Eastern Mediterranean University
Department of Architecture

Visiting Team Report
Visit Three for Substantial Equivalency

Bachelor of Architecture (158 credits)

The National Architectural Accrediting Board
April 3–6, 2016

Date of visit two: Nov. 23-26, 2014

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

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

Contents

I.   Summary of Team Findings

1.   Team Comments and Visit Summary
The visit three team finds that the Bachelor of Architecture program at Eastern Mediterranean University (EMU) embodies a strong and culturally diverse learning experience, which has resulted in a unified, peaceful, and creative program. The student body of the Faculty of Architecture includes over 1,000 students from 53 countries, of which more than 90% are non-native to North Cyprus.

• The team determined that the students, staff, and administrators clearly understood the purpose of Substantial Equivalency and its importance as a path toward accreditation and have established a goal to pursue accreditation under the current NAAB guidelines.

• The interim rector, vice rectors, and the provost were very supportive of the Substantial Equivalency process, and they clearly recognize the significance of this designation in view of the competitive nature of architecture education throughout the region.

• The program was well prepared to receive the Visit Three Team. The dean, vice dean, program chair, faculty, students, and staff were very helpful and extremely hospitable during our visit. We were well received by the students, who were clearly expressive and well aware of the importance of obtaining Substantial Equivalency.

• The program's facilities on the EMU campus are located in five separate buildings in the general area of the central campus, easily accessible to students and with a sufficient size / layout to enhance the studio learning environment. Additional studio space in the Old Walled City exposes students to a historic urban setting. Additional studio space is planned for the top floor of the proposed "Green Building," EMU's environmentally responsive designed building to open in 2017.

• The Visit Three Team wishes to point out that in every instance, the program chair, members of the Faculty Accreditation Board, and faculty were very responsive to our many enquiries and subsequent requests for additional information or clarifications.

• The team room was well prepared, allowing easy access to all of the carefully displayed exhibits and other critical documents necessary for a proper evaluation of student work. The team was extremely pleased and impressed about the transparency and completeness of the APR documentation.

• The Visit Team Three wishes to thank Eastern Mediterranean University for its very friendly hospitality and dedication in preparing for our visit and for the support provided during our stay in North Cyprus.

2.   Conditions Not Met
A.2 Design Thinking Skills
A.3 Visual Communication Skills
B.2 Accessibility

3.   Causes of Concern
A.   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.

B.   The team is concerned by the student / faculty ratio in lecture classes. The learning environment is adversely effected by current class sizes.

C.   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.

D.   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.

E.   The studios lack permanently assigned workstations for students. The creative atmosphere within studios would be significantly enhanced with individually defined work stations.

4. Progress Since the Previous Visit

I.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes but is not limited to the following:*

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

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

- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

Visit Two Team Assessment (2014) of Physical Resources: The visiting team found the physical resources of the EMU program in architecture insufficient. Specifically:
· There is no workshop for model making. Plans for a model shop are being considered, but this resource is not yet available to students.
· Computer resources are outdated including hardware and software. Plans are in the works for 30% of the computers in labs to be upgraded.
· With the recent growth of the program the physical space dedicated to the program is becoming inadequate. Controlling growth or expanding physical space will need to be considered.
· As noted in the Causes of Concern (page 2), EMU uses "hot desks" in all studios. The visiting team believes that making dedicated desks available for each student in the upper-level design studios after foundation would improve student performance criteria, and the visiting team encourages the program to consider this physical improvement.
· Universal accessibility is not fully resolved, but plans are in place for corrections to these conditions up to the level of the standard of the region when funding is available.
· Many students reported that the studio and lecture spaces are often cold in the winter and too warm in the summer months.

Visit Three Team Assessment (2016) of Physical Resources:
From our discussions and observations, the space for architecture education is adequate and works. Since the SE Visit Two Team's report, a model-making laboratory has been made available to students in the engineering building and a modeling lab is under construction; computers in labs have been upgraded; additional studio space has been added through the acquisition of a building in the old Ottoman Closed Bazaar; additional space for Master of Architecture students' work space has been acquired; accessibility has been addressed through ramps, beginning construction for an elevator in the Colored Building, restrooms renovations, and studios have been renovated - including mechanical systems. There are plans for space in a new building which are

exhibited with the faculty exhibit and funding is available. The new building is scheduled to open in September 2017.

I.3.1 Statistical Reports. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

▪ *Program student characteristics.*
o *Number of students enrolled in the substantially equivalent degree program(s).*
o *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
o *Time to graduation.*

▪ *Percentage of matriculating students who complete the substantially equivalent degree program within the normal time to completion for each academic year since the previous visit.*

▪ *Percentage who complete the substantially equivalent degree program within 150% of the normal time to completion for each academic year since the previous visit.*

▪ *Program faculty characteristics*
o Number of faculty by rank (e.g., assistant professor, associate professor)
o Number of full-time faculty and part-time faculty
o Number of faculty promoted each year since the last visit
o Number of faculty maintaining licenses in the country of the program each year since the last visit, and where they are licensed.

Visit Two Team Assessment (2014) of Statistical Reports: Information provided in the APR largely addressed the NAAB requirements for statistical reporting. Lacking in it is information on the qualifications of the students recently admitted. In addition the requisite information on faculty maintaining licenses was not provided with the statistical report, though this information was available on the individual résumés of the individual faculty members presented in the APR.

The visiting team was told that the office of the Vice Rector for Promotion has extensive records on all graduates of EMU, so there may be an existing database that the program could use to both expand on the reports required by the accreditation process and have available useful information on the activities and career development of its alumni/alumnae.

Visit Three Team Assessment (2016) of Statistical Reports:
Evidence was found on the APR and a website link (http://mevzuat.emu.edu.tr) and supplemental documentation supporting the program's inclusion of the required statistical reports. The program has also addressed the development of a database concerning tracking alumni/alumnae as described in the APR.

II.4.4 Public Access to APRs and VTRs
In order to promote transparency in the process of substantial equivalency in architecture education, the program is required to make the following documents available to the public:
The final decision letter from the NAAB
The most recent APR
The final edition of the most recent Visiting Team Report, including attachments and addenda
These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their web sites.

Visit Two Team Assessment (2014) of Public Access to APRs and VTRs: The APR and VTR will be displayed on the department website for the public after the second visit.

Visit Three Team Assessment (2016) of Public Access to APRs and VTRs:
The most recent Architecture Program Report (APR) and the most recent Visiting Team Report (VTR) are accessible and electronically available through the university website: http://arch.emu.edu.tr/index.php/accreditations/naabse.

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.**

Visit Two Team Assessment (2014) of Design Thinking Skills: Evidence exists in ARCH 291,292 *Architectural Design Studio* that some students are meeting this criteria at the ability level. However, it was clear to the team that not all students at EMU are demonstrating proficiency at the ability level.

Visit Three Team Assessment (2016) of Design Thinking Skills: 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.

