



**Eastern Mediterranean University**  
Department of Architecture

**2022 Visiting Team Report**  
**Continuing NAAB International Certification**  
**June 13-15, 2022**

**Bachelor of Architecture (4 year, 158 credit hours)**

The National Architectural Accrediting Board

Date of last visit: April 3-6, 2016

**Vision:** The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural 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.

## Contents

I. Summary of Visit.....	01
II. Compliance with the 2019 Conditions for International Certification.....	07
Part One: Institutional Support and Commitment to Continuous Improvement.....	07
Part Two: Educational Outcomes and Curriculum.....	15
Appendix 1: Conditions Met with Distinction.....	29
Appendix 2: Team SPC Matrix.....	30
Appendix 3: Visiting Team Roster.....	32
Report Signatures.....	33

## I. Summary of Visit

### a. Acknowledgments and Observations

The NAAB visiting team wishes to thank the entire Department of Architecture, the Faculty of Architecture and the EMU community for their hospitality and warm welcome exhibited during our virtual visit. Chairman of the Department of Architecture, Professor Dr. Resmiye Alpar Atun has been a gracious host and has been available to the team before and during our visit. Her continuous engagement is an expression of her commitment to the department, the university, and the students. Vice Dean of the Faculty of Architecture, Professor Afet Coşkun was very generous with her time and helped the team understand the current status of the department and the future aspirations for its growth and development. President of the Eastern Mediterranean University Professor Dr. Aykut Hocanin also assisted the team by sharing his views on the department and its importance to the university and the community.

All the faculty, students, university administrators, and alumni we met have been open and responsive to our many questions and willingly shared their views. Lastly, we wish to thank the numerous members of the department staff for their time and patience in meeting with us during our review. Collectively you all responded to our every need during the visit.

Dr. Resmiye Atun and her team put forth a great effort in developing the materials we utilized while preparing for our visit. The Program Self-Evaluation Report presented a detailed accounting of the department's make-up, personnel, operations, and resources. The EMU tour video provided a comprehensive introduction and overview of the campus along with a detailed tour of the department's building and related facilities. The additional video that enabled the team to visit the classrooms and experience the department in action was very helpful. And, the digital files of student work products and coursework were well organized and annotated, facilitating the team's further understanding of the department, making our task easier to complete.

It was clear to the visiting team that the faculty are collegial and work well together. The 45 plus full and part-time faculty members support the department's mission and devote the time and energy needed to implement its strategy. They hold a positive vision of the department and work with both administration and students in their efforts to enhance the quality of the program.

With an enrollment of 478 students from 42 countries, the department hosts a strong, active student body eager to learn and excited to share their knowledge. Unfortunately, the visiting team was only able to spend time with a limited number of students. We found those we were able to meet to be open and thoughtful in their comments and wish we would have had the opportunity to interact with many more. Their assessment of the program and the opportunity it provides helped the team gain useful insight into the department's curriculum and operation.

The Department of Architecture's multi building facilities located near the center of the EMU campus are a great resource for the department and the students. These facilities enable the department to provide the students with the latest tools and resources to support the curriculum. Additionally, the program continues to work to supply individual student lockers and reserved student desk space. The design and configuration of these facilities supports the cooperative, collegial organization, and operation of the department.

During the last several years, the university, the department and the students have fashioned an evolving strategy to deal with the requirements and restrictions brought on by the COVID-19 pandemic. At its onset, the department moved quickly to an on-line model, significantly enhanced its technical resources, and overhauled the buildings' HVAC systems. As the university has now returned to in-person learning, the department has worked to meld many of the lessons learned from the on-line experience into their current curriculum and teaching methodology. Similarly, the department has evolved its processes,

procedures, and resources to provide needed support to the students in light of the recent economic, environmental, and political problems in the region.

It was also noted that the department is developing plans to expand the program to a fifth year and would implement the plan upon approval from the Ministry of Education. We believe this expansion would enable the program to enhance its curriculum to enable the graduates to obtain more depth of knowledge and ability.

Over its 40 plus year history, EMU has established itself as one of Cyprus' leading universities. During its 30 plus years, the Department of Architecture has developed a strong and culturally diverse program and has worked to establish itself as an essential and important member of the EMU community and is well positioned to continue to educate quality professionals who will contribute to the growth and prosperity of the community and the region.

**b. Conditions/Student Performance Criteria Not Achieved**

Conditions Not Described or Demonstrated	Conditions Not Met	SPC Not Met
None	None	B.3 Codes and Regulations B.6 Environmental Systems B.9 Building Service Systems D.4 Legal Responsibilities

**c. Items to Address**

- C.3 Integrative Design**

Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 492: Architectural Design V; and ARCH 492: Graduation Project. However, the team believes there is a shortfall in the depth of understanding, detail, and integration of the building systems, services, and materials. The quantity and quality of the presentation graphics are not a substitute for more specific operational and technical design.

- Program Length**

While the team believes that our review has shown that the program of the EMU Department of Architecture does meet the minimum standard of requirements to retain their NAAB International Certification, we also believe that it would be beneficial to the students if the program were expanded to add a fifth year. This expansion would enable the program to enhance its curriculum to enable the graduates to obtain more depth of knowledge and ability. Additionally, this added year would bring the program into line with current international standards and benefit the students as they work to acquire licensure.

In our discussions with the department chair (Dr. Atun), the Faculty of Architecture Vice Dean (Dr. Coskun) and the EMU President (Dr. Hocanin), the team was told that the department plan is to add a fifth year to the program. However, the department is required to follow the regulations established by the Education Ministry of the Turkish Government for all state supported schools.

Discussions on changes to the current regulations are on-going between the Ministry, EMU, and the other Turkish state supported universities.

#### **d. Progress Since the Previous Visit**

**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.**

2016 Visiting Team Assessment of A.2. **Not Met:** This criterion is not met at the level of ability as evidenced by student work in the courses identified on the matrix (or others). See Realm A, General Team Commentary, for a more detailed discussion of this issue.

**2022 Visiting Team Assessment:**

[condition/criterion] is **Met**

[condition/criterion] is **Not Met**

Evidence of student achievement at the prescribed level was found in ARCH 291: Architectural Design Studio I; and ARCH 292: Architectural Design Studio II. There were significant projects showing a high level of ability for students in their 2nd and 3rd years of study. However, the team would like to have also seen examples of 4th year student work to fully understand the ability of those who are about to graduate.

**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.**

2016 Visiting Team Assessment of A.3. **Not Met:** Though there have been efforts toward advancing competency in this SPC, the team still found insufficient evidence of visual communication skills in the team room. In observing the studios while in session, the team noted diverse, yet still limited, use of graphic representation skills. Furthermore, the gap in these skills in early design studios and courses affects the process throughout the remaining design courses.

**2022 Visiting Team Assessment:**

[condition/criterion] is **Met**

[condition/criterion] is **Not Met**

SPC A.3. Visual Communication Skills is not listed under the 2019 NAAB International Certification Conditions. However, the team reviewed SPCs: A.2. Design Thinking Skills; and A.4. Architectural Design Skills (see Note below), to trace and monitor the progress in attaining the requirements as mentioned in the VTR from the 2016 visit.

Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 291: Architectural Design Studio I; and ARCH 292: Architectural Design Studio II. Robust evidence is also shown in student work from the upper-level Architectural Design Studio courses in years two, three, and four of the programs.

**Note:**

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.

A.4. Architectural Design Skills: Ability to effectively use basic formal, organizational and environmental principles, and the capacity of each to inform two- and three-dimensional design.

**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.**

2016 Visiting Team Assessment of B.2. **Not Met:** This criterion is not met at the level of ability and is not evident in student work in ARCH 292 – Architectural Design Studio-I and ARCH 392 – Architectural Design Studio-IV. We found evidence of awareness in course work in ARCH 114 – Human and Cultural Factors, which is not noted in the SPC Matrix under B-2. As the evidence is in factors not relevant in the region, awareness is commendable for learning but ability is not exhibited in design studios.

**2022 Visiting Team Assessment:**

- [condition/criterion] is **Met**  
 [condition/criterion] is **Not Met**

Evidence of student awareness at the prescribed level was found in student work prepared for ARCH 355: Process of Urban Design; and ARCH 391: Architectural Design Studio III. Evidence of student ability to integrate accessibility standards is still not found in student design work at the prescribed level.

**Note:**

SPC B.2. Accessibility is not listed under the 2019 NAAB International Certification Conditions. However, the team reviewed SPC B.3 Codes and Regulations: Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations and include the principles of local life-safety and accessibility standards to trace and monitor the progress in attaining the requirements as mentioned in the VTR from the 2016 visit.

The previous VTR (2016) noted five Causes of Concern:

- A. 2016 Visiting Team Assessment: The visit three team is concerned with the apparent lack of individual storage units for students' use. It was observed that students vacate their studio space on a daily basis of all personal items, drawings, and other useful materials. Separate storage units were under construction during our visit.

**2022 Visiting Team Assessment:** Per the PSER (pp. 66, 78) and information provided in student and administrative meetings, student lockers are now available for about 50% of the students. The remainder are in process and are tendered at this time. Similarly, student personal desks are being slowly provided and are also on a schedule of procurement, based on the budget. The budget is controlled by the Turkish government and has been slow to respond on a timely basis.

- B. 2016 Visiting Team Assessment: The team is concerned by the student / faculty ratio in lecture classes. The learning environment is adversely affected by current class sizes.

**2022 Visiting Team Assessment:** The current visiting team has reviewed and assessed the student/faculty ratio in lecture classes, as it was a cause of concern during the previous visit (VTR, 2016). As per the current PSER, it is reported that in the academic year 2020-2021, the academic staff at the Department of Architecture included 25 full-time staff as well as 24 part-time instructors, 2 administrative staff, and 4 technical staff. The number of staff is given

in Table I.2.1.1 (PSER, pp. 54-55). The department/program notes that although the number of full-time instructors has remained the same since the last visit, the number of part-time instructors differs according to shifts in the number of registered students (PSER, pp. 91-92). Hence, based on the indicated 478 total registered students (PSER, Table I.3.1., p.92), the student/faculty ratio seems to have been balanced.

In order to support an adequate and suitable teaching/learning environment and requirements, the number of full-time faculty/instructors should be increased and/or the number of part-time instructors be fixed, thus keeping the overall FT/PT FMs and Instructors numbers in an adequate range to maintain “comfortable” class sizes.

- C. 2016 Visiting Team Assessment: The program maintains clearly defined governance policies; however, there are only limited opportunities for students to actively participate in governmental and curriculum development. These structures exist, but the program is not using them to their fullest potential.

**2022 Visiting Team Assessment:** Student participation in department governance and curriculum development has greatly increased since the last team visit. Previously, student involvement in governance consisted, principally of annual class evaluations. Since that time specific governance changes have been implemented which include:

- Creation of the Help Desk, which is an organizational unit created to support the academic and social needs of students. The organization includes student representatives from each design studio and has become the contact and coordination hub of the department.
- The Faculty Board, which handles all departmental academic decisions, has been expanded to include a student representative.
- Starting with the 2021-2022 spring term onward, student representatives are invited to all departmental board meetings.
- MS Teams meetings between all students and the department administration are held periodically each semester.

Other student involvement activities include:

- The Design Club, a student run organization, has been reactivated (<https://www.emu.edu.tr/en/campus/student-societies-clubs/1236>).
- The department has been enhancing cooperation with the Chamber of Architects, the market, and local municipalities.
- A.ACT (Architectural Activities) and A.POP (Architecture Profession-Oriented Program) activities of the department are organized with the participation and contributions of students (PSER pp.17-18, 89-91,118-119).

While these activities represent a positive step toward student inclusion and involvement, the department is encouraged to continually look for additional opportunities to expand student participation in the department governance.

The team additionally noted that typical student organizations, such as AIAS, do not exist in the department. These types of student run organizations often provide students with the opportunity to work together collectively, develop organizational and management skills, provide a voice for student concerns, provide community service, and act as a resource for the department. The department is encouraged to assist the students in the creation of such organizations at EMU.

- D. 2016 Visiting Team Assessment: The varying cost fluctuation for printing as well as preparation time (most projects are due on a Monday) creates an undue pressure on the student’s management of course requirements. Also, the overall quality of the prints is inconsistent.

**2022 Visiting Team Assessment:** Responding to both the concern expressed by the 2016 Visiting Team as well as similar issues identified in student evaluations (PSER p. 120), the Department has begun a practice of coordinating calendars, topics, and assignments among studio courses, and between studio courses and technical support classes as well. In this way, not only is the workload and facility/equipment availability pressure eased, but also the coordination between courses provides for the enhancement of student understanding by melding similar ideas and concepts into multiple courses simultaneously. (PSER pp. 37-38)

In recent years, the Department had begun a transition from printed to electronic presentation format in response to environmental concerns. When the Department moved to on-line classes exclusively in response to COVID 19 concerns, electronic presentations became the only accepted format. With this change, the issues regarding varying costs and quality of prints disappeared. While the Department has returned to in-person learning, many of the courses have continued to utilize the electronic presentation format (PSER pp. 83, 119-120, student meeting comments).

Additionally, the Department has turned over management of the printing operation housed in the Colored Building to an on-site vendor. (PSER pp. 65-66)

- E. 2016 Visiting Team Assessment: The studios lack permanently assigned workstations for students. The creative atmosphere within studios would be significantly enhanced with individually defined workstations.

**2022 Visiting Team Assessment:** As noted above, the transition to permanently assigned workstations is in progress and has a schedule of delivery over time. The Department of Architecture is growing faster than some of the physical materials can be budgeted, tendered, and supplied. While the department has requested the needed equipment, the slow progress appears to be due to the procurement system utilized by the University.



## II. COMPLIANCE WITH THE 2019 CONDITIONS FOR NAAB INTERNATIONAL CERTIFICATION

### Part One: Institutional Support and Commitment to Continuous Improvement

This part addresses the commitment of the institution, and its faculty, staff, and students to the development and evolution of the program over time.

