Canada, Mexico, Cyprus, Slovenia, Croatia, Belgium, Germany, Iceland, Czech Republic, and Italy. 1994-present day

Solos in: The Netherlands, Serbia and Cyprus

Participating as exhibitor representing Cyprus, at the 14th Architectural Biennial, Venice, Italy 2014

Rewarded artist in residence at Q21, Museums Quartier Wien, Vienna, Austria, 2015/2016

Exhibition at Schaurraum Angewandte, Electric Avenue, Museum District vienna, Austria 2016

Selected Publications and Recent Research:

Chapter in Peer reviewed Book:

Maslic, A.D. (2015). Down the Rabbit Hole - Up the Maelstrom: Shaping the Digital Landscape to Change Contemporary Art. in M. Hajimichael (Ed.), Art & Social Justice: The Media Connection (pp. 83-94).

Name: Makbule Oktay (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

FARC 101 Basic Design Studio

FARC 102 Introductory Design Studio

Educational Credentials:

B.Arch., Eastern Mediterranean University, 2004

M.Arch. Eastern Mediterranean University, 2006

Ph.D. Candidate in Architecture, Oxford Brookes University, ongoing

Teaching Experience:

Teaching Assistant, Eastern Mediterranean University, 2005-2008

Part-time Instructor, Eastern Mediterranean University, 2012–present

Professional Experience:

Architect, OKTAY Architecture and Engineering Office, Lefke, North Cyprus, 2005-Present

Licenses/Registration:

North Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

“Place Attachment and Perception of Home under the impact of internal displacement in Rural Settlements of northern Cyprus” (Ph.D. Research)

Professional Memberships:

The Chamber of Turkish Cypriot Architects (KTMOB), 2004

The International Network for Traditional Building, Architecture and Urbanism – Cyprus Chapter (INTBAU Cyprus), 2009

Name: Onur Olguner (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

ARCH 291 Architectural Design Studio I
ARCH 491 Architectural Design Studio V
ARCH 416 Professional Issues in Architecture
MARCH 594 Legal Managerial Aspects of Architectural Practice

Educational Credentials:

B. Arch., Middle East Technical University, 2007
M.Sc. in Building Energy & Environmental Performance Modeling – Cardiff University, 2010

Teaching Experience:

Part-time Instructor, European University of Lefke, North Cyprus, 2011–2011 (one semester)
Part-time Instructor, Eastern Mediterranean University, 2012–present

Professional Experience:

Board Member, The Union of the Chambers of Cyprus Turkish Engineers and Architects - Chamber of Architects, Nicosia, Cyprus, 2012-2013
Municipal Council Member / Technical Committee Coordinator, Nicosia Turkish Municipality, 2013-2014
Municipal Council Member / Technical Committee Coordinator, Nicosia Turkish Municipality, 2014-
Board Member / (Responsible for Projects), Cyprus Turkish Orthopedically Disabled Association, 2014-

Licenses/Registration:

North Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

“Building Energy Performance of Early Modern Shading Elements (Prior to 1974) in North Cyprus”, Dwelling Convention. (March 2012)

Professional Memberships:

Union of Chambers of Cyprus Turkish Engineers and Architects (KTMMOB) - Chamber of Architects, 2007

Name: Ahmet Özenç (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

FARC 103 Graphic Communication I

ARCH 391 Architectural Design Studio III

Educational Credentials:

B.Arch, Eastern Mediterranean University, 2010

M.Sc in Architecture, Politecnico di Milano, 2013

Teaching Experience:

Teaching Assistant, Politecnico di Milano, Italy, 2012-2013

Parttime Instructor, Eastern Mediterranean University, North Cyprus, 2015–present

Professional Experience:

GAD, Global Architectural Development, Istanbul, Turkey, 2013-2014

TAM Design & Construction, Istanbul, Turkey, 2014-2015

Studio Bondo, Istanbul, Turkey, 2015

Antre Design, North Cyprus, 2015–present

Licenses/Registration:

North Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

Istanbul: Impacts of immigration on a contemporary city (Master Thesis), Politecnico di Milano, Faculty of Architecture & Urban Studies, Milano, 2013. (MSc in Architecture) Supervisors: Massimo Briccocoli, Oliviero Godi

Professional Memberships:

UTCCTEA Chamber of Architects (KTMMOB) - Chamber of Architects, 2010

Name: Yusuf Özerdem (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

ARCH 243 Constructions and Materials I
ARCH 292 Architectural Design Studio II
ARCH 392 Architectural Design Studio IV
ARCH 342 Working Drawing

Educational Credentials:

B.Arch., Eastern Mediterranean University, 2008
MSc, London Metropolitan University, 2009

Teaching Experience:

Part-time Instructor, Eastern Mediterranean University, 2013–2015

Professional Experience:

Has Architects, Istanbul TURKEY, 2009-2013
The Architect & CO., North CYPRUS, 2013-Present

Licenses/Registration:

Turkey (Chamber of Architects)
North Cyprus (Chamber of Architects)

Professional Memberships:

Union of Chambers of Turkish Engineers and Architects (TMMOB) - Chamber of Architects

Name: Belgin Sakallı (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

ARCH 243 Architectural Construction and Materials I
INAR 348 Finishing and Detailing
INAR 347 Integrated Building Systems
ITAS 302 Interior Architecture Studio - IV
ITAS 348 Finishing and Detailing
ITAS 347 Integrated Building Systems
ITAS 315 Interior Space Organizations in Case of Emergencies and Disasters

Educational Credentials:

Fine Arts School “Dechko Uzunov”, Fine Arts Department – Kazanlak / Bulgaria, 1989 B.Arch in
Department of Architecture, Gazi University, 1994
M.Arch. in Department of Architecture, CIU, North Cyprus, Ongoing

Teaching Experience:

Part-time Instructor, Near East University – Nicosia, North Cyprus, 2008-2010
Part-time Instructor, Eastern Mediterranean University, 2013–present

Professional Experience:

Union of the Chambers of Cyprus Turkish Engineers and Architects – *Project Control and Approval (part-time)*, 2006-2008
Dr. Fazıl KÜÇÜK Museum Competition - *Organizing Committee, Preparation of the Competition Programme and Jury Membership*, 2008
Turkish Electricity Authority of Cyprus Workers Trade Union Main Office Building Competition - 1st Prize, 2008, *under construction*
Various Prizes in Architectural and Graphic Design Competitions in North Cyprus, 2006-2012
Revitalizing a Declining Urban Quarters: Squares of Kormakitis and Karpasha villages, Restoration of the Primary School in Kormakitis and Historical Coffee Shop in Kormakitis, by-communal projects funded by UNDP and EU, 2008-2012, *completed*
Restoration of few Historical Complexes in Russian Federation, Design and Construction of Hotels, Malls, Bank and Office Buildings, Various Sustainable *Low-Income Housing Units, Environmental and Low-Carbon Buildings...*

Licenses/Registration:

Turkey (Chamber of Architects)
North Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

“Restoration of Old Monuments in Historic Urban Quarters – Case Study : Mevlevi Tekke in Walled City of Nicosia”, 2014, Thesis Subject
“New design in Historical Settings – Facade Lifting in Free Style Buildings, Case Study : Vakiflar Ishani Building in the premises of Mevlevi Tekke”, 2014, Thesis Subject
“Sustainability of Historic Urban Quarters, Evaluation of Walled City of Nicosia townscape in terms of Sustainability”, 2014, Research
“Identity issues in Multi Layered Historic Urban Quarters: A Case Study of the Walled City of Nicosia, North Cyprus”, 2014, Research

Professional Memberships:

Union of Chambers of Turkish Engineers and Architects (TMMOB) - Chamber of Architects, 1994
Union of Chambers of Cyprus Turkish Engineers and Architects (KTMMOB) - Chamber of Architects, 2003

Name: Ali Sariyel (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

ARCH 492 Architecture Graduation Project

UDES 591 Architectural Design I

UDES 592 Design in Traditional Context

Educational Credentials:

B.Arch., Eastern Mediterranean University, 1999

M.Arch. in Arcitectoral Design, Yıldız Technical University, 2001

Teaching Experience:

Part-time Instructor, Eastern Mediterranean University, 2003-2004

Part-time Instructor, Eastern Mediterranean University, 2013-present

Professional Experience:

Architect, Ziya Necati Ozkan Architectural Office, Nicosia, Cyprus, 2003-2004

Architect, Famagusta Municipality – Department of Projects, Famagusta, Cyprus, 2004-present

Licenses/Registration:

North Cyprus (Chamber of Architects)

Professional Memberships:

Union of Chambers of Turkish Engineers and Architects (TMMOB) - Chamber of Architects, 1999

Name: Mehmet Sinan (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

ARCH 291 Architectural Design Studio II

FARC 104 Graphic Communication II

Educational Credentials:

B.Arch, Middle East Technical University, Ankara, Turkey 2003

M.Arch, Eastern Mediterranean University, Famagusta, Cyprus 2015

Teaching Experience:

Part-time Instructor, Eastern Mediterranean University, 2014-present

Professional Experience:

Concept Design Architectural Office, Dublin, Ireland, Design and Technical office duties, 2004-2005

Renaissance Construction, Perm, Russia, Technical office duties, 2006

Çankiri İnsaat (Construction) Co., Ankara, Turkey, Architect, Technical office duties, 2006-2007

Midek Mingü AŞ, Architect, Design and application, 2009-2010

Sade Mimarlık (Architectural Office), Architect, Partner, 2010 - 2012

Licenses/Registration:

Turkey (Chamber of Architects)

Professional Memberships:

Union of Chambers of Turkish Engineers and Architects (TMMOB) - Chamber of Architects, 2003

Name: Gaye Şenyavaş (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

FARC 102 Introductory Design Studio
ARCH 291 Architectural Design Studio I
ARCH 292 Architectural Design Studio II
ITAS 281 Computer Aided Design
ARCH 244 Architectural Construction and Materials–II
ARCH 281 Computer Aided Design
ARCH 382 Computer 3D Modelling and Rendering

Educational Credentials:

B.Arch., Eastern Mediterranean University, 2001
M.Arch., Eastern Mediterranean University, 2003
PhD. Candidate, Eastern Mediterranean University, ongoing

Teaching Experience:

Administrative Assistant, Eastern Mediterranean University, 2001-2003
Part-time Instructor, Eastern Mediterranean University, 2014-present

Professional Experience:

Has Prefabrik, 2003-2004, Izmir
Kutman Yapı, 2004, Izmir
İbak İnşaat, 2004, Bodrum, Muğla
Rasyonel Mimarlık, 2005-2006, Izmir
Dor Yapı, 2007-2008, Izmir
Kutman Yapı, 2008-2009, Izmir
Bigatto Mimarlık, 2009-2014, Partner of the firm, Izmir

Licenses/Registration:

Turkey (Chamber of Architects)

Selected Publications and Recent Research:

“Future Problems, Possibilities, and Limitations of Skyscraper Production in Turkey through Implemented Technologies”, Master Thesis, (2003).
“Architectural Management As a Profession Evolving Around BIM Technology”, paper presented in NTMRP 2015 Conference, Istanbul, Turkey, 4-5 Nov.2015.

Professional Memberships:

Union of Chambers of Turkish Engineers and Architects (TMMOB)-Chamber of Architects, Izmir, 2001

Name: Ali Tanrikul (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

FARC 101 Basic Design Studio
FARC 102 Introductory Design Studio
FARC 103 Graphic Communication I
ARCH 391 Architectural Design Studio-III
ARCH 392 Architectural Design Studio-IV

Educational Credentials:

B.Arch., Eastern Mediterranean University, 2002
M.Arch., Eastern Mediterranean University, 2004
Ph.D. Candidate, Eastern Mediterranean University, ongoing

Teaching Experience:

Research Assistant, Eastern Mediterranean University, 2002-2006
Part-time Instructor, Eastern Mediterranean University, 2011-Present

Professional Experience:

Architectural Inspection, Boyut Construction, Kyrenia, Cyprus, 2004
Architect / Designer, Özyalçın Construction, Kyrenia, Cyprus, 2005
Managing Architect / Director, North Shore Estates and Construction, Kyrenia, Cyprus, 2006-2009

Licenses/Registration:

North Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

"A Critical Review on City Centre Regeneration in European Cities" *26th International Building and Life Fair and Congress: Re-invention of City Centre.* (April 2014) (co-authored by Şebnem Hoşkara)
"Lefkoşa' da Yeni Yerleşim Bölgelerinde Konut ve Ortak Kullanım Alanları ve Kent Gelişiminin İrdelenmesi" *Konut Kurultayı III, Kıbrıs' ta Konut: Planlama, Tasarım ve Uygulama.* (March 2012) (co-authored by Zehra Öngül)
"Exterior Spaces to Play a Role in Our Life: The Case of Social Housing Units in Nicosia" *5th International Postgraduate Research Conference.* (April 2005)
"Sustainable Developments for Coastal Problems in Kyrenia, Cyprus" *International Gazimagusa Symposium.* (April 2004) (co-authored by Cemil Atakara)

Professional Memberships:

Union of the Chambers of Cyprus Turkish Engineers and Architects (KTMMOB) - Chamber of Architects, 2002
INTBAU – The International Network for Traditional Building, Architecture and Urbanism, 2014

Name: Bedia Tekbıyık Tekin (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

FARC 101 Basic Design Studio

FARC 104 Graphic Communication II

ARCH 291 Architectural Design Studio I

ARCH 461 Landscape Design

Educational Credentials:

B.Arch Eastern Mediterranean University, Faculty of Architecture, Department of Architecture, Cyprus, 2008

MA in Interior Design, University For Creative Arts, UK , 2009

Ph.D Eastern Mediterranean University, Faculty of Architecture, Department of Architecture (present)

Teaching Experience:

Parttime Instructor. Eastern Mediterranean University (2015 Fall- Present)

Teaching Assistant, Eastern Mediterranean University 2010-Present

Group Instructor, Eastern Mediterranean University (2014 Spring)

Professional Experience:

Member in editorial committee in the world organization of Design and Health, July 2015- Current

11TH WORLD CONGRESS ON DESIGN AND HEALTH ,HONG KONG as a delegate and speaker, July 15th -19th , 2015

MDA International Conference on Environment and Design, Agrigento, SICILY as a delegate and speaker, March 6th -8th 2015

Unspoken Issues in Architectural Education 2014 Conference in Famagusta, Conference Organization Secretariat, September 2013- April 2014

INTBAU Cyprus Workshop in Bandabulya,Famagusta :Environmental Awareness Café Involved as an organizer and speaker of the event, June 2013

Extension building for Lefkosa Nalbantoglu Hospital; Worked as an architect in cooperation with Ministry of Health, December 2010- December 2011

Cyprus Travellers Exhibition/Lefkosa; woked displayed as architect participant, September 2010

AKCAN Architecture and Engineering Company, September 2010-February 2011

Sutton School Project / UK ; freelancer architect, October 2009

Made Final Exhibition/ UK ; Work displayed as an interior designer , September 2009

Make Exhibition / UK ; worked displayed as an interior designer, April 2009

Kemaller Architecture Company Ltd ;as an architect and interior designer , June-August 2008

Halken Estates and Construction Company ; as a trainee architect, Summer 2007

International Summer School- Revitalisation of Street Space in the Mediterranean Workshop ; Cyprus Chamber of Architects, July-August 2006

Licenses/Registration:

North Cyprus (Chamber of Architects)

Professional Memberships:

Cyprus Chamber of Architects

INTBAU, Cyprus

AEEGE , London

Name: Burak Türsoy (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

ARCH 492 Architectural Design Studio VIII

Educational Credentials:

B.Arch., Trakya University, 1998

Master of Arts in Architecture, A Review of Mass Housing in North Cyprus in Terms of Environmental Sustainability, Eastern Mediterranean University, 2005

Teaching Experience:

Part-time Instructor, Eastern Mediterranean University, 2010–present

Professional Experience:

Worked in different scaled projects such as hotel, housing groups, hospital, private house's and office buildings, restorations and participated in various competitions that has received awards. Selected works;

Palm Beach Hotel, 2011

Balalan House, 2009

Kanerler Headquarter office building, 2008

Middle East Technical University Cyprus campus housing project part II (80 houses), 2008

Middle East Technical University Cyprus campus housing project part I (80 houses), 2005

Mediterranean Health Hospital project, in Nicosia, 2001

Licenses/Registration:

Turkey (Chamber of Architects)

North Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

Vitra Contemporary Architecture Series, commercial buildings 2012

Professional Memberships:

Union of Chambers of North Cyprus Turkish Engineers and Architects (KTMMOB) - Chamber of Architects, 1998

Union of Chambers of Turkish Engineers and Architects (TMMOB) - Chamber of Architects, 2009

Name: Bahar Uluçay (Part-time Instructor)

Courses Taught (Two academic years prior to current visit):

FARC 101 Basic Design Studio
FARC 102 Introductory Design Studio
FARC 103 Graphic Communication I
FARC 104 Graphic Communication II
ARCH 211 Human and Socio-Cultural Factors in Design

