ISTANBUL TECHNICAL UNIVERSITY (ITU)
FACULTY OF ARCHITECTURE
DEPARTMENT OF ARCHITECTURE

NAAB

ARCHITECTURAL PROGRAM REPORT

2008–2014

Bachelor of Architecture (4 years)

and

Master of Architecture (2 years)

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ISTANBUL TECHNICAL UNIVERSITY (ITU): Istanbul, Turkey
FACULTY OF ARCHITECTURE

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PART 1: Institutional Support and Commitment to Continuous Improvement

1.1. IDENTITY AND SELF-ASSESSMENT

1.1.1. History and Mission

Istanbul Technical University

Istanbul Technical University (ITU) was founded in 1773 as a military engineering school named “Mühendishane-i Berri-i Hümayun” (Imperial College for Artillery Officers). Following a period of various restructuring initiatives, Law no.1275 was approved in 1928, transforming the institution into the “Higher School of Engineering” under the administration of the Ministry for Public Works. According to the law, the school was to include roads and railways and waterworks and construction (architecture) departments.

In the course of time, efforts focused to remodel the school as a European-style educational institution that has technical personnel training functions along with research and development activities. These efforts were finalized in 1944 and the Higher School of Engineering was transformed into the Istanbul Technical University (ITU). Following this decision, Professor Tevfik Taylan, who had been serving as the head of the Higher School of Engineering, was appointed as the first Rector of ITU, with Prof. Dr. Sait Kuran as the Dean of the Civil Engineering Faculty; Prof. Emin Onat as the Dean of the Architecture Faculty; Prof. Dr. Ratip Berker as the Dean of the Mechanical Engineering Faculty; and Prof. Fuat Külünk as the Dean of the Electrical Engineering Faculty. After the approval of Law no. 4936 in 1946, all universities in Turkey, including Istanbul Technical University, were granted autonomy and legal identity. In 1946, ITU included the Faculties of Architecture, Civil Engineering, Mechanical Engineering, and Electrical and Electronics Engineering. The engineering programs were reduced to five years from six enforced previously.

The programs were revised in 1969 to transform from the five-year “Diplomingeniuer” to a four-year BSc degree and a two-year MSc degree programs. The Higher Education Law passed in 1981 brought yet another revision to the academic organization of the ITU as well as other universities in Turkey.

In 1944, Taşkışla Campus became part of ITU and was added to those of Maçka and Gümüşsuyu campuses. After a restoration, which was finished in 1953, Taşkışla building was put into service for both educational and administrative purposes. Along the 1970s, most of the administrative functions of the university were moved to ITU’s new campus in Maslak.

ITU, at present, consists of eleven faculties, five institutes, a vocational school, a conservatory, and three service departments located across five campuses including Taskisla, Macka, Gumussuyu, Ayazaga, and Tuzla.

ITU is a government university that defines and continues to update methods of engineering and architecture in Turkey. It provides its students with innovative educational facilities while retaining traditional values as well as using its strong international contracts to mold young, talented individuals who can compete not only within their borders but also in the global arena.

With its educational facilities, social life and strong institutional contacts, ITU has always been preferred by Turkey’s distinguished students since its foundation and has achieved justified respect.

The vision of ITU is always in development because ITU is a world university.

The mission of ITU as a research university competing in the international arena without being constrained by the national boundaries is to continue teaching, education, and research and development activities as well as contributing to the international knowledge by reaching the advanced knowledge rather than only improving the quality of teaching and research activities.

The objectives of ITU with regard to teaching and education are the following:

- Learn how to learn
- Speak English fluently
- Act global without ignoring the local
- Proficient in advanced technologies
- Have advanced research abilities
- Create the agenda instead of following the agenda
- Have strong social relationships
- Contribute to the well-being of their countries and humanity
- Have the international standards.

Department of Architecture

The Faculty of Architecture is one of the oldest faculties of ITU. The Department of Architecture had its first graduates in 1931. By 1936, students were given an examination after the initial two years of common program, for selection into the programs in architecture. A separate six year program for architecture was launched in 1969. The curriculum was revised in 1944 after the school was transformed to ITU, the department gaining the status of faculty, and duration of studies was reduced to ten semesters in five years.

An overhaul of the programs was implemented between 1955 and 1960 when new courses were developed. An administrative reorganization was carried out in 1973, creating five academic divisions and thirteen “chairs.”

Undergraduate and graduate study systems were developed in 1969–1970 by the university, and the Faculty of Architecture adjusted its program in 1974–1975, whereby the duration of undergraduate study was reduced to four years and eight terms.

The faculty changed from chair system to departmental organization in 1982 according to Higher Education Law, and Departments of Architecture, Urban and Regional Planning, and Industrial Product Design were established. The Department of Architecture at Maçka Faculty of Architecture was integrated with the Department of Architecture and Department of Urban and Regional Planning in Faculty of Architecture at the same time. According to this new organization based on the regulations of Higher Education Law in 1982, four divisions had been occurred in Department of Architecture. These divisions are as follows:

1. Architectural Design Division
2. Building Sciences Division
3. Architectural History Division
4. Restoration Division

The Department of City and Regional Planning was launched in 1982, Industrial Product Design in 1993, and Landscape Architecture and Interior Design in 2002.

In 1997, ITU Senate took a decision that 30 percent of all courses would be taught in English. By 2009, based on an administrative decision, the department initiated an optional study track for education in English (referred to as fully English program for newly entering undergraduate students). At the same year, all four divisions within the department were converted into subunits within the architecture department, which is currently referred to as the main unit. Currently, the Department of Architecture has an educational staff of 29 professors, 14 associate professors, 42 assistant professors, and 5 instructors and 59 research assistants.

ITU Department of Architecture is a member of EAAE (European Association for Architectural Education) and affiliate members of ACSA (Association of Collegiate Schools of Architecture) and ENHSA (European Network of Heads of Schools of Architecture).

ITU Department of Architecture established MOBBİG (Communication Group Chairs of Department of Architecture) at a meeting hosted by ITU Department of Architecture in 1995; with participation of other departments of architecture in Turkey. Today MOBBİG is continuing to its studies by meeting twice in year with 36 member schools.

Department of Architecture's Mission

The Department of Architecture's mission is to equip the students with environmental awareness and sensibility to be able to approach architectural issues with a critical thinking and historical consciousness. Each student is provided with ethic and aesthetic values as well as with a concern for the society's and individuals' well-being, along with an understanding of contemporary technological developments.

The vision of the department is to give students the opportunity to enhance their intellectual capacity and develop their architectural identity in an internationally credible and high-quality educational atmosphere.

The Department of Architecture aims at graduating architects, who are creative designers, equipped with ethical and aesthetic values and technological knowledge, caring for both the social and physical environment as well as history. The department carries out its eight-semester long undergraduate program with its teaching staff and research assistants specialized in various disciplines. During their underground education, students collect 153 ITU credits (240 ECTS) by taking compulsory and elective courses, of which 30% or 100% are in English. Successful students are offered the opportunity to make internal transfer between departments and perform double-major programs. Furthermore, as a program requirement, the students work as interns for 72 days during their education.

After the recent reorganization studies the department re-defined its own specialty areas and 12 working groups were structured. The main objectives of the first five working groups which are:

1. Working Group of Design Theory, Methodology and Criticism
2. Working Group of Architectural Design and Humanities
3. Working Group of Architectural Design and Morphology
4. Working Group of Architectural Design and Typology
5. Working Group of Architectural Design Technologies and Informatics

are to enable students to understand and interpret architectural notions and discourses, to correlate design with technology, fine arts, humanities, social sciences, and philosophical context toward providing a holistic understanding in the field of architecture, to produce and teach alternative solutions to different problems in design, and to accentuate the relation between theory and practice in design research.

The objectives of the following 5 working groups which are:

1. Working Group of Building and Construction Technologies in Architecture
2. Working Group of Building Materials
3. Working Group of Building Physics and Environmental Control
4. Working Group of Management Sciences in Architectural Design and Construction
5. Working Group of Structural Engineering and Earhquake

are to convey and use scientific knowledge related to design and construction processes in the field of physical environment control, structural systems, building elements and materials, and project and construction management.

The objectives of the W. Group of Architectural and Urban Conservation are to contribute to the architectural education and the documentation and conservation of the very rich cultural heritage of Turkey by educating architects who are sensitive and conscious for the conservation of historic environment. It gives preliminary knowledge for theoretical and practical work on modern principles of conservation, urban conservation, elaboration of surveys and reconstitution and restoration projects for buildings.

In the field of History of Architecture, Working Group of Architectural History studies and studios are pursued on Ancient and Byzantine Architecture, History of Turkish Architecture, History of Contemporary Architecture, and several courses on these subjects are taught. All the perspectives that the multidimensional aspect of architectural knowledge requires, from structure and materials to formal and spatial analysis, are in the vision of History of Architecture.

The ITU Department of Architecture contributes to the institution in several ways. It often takes part in the design and construction of new campus buildings as well as the restoration and refurbishment of the old ones. Indeed, ITU rectorship prefers and thereby encourages participation of architecture faculty staff and the students in these projects by launching design competitions open only to ITU architecture faculty and students, the most recent of which was the ITU Ayazaga campus master plan project. Moreover, academics in the Department of Architecture, supports teaching and research within the faculty and the institution by delivering lectures to other departments, carrying out institution-wide research projects, and taking part in multidisciplinary research projects.

ITU Development Foundation (*İTÜ Geliştirme Vakfı*) and ITU Foundation (İTÜ Vakfı), which are supported by ITU alumni, provide scholarships to the students. ITU Development Foundation and ITU Foundation support the institution in terms of education facilities (İTÜ Nursery School, Primary, and High Schools), sports activities and facilities, cultural events (İTÜ Culture and Arts Union), and health services. They also support academics (faculty) for research projects, publishing, participating into international research organizations.

1.1.2. Learning Culture and Social Equity

The learning culture of the Faculty of Architecture at ITU is addressed in the mission and vision statements and are clearly presented in the Faculty of Architecture information brochure issued each year and given to all faculty, staff and students. Faculty members are also encouraged to include this information in their course syllabi. The mission and vision statements are as follows:

- The Department of Architecture's mission is to equip the students with environmental awareness and sensibility to be able to approach architectural issues with a critical thinking and historical consciousness. Each student is provided with ethical and aesthetic values as well as with a concern for society and individual well-being, along with an understanding of contemporary technological developments.
- The vision of the department is to give students the opportunity to enhance their intellectual capacity and develop their architectural identity in an internationally credible and high quality educational atmosphere.

An additional study track was initiated in 2011 for newly entering undergraduate students. Their entry exam plus their preference help to determine whether they participate in the existing 30% English track or the newly created 100% English option for their degree program.

Learning Culture

The Department of Architecture mission as stated in the Architectural Faculty website (http://www.itu.edu.tr/akademi/fakulteler/mimarlik-fakultesi) is "to equip the students with environmental sensitivity, historical consciousness, aesthetic values as well as the concern of social and individual well-being and technological innovation." The department's information brochure goes on to state that "the vision of the department is to give students the opportunity of enhancing their intellectual capacities and developing their architectural identities by offering choices in an internationally valid, high-quality educational atmosphere." These statements were created with the intent of maintaining a program that "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 the faculty, student body, administration, and staff in all learning environments both traditional and nontraditional." This high-quality educational atmosphere is represented in our first year studio, our design studios in upper semesters, the graduate final assignment, our juries, and in our seminars and exhibitions.

Faculty, students, and staff have easy access to these policies and understand the purposes for which they were established both in the online and published brochure.

It is also provided in the orientation to the freshmen and in the advisory system for each student in order to determine the best program according to each student's background. An introductory briefing is given to the staff by the faculty administration to enable faculty, students, and staff to be aware of the fundamental values mentioned above with the expectations that they are meeting all elements of the ITU learning culture.

The architectural faculty of ITU balances the design studio by inviting professionals and practitioners from outside of the Taskisla department. In order to foster creativity and

innovation, we encourage students to take full advantage of their work in the studio environment, especially if practicing architects have been invited to participate in the studio. This gives both students and teachers valuable interaction with practitioners in the professional world. This builds their optimism and confidence for the field. Design studios at different levels are also encouraged to work with different studios such as restoration and built environment, etc., in order to share in interdisciplinary activities. Design studios providing opportunities to collaborate with professors from abroad and Erasmus students from throughout Europe allow both faculty and students to share various experiences from abroad and socialize with them. This program also encourages both academics and students to attend European universities through the Erasmus Program.