#### 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 shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how those shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

**[X] Described**

**[ ] Not Described**

**2022 Analysis/Review of I.1.1:** In 1979 the Turkish Republic of Northern Cyprus Ministry of Education established the Institute of Technology, in the city of Famagusta on the northeast coast of Cyprus. The Institute initiated a three-year academic program (with 105 students) in Civil Engineering, Electrical Engineering, and Mechanical Engineering. In 1986, the mission of the university expanded, and it transformed into Eastern Mediterranean University. A state, trust-endowed university, EMU was launched with three faculties (Engineering, Economics and Business, Arts and Sciences) and the Higher Technological Institute (re-organized as the School of Computing and Technology). The Department of Architecture and Department of Computer Engineering were launched in the Faculty of Engineering in 1991. Currently EMU, with its eleven faculties and five schools, offers 130 programs in a wide range leading to bachelor's degrees. Since the 1990s, most departments also offer programs of advanced study leading to Master (81 programs) and PhD (21 programs) degrees under the administration of the Institute for Graduate Studies. (PSER p. 3) EMU has over 14,000 students from 68 different countries, over 1,000 academics from 35 countries for programs in English and Turkish, and 1,000 administrative-services staff. To date, more than 39,000 students from various countries have graduated from EMU. (PSER pp. 3-4)

EMU's mission is to become a university acting in line with universal values, guided by internationally recognized academic educational criteria, providing solutions for regional and international problems with a sense of social responsibility, raising graduates who have internalized multiculturalism, free thought, tolerance, and participation as well as carrying out work to make international improvements in the fields of production, science, arts, and sports. (PSER p.29; <https://www.emu.edu.tr/en/about-emu/mission-and-vision/594>)

The EMU Department of Architecture was affiliated with the Faculty of Engineering from 1991 to 1997. This led to the emergence of an Engineering-Architecture curriculum, utilizing the curriculum of Middle East Technical University, Turkey, Department of Architecture as a model. In 1995, the Department of Architecture added a new dimension to the mission of research with its post-graduate and doctoral programs, offering an MS in Architecture, Urban Design, Cultural Heritage, Conservation and Restoration, and a PhD in Architecture. In 1997, the department separated from the Faculty of Engineering and became the Department of Architecture under a new and independent Faculty of Architecture. The Faculty of Architecture had a tri-departmental structure with the departments of Architecture, Interior Architecture, and Industrial Design. The Department of Architecture schedules the curriculums of the first two academic semesters to have common courses with the Interior Architecture Department and thus strengthening the potential for interdepartmental collaboration, facilitating interdepartmental student transfers and minors or double majors. During the 2005-2006 academic year, the Department of

Architecture updated its four-year integrated curriculum, to refocus on the mission of providing students the opportunity to acquire the background needed for a creative and fruitful career. The curriculum is frequently revised and updated to keep abreast of the latest developments.

The educational approach is focused on the design studio supported by professional theory courses and service courses. The interactive studio is an arena for critical thinking, providing a milieu for addressing the social, technical, and environmental issues of an architectural project through re-creation and discussion of the spatial dimensions of the built environment. The flexible curriculum supports the interdisciplinary approach by offering the opportunity to take elective courses from other departments or faculties. The Bachelor of Architecture program achieved MIAK accreditation (Architecture Accrediting Board, Turkey) in 2011. Among the over 100 architectural departments throughout Turkey and North Cyprus, the EMU program was the second fully accredited program of architecture. (PSER pp. 5-6)

**I.1.2 Learning Culture:** The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

- The program must describe how faculty, staff, and students have been able to participate in the development of policies related to learning culture and the ongoing assessment and evaluation of those policies.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

**[X] Described**

**[ ] Not Described**

**2022 Analysis/Review of I.1.2:** The EMU Department of Architecture maintains a clearly defined learning culture with a set of well-defined objectives and goals, and dedicated strategies for implementation (PSER, pp.6-13). The developed learning culture flows from the department's strategic plan involving faculty, student representatives, and research assistants.

The EMU Department of Architecture learning culture is geared toward high quality, inclusiveness in diversity, and cooperation. Educating future architects, scholars, decision-makers, and agents of change—who have social, environmental, and ethical sensibilities when they frame an argument, synthesize design problems, and develop alternate possibilities—is reinforced by learning opportunities that have been seriously attended to before, during, and following the Covid-19 pandemic (PSER, p.6).

The Department aims to reach high standards of learning outcomes through the adoption of robust policies and enabling opportunities based on multi-cultural diversity, healthy work environment, and optimized teaching/learning practices. It also devotes the entire department population to collaborative endeavors and community involvement while implementing and recommending professional honesty and integrity through professional ethics and codes of practice.

In discussions with students, it was expressed to the team that an informal student mentorship program supported by the department would be advantageous to provide students with advice, guidance, and support on a peer level. Additionally, the team noted that currently, there are no existing student-led organizations focused on providing opportunities for social, professional, and community service events and activities for students within the architecture program.

**I.1.3 Social Equity:** The program must describe how social equity is defined within the context of the institution or the country in which it is located.

- The program must describe its approach to providing faculty, students, and staff with a culturally rich educational environment in which each person is equitably able to learn, teach, and work.
- The program must describe how its graduates have been prepared to be sensitive to differences in gender, culture, and customs, and be encouraged to assume responsibility as professionals in society.

**[X] Described**

**[ ] Not Described**

**2022 Analysis/Review of I.1.3:** The university has three types of students, Turkish, Turkish Cypriots, and Third Country Nationals. Third Country Nationals make up 40-45% of the student population. There are about 45 nationalities identified in the university. Many alumni have been taking master's degree programs in a number of universities in Europe and have remained to practice there or have returned to their home countries in Asia and Africa. In the team discussions with members of the alumni, we received glowing reviews from the individuals on their education and their time at EMU. The students also had positive statements regarding their learning experiences, and the relationships between students and the department. The professors, teaching assistants, and visiting instructors have been at the university for many years and have many different nationalities. We noticed that many stayed on as they moved into different administrative and teaching positions. There is also a larger majority of female professors and administrators. Additionally, approximately 40% of the student population is female. Those we talked to had nothing negative to say about nationality, ethnicity, race, or religion. What is important to understand is that the university is in this "bubble" called Northern Cyprus. It is not an internationally recognized country, except by Turkey. It has a minimal relationship and communication with the remainder of the island of Cyprus. Because of the lower cost of living and education in Northern Cyprus, EMU has become a favorite university for African and other Asia students.

**I.1.4 Defining Perspectives:** The program must describe how it is responsive controlled by to the following perspectives or forces that affect the education and development of professional architects. The response to each perspective must further identify how these perspectives will continue to be addressed as part of the program's long-range planning activities.

- A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles.
- B. Design.** The program must describe its approach to developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.
- C. Professional Opportunity.** The program must describe its approach to educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure.
- D. Stewardship of the Environment.** The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.
- E. Community and Social Responsibility.** The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.

**[X] Described**

**[ ] Not Described**

**2022 Analysis/Review of I.1.4:** Within the program, students are encouraged on multiple levels to foster a culture of collaboration and leadership. At the core of the architecture program is a rich studio environment in which students work collaboratively within and across studios. The school also employs a peer-to-peer mentorship Teaching Assistant program to aid students in refining new skills and to assist faculty in enriching the learning environment of each studio. The curriculum of the program is organized such that fundamental studios include students from cross-disciplines. Group projects and teamwork are

integrated into required projects and assignments for studio and other core professional subject classes across all four years of the curriculum. Additionally, the program actively provides lectures, events, and exhibitions which highlight the diversity of the student body and faculty in a manner which builds community within the school of architecture.