Educational Credentials:

B.Arch., Dokuz Eylül University, İzmir, Turkey, 2002
MSc Arch., Eastern Mediterranean University, 2007
Post Graduate Diploma.,Architectre: Advanced Environmental and Energy Studies, Graduate School of Environment, Centre for Alternative Technology Wales (Teaching Institution), University of East London (Awarding Institution) , UK, 2013

Teaching Experience:

Part-time Instructor, Eastern Mediterranean University, 2010–present

Professional Experience:

Intern, Ziya Necati Özkan Architectural and Engineering Firm, Nicosia, North Cyprus, 2000
Project Architect, Beylerbeyi Emlak Ltd., Nicosia, North Cyprus, 2002-2003
Research Assistant, Eastern Mediterranean University, Famagusta, North Cyprus, 2003–2007
Project Architect, Mehmet Yıldırım Architectural Firm, Nicosia, North Cyprus, 2008-2009
Rapporteur, International Architectural Competition for the Mausoleum and Museum of Rauf Raif Denktaş, the Founding President of TRNC, 2012

Editorial Experience:

Editor, TRNC I. Architecture and Education Congress Proceedings, 2007
Editor, Booklet of *National Architectural Competition for the Administrative Building of TRNC Presidency*, 2008
Editor, Booklet of *National Architectural Competition for the Museum of Dr. Fazıl Küçük*, 2009
Editor, Booklet of *National Architectural Competition for the Head Office and Main Branch of KıbrısVakıfı Bank* , 2015
A Member of Editorial Board in *MİMARCA*, Journal of the Chamber of Turkish Cypriot Architects, 2014-present

Licenses/Registration:

North Cyprus (Chamber of Architects)

Selected Publications and Recent Research:

“The Aspect of User Participation in Public Residences in the Case of Nicosia, North Cyprus”, UIA 2005, İstanbul/XXII. World Congress of Architecture: Cities, Grand Bazaar of ArchitectureS, (Co-authored by Rafooneh Mokhtarshahi Sani, Bahar Ulucay, July 2005)

“The Significance of User Participation in Architectural Design: The Case of Nicosia Social Housing Complex”, Archnet-IJAR, International Journal of Architectural Research, Volume 5, Issue 3, (November 2011), (Co-authored by Rafooneh Mokhtarshahi Sani, Bahar Ulucay, and Pinar Ulucay)

Evaluating the potential for a sustainable community in hybrid rural settlements of Northern Cyprus: The Case of Ötüken, İskele (Ongoing research, presented in Island Cities and Urban Archipelagos Conference, Copenhagen, Denmark, 2014)

Professional Memberships:

Büyükkonuk Ecological Foundation
CAF (Cyprus Academic Forum), a bi-communal foundation established by the researchers / academics of North and South Cyprus
Chamber of Turkish Cypriot Architects

Name: Süleyman Vehbi (Part-time Instructor)

Courses Taught (Two academic years prior to current visit):

ARCH 492 Architecture Graduation Project

Educational Credentials:

B.Arch., Eastern Mediterranean University, 1997

Teaching Experience:

Part-time Instructor, EMU, Department of Architecture, 2014-2015.

Professional Experience:

Working as Manager of Construction firm since 1997 and constructing and managing different scaled architectural projects in N.Cyprus.

Licenses/Registration:

North Cyprus (Chamber of Architects)

Professional Memberships:

The Chamber of Architects, TRNC

Name: Zafer Cafer Volkan (Part-time Instructor)

Courses Taught (two academic years prior to current visit):

FARC 101 Basic Design Studio
FARC 102 Introductory Design Studio
FARC 103 Graphic Communication I
FARC 104 Graphic Communication II
ARCH 491 Architectural Design V

Educational Credentials:

B.Arch., Eastern Mediterranean University, 2003
Diploma in Construction Technology, (D.C.T.), Faculty of Computing and Technology, 1999

Teaching Experience:

Part-time Instructor, Eastern Mediterranean University, 2014

Professional Experience:

John Doyle Const. Ltd., London, United Kingdom, Jun.2003 Feb. 2005
Apex Architecture, London, United Kingdom, Feb.2005 Oct. 2006
NorthernLAND Ltd. – Famagusta, Cyprus, Feb. 2007 – Aug. 2008
Freelance Architect, Famagusta, Cyprus, Aug. 2008- Aug. 2009
Marget Mareel Concept Design, Dubai, U.A.E., Dec. 2009- Dec. 2010
Freelance Architect, Famagusta, Cyprus, Dec. 2010- Present

Licenses/Registration:

North Cyprus (Chamber of Architects)

Professional Memberships:

Union of Chambers of Turkish Engineers and Architects (TMMOB) - Chamber of Architects, 2003

Name: Cemaliye Eken (Teaching Assistant)

Courses Taught (Two academic years prior to current visit):

ARCH291 Architectural Design Studio – I

Courses Assisted (two academic years prior to current visit):

FARC 101 Basic Design Studio

FARC 102 Introductory Design Studio

FARC 103 Graphic Communication I

ARCH 281 Computer Aided Design

ARCH 353 Process of Urban Design

ARCH 492 Graduation Project

Educational Credentials:

B.Arch Eastern Mediterranean University, 2005

M.Arch Eastern Mediterranean University, 2009

Teaching Experience:

Teaching Assistant, Eastern Mediterranean University, North Cyprus, 2009-2014

Professional Experience:

Architect/ NetKon Construction, Lefkosa North Cyprus

Supervised and controlled the construction of housing project in Lefkosa, Demirhan . (2012)

EMU Students Service Building/ EMU campus, North Cyprus

Architects: Sertaç İltter and Yara Saifi (2011)

Supervised: Cemaliye Eken

Includes a 2000 m² of Cafeteria hall, Bank, Lounge and Coffee shop as well as the landscape of the nearby vicinity. (Construction date, 2012).

Licenses/Registration:

North Cyprus (Chamber of Architects)

Professional Memberships:

Union of Chambers of Cyprus Turkish Engineers and Architects (KTMMOB) - Chamber of Architects, 2009

Name: Ghazal Farjami (Teaching Assistant)

Courses Taught (two academic years prior to current visit):

FARC 113 Introduction to Design
ARCH 114 Human Socio-Cultural Factors
ARCH 292 Architectural Design Studio II

Courses Assisted (two academic years prior to current visit):

ARCH 492 Architectural Design Studio VI
ARCH 292 Architectural Design Studio II
ARCH 291 Architectural Design Studio I

Educational Credentials:

B.Arch and MSc., Islamic Azad University Khorasgan Branch, Isfahan, Iran, 2006
PhD, Eastern Mediterranean University, 2015

Teaching Experience:

Part time Instructor, Islamic Azad University Khorasgan Branch] Isfahan, Iran, 2007-2009
Teaching Assistant, Eastern Mediterranean University, Famagusta, North Cyprus, 2009- 2015

Professional Experience:

Designer, Hamgoon Consulting Engineer, Isfahan, Iran, 2002-2005
Designer, NaghsH-O-Bana Architecture& Design Office, Isfahan, Iran, 2005-2009
First- Price winner in the competition held on Designing The Entrance Of Esfahan Univercity.2008
Member of the Board, Abnie Tarahan Alborz Consulting Engineers Tehran, Iran, 2005- Today

Selected Publications and Recent Research:

“Recreating the Visual Langauge (Relation between Architecture and other Visual Arts)”, *Journal of Architecture and building*,
“Light as an Element of Play in Iranian architecture” in 6th International Seminar on Vernacular Settlements, Contemporary Vernaculars: Places, Processes and Manifestations, Famagusta, North Cyprus. April 19-21, 2012

Professional Memberships:

Member of Iranian organization for engineering order of building

Name: Aminreza Iranmanesh (Teaching Assistant)

Courses Taught (Two academic years prior to current visit):

FARC142 Introduction To Design Technology

Courses Assisted (two academic years prior to current visit):

ARCH 292 Architectural Design Studio I

ARCH 291 Architectural Design Studio II

ARCH 391 Architectural Design Studio III

UDES 501 Urban Design Studio I

UDES 502 Urban Design Studio II

Educational Credentials:

B.Arch in Shahid Bahonar University, Faculty of Art & Architecture, Iran, 2009

M.S in architecture in Eastern Mediterranean University, department of architecture, 2012

Ph.D. Candidate architecture in Eastern Mediterranean University, 2012-present

Teaching Experience:

Teaching assistant, Eastern Mediterranean University, Department of architecture, 2010-present

Professional Experience:

Consolatory in revitalization planning of Kerman historical church for Iran National institute of cultural heritage, Kerman, Iran

Licenses/Registration:

Iran (Chamber of Architects)

Selected Publications and Recent Research:

“Personalization in repetitive housing patterns as a new aspect of vernacular architecture” International conference on vernacular settlements, ISVS VI, (2012), Famagusta, North Cyprus

“Impact of ICT on The Human Psyche” OIKODOMOS Housing Concepts, Erasmus Virtual Campus (2011).