Critiques at all levels provide constructive, respectful criticism and a healthy exchange of ideas. Professors are asked and encouraged to invite guests with a range of views and backgrounds such as architects, planners, designers, and engineers as well as other professionals during juries to provide an enriched review experience. Students are supposed to attend and be fully engaged in studio poster and formal reviews and are allowed to offer their opinions during these reviews and juries.

These programs encourage and enable students and faculty members to learn and work together in a respectful environment. The syllabus created by each faculty member lays out and organizes the course so students can be assisted in terms of time management and successful outcomes.

The architecture program in ITU encourages the academic staff by providing facilities such as conference halls and ateliers for free in order to realize workshops and other assets. In addition, scientific research done by academic staff are subsidized by the university. The university and architectural department encourage the faculty to open new courses in this program. Courses offered by faculty members are considered by the faculty and university evaluation committees and juries in order to have academic promotion and tenure. New course suggestions are evaluated in the department by a faculty committee and the university senate.

Lecturers evaluate the students for each course through the grading system at the end of the semester. At the end of each semester all students in each course are asked to fill out a survey to evaluate the course. The grading system and feedback from the students help for implementation of learning culture policies with measurable assessment of effectiveness of education in the faculty.

Planning for the first year studio is carried out by group meetings of all academics teaching this course. Usually two or three course models are created with emphasis on the fundamental values stated above. For all subsequent studio courses a poster is created by each studio professor explaining the content and vision of the course. These posters are also available on the internet prior to the beginning of each semester on the architectural department Internet website at http://mimarlik.itu.edu.tr/.

As a result, this organization of studios allows students to know the expectations and ensures that they are put on a path of a positive and respectful learning environment. Faculty members model the desired outcomes by their words and actions.

Below you can find details on how First Year Studio, Design Studios in Upper Semesters, the Graduation Final Project, Juries, Seminars, and Exhibitions are conducted and developed by faculty, staff, and students.

First Year Studio

Students in the first year studio are exposed to a quite different experience than upper semester students in ITU. First year studio culture combines students of three departments (e.g., architecture, interior architecture, and landscape architecture). The collaboration of these three departments for this design studio continues until the end of the third semester. The first semester includes two design courses: one is a design studio and rendering techniques course that meets 12 hours a week and the other integrates basic design and visual arts meeting 4 hours a week. The second semester also includes an integrated class focusing on architectural design and rendering techniques and meets 12 hours a week. The third semester includes an architectural design studio course that meets 8 hours.

The aim of the first year studio starts by asking students to focus on human beings as organisms and to explore space interaction. The essence of the design studio begins with human beings as organisms in space, scale, and philosophy and brings the students to grasp the essence of spatial configuration around organisms. The studio strategy is an incremental teaching methodology in which short-term projects are assigned and evaluated, and the student comes to understand the basic principles of design through a consistent studio strategy. In other words, the design studio is an integration of design philosophy, methodology, and essential drawing techniques in the first year and a half.

These main courses in the first year are integrated in the same physical space. The single studio is divided into groups by the design supervisors, and the students use the space outside of the studio hours. The resources of the school allow each student a workstation in the studio space of at least one desk, a chair, and a shared cabinet. The students can assemble products of their work around their desks and hang them on boards or partitions.

- **Design Studios in Upper Semesters**

The design hours in upper semesters occur either in studio-type classrooms or in shared design studios. The studio might have to be shared by as many as three or four design groups because of lack of space. The school's resources cannot supply private workstations in upper semesters. Some studios are available only during regular studio hours. Some of the studios can be used in out of studio hours. The general view of studios in upper semesters is that space is used only in regular design class hours.

- **Graduation Final Project**

The graduate final project of the last semester is not a studio-based course. It is based on architectural design competition strategy. This project is subjected to a minimum of three jury evaluations during the semester (recent practices allow for three) and a final jury at the end of the semester. There is also an eight-hour sketch examination during the semester. The students do not attend a regular design studio; they only have regular jury evaluations.

- **Juries**

Jury members consist of academics (including representatives of 18 working/specialty groups in the faculty, from ITU or from other universities) and of professionals who are generally well known Turkish architects. Juries consist of five or seven members. Special jury

sessions are not compulsory for all groups. Only the MIM 492 Graduation Project course has a compulsory jury organization. This jury has to include academics of different divisions of architecture and may include academics from other universities. Some professionals are also invited to participate as jury members. There are attempts to organize formally assigned juries in all architectural design studios. Education committee of the faculty is currently working on a new approach that provides integration at design studios of five departments in the faculty by applying multi-disciplinary contributions in teaching and evaluation processes of the studios.

- **Seminars and Exhibitions**

Seminars for architectural design studios and studio work exhibitions are created by the faculties who participate in architectural design studios, at the end of every academic term. Studio tutors, jury members, and students participate in these seminars and exhibitions. Studio tutors and students share information about studio projects, methods and positive and negative aspects of studios. Seminars and exhibitions are based on the studio work products and include critiques.
ITU follows the discipline regulations set forth by the Council of Higher Education in Turkey for students, administrators, faculty, and staff. Regulation regarding students is found in the Student Discipline Regulations for Institutions of Higher Education (*Yükseköğretim Kurumları Öğrenci Disiplin Yönetmeliği*). Regulation regarding administrators, faculty, and staff are located in Administrator, Academic, and Staff Discipline Regulations for Institutions of Higher Education (*Yükseköğretim Kurumları Yönetici, Öğretim Elemanı ve Memurları Disiplin Yönetmeliği*). They are available only in Turkish and can be accessed at the web site on http://www.yok.gov.tr

Evidence that the institution has established policies and procedures for grievances related to harassment and discrimination:

- Article 6 of Student Discipline Regulations for Institutions of Higher Education deals with the defamation of a faculty or staff member by a student. A student can be suspended for one to four weeks.

- Articles 6-c, 6-g, and 6-h of Administrator, Academic and Staff Discipline Regulations for Institutions of Higher Education address non-verbal disrespect to superiors, maltreatment to fellow academics, staff, and students, and the need to treat everyone with respect. Censure is the punishment for these violations.

- Article 8-e of the same guideline addresses verbal disrespect for superiors. Salary can be reduced as a punishment of this rule.

- Articles 9-d and 9-l of this same guideline deal with “preaching” and humiliating actions and behaviors and defamation or threats to a superior or to colleagues and subordinates. Articles 9-i bans discrimination in terms of language, race, gender, political or philosophical beliefs, and religion. Violations of these guidelines can result in denial of promotion.

An academic code of honor was instituted in 2010 and is published on the ITU internet website at http://www.sis.itu.edu.tr/tr/yonetmelik/AkademikOnurSozuEsaslar.html. Its aim is to protect ITU tradition and academic honesty and to educate alumni in terms of professional dignity. It contains a series of rules for students to follow. The main legal foundation of these rules is based on Article 54 of the Higher Education Law 2547. Students who violate these rules are dealt with based on the Student Discipline Regulations for Institutions of Higher Education. At the beginning of their freshman year, a written contract including the quotes below is signed by each student and a copy is given to each one of them.

The ITU Academic Code of Honor:

All along my student life, I promise, on my honor

- to maintain a relationship with my academic professors, research assistants, staff, and my friends based on mutual love and respect,
- to not discriminate among people for whatever reason and I will show respect to all kinds of views,
- to avoid behaviors which are not in accord with proper student's attitudes such as copying from somebody, giving a copy to somebody, cheating, and misleading,
- to follow the ethical rules in academic activities, and
- to cite all resources used in academic studies.

Evidence that the institution has established policies for academic integrity (e.g., cheating and plagiarism):

- Article 5 of Student Discipline Regulations for Institutions of Higher Education addresses cheating during examinations and results in censure.
- Article 7 from the same document addresses plagiarism related to seminars, theses and publications in which the punishment is suspension for one semester.
- Article 11-a-3 of Administrator, Academic and Staff Discipline Regulations for Institutions of Higher Education prohibits plagiarism by faculty and results in dismissal from the university and banishment from the profession.

Social Equity

There is no evidence of inequity in faculty appointments, reappointments, and promotions. The equity and diversity in terms of gender and professional level can be seen in the composition of faculty in the department (Table 1.1).

Table 1.1: Academic Staff in Department of Architecture, Spring 2014

	Prof.	**Assoc. Prof.**	**Assist. Prof.**	**Research Assist.**	**Instructor**	**Total**
Female Faculty	19	8	27	29	3	**86**
Male Faculty	10	6	15	30	2	**63**
Total	**29**	**14**	**42**	**59**	**5**	**149**

ITU has an established common set of criteria both for appointment of academics with each of the different ranks, including professors, associate professors, assistant professors, and instructors and promotion of existing faculty to these ranks (available in the Appendix 5 of this report in Turkish). Given the applicants are meeting the corresponding rank requirements, appointments and the promotions are granted based on their evaluation by academic juries including the professors selected from the department and one or more additional members selected from other universities. Reappointments of assistant professors and instructors are carried out by a faculty board based on the reference letter of the coordinator of the candidate's research group and approval of the head of the Department of Architecture.

In Turkey, the students admittance to undergraduate programs is regulated by the Student Selection and Placement Center (OSYM) under the governance of the Ministry of Education in Turkey. For the admissions, the center first carries out a nationwide student selection examination, undergraduate placement examination (LYS), on a yearly basis which everyone holding a high school diploma can take. After announcing the students score's and the student quotas of all the undergraduate programs for that year, it demands from students to submit a list of preferred programs of study. The center then identifies the students that will be granted admission to each of the programs based on the ranking of the scores of the students who preferred that program, and the total number of students that will be admitted to that program at that corresponding year. In this identification process, each student is evaluated for each of the programs s/he identified in the list of preferred programs that s/he submitted to the center.

International students' admittance to the program is regulated by the department in accordance with the requirements set forth for the international students by the institution (these requirements can be found in Turkish at http://www.sis.itu.edu.tr/tr/yonetmelik/yabanci_uyruklu_yonergesi_icerik.html and http://www.sis.itu.edu.tr/duyuru_ekler/yabanci/201510/index_eng.html in English) The admissions mainly depends on students meeting the requirements set forth by the institution including their scores on an exam regarded as equivalent to LYS by the Higher Education Council of Turkey, their GPA's, their proficiencies in Turkish and in English, and the programs' quota for the international students for that year, which is determined by the University Senate with the approval of the higher education Council of Turkey. Accordingly, the number of international students accepted to a program at each academic year mainly depends on the established quotas and the number of the applicants meeting the requirements.

Graduate students are selected by each graduate program committee in the Faculty of Architecture. Committees use applicants' grades (obtained in a countrywide examination called the Graduate Education Examination), portfolios, and cumulative graduation average of students in their undergraduate educational programs and reference letters to select graduate students. All these documents are evaluated in order to select the students. All applicants without regard to race, gender, or physical ability can apply and will be fairly evaluated.