The program reinforces the importance of design as a multidimensional process in a number of ways, notably in the ways that feedback and critique is encouraged and obtained on various levels - between student peers in collaborative learning and experimentation; between students and faculty in healthy, spirited, and productive critique; between students and program in active survey questionnaires to solicit the successes and shortcomings of the curriculum and design resources available. Additionally, the program demonstrates a commitment to the ongoing development of a strong design program by involving studio coordinators, faculty, staff, teaching assistants, and student representatives in departmental board meetings.

Students are informed and educated about professional opportunities, career paths, and licensure requirements through events, workshops, and lectures coordinated by the program and frequently involving local professionals and alumni, including the A-POP program. Additionally, all aspects of professional opportunities and requirements are integrated into the curriculum, notably in the core classes focused on professional practice. Students also complete summer work experience within a professional architectural setting through the curriculum's summer practice course.

The program supports student understanding of a responsibility for stewardship of the environment and natural resources primarily through its course offerings, particularly electives focused on relevant subject matter. Additionally, the program offers events and lectures focused on educating students on the environmental responsibility of architects and the impact the built environment has on the natural environment.

The program prepares its students to be active professionals with an ethical responsibility by educating its students of these responsibilities in its professional practice courses. The program and university's commitment to upholding academic integrity and honesty also prepares students to conduct themselves ethically within their future careers. The program also demonstrates a sense of responsibility to the community through its activist efforts related to environmental protection (tree planting for social awareness, protesting construction development of a local forestry area) as well as through professional services offered by faculty of the program to governmental bodies and the community.

**I.1.5 Long-Range Planning:** An ICert degree program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institutional and program mission and culture. In addition, the program must describe its process for collecting data and using the data to inform its plan for continuous improvement.

**[X] Described**  
**[ ] Not Described**

**2022 Analysis/Review of I.1.5:** The Architecture Department utilizes a long-range planning process that takes a comprehensive and integrated approach over long time horizons. It is an ongoing process that is supported by strategic planning. The process solicits input and ideas from all sectors of the Department's community including the Rector's Office, Faculty, Students, Staff, and Alumni.

The Department's current Strategic Plan (2022-2024) was developed through a structured series of sessions in late 2021. The process started with a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis of the existing Department program and resources to clarify the existing position of the department; to have data-based projections by defining strategic goals and objectives from short-term to long-term; and to clarify activities and projects as the ways of achieving these goals and objectives. A bottom-up approach is followed, where the department, faculty, and rector's office develop their operational work plan based upon the mission and vision (PSER p. 30).

The analysis was developed with the participation of all full-time professors and representatives from the part-time instructors, teaching assistants, and students, in 5 parallel workshops. Following the analysis, the mission and vision of the department were reviewed and updated, and goals and strategies were produced. The previous strategic plan (2016), together with existing tendencies (student numbers, leave of absences, transfers, etc.), was shared with the groups in order to provide a data-based evaluation and support direct input to the new strategic plan.

To assure that all voices were heard, and all points of view were considered, all suggestions of the participants were included in the goals list. Then, as the department administration processed the final report, these goals were grouped, listed, and ranked as long-term, mid-term, and short-term. Finally, the short-term goals – according to the mission and vision as put forward and the priorities of the Department – were selected to be included in the action plan (PSER PP. 31-32).

#### **I.1.6 Assessment:**

**A. Program Self-Assessment Procedures:** The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multiyear objectives.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

**B. Curricular Assessment and Development:** The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

**[X] Described**

**[ ] Not Described**

**2022 Analysis/Review of I.1.6:** The EMU Department of Architecture self-assessment procedures are tracked back historically to its initial development and expansion from the time of its initial establishment as the Institute of Technology, which laid the foundations of EMU (PSER, P.3). Furthermore, EMU is the only state university in North Cyprus and is accredited by the Turkish Higher Education Council (YÖK) (PSER, P.3).

The department utilizes internal assessment procedures based on the EMU protocols as well as adopting and mapping its program and course learning outcomes to international standards through accreditation and certification processes.

The visiting team noted this shortcoming and encouraged the Department of Architecture to enhance and develop further resources to its internal academic quality assurance system and self-assessment procedures to be maintained and synchronized with external quality assurance procedures and protocols.

#### **Part One (I): Section 2—Resources**

**I.2.1 Human Resources and Human Resource Development:** The program must demonstrate that it has 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.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

**[X] Demonstrated**

**[ ] Not Described**

**2022 Team Assessment of I.2.1:** The human resources narrative in the PSER (pp. 13-20, 54 with tables) established a substantial commitment to the programs both at the University level and the Department of Architecture. The Faculty has developed centers for urban research and development; housing; educational research and advisory services; design research; and a general student services center. The University has psychological counseling services as well. The Department of Architecture, through a five-point program, has many committees for continued development of programs and an adequate number of Professors and assistants.

**I.2.2 Physical Resources:** The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited to, the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement on-site learning, then the program must describe the effect (if any) that online, on-site, or hybrid formats have on digital and physical resources.

**[X] Demonstrated**

**[ ] Not Described**

**2022 Team Assessment of I.2.2:** As documented in the PSER (pp. 59-84) and shown in video recordings provided by the program to the team, it is evident that the program provides and maintains adequate spaces to support and encourage studio-based learning. These spaces include the appropriate technology and equipment necessary for a successful teaching and learning environment within a safe, secure, and accessible campus setting. During the pandemic, the program was able to provide a fully online delivery of classes and student support. As a result, the program has developed new methods of online practices that it now incorporates into its regular course delivery procedures to supplement and facilitate its on-site classes, which is currently the program's primary course delivery method. The program provides both on-site and online support for faculty and students for teaching, research, mentoring, and student advising. The program states that it is currently in the process of renovating its model lab and acquiring new equipment for its FAB LAB. The team noted that there is currently limited computer hardware, 3-D modeling labs, and other shops available to students within the architecture program to support necessary design exploration expected for studio-based learning. In discussions with the team, alumni participants indicated that they believe the level of education received during the

program curriculum in multiple architecture software programs provided them with a superior knowledge of these systems compared to graduates of other institutions that they had encountered in the workplace.

**I.2.3 Financial Resources:** The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

**[X] Demonstrated**  
**[ ] Not Described**

**2022 Team Assessment of I.2.3:** The overall funding for EMU comes from numerous sources, the largest of which is tuition and fees paid by students. The Department of Architecture is funded through the overall funding provided to the Faculty of Architecture by the University. The department's annual budget takes into account the previous year's budget and the objectives and activities in the strategic plan. In recent years funding and expenditures of the department have decreased because of the crises in the region that directly affect the universities in North Cyprus. Since the last NAAB visit, the decrease in the number of students was partially impacted by wars in the region that prevented students from continuing their education. After 2020, the crisis in the world with the pandemic as well as the devaluation of the Turkish lira also decreased the income of the university. Total capital investment per student in the department is currently 427 USD per year. If compared to the expenditures and total capital investment of other professional degree programs at EMU, the Faculty of Architecture ranks fourth of the nine EMU Faculties.