Professional Memberships:

Kerman Construction Engineering Organization

Name: Ehsan Reza (Teaching Assistant)

Courses Taught (Two academic years prior to current visit):

FARC142 Introduction To Design Technology
ARCH347 Architectural Construction and Materials
ARCH291 Architectural Design Studio – I

Courses Assisted (two academic years prior to current visit):

ARCH 491 Architectural Design Studios V
ARCH 347 Architectural Constructions and Material III

Educational Credentials:

High Diploma in Architecture Sooreh university, 2000
B.Arch Eastern Mediterranean University , 2005
MSI.Arch Eastern Mediterranean University , 2005
Ph.D. In Philosophy of Architecture Eastern Mediterranean University , 2008-present

Teaching Experience:

Teaching Assistant, Eastern Mediterranean University, 2008-Present
Representative Assistant, 2012-2013
Administrative Assistant,

Professional Experience:

Naghshe Jahan .co, summer training, 2001
Naghshe Jahan . co, Model making, 2002-
Joharies Brothers office, project control, 2004-2005
Architectural Office, control project, working drawing

Licenses/Registration:

Iran (Chamber of Architects)

Selected Publications and Recent Research:

“Development of hybrid space from vernacular to contemporary 72 architecture to achieve sustainability (staircase housing)”, No 1,pp. 72. (June 2013) (Co-authored by Özgür Dinçyürek)
“The effect of Socio-Cultural factors in architectural design education and new strategies for criticizing student’s projects in Eastern Mediterranean University”, No 1,pp. 351-356. (April 2013)
"The Interpretation of Vernacular Architecture Through Fractal Models: In the Case of Iran, Masouleh Village"
IGI Global E-Editorial Discovery System, (in printing 2015), (Co-authored by Özgür Dinçyürek)

Professional Memberships:

Union of Chambers of Iran Engineers and Architects - Chamber of Architects, 2011
IAPS - International Association of People-Environment Studies, 2013

Name: Gökhan Varol (Teaching Assistant)

Courses Taught (Two academic years prior to current visit):

FARC 101 Basic Design Studios

Courses Assisted (two academic years prior to current visit):

FARC 101 Basic Design Studios

FARC 102 Introductory Design Studios

FARC 104 Graphic Communications II

ARCH 226 History of Architecture II

ARCH 291 Architectural Design Studio I

ARCH 384 Rhino for Architects

ARCH 492 Architecture Graduation Project

Educational Credentials:

B.Arch Eastern Mediterranean University, Faculty of Architecture, Department of Architecture, 2010

MS Eastern Mediterranean University, Faculty of Architecture, Department of Architecture, 2012

PhD Eastern Mediterranean University, Faculty of Architecture, Department of Architecture (present)

Teaching Experience:

Teaching Assistant, Eastern Mediterranean University 2010-Present

Professional Experience:

Teaching assistant in Eastern Mediterranean University, Faculty of Architecture, Department of Architecture (2010-present)

Published Article:

Varol, G. and Eken, C. (2014) *Reading and Documentation of Traditional Rural Olive Oil Mills in Cyprus*. Journal of Cyprus Studies, Volume 18, No. 42, emupress, Famagusta.

Licenses/Registration:

North Cyprus (Chamber of Architects)

Professional Memberships:

Chamber of Turkish Cypriot Architects

INTBAU

Professional Memberships:

Chamber of Turkish Cypriot Architects

INTBAU

PART FOUR (IV): SECTION 3 - VISITING TEAM REPORT (VTR) FROM THE PREVIOUS VISIT

Eastern Mediterranean University

Visiting Team Report

Visit Two for Substantial Equivalency

Bachelor of Architecture (158 credits)

The National Architectural Accrediting Board

November 23–26, 2014

Visit one: November 2013

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architecture profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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I. Summary of Team Findings

1. Team Comments and Visit Summary

Team Comments

The visiting team would like to begin by acknowledging the hospitality of the Faculty of Architecture at the Eastern Mediterranean University (EMU). Everyone involved in this visit was gracious and helpful. This regular pattern of courteousness contributed significantly to the visiting team's ability to focus its energy on assessing the program in architecture.

This ability to focus on the assessment of the program was made still easier by the very thorough and well-organized presentation of the material in the team room. The considerable effort of those who set it up was very much in evidence and much appreciated by this visiting team.

Visit Summary

The visiting team found the architectural program at EMU to be dynamic and energetic, full of people committed to doing the best possible work in their respective fields. Multiple factors contribute to this exciting environment. These include:

- Dedicated leadership – The EMU program in architecture is fortunate in that it is led by a talented and very dedicated Chair of the Department, Professor Dr. Özgür Dinçyürek. His tireless efforts on behalf of the program are highly visible in many aspects of the program. He is ably supported by his vice chair, Assistant Professor Dr. Ceren Boğaç who is highly effective in her many roles. In addition, the program in architecture clearly benefits from the support of the dean of the Faculty of Architecture, Professor Dr. Şebnem Hoşkara whose effective overall guidance of the program in architecture is readily apparent.
- A deeply committed faculty – The visiting team found the faculty to be a major resource of the program. They are talented scholars who are deeply committed to the academic success of every student. At all levels the faculty seem congenial, supportive, and cooperative with each other. In addition to their pedagogical and research obligations, they are able to function as engaged counselors of the individual students in the program. Their ability to function successfully in these multiple roles, despite the pressures of the recent rapid growth in student enrollment, is highly laudable.
- A talented and diverse student body – The visiting team was enormously impressed with the students in architecture at EMU. Coming from scores of different countries, they represent the most diverse group of students the members of this team have ever encountered. This characteristic alone would make them a significant asset to the program, but the visiting team also found the students to be hard working, dedicated to their education, and committed to working toward a better future for the world. Like the faculty, they are cooperative with and supportive of each other.

The visiting team found that the **Architect Program Report (APR)** dated 15 August 2014 prepared by the Department of Architecture at EMU to be an accurate, if overly voluminous, description of the program. The conditions this visiting team encountered in Famagusta largely matched those presented in the APR. The visiting team found particularly valuable to its assessment of the program in architecture at EMU the planning documents the program had prepared that were made available to the team in the appendices required to be in the team room. The **Faculty Strategic Planning Report**, dated September 2006, was highly informative. This report was a candid self-assessment of the program that included a clear understanding of the opportunities for constructive change that the program faced. This self-assessment was followed by a similar Strategic Plan 2012 report that both documented the specific actions taken to address the concerns and opportunities identified in 2006 and presented new concerns that the program faced.

As the following sections of this visiting team report will indicate, the visiting team largely agrees with the issues identified in the 2006 and Strategic Plan 2012 reports, particularly with regard to the necessity to

improve foundation design programs (see Cause of Concern D below). While important work remains to be accomplished, the visiting team found evidence that there has been considerable progress made since these documents were written by the faculty eight and two years ago. The EMU Department of Architecture has made important strides toward achieving many of their stated goals, including being a candidate for substantial equivalency.

2. Conditions Not Met/Not Yet Met

- Condition I.2.3 Physical Resources (not met)
- Condition I.3.1 Statistical Reports
- Condition II.1.1 Student Performance Criteria (not yet met)
 - A.2 Design Thinking Skills
 - A.3 Visual Communication Skills
 - A.6 Fundamental Design Skills
 - A.7 Use of Precedents
 - A.8 Ordering Systems
 - B.1 Predesign
 - B.2 Accessibility
 - B.4 Site Design
 - B.5 Life Safety
 - B.6 Comprehensive Design
 - B.8 Environmental Systems
- Condition II.4.4 Public Access to APRs and VTRs (not yet met)

3. Causes of Concern

- A. The architecture program at EMU, like the university as a whole, has experienced considerable growth in student enrollment in recent years. While this growth further fosters the diversity that is a positive feature of the program as mentioned above, it is also a cause of concern because it reduces the abilities of the faculty to counsel and teach and further strains the already inadequate physical resources available to the program. Significant effort will be needed in the immediate future if a deterioration of the educational achievement of the students is not to result from this large increase in the student population.
- B. As discussed in Condition I.2.3 following, the physical resources available to the program are not sufficient to meet the minimum requirements for substantial equivalency. The areas where improvement is needed include sufficient space for didactic and interactive learning, more and faster computers, and a dedicated space or, better, a shop facility for model making. As noted in the previous cause for concern A above, the physical resource issues are made worse by the recent considerable growth of the student population.
- C. The lack of assigned desks for each student to use in the studios after the foundation program is a cause of concern. The team believes that the effectiveness of the architecture education at EMU is reduced by this lack of dedicated work space for studios, and that this absence contributes to the number and type of student performance criteria that were found unmet.
- D. Also related to the number and type of student performance criteria that were found unmet, the work reviewed during this visit suggested to this team that the basic design studios were not fully accomplishing the stated objective of imparting to all EMU students basic ordering and design skills. The visiting team viewed this as a cause for concern because it appears to hamper the success of some EMU students in their subsequent, more advanced, studio work.