1.1.3. Response to the Five Perspectives

A. Architectural Education and the Academic Community

Faculty, staff, and students of the program contribute to the institution in the following ways:

- Faculty members of the Department of Architecture benefit from and contribute to the intellectual life of the university by carrying out various research projects supported by funding institutes in Turkey such as Turkish Science Foundation (TÜBİTAK), State Planning Office (DPT) as well as the Scientific Research Project Funding Unit of ITU (İTÜ_BAP). These research projects provide scholarships opportunities to graduate and undergraduate students and an opportunity for the academics and the students to contribute to the development of new knowledge.
- There are also special research centers located in Taskisla and originally established by the Faculty of Architecture. Environmental and Urban Research Center, Building Research Center, Housing Research and Education Center, and Center for Istanbul Researches are the type of research centers that contribute to the intellectual life of

the university by organizing seminars, lifelong training programs, lectures, researches, conferences, and symposiums. The research centers available in the Faculty of Architecture are the following :

- Institute of History of Architecture and Restoration was established in 1973. Researching scientifically the monuments and sites belongs to different periods of Turkish culture; preparing documentation on historical buildings, monuments, historical sites, and cities for conserving them; making restoration studies of monuments, buildings and sites, preparing conservation and reuse projects for natural and historical environment were the aims of institute. Institute of History of Architecture and Restoration published the Bulletin of Institute of History of Architecture and Restoration biannually till 1982. Institute was continuing its activities in Urban and Regional Planning and Research Center organization after 1982.
- The Center for Istanbul studies, established in May 1994, is a center for research, practice and education. Its areas of interest cover all architectural, urban, and environmental matters such as functional, technological, administrative, economic, and social questions. To reach its aims, the center organized symposia, congress, lectures, and workshops and summer schools on national and international levels.
- ITU Housing Research and Education Center is established in 1998 through collaboration with TUBITAK in ITU Faculty of Architecture. Knowledge accumulated through the nationally and internationally supported projects on the subject of housing by the Faculty of Architecture of ITU has led to the establishment of the Housing Research and Education Center. The establishment of the Med-Campus Housing Network in 1995, supported by the European community, has notably strengthened the infrastructure of these projects. Broad-scope research on housing for low-income groups is especially beneficial in terms of its use toward the acquisition of a statistical pool; Housing Information System (HIS) is underway and directed toward the acquisition of information that has both national and international dimensions. Topic areas of the center are Housing Policies, Housing Design, and Housing Technologies. Activities of the center are Research, Education, Organization of Scientific Meetings (Seminars, Conferences, Workshops), Publications, Consultancy, International Relationships
- Academics in the program supports education at the faculty and institute level by lecturing courses in various departments such as industrial design, urban planning, and interior architectural design. Department of Architecture has double major programs in the undergraduate level. Urban and Regional Planning, Industrial Product Design, Interior Architecture, Landscape Architecture, Civil Engineering, and Naval Architecture are the programs that had double major with Architecture Program in ITU. The members of other departments in ITU and other universities in Istanbul were appointed to give courses in the Department of Architecture. Some faculty members of Department of Architecture were appointed to give courses in other departments of ITU and other universities all over Turkey.
- The academics of the program supports the ITU's lifelong learning center's training programs either by taking part in the lectures or offering new certificate training programs.
- Academics in the program participate in the institution's architectural and construction projects by providing services as designers and/or consultants.
- ITU staff has always served as consultants, project leaders, and supervisors in major activities at national level. The Ataturk Mausoleum in Ankara is believed to be one of the most important monument in Turkey. This magnificent mausoleum was designed by a former ITU Rector, Prof. Emin Onat, and a professor of ITU, Prof. Orhan Arda, who were faculty members of the Department of Architecture. Most of the town development plans in Turkey are designed by members of the Faculty of Architecture.

The institution contributes to the program in the following ways:

- Students of the Department can work and get paid for the following offices at School as part-time student assistants: the library, Erasmus student exchange office, and computer-controlled model shop. Their working hours are limited. Students also get scholarships mainly from İTÜ Development Foundation (İTÜ Geliştirme Vakfı) and İTÜ Foundation (İTÜ Vakfı) which are supported by İTÜ alumni. Other scholarship options are Higher Education Credit and Hostels Institution (Kredi Yurtlar Kurumu), and some other private foundations, associations and NGOs.
- İTÜ Development Foundation and İTÜ Foundation, support the institution in terms of education facilities (İTÜ Nursery School, Primary and High Schools), Sports activities and facilities, Cultural events (İTÜ Culture and Arts Union), and Health services. They also support academicians (faculty) for research projects, publishing, participating into international research organizations.
- Faculty from other departments give elective courses in the Department of Architecture.
- Faculty from other departments and the faculty in the Department of Architecture carry out joint research projects.

Many disciplinary and interdisciplinary workshops, research projects and seminars are organized throughout the year providing an opportunity for the learning community of the Department of Architecture to participate. Collaborations with institutions from other countries create interactive stages for generating new knowledge. To give an example, AA İstanbul Visiting Schools (http://ai.aaschool.ac.uk/istanbul/) generate a productive environment both for the Department's selected students and the visiting students. Many other works and initiatives can be found in the faculty resumes attached at the end of this report.

Furthermore, faculty members have good and active relations with students' clubs. They help to organize, advise, and motivate students for new and active organizations.

B. Architectural Education and Students

The Faculty of the Department of Architecture provide students academic advising when they have questions about career choices, professional specializations, and types of architectural practice, besides academic advising issues. Students use computers in computer centers of Faculty of Architecture and their own to view information posted on the World Wide Web about architectural practice in Turkey and all around the world.

Students have many opportunities just like conferences and workshops in the school to get professional knowledge and information. Every year, many distinguished guest lecturers of national and international statue come and participate seminars, conferences, symposiums organized by Department of Architecture, to discuss their work or theories of architecture or related areas.

Required office and construction site internship had been designed to inform students about professional problems and approaches. They have the opportunities to work with professionals form other disciplines in these studies; especially required internship work that must be done in a construction site. Furthermore, students expect to learn the need of continuous learning in the practice of architecture and related areas when they work as interns at architectura offices and construction sites.

The university provides students with an experience to live and work in a global setting. Erasmus student exchange program provide students with an opportunity to get part of their education (6 months–1 year) abroad in a European institution according to agreements set.

There are five undergraduate departments in Faculty of Architecture. Faculty and students of these departments collaborate in the courses, workshops, exhibitions, and studios. Especially, Departments of Architecture, Interior Architecture and Landscape Architecture have a common curriculum that is based on Architecture program for the first three semesters. These students come together in the courses of Architecture Program in classrooms and studios.

Some workshops had been organized especially for students of architecture and civil engineering both in ITU and for the other universities. The aim of these workshops is defined as obtaining collaborative skills to students of different disciplines.

ITU offers a Student Guide Office, which is giving social, psychological, and ethical supports to students of different departments. On the other hand, students have opportunities to choose different extracurricular activities in club activities, in sport club activities, or as informal activities.

Department of Architecture established a summer study for future students of architecture. ITU–Summer Study of Architecture for University Candidates aims to introduce the characteristics of professional practice and education of architecture to future students. This study was organized every June and takes one week offering studio works, conferences, site visits, model making, and exhibition activities for participants.

MIM 111 introduces the main vocabulary of architecture to freshman students. Many courses like MIM 162E Introduction to Building Construction, MIM 261E Building Construction Methods, MIM 331E Building Production Systems, MIM 332E Construction Management and Economics, and MIM 431 Construction Project aim to give basic knowledge and awareness of need of progress on knowledge of construction and building production. On the other hand, all architectural design studios give basic architectural design abilities and awareness to need to progress their design abilities in lifetime practice and research to the students.

Many courses on construction and building technology; construction management; professional practice and design studios in undergraduate and graduate programs aim to give awareness to responsibility of architects on decision making processes.

C. Architectural Education and the Regulatory Environment

In Turkey, graduating from a four-year architecture undergraduate program of a government-accredited higher education institution is the only requirement for registering and practicing as an architect.

The “registration” process is carried out by Chamber of Architects of Turkey. Registration conditions and application are as follows:

1) Graduates of the Republic of Turkey universities:

- Five photographs
- Diploma or original graduation document and two samples of these approved by the university with wet signature or two samples of these approved by the notary
- Original identification card and two photocopies of the ID card
- Membership fee as from the graduation date.

D. Architectural Education and the Profession

Almost all practice and research in the field of architecture requires collaboration and taking diverse positions in projects of varying character. Students enrolled in the program are expected to understand the diverse and collaborative role of the architect through different experiences, such as internships, interdisciplinary team work (projects/workshops), and participatory design experiences.

As an example “Age: Twenty Something” is a platform that has been active since 2012 and it is organized by the Association for Architectural Education (MİMED)—mainly established and conducted by the Department of Architecture’s faculty—and Creative Initiative. The platform brings students with young architects/professionals whose works are worth recognition. In each week’s seminars, a different acknowledged, outstanding young professional holding an architecture degree, but not necessarily practicing architecture (might also be producing in related disciplines like photography), shares her/his experiences starting from school years (http://agetwentysomething.tumblr.com).

It is also crucial for the students to understand the multiple needs of diverse populations as well as the needs of communities and to recognize the positive impact of design on the environment.

A related example is as follows:

The group “Architecture for All” (*Herkes için Mimarlık* [HiM]) (http://herkesicinmimarlik.org) is a nonprofit and independent architecture organization, whose team is composed predominantly of ITU Department of Architecture’s graduates and students. It is devoted to offering architectural solutions to social problems, which are faced today in Turkey and promoting participatory design processes in architecture education. Among its main targets is to incorporate architecture students into the country’s social problems and to instrumentalize architecture to bridge the gap between theory and practice. The most significant works of the group primary school constructions in some villages of Turkey. Each time, HiM organizes a team constituting of different participators from schools of architecture among the country.

There are some professional architects conducting architectural design studios in different terms. The professional architects also invited to the juries of graduation (final) projects as jury members. They find opportunity to convey their practical knowledge and experience to student in these contacts. Four members of the Advisory Committee of Department of Architecture are professional architects. Department of Architecture invites professionals form Turkey and foreign countries to give conferences, organized workshops and exhibitions and to participate in juries of architectural design studios. Architects as the owners or managers of leading Turkish architectural offices, Head of Turkish Chamber of Architects, Heads of Association for Turkish Professional Architects, and Association for Project Management are the members of the Advisory Committee of Department of Architecture.

Visiting studio teachers and faculty members who are also working on professional architectural problems since almost all of them licensed architects, show examples of different practice types of architecture to the students. Especially, people invited to juries of design studios and lecturers invited to design studios and other courses carefully organized to introduce various specialists in the area of construction and design sector. Student advising system is not working only in course selection and other educational issues but faculty members also give clues to students about career opportunities. ITU has a career planning office and it has representatives in the faculties.

There are some workshops to encourage the collaboration between engineers and architects in ITU organized by a student club. Undergraduate and graduate students work together and

in competition with civil engineers form ITU and other universities in Turkey. They also work and take courses together and used all facilities of the Faculty of Architecture together with the students of Departments of Urban and Regional Planning, Industrial Product Design, Interior Architecture, and Landscape Architecture as future partners. There are many opportunities to enter national or international competitions for the undergraduate and graduate students, and as a department policy, they are encouraged to participate in these competitions.

E. Architectural Education and the Public Good

Students are expected to be active, engaged individuals, and responsive to the needs of the city's and country's environmental, urban, social, and economic problems.

The design problems in architectural design studios are chosen in real environments in Istanbul or in other cities of Turkey. Virtual sites and problems are also preferred in some rare cases. Students directed to analyze the social, cultural, economic, environmental, and other factors for the given sites or problem area by studio tutors and lecturers in both undergraduate and graduate programs. They try to give the real examples to their students who shall be encountered these examples in their future professional life.

MIM 332E Construction Management and Economics and MTZ 515 Professional Practice are the courses with greatest emphasis on agreements, codes. Architectural Design courses also address fulfilling clients' and users' needs, providing the public and implied client, with excellent living, working places and urban environments. Architectural design studios require students to reconcile many competing issues with the goal of maintaining the largest design standards.

The city of Istanbul provides a proliferant ground of exploration for the students and academicians. Architectural design studios and other courses in the curriculum bring environmental, urban, social, and economic issues to their agendas by choosing areas of conflict as their semester themes.

Students are encouraged to observe, document, discuss, and evaluate these issues through surveys, interviews, and documentations and present it to academic and public audience. A related design assignment helps students internalize the special conditions of the sites. Some examples are as follows:

First year architectural design students studied the themes mentioned above during 2012–2013 spring semester. In one of the semester work's, "Gedikpaşa: Urban Cloud," students were asked to concentrate on problems of a transforming neighborhood in the historical peninsula of İstanbul. Students became aware of the unique conditions and problems of the site by being there and collecting information (www.otekikafalar.blogspot.com).

Another semester work concentrated on an ecologically suffering lake in Southern Anatolia. Students were expected to discuss and evaluate different types of knowledge to understand the problems of Lake Eğirdir and its environment (www.otekigezi.wordpress.com).

Besides design studios formal course work, workshops are organized:

A sketching and t-shirt printing workshop in Balat-İstanbul is organized by academicians and students among the children of the neighborhood for them to gain awareness to the historical and architectural qualities of the site (http://hepimizhepimizicin.wordpress.com).