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.**

Visit Two Team Assessment (2014) of Visual Communication Skills: Work observed by the team in studio showed progress was being made with visual communication skills; however, the team room display clearly fell short of meeting this criterion.

Visit Three Team Assessment (2016) of Visual Communication Skills: 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.

A.6. Fundamental Design Skills: *Ability to* **effectively use basic architectural and environmental principles in design.**

Visit Two Team Assessment (2014) of Fundamental Design Skills: A consistent demonstration of Fundamental Design Skills is not evident for all students at a passing level in the Studio Design work this visiting team reviewed.

Visit Three Team Assessment (2016) of Fundamental Design Skills: This criterion is met at the level of ability as evidenced by student work in FARCH 102 – Introductory Design Studio and FARCH 113 Introduction to Design.

A.7. Use of Precedents: *Ability* **to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.**

Visit Two Team Assessment (2014) of Use of Precedents: While the history sequence ARCH 225 and 226 *History and Theories of Architecture* examines the fundamental principles of relevant precedents, the visiting team did not see the translation into architectural design projects. Some indication of relevant precedents was seen in urban design projects with ARCH 252 *Theory of Urban Design.*

Visit Three Team Assessment (2016) of Use of Precedents: This criterion is met at the level of ability as evidenced by student work in design studios, particularly in ARCH 291 – Architectural Design Studio I and ARCH 292 – Architectural Design Studio II. Furthermore, the ability is supported by lectures such as ARCH 225 – Histories and Theories of Architecture – I and ARCH 252 – Theory of Urban Design.

A.8. Ordering Systems Skills: *Understanding* **of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.**

Visit Two Team Assessment (2014) of Ordering Systems Skills: Foundation courses FARC 101 *Design Studio* and 113 *Introduction to Design* introduces fundamentals of both natural and formal ordering systems to the students. The consistent ability of all students to use these systems in studio design work was not in evidence to the visiting team; therefore, this criterion is not yet met.

Visit Three Team Assessment (2016) of Ordering Systems Skills: This criterion is met at the level of ability as evidenced by student work in FARCH 101 Basic Design Studio – FARCH 102 Introductory Design Studio – FARCH 113 Introduction to Design.

B.1. Pre-Design: *Ability* **to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.**

Visit Two Team Assessment (2014) of Pre-Design: The visiting team reviewed the course materials and student work for the studio course ARCH 292 *Architectural Design Studio II.* This is the course that the program identified as providing the educational experience to satisfy this criterion. However, the visiting team found that much of the student work failed to include programming work and adequate site analysis. Therefore, this criterion is not met.

Visit Three Team Assessment (2016) of Pre-Design: This criterion is met at the level of ability as evidenced by student work in ARCH 292 Architectural Design Studio-II

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**.

Visit Two Team Assessment (2014) of Accessibility: Again, the studio course ARCH 292 *Architectural Design Studio II* was referenced by the program as satisfying this criterion. The visiting team found that much of the student work failed to show an ability to design for accessibility. Review of more advanced studio work such as the ARCH 492 *Architectural Graduation Project* further confirmed that all architecture students at EMU do not demonstrate this requisite ability.

Visit Three Team Assessment (2016) of Accessibility: 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.

B.4. Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

Visit Two Team Assessment (2014) of Site Design: ARCH 291 *Architectural Design Studio –I* exposes the students to the design considerations that must be addressed on a steep hillside site, and the completed studio work for this course demonstrated a general understanding of topography.
In addition, ARCH 391 *Architectural Design Studio – III* includes student group analysis of the site conditions that features rudimentary study of flora and some indications of watershed characteristics. In this team's assessment, however, the work in these courses fell short of demonstrating an "Ability to respond to site characteristics …in the development of a project." For example, design for site drainage was not consistently demonstrated. Further, the completed projects in ARCH 391 *Architectural Design Studio – III* and ARCH 392 *Architectural Design Studio – IV* did not indicate that the site design skills imparted in ARCH 291 were informing this subsequent studio work.

Visit Three Team Assessment (2016) of Site Design: This criterion is met at the level of ability as evidenced by student work in ARCH 391 – Architectural Design Studio-III.

B.5. Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.

Visit Two Team Assessment (2014) of Life Safety: The completed studio projects in ARCH 391 *Architectural Design Studio – III* and ARCH 392 *Architectural Design Studio – IV* did not indicate that all EMU students gain this ability level. The visiting team found conspicuous dead-end corridors, exit stairs that terminate without a plausible path to the exterior public space, and numerous doors to exit stairs swinging against the path of travel.

Visit Three Team Assessment (2016) of Life Safety: This criterion is met at the level of ability as evidenced by student work in ARCH 391 – Architectural Design Studio-III and ARCH 392 – Architectural Design Studio-IV.

B.6 Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

    A.2 Design Thinking Skills
    A.4 Technical Documentation
    A.5 Investigative Skills
    A.8 Ordering Systems
    A.9 Historical Traditions and Global Culture
    B.2 Accessibility
    B.3 Sustainability
    B.4 Site Design
    B.5 Life Safety
    B.7 Environmental Systems

B.9 Structural Systems

Visit Two Team Assessment (2014) of Comprehensive Design: Several of the Realm B student performance criteria that must be satisfied for comprehensive design to be demonstrated, such as life safety (B.5) and accessibility (B.2), have not been met so the visiting team must conclude comprehensive design has not been demonstrated by all students of the program. Further the visiting team noted that it did not see a mechanical system represented in any of the advanced studio work.

Visit Three Team Assessment (2016) of Comprehensive Design: This criterion is met at the level of ability as evidenced by student work in ARCH 491 – Architectural Design Studio-V and ARCH 492 – Architecture Graduation Project.

B.8. Environmental Systems: *Understanding* **the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, day lighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.**

Visit Two Team Assessment (2014) of Environmental Systems: The visiting team reviewed the course materials and student work for ARCH 246 *Energy and Environmental Issues in Design* and ARCH 348 *Building and Environmental Systems in Architecture*. While these courses thoroughly presented concepts of passive heating and cooling, day lighting, building orientation and other aspects pertinent to this criterion, the visiting team could find no evidence that artificial lighting and acoustics were addressed in any fashion.

Visit Three Team Assessment (2016) of Environmental Systems:
Evidence is found in courses ARCH 246 - Energy and Environmental Issues in Design and
ARCH 348 - Building and Environmental Systems in Architecture which illustrates syllabi and exams relative to artificial lighting and acoustics.

II. Compliance with the Conditions for Substantial Equivalency

Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Part One (I): Section 1. Identity and Self-Assessment

I.1.1 History and Mission: The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.

The substantially equivalent degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

[X] The program has fulfilled this requirement for narrative and evidence

Visit Three Team Assessment (2016): The program's mission and vision statements as well as its Goals and Strategies matrix demonstrate this requirement. Further elaboration is found in the department website (http://arch.emu.tr).