**I.2.4 Information Resources:** The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in the field of architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual-resource professionals who provide information services that teach and develop the research, evaluative, and critical thinking skills necessary for professional practice and lifelong learning.

**[X] Demonstrated**  
**[ ] Not Described**

**2022 Team Assessment of I.2.4:** The EMU Department of Architecture is served by the EMU Central Library, which is located within a five-minute walking distance from the Faculty of Architecture buildings. The EMU Central Library is the main source of information to support the program, its students, faculty, and instructors. More than 16,000 resources are directly related to architecture and relevant topics. Table I.2.4.1: List of Library Collections (PSER p. 87), provides data on book and magazine titles related to the field of Architecture. Additional resources are available to the students in the EMU Faculty of Architecture Archives and Seminar Library.

While the NAAB encourages and recommends the Faculty/Department of Architecture to have its own dedicated Learning Resources Center/Library, it is worth mentioning that the EMU administration does not encourage seminar libraries in the faculties based on the desire to secure the books and enlarge the collections of its main library (PSER, p.88).

### **I.2.5 Administrative Structure and Governance**

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

**[X] Demonstrated**

**[ ] Not Described**

**2022 Team Assessment of I.2.5:** 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 15 different committees (Table I.1.4.1. List of Committees, PSER p.18), 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 that includes all the full-time members of the department (see Figure I.2.5.1, PSER, p 90). The Faculty of Architecture has two departments with the departments of Architecture and Interior Architecture (Turkish and in English). The Industrial Design Department was closed in 2010. The first year is a “foundation year” that includes common courses taken by all students in the departments in the Faculty of Architecture. The first year also includes some common courses within the whole university. In addition, in accordance with the Senate decision on increasing the number of electives, the department’s curriculum has a flexible structure including two university electives and five area electives, which are shared courses within the faculty.

The administrative structure of the Faculty of Architecture can be seen from Figure I.2.5.1 (PSER p, 90); overall governance structure can be seen in table I.2.5.2 (PSER p. 91). Accordingly, there are two main branches of the faculty to cover administrative and academic issues. Administrative issues are handled by the Faculty Executive Board. Academic issues are handled by the Faculty Board where the representatives of all groups of staff and students participate and take part in the discussions. The Faculty Board members are elected every academic year from among the full-time members of the faculty. In addition, the Dean and the Chairs of the Departments are elected for three years. Vice Chairs also can attend the meetings of the Faculty Executive Board; however, they do not have the authorization to vote for the decisions. Within the departmental network, departmental committees also have roles and responsibilities in contributing to the overall workload of the department and to support participatory mechanisms as the committees’ approaches and visions also are discussed and shared within the Department Board since necessary decisions (when needed) are decided by the board with the participation of all department members.



## PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

This part has four sections that address the following:

- **STUDENT PERFORMANCE.** This section includes the Student Performance Criteria (SPC). Internationally certified degree programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this part. Compliance will be evaluated through the review of student work.
- **CURRICULAR FRAMEWORK.** This section addresses institutional quality assurance and national authorization, credit hour requirements, general education, and access to optional studies.
- **EVALUATION OF PREPARATORY EDUCATION.** The NAAB recognizes that students entering a professional degree program from a preprofessional program and those entering from a non-preprofessional degree program have different needs, aptitudes, and knowledge bases. In this section, programs are required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences at other institutions have indeed been met.
- **PUBLIC INFORMATION.** The NAAB expects internationally certified degree programs to provide information to the public about International Certification activities and the relationship between the program and the NAAB, admissions and advising, and career information.

Programs demonstrate their compliance with Part Two in four ways:

- A narrative report that briefly responds to each request to “describe, document, or demonstrate.”
- A review of evidence, artifacts, and observations by the visiting team, as well as through interviews conducted during the visit.
- A review of student work that demonstrates student achievement of the SPC at the required level of learning.
- A review of websites, URLs, and other electronic materials.

**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:** Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

**A.1 Professional Communication Skills:** *Ability* to write and speak effectively and use appropriate representational media for both, within the profession and with the public.

**[X] Met**

Not Met

**2022 Team Assessment of A.1:** Evidence of student achievement at the prescribed level was found in student work prepared for FARC 103: Graphic Communication I; ARCH 311: Principles of Conservation and Restoration; and ARCH 312: Architecture and Design Theories.

**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.

Met

Not Met

**2022 Team Assessment of A.2:** Evidence of student achievement at the prescribed level was found in ARCH 291: Architectural Design Studio I; and ARCH 292: Architectural Design Studio II. There were significant projects of a high level for students in their 2-3 years of study.

**A.3**            **Investigative Skills:** *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

Met

Not Met

**2022 Team Assessment of A.3:** Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 311: Principles of Conservation and Restoration; FARC 113: Introduction to Design; as well as at a basic evidence level in foundation stages of design studios courses FARC 101: Basic Design Studio; and FARC 102: Introductory Design Studio.

**A.4**            **Architectural Design Skills:** *Ability* to effectively use basic formal, organizational, and environmental principles, and the capacity of each to inform two- and three-dimensional design.

Met

Not Met

**2022 Team Assessment of A.4:** Evidence of student achievement at the prescribed level was found in ARCH 291: Architectural Design Studio I; and ARCH 292: Architectural Design Studio II.

**A.5**            **Ordering Systems:** *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

Met

Not Met

**2022 Team Assessment of A.5:** Evidence of student achievement at the prescribed level was found in student work prepared for FARC 101: Basic Design Studio; and FARC 113: Introduction to Design.

**A.6**            **Use of Precedents:** *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.

Met

Not Met

**2022 Team Assessment of A.6:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 252: Theory of Urban Design; ARCH 292: Architecture Design Studio II; and ARCH 355 Process of Urban Design.

**A.7 History and Culture:** *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, and technological factors.

**[X] Met**

**[ ] Not Met**

**2022 Team Assessment of A.7:** Evidence of [Meeting with Distinction](#) based on lectures and student achievement at the prescribed level was found in student work prepared for ARCH 311: Principles of Conservation and Restoration; ARCH 312 Architectural Design and Theories; ARCH 318: Practice of Conservation and Restoration; ARCH 225: History and Theories of Architecture I; and ARCH 226: History and Theories of Architecture II. Very high level of work.

**A.8 Cultural Diversity and Social Equity:** *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

**[X] Met**

**[ ] Not Met**

**2022 Team Assessment of A.8:** Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 114: Human and Socio-Cultural Factors in Design; and ARCH 391: Architectural Design Studio III.

**Realm A. General Team Commentary:** The team found all SPC criteria in Realm A to be met, with SPC A.7 History and Culture as a notable criterion where student work is distinctively met at a high level of student achievement. Across the curriculum, there is consistent evidence in student work that students within the program receive a broad education related to architecture and its associated disciplines. The program instills the importance of lifelong learning in its students. It is also evident in student work that students are capable of communicating effectively across multiple media, can design with regard to a specific context, and understand the needs of specific stakeholders and the role that plays in designing effectively.