Discussion platforms, forums, and conferences on the future of public space, urban transformation, and development concerning the conflicts caused by government and local authority policies over the city are organized by academicians, involving students, and open to public audience. An example of a few are as follows:

2011–2013 Taksim: Gezi Park Conferences were a couple of events that took place in Taşkışla or nearby institutes discussing the future of the most important public area of Turkey, Taksim, and surrounding public and recreational zones.

Architects have to handle problems based on social change. There are some courses to deal with social and environmental problems like social psychology, courses for architectural history, and design studios. Environmental Control Studio is based on the concepts of environmentally consciousness and energy saving. On the other hand, MIM 322 Conservation of Historic Buildings and Sites and MIM 421 Architectural Survey and Restoration Studio courses emphasize the conservation of archeological, historic, cultural, and environmental values.

The courses emphasize the importance of conservation of historical sites and restoration issues in Turkey having many different historical and archeological sites of many different civilizations, belonging to Hittite, Lykian, Early Christian, Armenian, Greek, Roman, Byzantine, Selcuk, and Ottoman cultures.

Professional Practice course and courses on design, structures, and Urbanism and Planning Law course all teach aspects of the necessity for the highest ethical conduct and for producing professional work products conforming to the highest standards of excellence. Students expect to gain ethical implications in all courses in the curriculum, but one special course is designed to give professional ethics to students: Professional Practice. Students are expecting to solve design problems by using ethical approaches in all design studio courses. All faculty members give good examples of ethical discourses in their courses, lectures, and behaviors.

There are some activities for public services in Faculty of Architecture like ITU–Architectural Summer Study for University Candidates. This summer study was established to introduce architectural practice and architectural education to university candidates who may be future students of the school. Faculty members are engaged in many civic organizations in different positions. Many professional studies have been realized as donation by faculty members of Department of Architecture for Municipalities, Associations, other universities, and ministries.

1.1.4 Long-Range Planning

ITU has a continuous improvement culture. Its primary motto is “pioneer through the ages.” Furthermore, one of the objectives of the ITU with regard to teaching and education is “to learn how to learn.” The program identifies its objectives for continuous improvement not only through the feedbacks by the academics, students, and alumni but also through benchmarking with the leading universities abroad and with the industry. The feedbacks of the academics, students, and alumni are received by the questionnaire surveys. The academics assess their courses and the program, the students provide feedback for each course they have taken at the end of the semester. The alumni assess the performance of their education and the program in their professional career. The courses available in the program and the objectives of the program are benchmarked with the leading universities In the field of architecture by the academics who deliver the courses, by the administrative staff of the department as well as by the education committee of the department. Based on the feedbacks received, new courses are released, or the content of the courses are being updated. In case some of the courses have been assessed as abundant and out of contemporary needs, they are closed. Furthermore, the objectives of the program are being updated considering the contemporary needs of the academia and industry. The long-range planning of the department complies with the programmatic and institutional planning. The university’s mission and vision statements are considered when objectives of the department and of the program are identified so that the department supports the overall aims of the university. There is both from the bottom-up and from top-down feedback loops in the establishment and revision of the aims of the university and of the department so that the

resources and efforts are spent effectively and efficiently. The long-range planning of the department is based on the ITU's strategic planning, which include the following vision, mission, and objectives:

- The vision of ITU is always in development as ITU is a world university.
- The mission of Istanbul Technical University as a research university competing in the international arena without being constrained by the national boundaries is to continue teaching, education, and research and development activities as well as contributing to the international knowledge by reaching the advanced knowledge rather than only improving the quality of teaching and research activities.
- The objectives of ITU with regard to teaching and education are as follows:

    - Learn how to learn
    - Speak English fluently
    - Act global without ignoring the local
    - Proficient in advanced technologies
    - Have advanced research abilities
    - Create the agenda instead of following the agenda
    - Have strong social relationships
    - Contribute to the well-being of their countries and humanity
    - Have the international standards

In accordance with these objectives, the long-range planning of the department of the architecture supports the five perspectives of the NAAB as

- the long range planning of the department encourages the faculty, staff, and students to contribute to the institution in the areas of scholarship, community engagement, service, and teaching.
- the program is committed to the holistic, practical, and liberal-arts-based education of architects
- the program provides opportunities for all members of the learning community to engage in the development of new knowledge.
- the students 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.
- all students get licensure or registration
- all students are obliged to do internship
- the program provides the students' understanding of their responsibility for professional conduct.
- the students 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 a diverse clients and populations, as well as the needs of communities; and to contribute to the growth and development of the profession."
- the students become active and engaged citizens as well as responsive to the needs of a changing world. They acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation, and responsible professional practice. They understand the ethical implications of their decisions. They 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.

Mimadek

Developments in information and communication technologies necessitate the restructuring of academic and administrative processes in higher education institutions with systematic and strategic approaches. In this context, the efforts for adapting contemporary management approaches to higher education system strike the eye. Total Quality Management (TQM) applications, internal control studies coordinated by Ministry of Finance, Higher Education Institutions Academic Evaluation Quality Improvement Commission (YÖDEK) regulations coordinated by the Board of Higher Education and **accreditation** studies are the examples of restructuring efforts in higher education.

Inefficient use of resources is resulted from not planning and conducting these approaches in coordination, which aims to improve processes in public institutions however most of the time complement each other by intertwining though the legal or technical grounds differ. MİMADEK platform (http://www.mimadek.itu.edu.tr), which is devised so as to provide input to strategic planning studies developed in ITU Faculty of Architecture, aims at ensuring the execution of approaches intended for the improvement of academic and administrative processes in a resource-effective, participatory and coordinated manner.

This proposed infrastructure has a project-based, modular, flexible and traceable structure serving the entire management functions. MİMADEK platform, which is a database which aims at rendering the relationship between strategic level targets and tactical level activities of ITU Faculty of Architecture easily visible and traceable at individual/unit/department/faculty level, also aims to build a web-based institutional memory that facilitates the sustainable and organizational learning by adopting process management approach. Data gathered in the MİMADEK will support self-assessment procedure. One of the main motivat/ons of the MIMADEK is to provide data for self-assessment procedures

Two papers, which summarize the strategic management approach in the background of MİMADEK platform, have been accepted so as to be presented verbally in Project and Construction Management Congress (http://pyyk2014.org/tr) to be held in Antalya in November 2014. The papers are available in the Appendix 4.

If requested, a brief representation can be made on the dimensions intersecting with accreditation processes of the studies performed, during the visit of NAAB delegation.

1.1.5 Self-Assessment Procedures

The self-assessment procedures were mainly initiated during the rebuilding period of the undergraduate program, which has started in 1995–1996 in ITU Faculty of Architecture, Department of Architecture. Evaluation studies for the program, which were expected to guide continuous development and growth, started with the practice of the program. For this reason, it is prepared documentation and reports done by Education Committee and Education Observation Committee of the Department of Architecture. These data is believed to be helpful in transferring the information to the evaluation studies, which will guide the feedback that started with the speculation and practice of the program.

The need for a new educational system came out in our country, which is trying to be harmonious with the globalization and working to be a part of the European Union in a regional scale. Just like every other area, questioning the quality in architecture education appeared with a growing intensity.

Today, the education which is obliged by the merger platform between the countries and dynamism tendency in professional practice carries this institutionalization international scales. For this reason, the criteria of being prepared for “accreditation” is taken into account in studies of new educational system in ITU in line with the strategies of ITU Rectorate.

Self-assessment model, which is done in ITU Faculty of Architecture, Department of Architecture, is taken up in three different processes since its initiation.

1. A new program should be followed every semester according to the courses
2. There should be a faculty questionnaire in the fourth year of the program
3. There should be student questionnaire when the first students are graduated

The following items were added afterward:

4. Continuous evaluation of last year students’ questionnaire
5. A graduates questionnaire
6. Advisory Committee meeting
7. Continuous course evaluation of students
8. Incoming students’ profiles

Reports are prepared about the courses given in the first semester in spring semester of the same academic year. Meetings with the faculty are held and general evaluations are made following the reports. The aims of these evaluations were to figure out the problems regarding the implementation of the assessment process.

In the following years, the method has been improved by using different implementations. By doing this, sources of data and evaluation have been increased. Some sources of data which have been improved are as follows:

1. Written opinions about the courses given by the faculty
2. Shared evaluation meetings that are held by the faculty who have duty on that semester
3. Meetings that are held with the students and the faculty who have duty on that semester
4. The results of the student questionnaire, which is done by ITU Information Operation Center, and students’ course evaluation and students’ curriculum and aims evaluation questionnaire prepared by Department of Architecture
5. Graduates questionnaire for obtaining feedback for education and continuous education
6. Meetings of Advisory Committee of Department of Architecture
7. Incoming students’ profiles

The self-assessment of ITU Department of Architecture is realized by finding optimum solutio ns to issues defined by different groups and is supported by the data obtained from the Mima dek. The results obtained from evaluation and self-assessment is used for feedback, reorgan ization, or rearrangement for making the system more successful.

Figure 1.1 illustrates the current self-assessment process model of the department. The following sections outline the faculty, student and graduate surveys and the workings of advisory committee represented in this model.

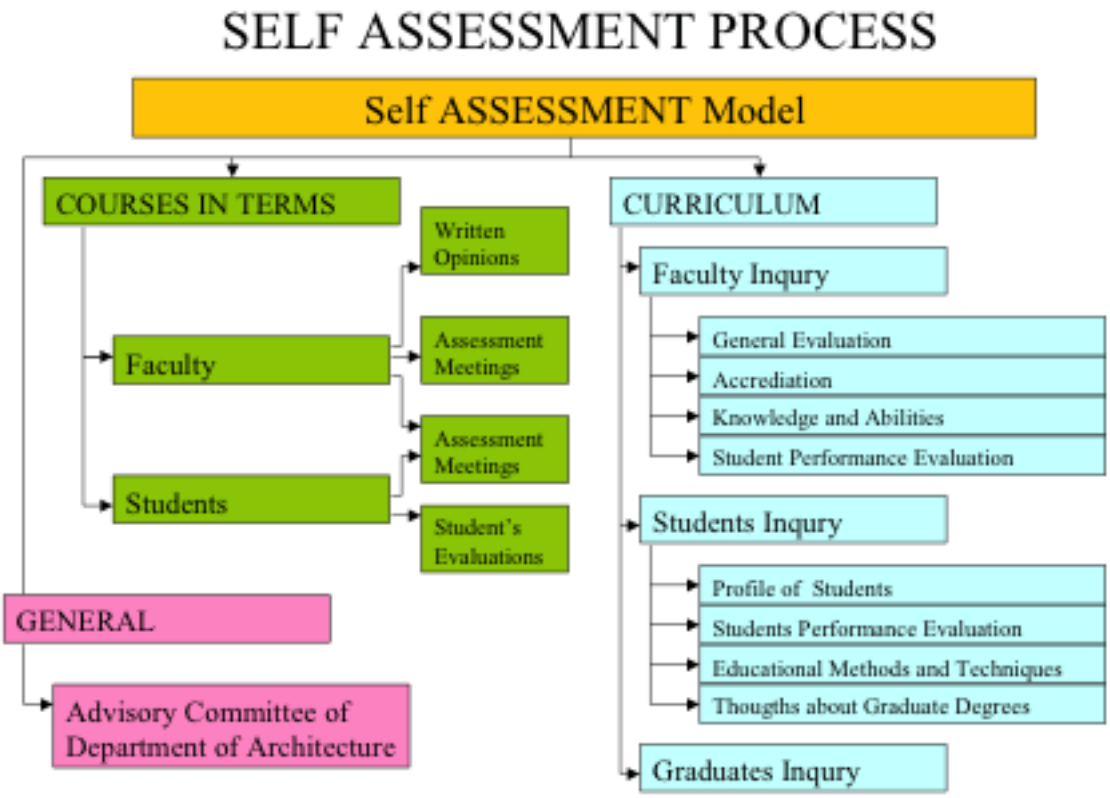

Figure 1.1: Self-Assessment Model of Department of Architecture ITU

Student Questionnaire

The students are asked to respond 14 or 15 questions regarding the different quality dimensi ons of the given courses. The survey questions were consistent with the course evaluation s urveys from the outstanding universities from the globe. The survey questions and results ar e discussed in the student survey report in Appendix 1.