II. Compliance with the Conditions for Substantial Equivalency

Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Part One (I): Section 1. Identity and Self-Assessment

I.1.1 History and Mission: *The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.*

The substantially equivalent degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

[x] The program has fulfilled this requirement for narrative and evidence.

Visit Two Team Assessment: The APR adequately describes the history and mission of the university as well as the Department of Architecture. The program has shown adequate evidence to convey how the program has benefited the institution and how the institution has benefited the program.

I.1.2 Learning Culture and Social Equity:

- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and nontraditional.*

Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community (faculty, staff, and students) are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *Social Equity: The substantially equivalent degree program must first describe how social equity is defined within the context of the institution or the country in which it is located and then demonstrate how it provides faculty, students, and staff with a culturally rich educational environment in which each person is equitably able to learn, teach, and work.*

[X] The program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.

Visit Two Team Assessment: Providing a culturally rich environment for learning is a stated goal of the university, and it is clear that this objective has been largely achieved. As is abundantly documented in the APR and even more forcefully validated by this visit, the program in architecture at EMU provides a degree of cultural diversity probably unmatched by any other program in the world. There are architecture students from scores of countries working shoulder-to-shoulder with each other at EMU. It was the near unanimous opinion of the faculty and student body the team met with that the congeniality, respect, and cultural sensitivity are core characteristics of the EMU architecture community.

In a program that has successfully attracted students from so many countries and communities, a wide range in English language proficiencies will unavoidably exist. The inevitable resulting communication difficulties sometimes result in lapses back to Turkish and Farsi, the languages shared by the largest percentage of the community. Some individuals with whom the team met view these temporary lapses as preferential to certain groups. Although this is a danger, the faculty is aware of this concern and strives to ensure all instruction is provided in English and in a fair and nondiscriminatory way.

I.1.3 Response to the Five Perspectives: *Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.*

- A. Architecture Education and the Academic Community.** That the faculty, staff, and students in the substantially equivalent degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.¹ In addition, the program must describe its commitment to the holistic, practical, and liberal arts–based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

[X] The program is responsive to this perspective.

Visit Two Team Assessment: The faculty, staff, and students make unique contributions to the institution and are recognized by the administration. The faculty is engaged in their community, in scholarship and in teaching. A number of conferences, panels and exhibitions are ongoing.

- B. Architecture Education and Students.** That students enrolled in the substantially equivalent degree program are prepared to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

[X] The program is responsive to this perspective.

Visit Two Team Assessment: The team observed during this visit that the statement in the APR that “Nurturing and respective diversity, distinctiveness, self-worth, and dignity are priorities of the program” (p.28) is substantially true. EMU’s program of architecture education is, indeed, focused on preparing students to respect diversity and honor the self-worth of those with which they work. The fact that the students in architecture come from such a wide range of countries and backgrounds infuses the academic environment with an understanding of the breadth of professional settings and opportunities. The visiting team believes EMU architecture students largely leave this program well equipped to make informed professional decisions and to be future leaders of the profession in the various venues where they will practice.

¹ See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

- C. Architecture Education and the Regulatory Environment.** That students enrolled in the substantially equivalent degree program are provided with a sound preparation for the transition to licensure or registration. The school may choose to explain in the *APR* the degree program's relationship with the process of becoming an architect in the country where the degree is offered, the exposure of students to possible internship requirements, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure or registration since the previous visit.

[X] The program is responsive to this perspective.

Visit Two Team Assessment: The team was told that upon graduation all Turkish Cypriots can be registered to the Chamber and are professionally licensed to practice architecture. A similar relationship also exists in the Republic of Turkey. The team is unaware what happens to the remaining students from many countries when they return home. The pursuit of substantial equivalency with the NAAB criteria is a further attempt to position EMU students with meaningful credentials in the world.

- D. Architecture Education and the Profession.** That students enrolled in the substantially equivalent degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of diverse clients and populations, as well as the needs of communities; and to contribute to the growth and development of the profession.

[X] The program is responsive to this perspective.

Visit Two Team Assessment: Students in architecture at EMU, by virtue of the many nations they represent, have a greater understanding of many of the components of the global economy than students in other programs. It was clear to this visiting team that EMU students are adequately prepared to respond to many of the needs of the communities they will serve in the future. This is particularly true in the area of sustainable design, in which EMU architecture students receive a solid grounding in core principles.

The EMU program in architecture makes considerable use of adjunct faculty. This provides regular interaction between students and the practitioners of the Turkish Republic of North Cyprus. Further, the faculty makes positive efforts to encourage interaction between the program's students and practitioners from other countries in Europe and around the world, despite the limitations on travel that currently exist due to the unresolved political situation on the Island of Cyprus.

- E. Architecture Education and the Public Good.** That students enrolled in the substantially equivalent degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation, and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

[X] The program is responsive to this perspective.

Visit Two Team Assessment: While opportunities for direct involvement in public service projects during the student's period of education at EMU appear to be limited, the visiting team observed many indications that EMU architecture students are made aware of their broad

responsibilities to and for the public good in their course work. Respect for historic structures and context and emphasis on sustainable design are in regular evidence throughout the curriculum. The environmental challenges the world faces served as the introduction to many of the program's required lecture courses, and the student work required by these offerings clearly demonstrated that they understood the architect's responsibilities to the common good.

1.1.4 Long-Range Planning: *A substantially equivalent degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

[X] The program's processes meet the standards as set by the NAAB.

Visit Two Team Assessment: The APR (page 440) identifies the Long-Range Planning effort employed by the Department of Architecture. Data is being collected routinely from multiple sources to inform its future planning and strategic decision making. As noted in the Visit Summary on pages 1 and 2 of this report, the Faculty of Architecture Strategic Planning Reports of 2006 and 2012 are candid and insightful documents that clearly indicated a program commitment to effective long-range planning.

1.1.5 Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing toward its mission.*
- *Progress against its defined multiyear objectives (see 1.1.4 Long-Range Planning) since the objectives were identified and since the last visit.*
- *Strengths, challenges, and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
 - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
 - *Individual course evaluations.*
 - *Review and assessment of the focus and pedagogy of the program.*
 - *Institutional self-assessment, as determined by the institution.*

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.

[X] The program's processes meet the standards as set by the NAAB.

Visit Two Team Assessment: The strategic plan, surveys, and meetings are three basic strategies which form the self-assessment of EMU's Department of Architecture. Surveys from students, alumni, and employers of alumni have been conducted. Through these reports it is apparent that the students, staff, and alumni are aware of strengths and weaknesses of the program. Recognition of the value of self-assessment is acknowledged and is a work in progress. Individual Course Evaluations are fulfilled by students online. The visiting team reviewed these assessment forms and found them to be probing and thorough.

PART ONE (I): SECTION 2—RESOURCES

I.2.1 Human Resources and Human Resource Development

- *Faculty & Staff:*
 - *A substantially equivalent degree program must have appropriate human resources to support student learning and achievement. This includes full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions².*
 - *Substantially equivalent programs must document the policies they have in place to further social equity or diversity initiatives appropriate to the cultural context of the institution.*
 - *A substantially equivalent degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
 - *A substantially equivalent degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
 - *Substantially equivalent programs must document the criteria used for determining rank, reappointment, tenure, and promotion as well as eligibility requirements for professional development resources.*

[X] Human resources (faculty and staff) are adequate for the program.

Visit Two Team Assessment: The faculty is supported by teaching assistants. A balanced workload to support opportunities for faculty and staff to pursue professional development contributing to the program was in evidence during this visit. The recent rapid growth of student population does threaten this situation.