**Realm B: Building Practices, Technical Skills and Knowledge:** Graduates from internationally certified degree programs must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

**B.1 Pre-Design:** *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

**[X] Met**

**[ ] Not Met**

**2022 Team Assessment of B.1:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 213: Ecological Issues in Architecture; and ARCH 292: Architectural Design Studio II.

**B.2 Site Design:** Ability to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.

Met

Not Met

**2022 Team Assessment of B.2:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 355: Processes of Urban Design; and ARCH 391: Architectural Design III.

**B.3 Codes and Regulations:** Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of local life-safety and accessibility standards.

Met

Not Met

**2022 Team Assessment of B.3:** This SPC is not met at the level of ability. The required student achievement (at the prescribed level) was not found in student work prepared for ARCH 392: Architectural Design Studio IV as mentioned in the program NAAB SPCs matrix. It was also not found at upper-level studios such as ARCH 491: Architectural Design Studio V; and ARCH 492: Graduation Project. It is worth mentioning that while understanding and awareness are noticeable and commendable for learning, there is no evidence of ability in providing adequate design responses to local life-safety regulations and codes as well as accessibility standards.

**B.4 Technical Documentation:** Ability to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

Met

Not Met

**2022 Team Assessment of B.4:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 318: Practices of Restoration and Conservation; ARCH 342: Working Drawing; and ARCH 385: Digital Communication in Architecture.

**B.5 Structural Systems:** Ability to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

Met

Not Met

**2022 Team Assessment of B.5:** Evidence of student achievement at the prescribed level was found in student work prepared ARCH 243: Architectural Construction and Materials; and ARCH 337: Tectonics of Form-Resistant Structures.

**B.6 Environmental Systems:** Ability to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and

cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

Met  
 Not Met

**2022 Team Assessment of B.6:** This SPC is not met at the level of ability. While there is understanding and awareness of the principles of environmental systems, and lessons learned from research and investigation undertaken on how design parameters and criteria can vary due to geographical location, there is no demonstration nor evidence of ability in implementing environmental systems such as active and passive heating and cooling, natural ventilation, lighting systems, acoustics in the design process and outputs (projects) of the student work shown in courses ARCH 213; Ecological Issues in Architecture; ARCH 246: Energy and Environmental Issues in Design; and ARCH 348: Building and Environmental Systems in Architecture.

**B.7 Building Envelope Systems and Assemblies:** *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

Met  
 Not Met

**2022 Team Assessment of B.7:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 244: Architectural Construction and Materials II; and ARCH 347: Architectural Construction and Materials III.

**B.8 Building Materials and Assemblies:** *Understanding* of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

Met  
 Not Met

**2022 Team Assessment of B.8:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 244: Architectural Construction and Materials II; ARCH 347: Architectural Construction and Materials III; and ARCH 318: Practices of Conservation and Restoration.

**B.9 Building Service Systems:** *Understanding* of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

Met  
 Not Met

**2022 Team Assessment of B.9:** Evidence of student achievement in understanding mechanical and plumbing systems at the prescribed level was found in student work prepared for ARCH 348: Building and Environmental Systems in Architecture. However, evidence of student achievement in the other building service systems (electrical, communications, vertical transportation, security, and fire protection) was not found.

**B.10 Financial Considerations:** *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

**[X] Met**

**[ ] Not Met**

**2022 Team Assessment of B.10:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH: 416 Professional Issues in Architecture; and ARCH 449: Economic and Managerial Issues in Architecture.

**Realm B. General Team Commentary:** Throughout the various program courses that present the principles and subsequent application of the technical aspects of building and building system design, the team found that while the information that was presented was in-depth and well detailed, there were aspects of the information that were not presented or not implemented. As an example, ARCH 348: Building and Environmental Systems in Architecture provides detailed information on plumbing and mechanical systems, however, little to no information is provided on any of the other building service systems. Similarly, while there is discussion of codes and regulations, student work shows no evidence of the knowledge or application of this information.

**Realm C: Integrated Architectural Solutions.**

Graduates from internationally certified degree programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations for this realm include

- Comprehending the importance of research pursuits to inform the design process.
- Evaluating options and reconciling the implications of design decisions across systems and scales.
- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an
- integrated solution.
- Knowing societal and professional responsibilities

The internationally certified degree program must demonstrate that each graduate possesses skills in the following areas:

**C.1 Research:** *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

**[X] Met**

**[ ] Not Met**

**2022 Team Assessment of C.1:** Evidence of student achievement at the prescribed level was found in student work prepared for FARC142: Introduction to Design Technology; and ARCH 312: Architecture and Design Theories.

**C.2 Integrated Evaluations and Decision-Making Design Process:** *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

**[X] Met**

Not Met

**2022 Team Assessment of C.2** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 355: Process of Urban Design; and ARCH 391: Architectural Design Studio III.

**C.3** **Integrative Design:** *Ability* to make design decisions within a complex architecture project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

Met

Not Met

**2022 Team Assessment of C.3:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 491: Architectural Design V; and ARCH 492: Graduation Project. However, the team noted a shortfall in the depth of Graduation Projects (See: I.b. Items to Address, Program Length, p.2 above).

**Realm C. General Team Commentary:** The team found that the 3 SPCs covering Realm C are met and well evidenced over the students' work. Elements pertaining to SPC (C.1. Research) were found in student work prepared for FARC142: Introduction to Design Technology; and ARCH 312: Architecture and Design Theories. SPC (C.2. Integrated Evaluations and Decision-Making Design Process) was well defined and evidenced through students' work in courses such as ARCH 355: Process of Urban Design; and ARCH 391: Architectural Design Studio III. One of the most complex SPCs covered in this realm is (C.3.) Integrative Design. Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 491: Architectural Design Studio V; and ARCH 492: Graduation Project. However, the team noted some shortfall in the depth of Graduation Projects, where additional study would strengthen the students' skills and abilities at graduation. Such issues are mainly related to codes and regulations with special focus on local life-safety rules and guidelines as well as accessibility standards, in addition to full integration and implementation of other building systems at diverse design process stages.

#### **Realm D: Professional Practice.**

Graduates from internationally certified degree programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

The internationally certified degree program must demonstrate that each graduate possesses skills in the following areas:

**D.1** **Stakeholder Roles in Architecture:** *Understanding* of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect's role to reconcile stakeholder needs.

Met

Not Met

**2022 Team Assessment of D.1:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 416: Professional Issues in Architecture.

**D.2 Project Management:** *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

Met  
 Not Met

**2022 Team Assessment of D.2:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 416: Professional Issues in Architecture; and ARCH 449: Economic and Managerial Issues in Architecture.

**D.3 Business Practices:** *Understanding* of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

Met  
 Not Met

**2022 Team Assessment of D.3:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 449: Economic and Managerial Issues in Architecture.

**D.4 Legal Responsibilities:** *Understanding* of the architect's responsibility to the public and the client as determined by local regulations and legal considerations involving the practice of architecture and professional service contracts.

Met  
 Not Met

**2022 Team Assessment D.4:** Evidence of student achievement in understanding contracts, contract types (such as Architect, Engineer, Project Management, Design-Build) was not found. Missing as well is evidence of understanding of the relationships with authorities on permits and other planning and zoning issues.