The question types in the Spring 2013 survey were as follows:

- 12 for 5-point Likert scale evaluation;
- 1 for grade expectation;
- 1 yes/no question regarding the course language),
- 1 open ended question for suggestions and thoughts.

Considering the NAAB requirements and the quality dimensions of the courses, the question contents and the measured variables are as the following:

- 2 focusing on the content, syllabus, and materials: NAAB I.1.3 and Sec. II-Descriptions
  Variables: Clarity of course criteria and scope, organization of the course syllabus

- 3 for student inclination toward the course and the level of learning: NAAB I.1.3 and Sec. II-Student Performance Criteria
  Variables: Level of learning, consistency of course content, effectiveness of the teachi ng material, presentations, interest for the course
- 5 for instructor performance and teaching approach: NAAB I.1.3
  Variables: Effectiveness, style, motivation, and interest toward students

- 1 for adequate physical and technological infrastructure: NAAB I.2.3
- 1 for the student effort for the course: NAAB I.1.3 B and E
- Open-ended question for further improvement of the course: NAAB I.1.5

General survey results were made accessible to the school by the departmental permission. Survey results from each course was shared with the corresponding course instructor.

Faculty Questionnaire

The first faculty questionnaire is done when the first students graduate from the new program, which started on the 1997–1998 academic year. There are three fundamental goals for faculty evaluation:

1. To get the review of the faculty regarding the undergraduate program
2. Pilot application of self-evaluation method, which can be used accreditation in future
3. To figure out the information and skills that is aimed to be given by the faculty to the students and to learn the evaluation of the students done by the faculty in the learning process. To figure out program goals in the light of the information and skill results

“ITU Department of Architecture Undergraduate Program Faculty Evaluation Questionnaire” initially involved 7 questions and has been modified in subsequent years. Currently, there are 11 questions in the survey focusing on the following topics. The faculty survey report is included in Appendix 2.

- Evaluations of the lecturer about physical conditions (question 1)
- Products and sharing of the course by the lecturer (question 2)
- Revisions of the lecturer about the course content and program (questions 3, 4)
- Feedback from students retrieved by the lecturer (question 5)
- Evaluation of the students by the lecturer (questions 6, 7)
- Professional and academic relations of the lecturer with students (question 8)
- Practices of the lecturer for his/her personal development (question 9)
- Expected achievements of students during their architectural education (question 10)
- Evaluation of the lecturer about the position of his/her course in architectural education (question 11)

By doing this program evaluation questionnaire, self-evaluation is done about the courses, the real status of the knowledge and skills, which is tried to be given in the architectural education formation, is figured out, and student performances are determined by the faculty. This study is prepared to be comparable with the student questionnaire.

Alumni Questionnaire

The last part of the evaluation chain is completed by the questionnaire study prepared for evaluation of the new graduated students.

The questionnaire has three group of information. The first group includes personal information like date and place of birth, sex, and high school of the student and helps us to have more information about the student profile.

In the second group, there were questions about self-evaluation of their skills and performances regarding professional life at the end of their architecture education. The questions in this group were prepared according to the planned graduate profile that is

considered while preparing the new undergraduate program. In this content, questions about the topics below are asked:

- Defining and understanding of architectural problem
- Improving architectural solution alternatives
- Explaining their ideas and opinions oral, written, and graphical
- Ability to use computer for writing, technical drawing, graphical exposition, and modeling
- Ability to use technological amenities in architectural problem solving
- Ability to form a relation of architecture to other disciplines
- Independent studying and learning
- Ability to work in harmony and activity in a group
- Assistance of architectural education to creativity of the student and understanding of art
- Assistance of architectural education to English language knowledge

For having statistical performances of graduating students, five evaluation grades are given from poor to excellent.

In the third group, there are open- and close-ended questions for understanding their opinions about the education they have, the courses they had, and future plans after graduation.

- The opinions of the graduates are established about if they find the education they had enough or not, if the architectural education had met the expectations they have or not, if the education is international or not, and the reasons for their answers.
- Opinions of the graduates about the courses are established with the questions regarding the successful and unsuccessful courses they had through their education lives and if the elective courses had met the expectations they have. In addition, their opinions about the courses that they think should be in the program or covered in more or less depth are taken.
- Graduated students opinions about the future are taken by asking questions about which graduate program and which university they will prefer to go.

Information from this questionnaire:

1. Is used in interrogating the graduates' skills and performances by understanding the student profile at the end of education.
2. Exposed the need of changes in the program where the students find themselves weak in their self-evaluations regarding their skills and performances.
3. Is used in changes that will be done in the future regarding the educational program in light of students' opinions.

This questionnaire had been realized for the first time in the spring term of academic year to test students' satisfaction on curriculum, courses, and undergraduate programs in general and repeated to be carried out for the following academic years.

The Advisory Committee of Department of Architecture

The Advisory Committee was established to work as consultants representing stakeholders of the department. Therefore, it consists of different sections of stakeholder groups. The first group of stakeholders are the other departments of architecture in Istanbul because the relations are based on student exchange, faculty exchange, and common problems of

education. The second group are nongovernmental organizations that have relations with our department. These are the Association of Architectural Education, Association of Professional Architects, Association of ITU Alumni, Association of Taskisla Education and Culture, and Association of Project Management. The third group of stakeholders are professional organizations and professionals. These are Chamber of Architects, Building Industry Center, two representatives of construction industry, and two representatives of professional architectural office holders. The fourth and last stakeholder group are students and their parents. Two selected student representatives and two representatives of students' parents are also members of the committee. The Advisory Committee of Department of Architecture has annual meetings that cover the contributions of the committee members on the following issues: (1) vision and mission of the department, (2) strategic plan of the department, (3) assessments on the programs and graduates, (4) and assessments on the general problems of architectural profession and their impacts on departmental policies.

1.2. RESOURCES

1.2.1. Human Resources

Faculty/staff

The faculty of Architecture Department are constituted by professors, associate professors, assistant professors, instructors, and research/teaching assistants.

The department currently has the following staff:

- 29 Professors of whom all are full-time tenured.
- 14 associate professors of whom all are full-time and 13 are tenured.
- 42 full-time assistant professors.
- 5 full-time instructors
- 59 full-time research/teaching assistants

Moreover, university-wide common lectures such as Introduction to Computers and Information Systems, Mathematics, Economy, etc., are given by academics coming from other faculties and institutes.

A typical teaching load of faculty is approximately 15 hours of lecture per week. Additionally, faculty is expected to supervise graduate students, pursue research and participate administrative commissions. Teaching takes approximately 50% of the time of the faculty. The list of academic staff and their resumes are available under the 4.4.5. Faculty Resumes heading.

In ITU, academics rise in rank mainly according to the research projects they carried out, publications they made, and educational and administrative duties they take as evaluated based on the Promotion Criteria defined within the Academic Appointment and Promotion Criteria established by the Institute (available in the Appendix 5 of this report in Turkish).

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

Faculty members remain current in their knowledge carrying out research projects, writing publications, and organizing and taking part in exhibitions, meetings, conferences,

workshops, seminars, and design competitions as listed in the following paragraphs and as summarized in the faculty resumes.

The completed and continuing research projects supported by İTÜ BAP since April 2008:

- Inceoglu, A., A Morphological Analysis of Urban Building Blocks within the Context of Urban Texture - Urban Block - Individual Building and Approaches of Creating Building Blocks in Urban Design. Supported by TUBITAK (2013–ongoing).
- Şenel, A., "Mimarlıkta Bir Anlama, Eleştirme ve Üretim Eylemi Olarak Haritalama: İstanbul'da Kamusal Mekan Örneği," funded by ITU (2013–present).
- Uz, F., Paker N., "The Place of Housing Progress in Istanbul Urban Development: the readings on modern apartment architecture" (2012–present).
- Yılmaz, S., Bölükbaşı, M., Preparation of Entertainment Noise Maps: Istanbul Bosporus Kurucesme Example, ITU Research Fund for Supporting Graduate Thesis (2012–present).
- Creative Cities: Regions, Creativity In Higher Education – EUA (European Universities Association) Network Project within the Framework of Socrates Program, A. Özsoy, Meltem Aksoy, N. Paker, P. Dursun, Fatma Erkök, Funda Uz, E. Uzer (2008).
- Koçlar Oral, G., Mangan, S., D., Energy and Cost Effective Retrofitting of Residential Buildings in Different Climatic Regions of Turkey. İTU-BAP .
- Manioğlu, G., Koçlar Oral, G., Zeybek, Ö., Utilization of Solar energy in the Single storey School Buildings ITU-BAP (continuing).
- A. K. Yener, F. Şener, A Method for Sustainable Lighting Design-Case Turkey, ITU-BAP (cont.).
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- 2008, Mehmet Emin Salgamcioglu, Alper Ünlü, The New Law of Urban Transformation and Examining the Dynamics of Tarlabaşı, 20th International Association of People and Environment Studies (IAPS) Conference, Rome, Italy, 28 July–1 August 2008.

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- 2008, Sertyeşilışık, B. "Strategy of Istanbul Municipality in Coping with Traffic Problem"10th International Conference on Application of Advanced Tech. in Transportation (AATT), Athens.

- 2008, Sertyeşilışık, B. “An investigation on the Marmaray Project with respect to contractual issues” AATT, Athens.
- 2008, Sertyeşilışık, B. “The Strategy of resolution of disputes in infrastructure projects” AATT, Athens.
- 2008, Sertyeşilışık, B. “Market Structure of the Turkish Precast Concrete Industry” 8th International Congress on Advances in Civil Engineering, Northern Cyprus.
- 2008, Kus, H. and Uzun, Ö. “On-site Investigations of Pumice Aggregate Concrete Block Wall Construction” XXXVI IAHS World Congress on Housing, National Housing Programmes-New Visions, Kolkata, India, November 3–7, 2008.
- 2008, Kus, H., Edis, E. and Özkan, E. “Comparative Environmental Assessment of Masonry Wall Units Regarding Manufacturing Process” The World Sustainable Building Conference (SB08), Melbourne, Australia, September 21–25, 2008.
- 2008, Kus, H., Korkmaz, E. and Özgür E. “Effects of Fiber Types and Additives on the Performance of Fiber-cement Roofing Sheets” 7th RILEM Int. Symposium on Fibre Reinforced Concrete, Design and Applications (BEFIB 2008), Chennai, India, September 17–20, 2008.
- 2008, Unlu Tavil, A., A Conceptual Model For Analyzing Life-Cycle Cost of Residential Windows in Turkey, 2008, The World Sustainable Building – SB08 Conference CD Rom Proceedings, Avustralya, Melbourne, vol. 2, pp. 2254–2261 (ISBN: 978-0-646-50372-1).
- 2008, Unlu Tavil, A., “Effects of Student Mobility on Architecture Education” Technical University di Valencia, 12.06.2008, Valencia, Spain.
- 2008, Cetiner, I., “Determining the Environmental Sustainability Parameters of Building Elements During Post-Construction Period,” Proceedings on CD-ROM of the XXXVI IAHS World Congress on Housing Science, Kolkata, India, 3–7 November 2008.
- 2008, Yaman, H., Cetiner, I., Tavil, A., Coskun, K., “A Conceptual Model for Analyzing Life-Cycle Cost of Residential Windows in Turkey,” Proceedings on CD-ROM of the World Sustainable Building – SB08 Conference, Melbourne, Avustralya, 21–25 September 2008, v. 2, pp. 2254–2261.
- 2008, Yazicioglu, F. & Ergün, Z., Multi National Architectural Design Processes, A Case Study: İstanbul. Securing High Performance through Cultural Awareness and Dispute Avoidance, Pekin, 21–23 Nov. 2008, Yazicioglu, F., & Coşkun, K. Durability of External Wood-Frame Door System, A Case Study. 11DBMC-11th Durability of Building Materials and Components Conference, İstanbul, Turkey, 05–11 May 2008.
- 2008, Deniz Tatlidede, Necdet Torunbalci, Evaluation of the Design, Planning, Construction Phases and Structural Content of Permanent Residential Dwellings Built after the 1999 Eastern Marmara Earthquakes in Turkey, ASCE, Journal of Architectural Engineering, vol. 14, no. 4, pp. 119–128, Dec. 2008.
- 2008, Necdet Torunbalci, Gurol Ozpalanlar, Earthquake Response Analysis of Mid-Story Buildings Isolated with Various Seismic Isolation Techniques; 14th World Conference on Earthquake Engineering, 14WCEE, 12–17 October 2008, Conference Proceedings Paper Id: 05-01-0014, Beijing, China.
- 2008, Necdet Torunbalci, Gurol Ozpalanlar, Evaluation Of Earthquake Response Analysis Methods For Low-Rise Base Isolated Buildings; 14th World Conference on Earthquake Engineering, 14WCEE, 12–17 October 2008, Conference Proceedings Paper Id: 05-01-0015, Beijing, China
- 2008, Necdet Torunbalci, Fatih Sutcu, Architectural and Structural Design for Blast Resistant Buildings; 14th World Conference on Earthquake Engineering, 14WCEE, 12–17 Oct 2008, Conference Proceedings Paper Id: 05-01-0536, Beijing, China