I.1.2 Learning Culture and Social Equity:

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

Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community (faculty, staff, and students) are aware of these objective and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

☐ *Social Equity: The substantially equivalent degree program must first describe how social equity is defined within the context of the institution or the country in which it is located and then demonstrate how it provides faculty, students, and staff with a culturally rich educational environment in which each person is equitably able to learn, teach, and work.*

[X] The program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.

8

Visit Three Team Assessment (2016): Quality, diversity, cooperation, ethics, and motivation are the core guiding principles of the program as it relates to the Strategic Plan. The program promotes a positive and respectful learning environment through a focus on equality and diversity, one of the five goals in their 2012-2015 Strategic Plan. This strategic goal is implemented by bringing students and faculty together for joint meetings, having an elected student representative, and allowing all students, instructors, and administrators to visit and evaluate all juries.

The program demonstrates a culturally rich environment in which each person is equitably able to learn, teach, and work. On one hand, this is a natural environment for the program because its students represent a wide array of nationalities, cultures, and religions. Furthermore, the program and the university offer a number of resources and evaluation processes to students and alumni and faculty, through various language courses, transferable courses from a variety of international universities, and by equipping them with resources and skills to challenge inequality and discrimination in their work/study environment (see Section I.2.1 Human Resources and Human Resource Development).

I.1.3 Response to the Five Perspectives: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

> A. **Architecture Education and the Academic Community.** That the faculty, staff, and students in the substantially equivalent degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.[1] In addition, the program must describe its commitment to the holistic, practical, and liberal arts–based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

> **[X] The program is responsive to this perspective.**

Visit Three Team Assessment (2016): Unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching are evident throughout the program, in the active engagement of the program with the surrounding community, and in the active participation in professional and research communities of which they are a part. Three research centers provide vehicles for deep research and unique contributions by the faculty and students, including the realization of built work, competition entries, and consultancy: URDC (Urban Development and Research Center) (http://urdc.emu.edu.tr); TASAR (Design – Research Center) (http://tasar.emu.edu.tr/); HERA-C (Housing Education Research and Advisory Center) (http://hera.emu.edu.tr).

Opportunities for faculty and staff to pursue professional development contributing to the program were in evidence during this visit. Another opportunity for unique contribution is the regular social responsibility projects tackling difficult issues such as the abandoned city/green zone, Syrian refugee crisis, Famagusta Eco-City and master planning initiatives, and the publication of "Mekanperest," a bimonthly supplement in the local newspaper, *Havadis*. The Faculty of Architecture has also hosted the Seminar for Vernacular Settlement (ISVS)-6 featuring U of Oregon Professor Howard Davis. Similar research collaborations happen with the European Association of Architectural Education (EAAE-AEEA), which featured Professor Ted Landsmark, former president of NAAB, and professor Dr. David Gloster, Director of Education, RIBA.

In addition, the Faculty of Architecture hosts an annual International Summer School, regular

---

[1] See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

workshops covering a diverse range of topics, an annual International Design Week that maintains heavy participation by students, environmental awareness campaigns for primary school children, and community service projects. Many of the faculty have published books and research papers and have been included in art exhibitions.

The Faculty of Architecture's commitment to holistic, practical, and liberal arts–based education of architects is highlighted on the departmental mission/vision page of their website (http://arch.emu.edu.tr/index.php/about/vision-mission). The program provides a unique and highly respected service to the community in the progressive, liberal, and tolerant yet critical, learning community it maintains. This was clearly and forcefully articulated by the students and held up as not only a unique condition for the region but also one of the dominant aspects that brought many of the students to EMU to study. It is truly impressive.

B. **Architecture Education and Students**. That students enrolled in the substantially equivalent degree program are prepared to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

[**X**] The program is responsive to this perspective.

Visit Three Team Assessment (2016): The university consists of individuals representing some 106 countries. This dynamic, clearly visible in the program, naturally advances an understanding among students that reaches beyond national, political, ethnic, or religious boundaries. To support this existing dynamic in the program, alumni from around the world are invited back for an International Career Day, further raising awareness for students to practice in a global setting after graduation.

There is a strong focus on research and continued learning exhibited by faculty at all levels. This, in turn, promotes thoughtful, deliberate, informed critical thinking as well as lifelong learning in the studio environment.

Unfortunately, the team found a relative lack of communication from students to upper administration. With only one elected student member, currently in his/her third year, it is hard to imagine students rising as leaders in the academic and curricular environment.

C. **Architecture Education and the Regulatory Environment**. That students enrolled in the substantially equivalent degree program are provided with a sound preparation for the transition to licensure or registration. The school may choose to explain in the *APR* the degree program's relationship with the process of becoming an architect in the country where the degree is offered, the exposure of students to possible internship requirements, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure or registration since the previous visit.

[X] The program is responsive to this perspective.

Visit Three Team Assessment (2016): The program has established the Architecture Profession Orientation Program (A-POP) to prepare students for professional practice after graduation. Student preparation for entering the profession is uniquely evidenced by the program's abundance of international faculty, adjuncts, and lectures by guest speakers. Evidence of student accomplishment was found in ARCH 290 – Summer   Practice II, ARCH 390 – Summer Practice III, ARCH 416 – Professional Issues in Architecture, and ARCH 449 – Economic and Managerial Issues in Architecture.

D. **Architecture Education and the Profession**. That students enrolled in the substantially equivalent degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of diverse clients and populations, as well as the needs of communities; and to contribute to the growth and development of the profession.

[X] The program is responsive to this perspective.

Visit Three Team Assessment (2016): The program has also utilized A-POP to prepare the students for an active, engaged career as practitioners within a diverse region of the world. Evidence of the students' knowledge of the profession is found in courses A416 Professional Issues in Architecture.

E. **Architecture Education and the Public Good**. That students enrolled in the substantially equivalent degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation, and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

[X] The program is responsive to this perspective.

Visit Three Team Assessment (2016): The team found a strong sense of historic and heritage preservation among much of the student work and lectures in the program. Examples of this work can be found in lectures and student work in ARCH 225 – History and Theories of Architecture I and ARCH 311 – Principles of Conservation and Restoration. In addition, students are applying this knowledge through several studio-wide projects in the second- and third-year levels.

The program has exceeded expectations of teaching students about environmental and sustainable responsibilities, particularly through ARCH 246 – Energy and Environmental Issues in Design and ARCH 348 – Building and Environmental Systems in Architecture. These, as well as other classes, prepare students for a changing and ever-more global context of the built environment.

The team found ample opportunities for students to grow their awareness of a global context of architecture in the many lectures and seminars the school hosts, or participates in, during the year.

I.1.4 Long-Range Planning: *A substantially equivalent degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

[X] The program's processes meet the standards as set by the NAAB.

Visit Three Team Assessment (2016): The program has published its latest Strategic Plan, dated 26 January 2016, which outlines the standards set forth by NAAB and illustrates an ongoing process for self-evaluation and improvement.