- *Students:*
 - *A substantially equivalent program must document its student admissions policies and procedures. This documentation may include but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time, first-year students as well as transfers within and outside of the university.*
 - *A substantially equivalent degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

[X] Human resources (students) are adequate for the program.

Visit Two Team Assessment: All admissions decisions are made at the central administration office of the Vice Rector for Student Affairs, and all financial aid decisions are made at the central administration office of the Rector and Vice Rector for Promotion. Specific material on criteria for selection, admission procedures, financial aid and scholarship procedures and student diversity initiatives were not made available for the visiting team. By all appearances the human resources are adequate for the program.

I.2.2 Administrative Structure and Governance

- **Administrative Structure:** *A substantially equivalent degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for substantial equivalency. Substantially equivalent programs are required to maintain an*

² A list of the policies and other documents to be made available in the team room during a substantial equivalency visit is in Appendix 4 of the 2012 Conditions for Substantial Equivalency.

organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

[X] Administrative structure is adequate for the program.

Visit Two Team Assessment: The architectural program at EMU is administered by a member of its faculty who acts as the program chair. This individual is supported by a vice chair. The chair reports to the dean of the Faculty of Architecture, an academic unit at EMU that is comprised of the Department of Architecture and the Department of Interior Architecture. The vice chair acts as a general support to the chair in all areas of the program administration.

The responsibility for drafting the budget for the program, including the request for staffing augmentation, rests with the chair and the vice-chair. Their draft budget is then submitted to the dean who reviews it and then sends it to the vice regent for financial affairs for final action.

In a similar fashion, promotion actions begin as the recommendation of the program of architecture and then pass through the dean's office to the central administration.

The decisions on new faculty hires are largely left to the program, which identifies the candidates, interviews them, and makes the selection with, again, the dean and the central administration having ultimate approval.

The direction for the curriculum is broadly established by the Rector and the Board of Trustees with their stated goal of each program achieving meaningful international accreditation. The specific curriculum to respond to that mandate is left to the Department of Architecture, and the chair and his faculty structure and prepare the specifics of the required course of study.

- **Governance:** *The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance as appropriate to the context and culture of the institution.*

[X] Governance opportunities are adequate for the program.

Visit Two Team Assessment: The APR provides a lengthy presentation of the opportunities for governance that are available to the various constituencies within the program. The visiting team was able to confirm the key components of governance participation. Students in the EMU architectural program expressed satisfaction with their roles, largely ad hoc, in governance: they reported that their issues were heard and treated seriously.

The program participates in the overall governance of the university. Three members of the Faculty of Architecture have permanent seats on the University Senate including the chair of the Department of Architecture.

I.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical resources are inadequate for the program.

Visit Two Team Assessment: The visiting team found the physical resources of the EMU program in architecture insufficient. Specifically:

- There is no workshop for model making. Plans for a model shop are being considered, but this resource is not yet available to students.
- Computer resources are outdated including hardware and software. Plans are in the works for 30% of the computers in labs to be upgraded.
- With the recent growth of the program the physical space dedicated to the program is becoming inadequate. Controlling growth or expanding physical space will need to be considered.
- As noted in the Causes of Concern (page 2), EMU uses “hot desks” in all studios. The visiting team believes that making dedicated desks available for each student in the upper-level design studios after foundation would improve student performance criteria, and the visiting team encourages the program to consider this physical improvement.
- Universal accessibility is not fully resolved, but plans are in place for corrections to these conditions up to the level of the standard of the region when funding is available.
- Many students reported that the studio and lecture spaces are often cold in the winter and too warm in the summer months.

I.2.4 Financial Resources: *A substantially equivalent degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

[X] Financial resources are adequate for the program.

Visit Two Team Assessment: In conversations with the visiting team, the chair, the dean, the faculty, and the students, all expressed the belief that there were adequate financial resources available for the program. As explained to the team by the Vice Rector for Financial Affairs, the program relies on multiple sources for its funding. These sources include primarily student tuition and grants to the university from the Republic of Turkey (often targeted to a specific project or capital expenditure) and, to a far lesser degree, funds raised through international projects and research. Although the funding cycle is yearly with no apparent mechanism to commit funds over a longer period of time, the ongoing robust growth in student enrollment and the significant commitment the Republic of Turkey has made to fostering a vigorous educational environment in North Cyprus indicates that this period of financial stability will continue for the upcoming years.

I.2.5 Information Resources: *The substantially equivalent program must demonstrate that all students, Faculty and staff have convenient access to literature, information, and visual and digital resources that support professional education in the field of architecture.*

Further, the substantially equivalent program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research, evaluative, and critical thinking skills necessary for professional practice and lifelong learning.

[X] Information resources are adequate for the program

Visit Two Team Assessment: All books and periodicals are housed in the EMU central library. This building is located in easy walking distance from the program in architecture. It is open for a large portion of each day and open all-night during examination preparation times.

Within EMU's central library there are over three thousand volumes related to building, architecture, urban planning, and related topics. In addition to these resources, the library has readily available Internet access to significantly more publications related to the architectural field of study through its electronic databases. Similarly, while the library's collection of architecturally related print journals is very modest, it

has access electronically to most of the significant magazines and journals that are pertinent to the professional study of architecture.

PART I: SECTION 3—REPORTS

1.3.1 Statistical Reports. *Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.*

- *Program student characteristics.*
 - *Number of students enrolled in the substantially equivalent degree program(s).*
 - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
 - *Time to graduation.*
 - *Percentage of matriculating students who complete the substantially equivalent degree program within the normal time to completion for each academic year since the previous visit.*
 - *Percentage who complete the substantially equivalent degree program within 150% of the normal time to completion for each academic year since the previous visit.*
- *Program faculty characteristics*
 - *Number of faculty by rank (e.g., assistant professor, associate professor)*
 - *Number of full-time faculty and part-time faculty*
 - *Number of faculty promoted each year since the last visit*
 - *Number of faculty maintaining licenses in the country of the program each year since the last visit, and where they are licensed*

[X] Statistical reports do not provide the appropriate information.

Visit Two Team Assessment: Information provided in the APR largely addressed the NAAB requirements for statistical reporting. Lacking in it is information on the qualifications of the students recently admitted. In addition the requisite information on faculty maintaining licenses was not provided with the statistical report, though this information was available on the individual résumés of the individual faculty members presented in the APR.

The visiting team was told that the office of the Vice Rector for Promotion has extensive records on all graduates of EMU, so there may be an existing database that the program could use to both expand on the reports required by the accreditation process and have available useful information on the activities and career development of its alumni/alumnae.

1.3.2 Faculty Credentials: *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history, and context of the institution.*

In addition, the program must provide evidence through a faculty exhibit³ that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last substantial equivalency visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

Visit Two Team Assessment: The faculty exhibit in the team room indicated that the faculty has the requisite level of accomplishment to determine that this condition is met. In addition, the team observed that the faculty has the following characteristics:

- They hold an impressive number of terminal degrees.
- They are young, energetic, and enthusiastic about the future of the program.

³ The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

- They offer impressive gender diversity with females now holding two-thirds of the positions.
- They are collegial and cooperative with each other.

PART ONE (I): SECTION 4—POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 4 of the Conditions for Substantial Equivalency.

[X] The policy documents in the team room met the requirements of Appendix 4.

Visit Two Team Assessment: The policy documents required in Appendix 4 of the Conditions for Substantial Equivalency were found in the team room. They were complete according to the requirements of the NAAB.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1—STUDENT PERFORMANCE—EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

The substantially equivalent degree program must demonstrate that each graduate possesses the knowledge and skills defined by the Student Performance Criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

The school must provide evidence that its graduates have satisfied each criterion through required coursework. If credits are granted for courses taken at other institutions or online, evidence must be provided that the courses are comparable to those offered in the substantially equivalent degree program.

The criteria encompass two levels of accomplishment⁴:

Understanding—the capacity to classify, compare, summarize, explain and/or interpret information.

Ability—Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

The NAAB establishes student performance criteria to help substantially equivalent degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program. In addition to assessing whether student performance meets the professional criteria, the visiting team will assess performance in relation to the school's stated curricular goals and content. While the NAAB stipulates the student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria. The NAAB encourages innovative methods for satisfying the criteria, provided the school has a formal evaluation process for assessing student achievement of these criteria and documenting the results.

For the purpose of substantial equivalency, graduating students must demonstrate understanding or ability as defined below in the Student Performance Criteria (SPC):

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation:

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Recognizing the assessment of evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

⁴ See also *Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. L. W. Anderson and D. R. Krathwold, eds. (New York: Longman, 2001).