Exhibitions which were sponsored by or took place in ITU, or organized by ITU Academic staff between 2008 and 2014;

- October 2013, Graduation Projects Exhibition, Projects for an Advanced Research Center on Danube Delta & Danube River, Murighiol, Romania, Exhibition: Ion Mincu University of

Architecture and Urban Planning, Bucharest, Romania.
- 2012, Köknar, S. A., titled “1 İnsan 1 tecrübe” on “Mutluluk Fabrikaları,” a Talk on Happiness Factories Exhibition, 14 May 2012, MSGSÜ, Fındıklı, İstanbul.
- 2012, “40 Nasihat Made in Istanbul,” coordinator, organized with Özlem Ünsal, Funda Uz, Özlem Berber, Yuvacan Atmaca, Ali Paşaoğlu and Nasihat Hunters “Musibet” research project in Musibet.1. İstanbul Design Biennale, 13 October-12 December 2012, İstanbul Modern, İstanbul.
- 2012, “İzmirDeniz,” curator. “İzmirlilerin Kıyı ile İlişkisini Güçlendirme Stratejisi” exhibition of redesigning of İzmir urban coastline in “Musibet,” Grafik Designer Eray Makal, designer Ömer Ünal. 1. İstanbul Design Biennale, 13 October-12 December 2012, İstanbul Modern, İstanbul.
- 2012, “VitrA Çağdaş Mimarlık Dizisi, Ticari Yapılar üzerine bir sergi: Mutluluk Fabrikaları,” an exhibition on commercial buildings, curator. Sponsors VitrA and TSMD. 7 February-17 March Galeri Işık Teşvikiye, İstanbul. Fall 2012 TSMD Architecture Center, Ankara.
- 2011, RIBA President’s Medals 2010 projects are placed in Taşkışla-ITU, January 2011, Istanbul.

The meetings, conferences, seminars or workshops which were sponsored or took place in ITU, organized or participated by ITU Academic staff as a speaker between 2008 and 2014;
- AA Istanbul Visiting School 2011, 2012, 2013, 2014 (in preparation); host school coordinator (organizer: Elif Erdine from AA; Uluoğlu, B. from ITU).
- 2014, Yılmaz, S., Author, participant: 1st National Building Physics and Environmental Control Conference, Istanbul Technical University, Istanbul, 13–14 March 2014.
- 2014, Yılmaz, S., Organizer and Speaker: İTÜSEM Certificate Program for Evaluation and Management of Environmental Noise, Certificate A-1, A-2, B-1, B-2, C-1, C-2, ITU, 2009–2014. (Related with the protocol signed with ITU and Ministry of Environment and Forest in 2009)
- 2014, Yılmaz, S., Speaker: Sound Insulation and Control, İYEM İzocam Insulation Education Center, Education Programs, Dilovası, Gebze, Kocaeli, 1998–2014.
- 2014, Yılmaz, S., Speaker: Sound Insulation Practices with Examples, İYEM İzocam Insulation Education Center, Education Programs, Dilovası, Gebze, Kocaeli, 2004–2014.
- 2013, Yılmaz, S., Author, participant: 10th National Acoustics Conference Proceedings Book, Yildiz Technical University, Istanbul, 16–17 December 2013.
- 2013, Acar, E., “Home Buying Guide” Invited speaker at CNR Expo Housing Fair (Konut, İşyeri Satınalma, Kiralama ve Finansman Fuarı), CNR Expo Congress Center, 5–8 December, 2013.
- 2013, Invited Speaker: Ünlü, A., Central Station, 2013 Exhibition and Conference, Transportation Buildings and Projects, arranged by Delft Technology University, Netherlands, ITU, Istanbul, 2013
- 2013, Portfolio Day; M. Arch. Students meeting w/ professionals, organized in coordination with SMD-Society of Free-lance Architects; Uluoğlu, B., April 12, 2013 and October 23, 2013.
- 2013, Köknar S. A., “Poetika’yı Okumak,” a cross reading of Aristo’s Poetica and Deleuze’s “Difference et Repetition based how should we design?” Mardin Artuklu University Seminars, invited lecturer, 22 May 2013, Mardin Artuklu University, Mardin.
- 2013, Köknar S. A., “Mimarlık nedir? Ne işe yarar?” a talk on what is architecture and what is it good for, Üsküdar American Academy (UAA) Design Day 2013, invited, 11 May 2013, İstanbul.
- 2013, Unlu Tavil, A., CAEE Spring 2013 Seminar Series, CAE 593/ENVE 590 Illinois Institute of Technology, 30.01.2013, Chicago.
- 2013, M. C. Altun, “11th International Detail Design in Architecture Conference,” ddia11, Kaohsiung, 21–22.10.2013, Executive Committee Member
- 2013, Köknar, S. A., “Mimarlık Öğrenci Yarışmaları Paneli,” a talk on student competitions,

mod: Prof. Dr. Ayhan Usta, other panelists: Ömer Selçuk Baz, Hakan Demirel, Eylem Erdinç, Dicle Hökenek, Sait Ali Köknar ve Kadir Uyanık, 3 April 2013, İstanbul Kültür University, İstanbul.

- 2013, Speaker: Koçlar Oral, G., XI. National HVAC&Sanitary Cong., TESKON, 17–20 April 2013- İzmir.
- 2013, Speaker: Koçlar Oral, G., 8th International Symposium on Sinan, 25–26 Nisan 2013- Edirne.
- 2013, Kuş, H., 11th Int. Detail Design in Architecture (DDiA), Kaohsiung, Taiwan, October 2013.
- 2013, Kuş, H., 6th Int. Conf. on Sustainable Constr. Materials &Tech. (SCMT 3), Kyoto, Aug. 2013.
- 2013, Çetiner, İ., Heads of Architecture Schools (37. MOBBIG) Meeting, Maltepe Unv, Ist, 2–3 May.
- 2013, Çetiner, İ., Heads of Architecture Schools (36. MOBBIG) Meeting, Girne American University, Girne, Cyprus, 3–4 October 2013.
- 2013, Çelik, O. C., 2013 International Van Earthquake Symposium (key-note speaker)
- 2013, Çelik, O. C., SMAR2013 (International Scientific Committee Member, Speaker)
- 2012, Çelik, O. C., 15th World Conference on Earthquake Engineering, Lisbon, 2012 (speaker)
- 2012, Cetiner, İ., 6. National Congress on Building Material and Ex., 7–9 Nov. 2012, İstanbul, TR.
- 2012, Cetiner, İ., SASBE 2012 – Smart and Sustainable Built Environments: Emerging Economies, Sao Paulo, Brezilya, 28–29 June 2012.
- 2012, Kus, H., 15th Int. Brick and Block Masonry Conf., Florianapolis, Brazil, June 3–6.
- 2012, Yılmaz, S., Author, participant: Inter-Noise 2012, 19–22 August 2012, New York, USA.
- 2012, Kanoğlu, A., “Proje ve Yapım Yönetimi 2. Ulusal Kongresi,” 9/13/2012–9/16/2012, İzmir Yüksek Teknoloji Enstitüsü (IYTE), http://pyyk2012.iyte.edu.tr, Member of Scientific Committee.
- 2012, Invited Speaker: Ünlü, A., National and International Legal Aspects of the Right for House, the Istanbul Bar, ITU, Taskisla, 207, October 6, 2012,
- 2012, Köknar, S. A. and et al., “2012 April, “Some Selected Architectural Design Studio Experience from ITU” in the symposium “Architectural Education in Mediterranean Countries,” Istanbul.
- 2012, Şenel, A., Nomad: Narratives of Travel Writing-Arch. History, Dec. 2012, METU, Ankara (Speaker).
- 2012, Şenel, A., Mapping the Commons in Istanbul Conference, Nov. 2012, ITU, Istanbul (Organiser).
- 2012, Yıldız, D., Şener, H., 2012. “Continuity and Change: Koşuyolu Housing Settlement,” International Urban Design Symposium: “Commemorate of Prof. Kemal Ahmet Arû,” 18–19 December 2012, Istanbul.
- 2012, Symposium of Youth’s Look to Urban Design, Institute of Science and Technology, Graduate School of ITU, Interdiciplinary Urban Design Graduate Program, 16 November 2012.
- 2012, Symposium of Architectural Design Seminar, Institute of Science and Technology, Graduate School of ITU, Interdiciplinary Architectural Design Graduate Program, 24 May 2012.
- 2012, Speaker: Şener, F., Yener A. K., 2012, Balkanlight 2012, 3–6 Oct., Belgrad, Serbia.
- 2012, Bayazıt N., Int. Cong. and Exposition on Noise Control Engineering, Aug 19–22, NY, USA.
- 2012, Taş, E., 2. Proje ve Yapım Yönetimi Kongresi, IYTE, Izmir, 2012, Speaker
- 2012, Yaman, H., 2nd PYYK 2012, Project and Construction Management Congress, İzmir – Turkey

- 2012, Unlu Tavil, A., 2nd International Conference-Workshop on Sustainable Arch. and Urban
- 2012, Yazicioğlu, F., Detail Design in Architecture 10 International Congress, İstanbul, Türkiye, 27–28 October 2012, Conference Secretariat, Local Organising Committee Member.
- 2012, Yazicioğlu, F., 11th Durability of Building Materials and Components Conference, İstanbul, Türkiye, 5–11 May 2008. Local Organising Committee Member
- 2012, Tanacan, L., Association of Collegiate Schools of Architecture (ACSA) 100th Meeting, Digital Aptitudes Conference, Massachusetts Institute of Technology, 1–4 March 2012 Boston-MA.
- 2011, Tanaçan, L., Proceedings of the 9th China Urban Housing Conference "Low Carbon Green City and Harmonious Habitat Society, CUHK-Chinese University of Hong Kong, 8–9 July 2011.
- 2011, Cetiner, İ., X. National Eng. Congress on Installation (TESKON), 13–16 Nisan 2011, İzmir, Turkey.
- 2011, Yılmaz, S., Author and Chair: 9th National Acoustics Congress, Ankara, 26–27 May. (Turkish)
- 2011, Speaker: Koçlar Oral, G., Manioğlu, G., Env. Design Congress, YTU, Istanbul, Dec. 2011.
- 2011, Speaker: Koçlar Oral, G., X. National HVAC & Sanitary Congress, TESKON, Bulding Physics Symposium, İzmir, April 2011.
- 2011, 6th International Conference of the Research Network Private Urban Governance & Gated Communities, "Re-Interpretation/Transformation of Territorial Boundaries," Ahsen Özsoy (Prof. Dr.), Gülçin Pulat Gökmen (Prof. Dr.), Elmira GUR (Ass. Pof. Dr), Yasemin Alkışer (Dr.), Ömer Erem (Dr.) [organisation committee], September 2011, HREC, ITU Faculty of Arch., Taşkışla, Istanbul, 2011.
- 2011, Köknar, S. A., "Yayalaştırma İstanbul'u erişilebilir kılıyor mu?" SALT Beyoğlu, 26 October, İstanbul.
- 2011 May, "A tale of a city on water," seminar on Istanbul for the workshop Oikodomos Project entitled "Proximity," Istanbul.
- 2011, Workshop on "Doctoral Education in Architecture, Prof. Dr. Gülsün Sağlamer, Assoc. Prof. Dr. Fatma Erkök, Istanbul (28–29 November 2011).
- 2011, Kanoğlu, A., "International Research Week 2011," 7/5/2011, Salford, UK., University of Salford.
- 2011, Speaker: Şener, F., Yener A. K., 27th Session of the CIE, 10–15 July 2011, SunCity, South Africa.
- 2011, World Habitat Day Workshop, 2 Well Design in Istanbul, ITU Center for Housing Research and Development, ITU Architectural Design and Typology Working Group, October 4–6, 2013,
- 2011, Second International Conference on the Constructed Environment, University Center, Chicago, Usa, 29–30 October 2011 (Speaker, Assoc. Prof. Dr. Fatma Erkök)
- 2011, Kanoğlu, A., "3. İşçi Sağlığı ve İş Güvenliği Sempozyumu," 10/21/2011–10/23/2011, Kolin Otel Konferans Salonu, Çanakkale, İnşaat Müh. Odası, Çanakkale, Member of Scientific Committee
- 2011, Yıldız, D., 2011, "Istanbul: the city where the continents, seas and roads meet," City Cultures in Focus, Golden Horn-İstanbul, International workshop presentation, 28–31 March 2011.
- 2011, M. C. Altun, "10th International Detail Design in Architecture Conference," ddia10, İstanbul, 27–28.10. 2011, Organizing Committee Chair
- 2011, Çelik, O. C., International Conf. on Thin Walled Structures (ICTWS 2011), Timisoara, 2011(speaker)
- 2011, Çelik, O. C., 6th European Conf. on Steel and Composite Structures, Budapest, 2011 (speaker)
- International Conference on Earthquake Engineering (5th ICEE) Joint Conference 3–5

March, 2010, Tokyo Institute of Technology, Tokyo, Japan.