I.1.5 Self-Assessment Procedures*: The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing toward its mission.*
- *Progress against its defined multiyear objectives (see I.1.4 Long-Range Planning) since the objectives were identified and since the last visit.*
- *Strengths, challenges, and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
    - *Self-assessment procedures shall include, but are not limited to:*
        - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
        - *Individual course evaluations.*
        - *Review and assessment of the focus and pedagogy of the program.*
        - *Institutional self-assessment, as determined by the institution.*

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

[X] The program's processes meet the standards as set by the NAAB.

Visit Three Team Assessment (2016): The program has illustrated in the APR a descriptive narrative identifying the means in which it achieves self-assessment as supported by the 26 January 2016 Strategic Plan and verified with discussion with the program chair.

PART ONE (I): SECTION 2—RESOURCES

I.2.1 Human Resources and Human Resource Development

▪ *Faculty & Staff:*
   o *A substantially equivalent degree program must have appropriate human resources to support student learning and achievement. This includes full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions[2].*
   o *Substantially equivalent programs must document the policies they have in place to further social equity or diversity initiatives appropriate to the cultural context of the institution.*
   o *A substantially equivalent degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
   o *A substantially equivalent degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
   o *Substantially equivalent programs must document the criteria used for determining rank, reappointment, tenure, and promotion as well as eligibility requirements for professional development resources.*

[X] Human Resources (faculty and staff) are adequate for the program.

Visit Three Team Assessment (2016): While the faculty-to-student ratios outlined in the Supplementary Documents (for studio 13-14 typically; 1st yr spring 19) are appropriate for the studio courses, this is qualified by the need for faculty to teach overload evening courses for the graduate program (though they are compensated for this additional work) as well as the ratio for support courses being too large, ranging from the mid-20s to over 40. Staff has been expanded in the course of the SE process and with the robust use of graduate assistants and students these resources seem adequate in the short term. There is also an understanding that there will be new faculty hires in each of the coming years. Social equity or diversity initiatives were one of the five goals in the 2012-2015 strategic plan and are integral to the new strategic plan, which has been delivered to each faculty member though has not yet been ratified by the upper administration.

In addition the mission and vision statements on the departmental website clearly identify these issues as priorities. While faculty are sometimes needed to teach overloads, multiple interviews with the faculty, both in groups and individually, confirmed that this remains reasonably in balance so that a "tutorial exchange" is able to be consistently delivered. This was confirmed by interviews with students, both in groups and individually, who clearly stated and were very enthusiastic about the strong, positive, respectful relationship between students and faculty and the absolute uniqueness of this relationship throughout the region and in most students' home countries.

Three research centers provide vehicles for deep faculty research including the realization of built work, competition entries, and consultancy opportunities (see page 9). Opportunities for faculty and staff to pursue professional development contributing to the program were in evidence during this visit.

The recent rapid growth of the student population does potentially threaten this situation. "ACADEMIC STAFF TITLE BY-LAW STATUTE ESTABLISHING THE NORTH CYPRUS EDUCATION FOUNDATION AND EASTERN MEDITERRANEAN UNIVERSITY" [http://mevzuat.emu.edu.tr/6-2-Rules-Academic%20staff%20title%20bylaw-m.htm] outlines the criteria for evaluation for all ranks and for visiting status. The procedures for tenure have been negotiated

---

[2] A list of the policies and other documents to be made available in the team room during a substantial equivalency visit is in Appendix 4 of the 2012 Conditions for Substantial Equivalency.

by the faculty union, and this union communicates the policy and any updates to all faculty by email. In the new by-laws that are awaiting ratification, this information will become a public document.

- *Students:*
  - o *A substantially equivalent program must document its student admissions policies and procedures. This documentation may include but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time, first-year students as well as transfers within and outside of the university.*
  - o *A substantially equivalent degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

[X] Human Resources (students) are adequate for the program.

Visit Three Team Assessment (2016): The team found that adequate human resources are fully provided for students, before and during their attendance in the program. The team received hard copy and digital links to the application and transfer process and requirements as well as financial aid, scholarship, and student initiatives.
Admissions:
http://mevzuat.emu.edu.tr/5-1-1-Rules-Entrance_exam.htm
http://mevzuat.emu.edu.tr/5-1-3-Rules-Vertical_transfer.htm
http://mevzuat.emu.edu.tr/5-1-13-Regulation-ExemptionandEquivalencPrinciples.htm
Financial aid:
http://mevzuat.emu.edu.tr/5-1-2-Rules-Scholarship_Regulations.htm

The team found ample opportunities for students to engage in collective and individual learning as well as recognition for work, research, and leadership.

I.2.2 Administrative Structure and Governance
- **Administrative Structure:** *A substantially equivalent degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for substantial equivalency. Substantially equivalent programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.*

[X] Administrative structure is adequate for the program.

Visit Three Team Assessment (2016): The governance structure of the university and Faculty of Architecture as well as the department are conveyed on separate organizational flowcharts in the APR (see Figure I.2.2.1). These charts are readily available to students and/or faculty upon request. Administrative issues are handled by the Faculty Executive Board. Academic issues are handled by the Faculty Board where representatives of all groups of staff and students participate in the discussions. The Faculty Board members are elected for every academic year among the full-time members of the faculty in addition to the dean, vice dean, and the chairs of the departments. Vice chairs and the dean coordinator also attend the meetings of the Faculty Executive Board, although are not authorized to vote on decisions. Fifteen committees work in coordination with the chair. Collectively, these committees allow for involvement of all faculty and staff.

Governance: *The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance as appropriate to the context and culture of the institution.*

[X] Governance opportunities are adequate for the program.

Visit Three Team Assessment (2016): The team found sufficient evidence of faculty and staff ability to participate in program and institutional governance. The Faculty of Architecture hosts Design Coordination Meetings at the end of every semester. This is the premier opportunity for all full-time and adjunct faculty, teaching assistants, and student representative to discuss the current status and trajectory of the curriculum. In addition, there are thorough faculty reviews of courses offered, as found in Appendix II.2.3.2. These reviews are handwritten by course faculty based on ad hoc review committees called for by the director or dean based on needs brought forward during the Design Coordination Meetings.

Although students are able to provide anonymous feedback to their instructors and courses in an online format, there does seem to be a lack of general student feedback to overall program and curricular development. Students can take part in the Design Club; however, the team found this club to be fairly undefined. Therefore, there is not sufficient evidence of a high level of opportunities for students in this area.

I.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical resources are adequate for the program.

Visit Three Team Assessment (2016): From our discussions and observations, the space for architectural education is adequate and works well.