A.1. Communication Skills: *Ability to read, write, speak and listen effectively.*

[X] Met

Visit Two Team Assessment: The program at EMU faces a challenge by combining so many background and nationalities within its student body. The amount of essay questions across the curriculum and a preparatory English language sequence ENGL 181-2/191-2 greatly increases the student body's ability to read, write and speak effectively.

A.2. Design 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 alternative outcomes against relevant criteria and standards.*

[X] Not Yet Met

Visit Two Team Assessment: Evidence exists in ARCH 291,292 *Architectural Design Studio* that some students are meeting this criteria at the ability level. However it was clear to the team that not all students at EMU are demonstrating proficiency at the ability level.

A.3. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.*

[X] Not Yet Met

Visit Two Team Assessment: Work observed by the team in studio showed progress was being made with visual communication skills; however, the team room display clearly fell short of meeting this criterion.

A.4. Technical Documentation: *Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.*

[X] Met

Visit Two Team Assessment: Evidence of this criterion being met was observed in ARCH 342 *Working Drawings*, ARCH 348 *Building and Environmental Systems in Architecture*, and ARCH 391 and 392 *Design Studios*.

A.5. Investigative Skills: *Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.*

[X] Met

Visit Two Team Assessment: Course work accomplished in ARCH 391 and 392 *Design Studios* satisfies this criterion.

A.6. Fundamental Design Skills: *Ability to effectively use basic architectural and environmental principles in design.*

[X] Not Yet Met

Visit Two Team Assessment: A consistent demonstration of Fundamental Design Skills is not evident for all students at a passing level in the Studio Design work this visiting team reviewed.

- A.7. Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.**

[X] Not Yet Met

Visit Two Team Assessment: While the history sequence ARCH 225 and 226 *History and Theories of Architecture* examines the fundamental principles of relevant precedents, the visiting team did not see the translation into architectural design projects. Some indication of relevant precedents was seen in urban design projects with ARCH 252 *Theory of Urban Design*.

- A.8. Ordering Systems Skills: *Understanding* of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.**

[X] Not Yet Met

Visit Two Team Assessment: Foundation courses FARC 101 *Design Studio* and 113 *Introduction to Design* introduces fundamentals of both natural and formal ordering systems to the students. The consistent ability of all students to use these systems in studio design work was not in evidence to the visiting team; therefore, this criterion is not yet met.

- A.9. Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.**

[X] Met

Visit Two Team Assessment: ARCH 225 and 226 *History and Theories of Architecture* combined with ARCH 252 *Theory of Urban Design* met this criterion. In addition the diverse student body contributes to the Historical Traditions and Global Culture at the school and within the program.

- A.10. Cultural Diversity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.**

[X] Met

Visit Two Team Assessment: ARCH 114 *Human and Socio-Cultural factors in Design* clearly addresses the diverse needs, values and behavioral norms, social and spatial patterns that characterize different cultures and individuals. In addition, the diverse student body and institute-wide mission of internationalization contributes to the Cultural Diversity of the program.

- A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.**

[X] Met

Visit Two Team Assessment: The team found sufficient evidence with research determining form, function and systems in ARCH 391 and 392 *Architectural Design Studios*.

Realm A. General Team Commentary: There is some evidence of critical thinking in evidence throughout the student work examined by this visiting team, but it is not uniformly demonstrated among the students in the program.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

B.1. Pre-Design: *Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.*

[X] Not Yet Met

Visit Two Team Assessment: The visiting team reviewed the course materials and student work for the studio course ARCH 292 *Architectural Design Studio II*. This is the course that the program identified as providing the educational experience to satisfy this criterion. However, the visiting team found that much of the student work failed to include programming work and adequate site analysis. Therefore, this criterion is not met.

B.2. Accessibility: *Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.*

[X] Not Yet Met

Visit Two Team Assessment: Again, the studio course ARCH 292 *Architectural Design Studio II* was referenced by the program as satisfying this criterion. The visiting team found that much of the student work failed to show an ability to design for accessibility. Review of more advanced studio work such as the ARCH 492 *Architectural Graduation Project* further confirmed that all architecture students at EMU do not demonstrate this requisite ability.

B.3. Sustainability: *Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.*

[X] Met

Visit Two Team Assessment: ARCH 213 *Ecological Issues in Architecture* provides an admirable overview of sustainability issues for EMU students. Many aspects of this topic are expanded upon in the course work of ARCH 246 *Energy and Environmental Issues in Design*. While these two lecture

courses would be insufficient by themselves to demonstrate the required “ability to design...,” when coupled with the design project required by ARCH 348 *Building and Environmental Systems in Architecture*, there was sufficient evidence for the visiting team to conclude that this criterion was satisfied.

B.4. Site Design: Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

[X] Not Yet Met

Visit Two Team Assessment: ARCH 291 *Architectural Design Studio – I* exposes the students to the design considerations that must be addressed on a steep hillside site, and the completed studio work for this course demonstrated a general understanding of topography. In addition, ARCH 391 *Architectural Design Studio – III* includes student group analysis of the site conditions that features rudimentary study of flora and some indications of watershed characteristics. In this team’s assessment, however, the work in these courses fell short of demonstrating an “Ability to respond to site characteristics ...in the development of a project.” For example, design for site drainage was not consistently demonstrated. Further, the completed projects in ARCH 391 *Architectural Design Studio – III* and ARCH 392 *Architectural Design Studio – IV* did not indicate that the site design skills imparted in ARCH 291 were informing this subsequent studio work.

B.5. Life Safety: Ability to apply the basic principles of life-safety systems with an emphasis on egress.

[X] Not Yet Met

Visit Two Team Assessment: The completed studio projects in ARCH 391 *Architectural Design Studio – III* and ARCH 392 *Architectural Design Studio – IV* did not indicate that all EMU students gain this ability level. The visiting team found conspicuous dead-end corridors, exit stairs that terminate without a plausible path to the exterior public space, and numerous doors to exit stairs swinging against the path of travel.

B.6. Comprehensive Design: Ability to produce a comprehensive architectural project that demonstrates each student’s capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking Skills

B.2. Accessibility

A.4. Technical Documentation

B.3. Sustainability

A.5. Investigative Skills

B.4. Site Design

A.8. Ordering Systems

B.7. Environmental Systems

A.9. Historical Traditions and Global Culture

B.9. Structural Systems

B.5. Life Safety

[X] Not Yet Met

Visit Two Team Assessment: Several of the Realm B student performance criteria that must be satisfied for comprehensive design to be demonstrated, such as life safety (B.5) and accessibility (B.2), have not been met so the visiting team must conclude comprehensive design has not been

demonstrated by all students of the program. Further the visiting team noted that it did not see a mechanical system represented in any of the advanced studio work.

- B.7 Financial Considerations: *Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.***

[X] Met

Visit Two Team Assessment: The visiting team found that there were admirable aspects of ARCH 449 *Economic and Management Issues in Architecture* including its thorough treatment of life-cycle costing and the time value of money. The visiting team, however, would like to see project financing and funding and construction cost estimating strengthened.

- B.8. Environmental Systems: *Understanding the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, day lighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.***

[X] Not Yet Met

Visit Two Team Assessment: The visiting team reviewed the course materials and student work for ARCH 246 *Energy and Environmental Issues in Design* and ARCH 348 *Building and Environmental Systems in Architecture*. While these courses thoroughly presented concepts of passive heating and cooling, day lighting, building orientation and other aspects pertinent to this criterion, the visiting team could find no evidence that artificial lighting and acoustics were addressed in any fashion.

- B.9. Structural Systems: *Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.***

[X] Met

Visit Two Team Assessment: EMU has a sequence of three structural courses ARCH 235 *Introduction to Tectonics of Structural Systems*, ARCH 236 *Tectonics of Flexural Structures*, and ARCH 337 *Tectonics of Form Resistant Structures*. The visiting team found ample evidence that students in this program gained the requisite understanding of structural systems to satisfy this criterion.

- B.10. Building Envelope Systems: *Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.***

[X] Met

Visit Two Team Assessment: EMU also has a sequence of three architectural construction and materials courses. Building envelope considerations as required by this criterion are imparted to EMU architectural students in the course work in ARCH 243 *Architectural Construction and Materials – I*.

- B.11. Building Service Systems Integration: *Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems***

[X] Met

Visit Two Team Assessment: The visiting team reviewed the course materials and student work for ARCH 348 *Building and Environmental Systems in Architecture* and found it a thorough introduction to building service systems—albeit at a residential scale—that was sufficient to demonstrate that this criterion was met.