**D.5 Professional Conduct:** *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of local rules of conduct and ethical practice.

Met  
 Not Met

**2022 Team Assessment D.5:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 416: Professional Issues in Architecture.

**Realm D. General Team Commentary:** The team found that a majority of the elements of Realm D are fully covered and presented in great depth. Elements dealing with the roles and responsibilities of the various project stakeholders including the architect; and project management elements, activities and responsibilities are discussed in depth in ARCH 416: Professional Issues in Architecture. Similarly, the operation and administration of an architecture firm along with the rules of ethics and conduct are particularly well covered in ARCH 416: Professional Issues in Architecture. ARCH 449: Economic and



Managerial Issues in Architecture, not only introduces the principles behind the various financial aspects of projects but provides relevant discussion of the application of these ideas. However, there is very little presentation on the various contracts and their specific application, nor on the relationship with legal and regulatory entities.

## Part II, Section 2: Curricular Framework

**II.2.1 National Authorization and Institutional Quality Assurance:** The institution offering the internationally certified 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 government ministry or other type of agency.

The institution must have explicit, written permission from all applicable national education authorities in that program's country or region. At least one of the agencies granting permission must have a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation.

**[X] Met**

**[ ] Not Met**

**2022 Team Assessment of II.2.1:** The Bachelor of Architecture program offered by the Department of Architecture is part of the institution of Eastern Mediterranean University which has been duly authorized to offer higher education in the region in which it is located as identified in the PSER on pages 97 - 99. The university has been providing higher education in TRNC with the approval of the Ministry of Education, Youth, and Sports since 1979 with all programs accredited by the Turkish Higher Education Council (YÖK).

<https://www.emu.edu.tr/en/about-emu/accreditations-recognitions-rankings-memberships/597>

<http://www.yok.gov.tr/web/guest/universitelerimiz;jsessionid=B5CA1E32284154AED74969171A3924C1>

### II.2.2 Professional Degrees and Curriculum:

For International Certification, 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. Further, the program must demonstrate that the degree awarded at the conclusion of this program of study entitles the graduate to practice architecture in his/her home country, subject to meeting any requirements for experience and/or examination. Internationally Certified degree programs must include (or otherwise acknowledge) 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.

**Nota Bene:** If this education is acquired prior to university-level education, the program must describe the system for general studies education in the local context, and how it is substantially equivalent to the requirement stated above.

- **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**

**[ ] Not Met**

**2022 Team Assessment of II.2.2:** As per the information provided in the PSER on pages 100-106, the program curriculum outlined meets the requirements of local accrediting bodies as well as the requirements of the 2019 Conditions for NAAB International Certification. The number of required credit hours to complete the Bachelor of Architecture curriculum is framed within a four-year sequence of delivery. This four-year program is demonstrated as meeting the standards required for graduates of the program to practice architecture in the region professionally without additional degrees, examinations, or formal licensure. The program was transparent with the team in stating barriers to its efforts to develop the Bachelor of Architecture program into a five-year program to more closely align with programs offered in many countries globally, citing issues related to various existing governmental and legal frameworks prohibiting such efforts. The program is also transparent with students that should they choose to pursue career paths in architecture in other countries, additional courses or a post-Bachelor of Architecture degree may be required to satisfy the requirements of other regions. The program offers a post-baccalaureate one-year master's degree (without thesis) and two-year master's degree (with thesis) which are not evaluated as part of this NAAB certification.

### **Part II, Section 3: Evaluation of Preparatory Education**

The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or preprofessional education of individuals admitted to the ICert degree program.

- Programs must document their processes for evaluating a student's prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.
- In the event a program relies on the preparatory educational experience to ensure that admitted 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.

**[ ] Demonstrated**

**[ ] Not Demonstrated**

**[X] Not Applicable**

**2022 Team Assessment:** Student admissions in all programs in EMU are handled according to the admission regulations (Article 42) established by the EMU Board of Trustees. Because all student admissions are handled in accordance with these regulations, the Architecture Department does not evaluate the majority of students prior to admission.

#### **New Student Admissions Process**

All students are admitted in one of three categories:

- **Turkish Republic of Northern Cyprus (TRNC) Students**  
TRNC students must pass the entrance examinations held by EMU. The Registrar's Office receives the formal applications for the entrance exam within a set period. The entrance exam is held in Turkish or English. Citizens of the TRNC are admitted to EMU according to a set quota. (PSER p. 56; [http://mevzuat.emu.edu.tr/5-1-1-Rules-Entrance\\_exam.htm](http://mevzuat.emu.edu.tr/5-1-1-Rules-Entrance_exam.htm))
- **Republic of Turkey (TR) students**  
TR students are accepted based on their performance in the Student Selection and Placement Examination (OSYS) of the Council of Higher Education (YOK) within the quotas indicated. (PSER p.56; [http://mevzuat.emu.edu.tr/5-1-1-Rules-Entrance\\_exam.htm](http://mevzuat.emu.edu.tr/5-1-1-Rules-Entrance_exam.htm))
- **Third Country Nations students**  
Foreign nationals (students other than those of TRNC or TR) are accepted based on a review of documentation of their achievements in secondary education at a comparable level, within the established 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. (PSER p. 56; [http://mevzuat.emu.edu.tr/5-1-1-Rules-Entrance\\_exam.htm](http://mevzuat.emu.edu.tr/5-1-1-Rules-Entrance_exam.htm))

#### Transfers and Student Exchange Process

Any student who studied at least one semester at EMU, another university or at an equivalent higher education institution is eligible to request to transfer into the Architecture Department. Regulations for student admission via transfer are stated in EMU's booklet of Basic Legislation ([http://mevzuat.emu.edu.tr/5-1-3-Rules-Vertical\\_transfer.htm](http://mevzuat.emu.edu.tr/5-1-3-Rules-Vertical_transfer.htm)). Potential Transfer Students must submit a copy of the course descriptions and transcript from their former institution of higher education for an equivalency review to the Exemption and Equivalency Committee of the relevant unit. The committee submits the report to the relevant unit's board who informs the student 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 (<http://mevzuat.emu.edu.tr/5-1-13-Regulation-ExemptionandEquivalencPrinciples.htm>). The Transfer Student must provide evidence of sufficient knowledge of English by satisfactory completion of the English Proficiency Test, by transcript from an English-medium program, or possessing a satisfactory grade from an international exam recognized by the EMU Senate (PSER pp. 56-57).

#### PART TWO (II): SECTION 4 – PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, the following conditions require all ICert degree programs to make certain information publicly available online.

**II.4.1 Statement on International Certification of Degrees:** In order to promote an understanding of the internationally certified degree by prospective students, parents, and the public, all schools offering the certified degree program must include in catalogs and promotional media the *exact language* found in the *Conditions for NAAB International Certification*, Appendix 6.

**[X] Met**

**[ ] Not Met**

**2022 Team Assessment of II.4.1:** The Statement on International Certification of Degrees found on the program's website uses the exact language found in the 2019 Conditions for NAAB International Certification: <https://arch.emu.edu.tr/en/accreditation/naab-icert>.