Since the SE Visit Two Team's Report, a model-making laboratory has been made available to students and a modeling lab is under construction; computers in labs have been upgraded; additional studio space has been added through the acquisition of a building in the old Ottoman Closed Bazaar; additional space for Master of Architecture students' work space has been acquired; accessibility has been addressed through ramps, an elevator, restroom renovations, and life safety annunciators, etc. and are at the level of regional standards; studios have been renovated, including mechanical systems.

I.2.4 Financial Resources: *A substantially equivalent degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

[X] Financial resources are adequate for the program.

Visit Three Team Assessment (2016): The program has prepared a breakdown of the source of funding and the expenditures expected for the 2014-2015 academic year as illustrated in the APR. The budget indicates expected expenditures for the following academic year and cost per student in comparison with the academic components of the university.

I.2.5 Information Resources: *The substantially equivalent program must demonstrate that all students, faculty, and staff have convenient access to literature, information, and visual and digital resources that support professional education in the field of architecture.*

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

[X] Information resources are adequate for the program

Visit Three Team Assessment (2016): The team found ample information resources available to students and faculty. The library on campus contains over 160,000 books, 155,000 electronic books, 120 printed journals, and access to 30,000 electronic journals. Specific to architecture, there are over 2,500 books, 2,300 electronic books, 27 printed journals and access to 164 electronic journals. Students are able to access all electronic resources from any location on campus or remotely. All students and faculty have easy access to request new books or journals through the library.

In addition to the main campus library, which holds majority of the architecture collections, there is also a "Reading Room" located in the Faculty which contains a small collection of current and historical books, as well as all thesis materials from Master and Doctorate studies from within the Faculty of Architecture.

Furthermore, the program and its faculty have an incredible focus on research and its applications, which heighten a students' ability to solve problems in a thorough and investigative manner. Specifically, the program takes advantage of three research centers, two of which are located in the Faculty of Architecture. These resources can be found at the following links:

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

PART I: SECTION 3—REPORTS
I.3.1 Statistical Reports. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- *Program student characteristics.*
    - *Number of students enrolled in the substantially equivalent degree program(s).*
    - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
    - *Time to graduation.*
        - *Percentage of matriculating students who complete the substantially equivalent degree program within the normal time to completion for each academic year since the previous visit.*
        - *Percentage who complete the substantially equivalent degree program within 150% of the normal time to completion for each academic year since the previous visit.*

- *Program faculty characteristics*
    - Number of faculty by rank (e.g., assistant professor, associate professor)
    - Number of full-time faculty and part-time faculty
    - Number of faculty promoted each year since the last visit
    - Number of faculty maintaining licenses in the country of the program each year since the last visit, and where they are licensed

[X] Statistical reports were provided and provide the appropriate information.

Visit Three Team Assessment (2016): Evidence was found in the APR, in a website link (http://mevzuat.emu.edu.tr), and in supplemental documentation supporting the program's inclusion of the required statistical reports. The program has also addressed the development of a database to track alumni as described in the APR.

I.3.2 Faculty Credentials: The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history, and context of the institution.

In addition, the program must provide evidence through a faculty exhibit[3] that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last substantial equivalency visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

Visit Three Team Assessment (2016): The team found that, based on the résumés in the APR, the faculty holds the appropriate credentials to teach architecture and conduct architectural scholarship. The diversity of the faculty is represented in their diverse educational and professional experiences and licenses/registrations. The team is cognizant of the high percentage of faculty who are licensed/registered architects.

PART ONE (I): SECTION 4—POLICY REVIEW
The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 4 of the Conditions for Substantial Equivalency.

[X] The policy documents in the team room met the requirements of Appendix 4.

Visit Three Team Assessment (2016): Evidence is available within a binder of documents including hard copies of the listed requirements in Appendix 4.

---

[3] The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1—STUDENT PERFORMANCE—EDUCATIONAL REALMS AND STUDENT PERFORMANCE CRITERIA

The substantially equivalent degree program must demonstrate that each graduate possesses the knowledge and skills defined by the Student Performance Criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

The school must provide evidence that its graduates have satisfied each criterion through required coursework. If credits are granted for courses taken at other institutions or online, evidence must be provided that the courses are comparable to those offered in the substantially equivalent degree program.

The criteria encompass two levels of accomplishment[4]:

***Understanding**—The capacity to classify, compare, summarize, explain and/or interpret information.*

***Ability**—Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.*

The NAAB establishes student performance criteria to help substantially equivalent degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program. In addition to assessing whether student performance meets the professional criteria, the visiting team will assess performance in relation to the school's stated curricular goals and content. While the NAAB stipulates the student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria. The NAAB encourages innovative methods for satisfying the criteria, provided the school has a formal evaluation process for assessing student achievement of these criteria and documenting the results.

For the purpose of substantial equivalency, graduating students must demonstrate understanding or ability as defined below in the Student Performance Criteria (SPC):

***II.1.1 Student Performance Criteria:** The SPC are organized into realms to more easily understand the relationships between individual criteria.*

Realm A: Critical Thinking and Representation:
Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

- *Being broadly educated.*
- *Valuing lifelong inquisitiveness.*
- *Communicating graphically in a range of media.*
- *Recognizing the assessment of evidence.*
- *Comprehending people, place, and context.*

---

[4] See also *Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.* L. W. Anderson and D. R. Krathwold, eds. (New York: Longman, 2001).

☐ *Recognizing the disparate needs of client, community, and society.*

A.1. **Communication Skills: *Ability to* read, write, speak and listen effectively.**

[X] Met

Visit Three Team Assessment (2016): This criterion is met at the level of ability as evidenced by student work in FARCH 113 – Introduction to Design and ARCH 225 – History and Theories of Architecture – ARCH 311 Principles of Conservation and Restoration - 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.**

[X] Not Met

Visit Three Team Assessment (2016): 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.

A.3. **Visual Communication Skills: *Ability to* use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.**

[X] Not Met

Visit Three Team Assessment (2016): 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.

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

[X] Met

Visit Three Team Assessment (2016): This criterion is met at the level of ability to complete technical drawings and specifications as evidenced by ARCH 342 – Working Drawings and through models as evidenced by ARCH 243 – Architectural Construction and Materials. This criterion is **Met with Distinction.**

A.5. **Investigative Skills: *Ability to* gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.**

[X] Met

Visit Three Team Assessment (2016): This criterion is met at the level of ability as evidenced by student work in FARCH 113 – Introduction to Design and ARCH 291 Architectural Design Studio I – ARCH 311 Principles of Conservation and Restoration.

A.6. **Fundamental Design Skills:** *Ability to* **effectively use basic architectural and environmental principles in design.**

[X] Met

Visit Three Team Assessment (2016): This criterion is met at the level of ability as evidenced by student work in FARCH 102 – Introductory Design Studio and FARCH 113 Introduction to Design.

A.7. **Use of Precedents:** *Ability* **to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.**

[X] Met

Visit Three Team Assessment (2016): This criterion is met at the level of ability as evidenced by student work in design studios, particularly in ARCH 291 – Architectural Design Studio I and ARCH 292 – Architectural Design Studio II. Furthermore, the ability is supported by lectures such as ARCH 225 – Histories and Theories of Architecture – I and ARCH 252 – Theory of Urban Design.