- 2010, Yılmaz, S., Panel Manager: Ministry of Environment and Forestry, Panel for Effects of Noise on Human Health, Istanbul, 2010.
- 2010, Yılmaz, S., Panel Presentation: Ministry of Environment and Forestry, Panel for Effects of Noise on Human Health, Istanbul, 2010.
- 2010, Yılmaz, S., Author, participant: Building Physics and Sustainable Design Congress, Istanbul, 4–5 March 2010. (Turkish)
- 2010, Taş, E., 1. Proje ve Yapım Yönetimi Kongresi, ODTU, Ankara, 2010, Speaker
- 2010, Kanoğlu, A., "Proje ve Yapım Yönetimi 1. Ulusal Kongresi," 11/7/2010–11/7/2010, ODTÜ Kongre Merkezi, Ankara, http://www.pyyk2010.metu.edu.tr, Member of Scientific Committee.
- 2010, Debate on Tour – Istanbul, the Practices of Resident Participation in Urban Transformation Projects, co-curator, org. Ceren Sezer TU Delft and ChrisLuth NAI, İTÜ, 6–8 December 2010, Istanbul.
- ENHR 2010, Urban Dynamics and Housing Change, Crossing into the 2nd Decade of the 3rd Millennium, Ş. Özüekren, A. Özsoy, E. Gur [organisation committee], 4–7 July 2010, ITU Faculty of Arch., Istanbul.
- ENHR 2010 New Housing Researchers' Colloquium, Ş. Özüekren, A. Özsoy, E. Gür [Organisation committee], 2–3 July 2010, ITU, Taşkışla, Istanbul, 2010.
- 2010, Speaker: Yener, A. K., Şener, F., CIE 2010 – Lighting Quality and Energy Efficiency, Wien, 14–17 March 2010.
- 2010, Speaker: Şener, F., Yener A. K., 1st Int. Graduate Research Symp. ODTÜ Ankara, 15–16 Oct. 2010
- 2010, International Conference on the Constructed Environment, Fondazione Querini Stampalia, Venice, Italy, 17–19 November 2010 (Speaker, Assoc. Prof. Dr. Fatma Erkök)
- 2010, Köknar, S. A., "On Design Tools," Izmir Ekonomi Üniversitesi, 10 November 2010, İzmir.
- 2010, Speaker: Şener, F., Yener, K., A., Koçlar Oral, G., 05/2010, Clima 2010 10th Rehva World Congress, Antalya, Türkiye, 09.05.2010–12.05.2010, http://www.clima2010.org/)
- 2010, Cetiner, İ., Regional Conference Sustainable Community – buildingSMART (SB10), the Finnish Association of Civil Engineers (RIL), Dipoli, Espoo, Finland, 22–24 September 2010.
- 2010, Cetiner, İ., International Conference on Building Envelope Systems and Technologies, ICBEST 2010, Vancouver, Canada, June 27–30, 2010.
- 2010, Cetiner, İ., Int. Sustainable Buildings Symposium, ISBS 2010, Ankara, Turkey, 26–28 May 2010.
- 2010, Çelik, O. C., 9th US National and 10th Canadian Conf. on Earthquake Eng. Conf, Toronto, 2010.
- 2010, Çelik, O. C., 4th Int. Conf. on Steel & Composite Structures (ICSCS 2010), Sydney, 2010.
- 2010, Çelik, O. C., 14th European Conference on Earthquake Engineering," August 30–Sept. 3, Ohrid, 2010
- 2010, Torunbalcı, N., 7th International Conference on Urban Earthquake Engineering (7th CUEE) and 5th
- 2010, Speaker: Manioğlu, G., Koçlar Oral, G., 5. National Roof & Façade Symposium, April 2010, İzmir.
- 2010, Speaker: Koçlar Oral, G., Yener, A., K., Bayazıt, N. T., Manioğlu, G., Building Physics and Sustainable Design Congress, March 2010, Istanbul.
- 2010, Yaman, H., 1st PYYK 2010, Project and Construction Management Congress, Ankara – Turkey
- 2010, Kus, H., 8th International Masonry Conference, Dresden, Germany, 4–7 July 2010.
- 2010, Unlu Tavil, A., International Conference on Building Envelope Systems and Technologies – ICBEST 2010, National Research Council Canada, June 27–30, v. 1, pp.

75–77, Vancouver, Canada.

- 2010, Kus, H., Int. Conf. on Building Envelope Syst. and Tech., ICBEST 2010, Vancouver, June 27–30.
- 2010, Unlu Tavil, A., Teaching Methods of Building Technology in Architecture Education, Faculta di Architettura di Pescara, 25.11.2010, Pescara, Italy.
- 2009, Köknar, S. A., "Strüktürel Tasarıma Çizgisel Olmayan Bir Bakış," a talk on structural design, Bahçeşehir University, April 2009.
- 2009, The City: Culture, Society, Technology, Simon Fraser University Vancouver, 6–7 November 2009 (Speaker, Assoc. Prof. Dr. Fatma Erkök).
- 2009, Architectural Education Forum IV, Kayseri, 26–29 May 2009 (Speaker, Assoc. Prof. Dr. F. Erkök)
- 2009, Şenel, A., Architectural Education Forum IV: Flexibility in Architectural Education, 26–29 May, Kayseri, Turkey (Speaker).
- 2009, Speaker: Manioğlu, G., Koçlar Oral, G., Int. Ecological Architecture and Planning, October, Antalya.
- 2009, Yılmaz, S., Author, participant: International Building Physics Conference (IBPC4), 15–18 June 2009, Istanbul, Turkey.
- 2009, Speaker: Şener, F., Yener, A. K., Light and Lighting Conference with Special Emphasis on LEDs and Solid State Lighting, PwDaS-41, Budapest, 27–29 May 2009.
- 2009, Tanaçan L., 4th International Conference ECOMATERIALS, Bayamo, Cuba, 24–27 November 2009.
- 2009, Speaker: Yener, R. K., Şener, F., 4. International Building Physics Conference, İstanbul, 2009.
- 2009, Speaker: Şener, F., Yener, A. K., Lux Europa 2009, İstanbul 9–11 Sep 2009.
- 2009, Bayazıt N. T., 38th Int. Congress and Exposition on Noise Control Eng. (Internoise), August 23–26, Ottawa, Canada.
- 2009, Bayazıt N. T., 38th International Congress and Exposition on Noise Control Engineering (Internoise) August 23–26, Ottawa, Canada.
- 2009, Organizers: Manioğlu, G., Tamer Bayazıt, N., Koçlar Oral G., Köknel Yener, A., Akşit F., Serteser, N., Aşcıgil M., Şener, F., International Building Physics Conference (IBPC4), 15–18 June 2009, ITU Faculty of Architecture, Istanbul, Turkey.
- 2009, Kanoğlu, A., "5th International Conference on Construction in the 21st Century (CITC-V)," 5/20/2009–5/22/2009, Istanbul, Turkey, Member of Scientific Committee
- 2009, Kanoğlu, A., "The 5th International Built & Human Research Week (IRW) Symposium," 1/27/2009–1/28/2009, Salford, UK, Member of Scientific Committee
- 2009, Taş, E., MC4T-Managing Construction for Tomorrow Conference, ITU, Istanbul, 2009, Organizing Committee Chair.
- 2009, Kanoğlu, A., "CIB W-78 26th International Conference on Managing IT in Construction," 10/1/2009–10/3/2009, Istanbul, Turkey, Member of Scientific Committee
- 2009, İlknur Kolay, "On the Ottoman Caravanserais," the Via Egnatia Revisited Conference, February 20–22, 2009, Bitola, Macedonia, with M. Kiel.
- 2009, İlknur Kolay, "İstanbul Teknik Üniversitesi Mimarlık Fakültesinde Mimarlık Tarihi Yüksek Lisans Eğitimi ve Araştırmaları," EAHN-European Architectural History Network, 13–15 Şubat 2009, Middle East Technical University, Ankara. (Post Graduate Studies and Researches in History of Architecture at İstanbul Technical University Faculty of Architecture).
- 2009, İlknur Kolay, "Mimar Sinan," Mimar Sinan'ı Anma Günü, 9 April 2009, Anadolu Üniversitesi Mühendislik Mimarlık Fakültesi Mimarlık Bölümü (Architecet Sinan).
- 2009, Kolay, İ., "Wooden Architecture in Turkey," 24 April 2009, KTH Royal Institute of Tech. (Sweden).
- 2009, Cetiner, İ., 3rd CIB International Conference on Smart and Sustainable Built Environments, Delft, the Netherlands, June 15–19, 2009.
- 2008, Design and Cinema: design-en-scène, 3rd Design and Cinema Conference;

organization: Belkıs Uluoğlu, Ayhan Enşici, Ali Vatansever. 19–22 November 2008, ITU Faculty of Architecture.