- B.12. Building Materials and Assemblies Integration: *Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.***

[X] Met

Visit Two Team Assessment: The course materials and student work for ARCH 347 *Architectural Construction and Materials-III* was adequate to lead this visiting team to conclude that this criterion was met. As one would suspect, this course work focused primarily on the materials and design factors relevant on Cyprus.

Realm B. General Team Commentary: As is clear from the comments above on the individual Realm B student performance criterion, the EMU program has progress to make in satisfying many of these requirements. With this acknowledgement that there is work to be done, the visiting team was encouraged to note that the studio sessions observed during this visit suggested more dynamic and successful design work was now being produced by EMU students than was reviewed in the material made available in the team room. Further the visiting team understands that the EMU program in architecture is currently refining its pedagogical approach to the integration of the various technical aspects of architecture into a unifying design project. This refinement will be welcome, particularly in light of the pressures the program faces due to its recent rapid increases in enrollment.

Realm C: Leadership and Practice:

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

- C.1. Collaboration: *Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.***

[X] Met

Visit Two Team Assessment: Collaborative skills with others are evident in studio ARCH 391 and 392 *Architectural Design Studio*, where students work together on the site research for an urban site.

- C.2. Human Behavior: *Understanding of the relationship between human behavior, the natural environment and the design of the built environment.***

[X] Met

Visit Two Team Assessment: Sufficient evidence supporting the conclusion that EMU students understand the relationship between human behavior and the natural environment was found in ARCH 291 *Architectural Design Studio – I* and ARCH 391 *Architectural Design Studio – III* to deem this criterion met.

- C.3 Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.**

[X] Met

Visit Two Team Assessment: This criterion is met in ARCH 416 *Professional Issues in Architecture* as evidenced by a lecture given; no evidence was found in tests or group projects.

- C.4. Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods**

[X] Met

Visit Two Team Assessment: This criterion is met in ARCH 416 as evidenced by a group project and also through examination.

- C.5. Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.**

[X] Met

Visit Two Team Assessment: Evidence of this criterion is evident in ARCH 416 *Professional Issues in Architecture*.

- C.6. Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.**

[X] Met

Visit Two Team Assessment: ARCH 492, *Architecture Graduation Project*, allows students to work collaboratively on a project involving environmental, social, and aesthetic issues in their communities.

- C.7. Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.**

[X] Met

Visit Two Team Assessment: This criterion is met in ARCH 416 *Professional Issues in Architecture* as evidenced by a lecture given; no evidence was found in examinations or group project.

- C.8. Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.**

[X] Met

Visit Two Team Assessment: This criterion is met in ARCH 416 *Professional Issues in Architecture* as evidenced by a lecture outline and examination questions.

C.9. Community and Social Responsibility: *Understanding* of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

[X] Met

Visit Two Team Assessment: This criterion is met with, lectures, course assignments, and examinations in ARCH 311 *Principles of Conservation and Restoration*.

Realm C. General Team Commentary: Under the C Realm of Leadership and Practice the current curriculum is meeting the NAAB criteria. A two-course Professional Practice sequence covers many of these criteria. In addition the rich cultural fabric of North Cyprus provides ample opportunities for local involvement with the community, and the diverse student population provides a global perspective to the student body.

PART TWO (II): SECTION 2—CURRICULAR FRAMEWORK

II.2.1 National Authorization: *The institution offering the substantially equivalent degree program must be or be part of an institution that has been duly authorized to offer higher education in the country in which it is located. Such authorization may come from a federal ministry or other type of agency.*

[X] Met

Visit Two Team Assessment: As described in the APR on page 102, all programs at EMU are accredited by the Turkish Higher Education Council, and the university operates with the approval of the Ministry of Education, Youth, and Sports.

II.2.2 Professional Degrees and Curriculum: *For substantial equivalency, the NAAB requires degree programs in architecture to demonstrate that the program is comparable in all significant aspects to a program offered by a U.S. institution. This includes a curricular requirement that substantially equivalent degree programs must include general studies, professional studies, and electives.*

Curricular requirements are defined as follows:

- **General Studies.** *A professional degree program must include general studies in the arts, humanities, and sciences, either as an admission requirement or as part of the curriculum. It must ensure that students have the prerequisite general studies to undertake professional studies. The curriculum leading to the architecture degree must include a course of study comparable to 1.5 years of study or 30% of the total number of credits for an undergraduate degree. These courses must be outside architectural studies either as general studies or as electives with content other than architecture.*

This requirement must be met at the university or tertiary school level. Post-secondary education cannot be used to meet this requirement. At least 20% of the credits in the professional architecture degree must be outside architectural studies either as general studies or as electives with other than architectural content.

- **Professional Studies.** *The core of a professional degree program consists of the required courses that satisfy the NAAB Student Performance Criteria (SPC). The professional degree program has the discretion to require additional courses including electives to address its mission or institutional context.*
- **Electives.** *A professional degree program must allow students to pursue their special interests. The curriculum must be flexible enough to allow students to complete minors or develop areas of concentration, inside or outside the program.*

[X] Met

Visit Two Team Assessment: Based on the APR General Studies, Professional Studies and Electives are offered substantially equivalent to NAAB degree programs.

II.2.3 Curriculum Review and Development

The program must describe the process by which the curriculum for the substantially equivalent degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that architects authorized to practice in the country where the program is located are included in the curriculum review and development process.

[x] Met

Visit Two Team: Based on the APR page 102, the initial assessment indicates 158 credits in total for the curriculum over an 8 semester sequence. Further information should be provided in future APRs on how modifications and changes are identified, and that architects authorized to practice in the Turkish Cypriot are included in the curriculum review and development process.

PART TWO (II): SECTION 3—EVALUATION OF PREPARATORY/PREPROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Part Two, Section 1, above), the program must demonstrate that it is thorough in the evaluation of the preparatory education of individuals admitted to the NAAB substantially equivalent degree program.

In the event a program relies on the preparatory educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the substantially equivalent degree program. This assessment should be documented in a student's admission and advising files.

[x] Met

Visit Two Team Assessment: The program, like other programs in the region, does not accept any pre-professional education. All students are required to complete the prescribed course work.

PART TWO (II): SECTION 4—PUBLIC INFORMATION

II.4.1 Statement on Substantially Equivalent Degrees

In order to promote an understanding of the substantially equivalent professional degree by prospective students, parents, and the public, all schools offering a substantially equivalent degree program or any candidacy program must include in catalogs and promotional media the exact language found in the NAAB Conditions for Substantial Equivalency, Appendix 6.

[X] Met

Visit Two Team Assessment: As noted in the APR the exact language found in the NAAB Conditions for Accreditation is included on the department website.

II.4.2 Access to NAAB Conditions and Procedures

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents, and faculty:

The 2012 NAAB Conditions for Substantial Equivalency

The NAAB Procedures for Substantial Equivalency (edition currently in effect)

[x] Met

Visit Two Team Assessment: Access to the 2012 NAAB Conditions for Substantial Equivalency and the NAAB Procedures for Substantial Equivalency is available to all students, parents and faculty. In addition an international conference on Architectural Education was held at EMU with the president of NAAB invited as a guest speaker. The school and its administration have the NAAB Substantial Equivalency as a strategic goal.

II.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of substantially equivalent degree programs, the program must make appropriate resources related to a career in architecture available to all students, parents, staff, and faculty.

[x] Met

Visit Two Team Assessment: Individual advising is available within the department, and career counseling is available through the Vice Rector of Student Affairs. In addition, on a regular basis in the “Alumni Talk” program, students have the chance to meet with invited successful professional alumni and receive assistance in developing their future careers.

II.4.4 Public Access to APRs and VTRs

In order to promote transparency in the process of substantial equivalency in architecture education, the program is required to make the following documents available to the public:

The final decision letter from the NAAB

The most recent APR

The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their web sites.

[x] Not Yet Met

Visit Two Team Assessment: The APR and VTR will be displayed on the department website for the public after the second visit.

III. Appendices

Appendix 1. Program Information

- A. History and Mission of the Institution and the Program
APR, page 2

- B. Long-Range Planning
APR, page 44

- C. Self-Assessment
APR, page 48

Appendix 2. Conditions Met with Distinction

Condition I.1.2 Learning Culture and Social Equity

Condition I.1.4 Long-Range Planning

Condition I.1.5 Self-Assessment Procedures

Appendix 3. Visiting Team

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IV. Report Signatures

Respectfully Submitted,



Michael Stanton, FAIA
Team chair



Ann Chaintreuil, FAIA
Team member

PART FOUR: SECTION 4 - CATALOG

For Catalog, you may click link below.

<http://arch.emu.edu.tr/index.php/portfolio/portfolio-3>