A.8. **Ordering Systems Skills:** *Understanding* **of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.**

[X] Met

Visit Three Team Assessment (2016): This criterion is met at the level of ability as evidenced by student work in FARCH 101 Basic Design Studio – FARCH 102 Introductory Design Studio – FARCH 113 Introduction to Design.

A.9. **Historical Traditions and Global Culture:** *Understanding* **of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.**

[X] Met

Visit Three Team Assessment (2016): This criterion is met at the level of understanding as evidenced by faculty lectures and student essays in ARCH 225 – Histories and Theories of Architecture – I and ARCH 226 – Histories and Theories of Architecture – II.

A.10. **Cultural Diversity***: Understanding* **of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.**

[X] Met

Visit Three Team Assessment (2016): This criterion is met at the level of ability as evidenced by student work in FARCH 142 Introduction to Design Technology – ARCH 114 Human and Socio-Cultural Factors in Design – ARCH 291 Architectural Design Studio I – ARCH 311 Principles of Conservation and Restoration – ARCH 391 Architectural Design Studio III. This criterion is **Met with Distinction**.

A.11.   Applied Research: *Understanding* **the role of applied research in determining func-
tion, form, and systems and their impact on human conditions and behavior.
[X] Met**

Visit Three Team Assessment (2016): This criterion is met at the level of ability as evidenced by
student work in FARCH 142 Introduction to Design Technology – ARCH 292 Architectural Design
Studio-II – ARCH 312 Architecture and Design Theories

Realm A. General Team Commentary: The team was impressed with the significant amount of
growth and development in students' overall understanding and application in many aspects of critical
thinking. This is supported by the successful completion of three previously unmet Student
Performance Criteria in Realm A. And while there is clear evidence that, since the second visit, the
course work designed to cover the SPCs of Realm A is in the process of an overhaul, there remain
shortcomings in SPC A2: Design Thinking Skills and SPC A3: Visual Communication Skills. The
limited ability to demonstrate these SPCs is understood as two aspects of a single pedagogical issue:
the successful translation of the abstract principles and processes that are evidenced in FARC 101
and FARC102 into subsequent design studios.

The successful translation of these skills appears to be limited by the requirement (implicit or explicit)
of standardized architectural conventions (hard-lined plans and sections), techniques of conception
('design a house'), and symbolic nomenclature (door swings, parametric objects, etc.) at the expense
of the process and abstraction driven methodologies of the first-year studios.

This is particularly evidenced in the Visual Communication courses by an unrelenting emphasis on
standardized drawing conventions. In short, the open-ended design skills learned in the first year
suffer for want of time to be successfully translated into spatial and territorial configurations before they
are asked to become objects of utility, such as a house.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: *Architects are called upon
to comprehend the technical aspects of design, systems and materials, and be able to apply that compre-
hension to their services. Additionally they must appreciate their role in the implementation of design deci-
sions, and their impact of such decisions on the environment. Students learning aspirations include:*

- *Creating building designs with well-integrated systems.*
- *Comprehending constructability.*
- *Incorporating life safety systems.*
- *Integrating accessibility.*
- *Applying principles of sustainable design.*

B.1.   Pre-Design: *Ability* **to prepare a comprehensive program for an architectural pro-
ject, such as preparing an assessment of client and user needs, an inventory of
space and equipment requirements, an analysis of site conditions (including exist-
ing buildings), a review of the relevant laws and standards and assessment of their
implications for the project, and a definition of site selection and design assess-
ment criteria.**

[X] Met

Visit Three Team Assessment (2016): This criterion is met at the level of ability as evidenced by
student work in ARCH 292 Architectural Design Studio-II

B.2.	**Accessibility:** *Ability* **to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities**.

[X] Not Met

Visit Three Team Assessment (2016): 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.

B.3.	**Sustainability:** *Ability* **to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.**

[X] Met

Visit Three Team Assessment (2016): This criterion is met at the level of ability as evidenced by student work in ARCH 213 - Ecological Issues in Architecture and ARCH 246 - Energy and Environmental Issues in Design.

B.4.	**Site Design:** *Ability* **to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.**

[X] Met

Visit Three Team Assessment (2016): This criterion is met at the level of ability as evidenced by student work in ARCH 391 – Architectural Design Studio-III.

B.5.	**Life Safety:** *Ability* **to apply the basic principles of life-safety systems with an emphasis on egress.**

[X] Met

Visit Three Team Assessment (2016): This criterion is met at the level of ability as evidenced by student work in ARCH 391 – Architectural Design Studio-III and ARCH 392 – Architectural Design Studio-IV.

B.6.	**Comprehensive Design:** *Ability* **to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:**

A.2. Design Thinking Skills	**B.2. Accessibility**

A.4. Technical Documentation	**B.3. Sustainability**

A.5. Investigative Skills	**B.4. Site Design**
A.8. Ordering Systems	**B.7. Environmental Systems**
A.9. Historical Traditions and Global Culture	**B.9. Structural Systems**
B.5. Life Safety	

[X] Met

Visit Three Team Assessment (2016): This criterion is met at the level of ability as evidenced by student work in ARCH 491 – Architectural Design Studio-V and ARCH 492 – Architecture Graduation Project.

B.7   **Financial Considerations:** *Understanding* **of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.**

[X] Met

Visit Three Team Assessment (2016): This criterion is met at the level of understanding as evidenced by course materials and student work in ARCH 449 – Economic and Managerial Issues in Architecture.

B.8.   **Environmental Systems:** *Understanding* **the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.**

[X] Met

Visit Three Team Assessment (2016): Evidence is found in courses ARCH 246 - Energy and Environmental Issues in Design and ARCH 348 - Building and Environmental Systems in Architecture, which illustrates syllabi and exams.

B.9.   **Structural Systems:** *Understanding* **of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.**

[X] Met

Visit Three Team Assessment (2016): This criterion is met at the level of understanding as evidenced by course materials and student work in ARCH 235 – Introduction of Tectonics of Structural Systems, ARCH 236 – Tectonics of Flexural Structures, and ARCH 337 – Tectonics of Form Resistant Structures.

B.10.   **Building Envelope Systems:** *Understanding* **of the basic principles involved in the appropriate application of building envelope systems and associated assemblies**

relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

Visit Three Team Assessment (2016): This criterion is met at the level of understanding as evidenced by course materials and student work in ARCH 347 – Architectural Construction and Materials III – ARCH 491 Architectural Design Studio

B.11. **Building Service Systems Integration:** *Understanding* **of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems**

[X] Met

Visit Three Team Assessment (2016): Evidence is found in ARCH 348 - Building and Environmental Systems in Architecture which illustrates
compliance.