**II.4.2 Access to Conditions and Procedures for NAAB International Certification:** 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 online and accessible by all students, parents, and faculty:

- *2019 Conditions for NAAB International Certification*
- *Procedures for NAAB International Certification* (edition currently in effect)

**[X] Met**

**2022 Team Assessment of II.4.2:** The 2019 Conditions for NAAB International Certification and 2019 Procedures for NAAB International Certification are available on the program's website: <https://arch.emu.edu.tr/en/accreditation/naab-icert>.

**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 internationally certified degree programs, the program must make

appropriate resources related to a career in architecture available to all students, parents, staff, and faculty.

**[X] Met**

**2022 Team Assessment of II.4.3:** In the PSER, the program describes appropriate Career Development resources provided by the program as well as the Graduate Relations and Career Research Directorate (MIKA). Career development events and workshops are organized to provide students with opportunities to engage with available university resources and local professionals. These resources highlight potential career pathways within architecture and the value of NAAB International Certification. The program also attempts to connect with Alumni in order to evaluate the successes of the program in preparing its graduates for working in the profession and for job placement.

**II.4.4 Public Access to Program Self-Evaluation Reports and Visiting Team Reports:** In order to promote transparency in the process of International Certification in architecture education, the program is required to make the following documents available to the public:

- Most recent decision letter from the NAAB (received after the last visit)
- The most recent Program Self-Evaluation<sup>1</sup> Report (formerly titled the Architecture Program Report)
- 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 required to make these documents available electronically from their websites.

**[X] Met**

**2022 Team Assessment of II.4.4:** The most recent decision letter from the NAAB, the program's Architecture Program Report for 2016 NAAB Visit Three for Substantial Equivalency and the final edition of the 2016 Visiting Team Report for Visit Three for Substantial Equivalency are available on the program's website: <https://arch.emu.edu.tr/en/accreditation/naab-icert>.

**II.4.5. Admissions and Advising:** The program must publicly document all policies and procedures that govern how applicants to the program being reviewed for International Certification are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and from outside the institution.

This documentation must include the following:

- Application forms and instructions
- Admissions requirements, admissions decisions procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing
- Forms and a description of the process for the evaluation of degree content
- Requirements and forms for applying for financial aid and scholarships
- Student diversity initiatives

**[X] Met**

**[ ] Not Met**

<sup>1</sup> This is understood to be the Program Self-Evaluation Report from the previous visit (if applicable), not the Program Self-Evaluation for the visit currently in process.

**[ ] Not Applicable**

**2022 Team Assessment of II.4.5:** All relevant information including multiple websites are available for applications, rules, examination requirements, English proficiency, as well as student scholarships. This is noted on the PSER page 114.

## Appendix 1: Conditions Met with Distinction

### A.7 History and Culture

A high level of student understanding of the relevance and influence of history and culture is evident in the student work prepared for ARCH311: Principles of Conservation and Restoration; ARCH 312: Architectural Design and Theories; ARCH 318: Practice of Conservation and Restoration; ARCH 225: History and Theories of Architecture I; and ARCH 226: History and Theories of Architecture II. This level of understanding is further evidenced through its incorporation into the student research and design work and is fostered through the instructions provided by a team of highly relevant and qualified Professors.

### D.2 Project Management

The comprehensive, detailed nature of project management information presented to students in both ARCH 416: Professional Issues in Architecture; and ARCH 449: Economic and Managerial Issues in Architecture, enable students to come away with an in-depth knowledge of the processes and procedures involved in the development of a project.

**Additional Recognition:** Even though this is technically not a specific Condition or SPC Met with Distinction, the team would like to applaud the department's use of the city of Famagusta and the surrounding region as a laboratory to research architecture and urban design issues. The program makes great use of its location by tapping into the enormous historical and cultural heritage in the area. This mentality is evident throughout the student work produced not only in research studies but design studio projects as well.

## **Appendix 2: Team SPC Matrix**

The program is required to provide the team with a blank matrix that identifies courses by number and title on the y axis and the NAAB SPC on the x axis. This matrix is to be completed in Excel and converted to Adobe PDF and then added to the final VTR

The team is required to complete an SPC matrix that identifies the course(s) in which student work demonstrated the program's compliance with Part II, Section 1.



Eastern Mediterranean University

2022 SPC Matrix

	Realm A								Realm B										Realm C			Realm D				
	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
FARC103 Graphic Communications I																										
FARC104 Graphic Communications II																										
FARC113 Introduction to Design																										
FARC142 Introduction to Design Technology																										
ARCH114 Human and Socio-Cultural Factors in Design																										
ARCH213 Ecological Issues in Architecture																										
ARCH225 History and Theories of Architecture I																										
ARCH226 History and Theories of Architecture II																										
ARCH235 Introduction to Tectonics of Structural Systems																										
ARCH236 Tectonics of Flexural Structures																										
ARCH243 Architectural Construction and Materials																										
ARCH244 Architectural Construction and Materials II																										
ARCH246 Energy and Environmental Issues in Design																										
ARCH252 Theory of Urban Design																										
ARCH281 Computer Aided Design																										
ARCH291 Architectural Design Studio I																										
ARCH292 Architectural Design Studio II																										
ARCH311 Principles of Conservation and Restoration																										
ARCH312 Architecture and Design Theories																										
ARCH 318 Practice of Conservation and Restoration																										
ARCH337 Tectonics of Form-Resistant Structures																										
ARCH342 Working Drawings																										
ARCH347 Architectural Construction and Materials III																										
ARCH348 Building and Environmental Systems in Architecture																										
ARCH355 Process of Urban Design																										
ARCH385 Digital Communication in Architecture																										
ARCH391 Architectural Design Studio III																										
ARCH392 Architectural Design Studio IV																										
ARCH416 Professional Issues in Architecture																										
ARCH449 Economic and Managerial Issues in Architecture																										
ARCH491 Architectural Design Studio V																										
ARCH492 Graduation Project																										

### **Appendix 3: Visiting Team Roster**

*Team chair*

David A. Daileda, FAIA  
Leo A Daly  
Senior Consulting Architect, Aviation  
Springfield, VA  
[Ddaileda@gmail.com](mailto:Ddaileda@gmail.com)

*Team member*

Ryan Cusack, Assoc. AIA  
PKSB Architects  
New York, NY  
[ryancusack993@gmail.com](mailto:ryancusack993@gmail.com)

*Team member*

Fodil Fadli, Ph.D.  
Qatar University, College of Engineering  
Department of Architecture & Urban Planning  
Doha, Qatar  
[fodilf@gmail.com](mailto:fodilf@gmail.com) / [f.fadli@qu.edu.qa](mailto:f.fadli@qu.edu.qa)

*Team member*

Steven W. Miller, FAIA, RIBA  
Consultant  
Planning and Design Consultants, Ltd.  
Fort Lauderdale, FL  
[smiller@plandesignconsult.com](mailto:smiller@plandesignconsult.com)

## Report Signatures

Submitted by

*David A. Daileda*

---

David A. Daileda, FAIA, *team chair*

*Ryan Cusack*

---

Ryan Cusack, Assoc. AIA, *team member*

*Fadil F.*

---

Fadil Fadli, Ph.D., *team member*

*Steven Miller*

---

Steven W. Miller, FAIA, RIBA, *team member*