B.12. **Building Materials and Assemblies Integration:** *Understanding* **of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse**.

[X] Met

Visit Three Team Assessment (2016): This criterion is met at the level of understanding as evidenced by course materials and student work in ARCH 243 – Architectural Construction and Materials-I, ARCH 244 - Architectural Construction and Materials-II, and ARCH 347-Architectural Construction and Materials-III.

> **Realm B. General Team Commentary:** In general, the NAAB criteria are met for Realm B, Integrated Building Practices, Technical Skills, and Knowledge. The curriculum intent is clear and project solutions are complete.

Realm C: Leadership and Practice:
Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- *Knowing societal and professional responsibilities*
- *Comprehending the business of building.*
- *Collaborating and negotiating with clients and consultants in the design process.*
- *Discerning the diverse roles of architects and those in related disciplines.*
- *Integrating community service into the practice of architecture.*

C.1. **Collaboration:** *Ability* **to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.**

[X] Met

Visit Three Team Assessment (2016): This criterion is met at the level of ability as evidenced by student work in ARCH 355 – Process of Urban Design and ARCH 491 – Architectural Design Studio V. Furthermore, the team observed this level of collaboration in most studio environments, including group model building and group presentation of design process.

C.2.   **Human Behavior: *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.**

[X] Met

Visit Three Team Assessment (2016): This criterion is met at the level of understanding as evidenced by course materials and student work in ARCH 114 – Human and Socio-Cultural Factors in Design and ARCH 291 – Architectural Design Studio – I.

C.3   **Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.**

[X] Met

Visit Three Team Assessment (2016): This criterion is met at the level of understanding as evidenced by course materials and student work in ARCH 416 – Professional Issues in Architecture.

C.4.   **Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods**

[X] Met

Visit Three Team Assessment (2016): This criterion is met at the level of understanding as evidenced by course materials and student work in ARCH 416 – Professional Issues in Architecture.

C.5.   **Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.**

[X] Met

Visit Three Team Assessment (2016): This criterion is met at the level of understanding as evidenced by course materials and student work in ARCH 449 – Economic and Managerial Issues in Architecture.

C.6.   **Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities**.

[X] Met

Visit Three Team Assessment (2016): This criterion is met at the level of understanding as evidenced by course materials and student work in ARCH 492 - Architecture graduation project.

C.7.   **Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.**

[X] Met

Visit Three Team Assessment (2016): This criterion is met at the level of understanding as evidenced by course materials and student work in ARCH 392 – Architectural Design Studio-IV and ARCH 416 – Professional Issues in Architecture.

C.8. **Ethics and Professional Judgment:** *Understanding* **of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.**

[X] Met

Visit Three Team Assessment (2016): This criterion is met at the level of understanding as evidenced by course materials and student work in ARCH 416 – Professional Issues in Architecture.

C.9. **Community and Social Responsibility:** *Understanding* **of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.**

[X] Met

Visit Three Team Assessment (2016): This criterion is met at the level of ability as evidenced by student work in ARCH 355 – Process of Urban Design and ARCH 311 – Principles of Conservation and Preservation.

Realm C. General Team Commentary: Realm C is meeting the NAAB criteria – Leadership and Practice. This realm has been strengthened significantly since Visit Two in all courses and by the inclusion of ARCH 114 - Human and Socio-Cultural Factors in Design and ARCH 449 - Economic and Managerial Issues in Architecture. Exposure to the Realm C criteria is also strengthened by the addition of the two Summer Practice courses.

PART TWO (II): SECTION 2—CURRICULAR FRAMEWORK

II.2.1 National Authorization: *The institution offering the substantially equivalent degree program must be or be part of an institution that has been duly authorized to offer higher education in the country in which it is located. Such authorization may come from a federal ministry or other type of agency.*

[X] Met

Visit Three Team Assessment (2016): University Accreditation identified in full on the following VTR Appendix: II 2.1.1 and on the following university's web page:
http://ww1.emu.edu.tr/en/about-emu/accreditations-recognitions-rankings-memberships/c/597

II.2.2 Professional Degrees and Curriculum: *For substantial equivalency, the NAAB requires degree programs in architecture to demonstrate that the program is comparable in all significant aspects to a program offered by a U.S. institution. This includes a curricular requirement that substantially equivalent degree programs must include general studies, professional studies, and electives.*

Curricular requirements are defined as follows:

☐ *General Studies. A professional degree program must include general studies in the arts, humanities, and sciences, either as an admission requirement or as part of the curriculum. It must ensure that students have the prerequisite general studies to undertake professional studies. The curriculum leading to the architecture degree must include a course of study comparable to 1.5 years of study or 30% of the total number of credits for an undergraduate degree. These courses must be outside architectural studies either as general studies or as electives with content other than architecture.*

This requirement must be met at the university or tertiary school level. Post-secondary education cannot be used to meet this requirement. At least 20% of the credits in the professional architecture degree must be outside architectural studies either as general studies or as electives with other than architectural content.

☐ *Professional Studies. The core of a professional degree program consists of the required courses that satisfy the NAAB Student Performance Criteria (SPC). The professional degree program has the discretion to require additional courses including electives to address its mission or institutional context.*

☐ *Electives. A professional degree program must allow students to pursue their special interests. The curriculum must be flexible enough to allow students to complete minors or develop areas of concentration, inside or outside the program.*

[X] Met

Visit Three Team Assessment (2016): The degree in architecture meets NAAB's requirements for degrees and curriculum. This is identified by sequential breakdown of the courses by semester as provided in the VTR on pages 114-116 and confirmed on the following Department of Architecture web site: http://arch.emu.edu.tr/images/Programs/UnderGraduate/Full_Curriculum.pdf
A minor degree/concentration seems only possible inside the program. The required credits are accomplished in a four-year curriculum.

II.2.3 Curriculum Review and Development
The program must describe the process by which the curriculum for the substantially equivalent degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula

with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice.

Therefore, the program must demonstrate that architects authorized to practice in the country where the program is located are included in the curriculum review and development process.

[X] Met

Visit Three Team Assessment (2016): Curricular modifications are accomplished through a hierarchical procedure detailed in narrative form in section II.2.3. This section describes the curricular changes accomplished in the process of the three SE visits and the sequence that was followed. This narrative is understood as a template for future curricular changes going forward. Practitioners, who have significant representation in the school as adjunct faculty, are involved in the procedure as it is deemed appropriate. These procedures were confirmed through conversation with the director.

PART TWO (II): SECTION 3—EVALUATION OF PREPARATORY/PREPROFESSIONAL EDUCATION
Because of the expectation that all graduates meet the SPC (see Part Two, Section 1, above), the program must demonstrate that it is thorough in the evaluation of the preparatory education of individuals admitted to the NAAB substantially equivalent degree program.

In the event a program relies on the preparatory educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the substantially equivalent degree program. This assessment should be documented in a student's admission and advising files.

[X] Met

Visit Three Team Assessment (2016): In order to be admitted to the Faculty of Architecture, students must have graduated from high school or an equivalent institution. Students' admission regulations could be divided into three categories based on student nationalities: Turkish, Turkish Cypriot, and third country nations (http://mevzuat.emu.edu.tr/5-1-1-Yonetmelik-GirisSinavKabul.htm for Turkish version and http://mevzuat.emu.edu.tr/5-1-1-Rules-Entrance_exam.htm for English version)

One of the other methods to join the EMU Faculty of Architecture is through transfer. This method is applicable for any student who studied at least one semester at a university or at an equivalent higher education institution. Regulations for Student Admission include: horizontal transfer from outside the university, horizontal transfer within the university; vertical transfer within the university, and vertical transfer from outside the university. These are covered in EMU's booklet of Basic Legislation and are presented in http://mevzuat.emu.edu.tr/5-1-3-Rules-Vertical_transfer.htm (See Table I.2.1.4). From II.3 of the VTR: "The program likewise other program in the region does not offer any preparatory or preprofessional education."

PART TWO (II): SECTION 4—PUBLIC INFORMATION

II.4.1 Statement on Substantially Equivalent Degrees
In order to promote an understanding of the substantially equivalent professional degree by prospective students, parents, and the public, all schools offering a substantially equivalent degree program or any candidacy program must include in catalogs and promotional media the exact language found in the NAAB Conditions for Substantial Equivalency*, Appendix 6.*

[X] Met

Visit Three Team Assessment (2016): The department website includes NAAB required language and information relative to Substantial Equivalency http://arch.emu.edu.tr/index.php/accreditations/naabse). The website did not include the correct language when the team arrived.

We informed the program of the requirements and directed them to NAAB documents. They immediately corrected the website.

II.4.2 Access to NAAB Conditions and Procedures
In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents, and faculty:
   The 2012 NAAB Conditions for Substantial Equivalency
   The NAAB Procedures for Substantial Equivalency (edition currently in effect)

[X] Met

Visit Three Team Assessment (2016): Access to the 2012 NAAB Conditions for Substantial Equivalency and to the 2013 NAAB Procedures for Substantial Equivalency are on the Department website (http://arch.emu.edu.tr/index.php/accreditations/naabse).

II.4.3 *Access to Career Development Information*
In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of substantially equivalent degree programs, the program must make appropriate resources related to a career in architecture available to all students, parents, staff, and faculty.

[X] Met

Visit Three Team Assessment (2016): Career advising and career counseling is available through the Faculty of Architecture and through the university. There is also career development information available on the Faculty of Architecture's website **(**http://arch.emu.edu.tr/).

II.4.4 *Public Access to APRs and VTRs*
In order to promote transparency in the process of substantial equivalency in architecture education, the program is required to make the following documents available to the public:

   The final decision letter from the NAAB
   The most recent APR
   The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their web sites.

[X] Met

Visit Three Team Assessment (2016): The most recent Architecture Program Report and the most recent Visiting Team Report are accessible and electronically available through the university website (http://arch.emu.edu.tr/index.php/accreditations/naabse). As yet, there is no final decision letter from the NAAB as this is Visit Three.

III.   Appendices

Appendix 1. Program Information

Appendix 2. Conditions Met with Distinction

Student Performance Criteria
    A.4 Technical Documentation: Supported by ARCH 492 - Architecture Graduation Project and
    ARCH 342 - Working Drawings
    A.10 Cultural Diversity

I.2.5 Information Resources
    Three (research centers: URDC, TASAR, HERA-C

Appendix 3. Visiting Team

Team Chair, representing the AIA
Kwendeche, AIA
2124 Rice Street
Little Rock, AR 72202-6150
(501) 374-4531 home
(501) 952-5594 mobile
kwendeche@sbcglobal.net

Representing NCARB
Robert A. Boynton, FAIA
Boynton Rothschild Rowland Architects PC
The Ironfronts, Suite 221
1011 East Main Street
Richmond, VA 23219
804 643 1977 Office
804 513.6173 Cell
804 643 1981 fax
rabfaia@aol.com

Representing ACSA
Corey Saft, RA
University of Louisiana at Lafayette
School of Architecture and Design
421 East Lewis Street, Box 43628
Lafayette, LA 70504
337-482-5325 office
337-849-5422 cell
csaft@louisiana.edu
saft.corey@gmail.com

Representing AIAS
Joel Pominville, Assoc. AIA
Vice president, AIAS, 2015–16
1735 New York Avenue, NW
Washington, DC 20006
202.808.0075 office
864 328 8068 cell
JoelPominville@aias.org

IV. Report Signatures

Respectfully Submitted,

_____

Kwendeche, AIA
Team chair

_____

Robert A. Boynton, FAIA
Team member

_____

Corey Saft, FAIA
Team member

_____

Joel Pominville, Assoc. AIA
Team member

33

Program Response to the Visiting Team Report

15 June 2016

Response to VTR

On behalf of the academic members of EMU, Department of Architecture, I would like express my gratitude to the NAAB Board of Directors, NAAB Executive Director and Directors, for their valuable contributions and supports throughout the process and particularly NAAB SE Visit Teams for the visits and comprehensive reports.

I would also like to stress the importance of NAAB SE process for the development and the progression of the program.

Exit Interviews of the Third Visit, NAAB SE Visit Three Team declared two conditions as not met which are A.2 Design Thinking Skills and A.3 Visual Communication Skills. However, in VTR p.1, p.6 and p.22, B.2 Accessibility has been written as not met whereas p.24 as Realm B, General Team Commentary, is summarized as meeting the NAAB criteria.

I would like to bring this issue to your attention.

Sincerely,

Prof.Dr. Ozgur Dincyurek
Eastern Meditteranean University
Program Administrator

IV.   Report Signatures

Respectfully Submitted,

Kwendeche, AIA
Team chair

Robert A. Boynton, FAIA
Team member

Corey Salt, RA
Team member

Joel Pominville, Assoc. AIA
Team member

Program Response to the Visiting Team Report

15 June 2016

Response to VTR

On behalf of the academic members of EMU, Department of Architecture, I would like express my gratitude to the NAAB Board of Directors, NAAB Executive Director and Directors, for their valuable contributions and supports throughout the process and particularly NAAB SE Visit Teams for the visits and comprehensive reports.

I would also like to stress the importance of NAAB SE process for the development and the progression of the program.

Exit Interviews of the Third Visit, NAAB SE Visit Three Team declared two conditions as not met which are A.2 Design Thinking Skills and A.3 Visual Communication Skills. However, in VTR p.1, p.6 and p.22, B.2 Accessibility has been written as not met whereas p.24 as Realm B, General Team Commentary, is summarized as meeting the NAAB criteria.

I would like to bring this issue to your attention.

Sincerely,

Prof.Dr. Ozgur Dincyurek
Eastern Meditteranean University
Program Administrator