- 2008, Water and Urban Development Paradigms, 15–17 September 2008, International Conference Leuven, Belgium (Speaker, Assoc. Prof. Dr. Fatma Erkök)
- 2008, Köknar S. A., "Design Tools in Design Education," "Together" workshop for Innovation in Education of Landscape Architecture through multi-disciplinary dialogue: Exploration of in between pedagogy, science and practice languages," University of Bilkent, Ankara, 2008.
- 2008, Yıldız, D., Deviren, S. 2009. Re-Placing Mardin, "Algo[rithmic Archi]tecture in Mardin," International Workshop presentation, 8–11 September 2008.
- 2008, Yılmaz, S., Author and Chair: 8th National Acoustics Congress, Antalya, 27–28 Nov. (Turkish)
- 2008, Yılmaz, S., Organizer and Speaker: İTÜSEM Certificate Program for Evaluation and Management of Environmental Noise, Certificate A, B, C, Istanbul Technical University, 2006–2008. (related with the protocol signed with ITU and Ministry of Environment and Forest in 2006); Certificate A: Engineering Acoustics; Certificate B: Noise Mapping and Reporting (Road, Railway, Airport, Industry); Certificate C: Building Acoustics and Noise Action Planning
- 2008, Speaker: Yener, A. K., Şener, F., Balkanlight 2008, Ljubljana, 2008.
- 2008, Bayazit, N. T., 7th European Conference on Noise Control (EuroNoise) June29–July4, Paris, France.
- 2008, Kanoğlu, A., "11th International Conference on Durability of Building Materials and Components (DBMS)," 5/5/2008–5/11/2008, Istanbul, Turkey, Member of Advisory Committee
- 2008, Acar, E., "Innovative Safety Training in Construction," Symposium: Innovative Learning Environments 2008, 24 September, Nicosia, Cyprus.
- 2008, Kus, H., The World Sustainable Building Conf. (SB08), Melbourne, Australia, Sep. 21–25.
- 2008, Kus, H., 11th Int. Conf. on Durability of Building Materials and Components (11DBMC), May 2008.
- 2008, Unlu Tavil, A., The World Sustainable Building – SB08 Conference CD Rom Proceedings, Avustralya, Melbourne, v. 2, pp. 2254–2261.
- 2008, Unlu Tavil, A., Technical University di Valencia, 12.06.2008, Valencia, Spain.
- 2008, M. C. Altun, "8th International Symposium on Structural Masonry," issmo8, İstanbul, 5–7.11. 2008, Organizing Committee Member
- 2008, M. C. Altun, "11th International Conference on Durability of Building Materials and Components," dbmc11, İstanbul, 12–14.05. 2008, Organizing Committee Member
- 2008, Cetiner, İ., The XXXVI IAHS World Cong. on Housing Science, Kolkata, India, 3–7 Nov.
- 2008, Cetiner, İ., The World Sustainable Building–SB08 Conference, Melbourne, 21–25 Sept.
- 2008, Cetiner, İ., 11th International Conference on Durability of Building Materials and Components, Istanbul, Turkey, 1–14 May 2008.
- 2008, Torunbalcı, N., 14th World Conf. on Earthquake Eng., 14WCEE, 12–17 Oct., Beijing, China
- 2008, İ. Kolay, "Ottoman building materials & the brick and roof tile: some remarks based on archival documents," the Ottoman Balkans: a Sym. in Honour of Machiel Kiel, 27 June, Netherlands Institute İstanbul.
- 2008, İ. Kolay, "Some Observations on the Construction Techniques of Sinan's Structures," Sinan's Architecture Reconsidered Symposium, 22.09.2008, İTÜ Faculty of Architecture.
- 2008, İ. Kolay, "Ottoman Limestone (*Küfeki*) Typology in the mid Sixteenth century" 8th International Seminar on Structural Masonry proceedings, 5–7 November, Istanbul, pp. 497–504, with S. Çelik.

- 2008, İ. Kolay, “Galata in History,” lecture at İstanbul Technical University Faculty of Architecture Division of Landscape Architecture, 10 October 2008.

The meetings, conferences, seminars, or workshops carried out by the faculty during their sabbatical leaves or as speakers between 2008 and 2014:

- 2013, We-ef Lighting Course, coursier: D. Aslan, Berlin, 2013.
- 2013, “Dupont Green Roofs” Seminar, participation by Deniz Aslan, January 2013.
- 2013, National workshop: Kent Düşleri Atölyesi VIII-Kamusal Mekanlar (Dreaming of the City: Public Spaces), TMMOB Chamber of Architects, 1–31 July 2013.
- 2013, U. Tavil, A, SP. ARCH.530.04 – SPTp: Building Simulation, Graduate Course, Roger Williams University, School of Arch., Art and Historic Preservation, Bristol, Rhode island, USA, Spring 2013
- 2012, Şenel, A., “Critical topographical practices: understanding and anticipating the city,” Universite Catholique de Louven (UCL), 2012, Brussels, Belgium (Speaker)
- 2012, Şenel, A., “Urban Transcripts: London, the (n)ever changing city,” International Student Workshop Organisation, London, UK, December 2012.
- 2012, Prof. Dr. Sevtap Yılmaz, Visiting PhD jury member in University of Genoa, Italy, October 2012.
- 2012, U. Tavil, A, USA, Roger Williams Univ., School of Arch., Art and Historic Preservation, Sept.
- 2012, Çelik, O. C., Tsukuba University, Japan
- 2011, Şenel, A., “Urban Transcripts: Rome, the accidental city,” International Student Workshop supervisor, Rome, Italy, December 2011.
- 2011, Şenel, A., “Critical Topographical Practices,” Escola Tècnica Superior d’Arquitectura de Barcelona (ETSAB), 2011, Barcelona, Spain (Speaker)
- 2011, Şenel, A. “TETSAB 2011: Besides Tourism. Revisiting Barcelona’s most touristic places,” International Student Workshop supervisor, Barcelona, Spain, July 2011.
- 2011, Research trip on Green Roofs and Geosentetic Drainage Systems, D. Aslan, UK, 2011.
- 2011, Research trip on Green Roofs, D. Aslan, Cuba, 2011.
- 2011, International Workshop of “Proximity and Housing,” Doğu Akdeniz Üniversitesi, Mimarlık Fakültesi, HERA-Center: Housing Research and Education Center., Beril Özmen Mayer, Elmira Gür, Yasemin Alkışer, 2–6 May 2011, ITUİ HREC, Housing Research and Education Center, Taşkışla.
- 2011, Taşkışla Restoration and Renovation Projects post 90s, Workshop, Lecturer: D. Aslan, 2011.
- 2011, City Cultures in Focus I, Golden Horn-İstanbul, in cooperation with Hannover Leibniz University, 28–31 March 2011.
- 2011, City Cultures in Focus II, Golden Horn-İstanbul, in cooperation with University of Ferrara and Milan Politeknik, 9–13 May 2011.
- 2011, Visiting Lecturer: May 9–13 2011, Assoc. Prof. Dr. Corrado Schenone, Genoa Univ., Italy.
- 2011, Visiting Lecture: May 09 2011, “Green roofs and environmental noise control,” Assoc. Prof. Dr. Corrado Schenone, Genoa University, Italy.
- 2011, Visiting Lecture: May 10 2011, “Noise analysis and control in urban areas,” Assoc. Prof. Dr. Corrado Schenone, Genoa University, Italy.
- 2010–2011 Tamer Bayazıt, N., Adjunct lecturer at Rice University School of Architecture. Teaching Architectural Acoustics class.
- 2010, Present Ideas in Architecture and their Reflection on Design, Panel Discussion: D. Aslan.
- 2010, The Interdiciplinary Tie of Landscape Architecture Int. Workshop, D. Aslan, Bilkent-Ankara.

- 2010, “Green in Buildings-Vegetative Terraces” Panel Discussion: D. Aslan, Buildist Construction Materials Expo, 2010.
- 2010, “Architecture & Ethics in the Context of Sustainability” Panel Discussion, by Dr. D. Aslan, Buildist Construction Materials Expo, 2010.
- 2010, “Multiculturalism and Landscape Designer’s Approaches,” Chamber of Landscape Architects of Turkey, Istanbul Division, by D. Aslan, 2010.
- 2009, Şenel, A., Field/Work: 6th International Conference of the Architectural Humanities Research Association (AHRA), 20–21 November 2009, ESALA University of Edinburgh, Edinburgh. (Speaker)
- 2008, “Workshop Walcheren, Urban Waterfronts & Flood-protection,” a joint organization between Delft Univ. of Techn. Faculty of Architecture and Louisiana State Univ. Landscape Design, 23–27 May 2008.
- 2008, “What are the new trends and strategies for transforming water threats into opportunities in Dutch cities?” seminar, Queen’s Univ. Belfast, School of Planning, Arch. & Civil Eng. Dep., Belfast, 2008 May.
- 2008, TuDelft Faculty of Architecture, Urban Design Department, F. Erkök, 2007–2008 (with post-doc scholarship from TÜBİTAK)

Design Competitions participated (as a Jury member, Organization member or a Competitor):

- 2013, Competitor, First Honorable Mention Award, The New Bridge for Avanos and Vicinity, The National Arch. Comp., The Municipality of Avanos, A. Ünlü, O. Ö. Özener, M. E. Şalgamcıoğlu, Ö. Ü. Demirkuşak,
- 2013, Oğuz, O. C., Çanakkale Antenna Tower International Competition (Founding Jury Member)
- 2012, 3rd prize, ITU Maslak Campus Design Comp., 2012. I Yürekli, A Inceoğlu, O Göktaş, S Bayrak.
- 2012, S. A. Köknar, Uşak Municipality Bus Terminal Complex National Architectural Design Competition, jury member.
- 2012, D. Aslan, International Design Competition for Mausoleum of Turkish Republic of Northern Cyprus’ Founding President Rauf Denktaş / Participation.
- 2012, D. Aslan, Kayseri “Urban Furnitures” National Architectural Concept Comp./ head of jury committee
- 2012, D. Aslan, IKSV Istanbul Biannual, IAPS-CSBE Network Event Series, National Design Student Competition / Main Jury Member.
- 2012, Jury Member: A. Ünlü, Int. Architectural Design Competition for Rauf Denktas Monument and Museum, NCTR, The Ministry of Public Works.
- 2012, D. Aslan, Urban Design And Architectural Concept Design Competition for ITU Ayazağa Campus, 3rd Honorable Mention.
- 2012, Jury Member: Koçlar Oral, G., Competition on Clean-Renewable Energy Applications in Urban Renovation, TEMEV National Comp. V, Clean Energy Foundation, Maltepe Univ., Istanbul.
- 2012, Jury Member: Koçlar Oral, G., Kentsel Dönüşümlerde Temiz – Tükenmez Enerji Uygulamaları Yarışması, Temev Ulusal Yarışmaları V, Temiz Enerji Vakfı, Maltepe Üniversitesi, Istanbul.
- 2011, Jury Member: A. Ünlü, UIA-Chamber of Turkish Architects, Student House National Architectural Design Competition.
- 2011, Jury Member-Chair: A. Ünlü, Usak Terminal Building and Complex, National Arch. Design Comp.
- 2011, Jury Member: A. Ünlü, Adana, the City Hall for Cukurova Municipality, National Architectural Design Competition, 2011.
- 2011, Jury Member-Chair: A. Ünlü, The Living Area Design for Seasonal and Agricultural Workers in the Region of Cukurova, The National Student Design Competition
- 2011, 2nd prize, Göbeklitepe Archeological Site Protective Cover, International

Competition; I. Yürekli, A. Inceoglu, S. Birsen.

- 2011, Jury Member: Koçlar Oral, G., "Exhibition Area Exhibition-Presentation Space National Student Architectural Design Competition," in the context of 24 th International Building and Life Congress, Bursa Chamber of Architects, November.
- 2011, Jury: Kanoğlu, A., Student Design Competition on Security Units of ITU's Campus Entrances.
- 2010, D. Aslan, Antalya Gazipaşa Municipality Architectural Project Competition for a Symbolic Structure on Cebeli Hill / Head of Jury Committee.
- 2010, 3rd honorable mention, Çankaya Municipality UCE Concert Hall; I. Yürekli, A Inceoğlu, S. B. Otay.
- 2010, D. Aslan, Architectural Design Competition for Çankaya Municipality Prime Ministry Office Building, Art Center and Ulvi Cemal Erkin Concert Hall, as Consultant, 3rd Honorable Mention.
- 2010, D. Aslan, Landscape and Urban Design Competition for Izmit Coastline, / Participation.
- 2010, Jury Member: A. Ünlü, The City Hall for Cankaya Municipality, Art Center and Ulvi Cemal Erkin Concert Hall, The National Architectural Design Competition.
- 2010, Acar, E., Fair Stand Design Competition, Turkeybuild 2013, Istanbul.
- 2009, Jury Member: A. Ünlü, the City Hall for Kadirli Municipality, The National Arch. Design Comp.
- 2009, First Prize, Ytong Bilecik Factory Entrance, Showroom and Guesthouse, Invited Competition. I Yürekli, A Inceoglu, S Birsen.
- 2009, Jury Member: Koçlar Oral, G., Ecological House Student Competition, Küre Building Group, BASF (The Chemical Company).
- 2008, in house competition: İTÜ Taşkışla-Gümüşsuyu Yerleşkeleri Arası Yakın Çevre Mimari ve Kentsel Tasarım Proje Yarışması (ITU Taşkışla-Gümüşsuyu city campus buildings' environs-Architectural and Urban Design Competition); 1st prize; H. Tong, B. Uluoğlu.
- 2008, Prize/thesis supervised: Pınar Gökbayrak, 2. Türkiye Mimarlık Araştırmaları Ödüllü Seçkisi, Bina Bilgisi Bilim Alanı'nda Ödül (2nd Prize Winning Selection of Research on Architecture; Architectural Design Research), Mimarlık Vakfı & M. O. İst. Büyükk. Şb. (The Architectural Foundation & The Chamber of Architects of Istanbul)
- 2008, Jury Member: A. Ünlü, The Ministry of Tourism and Culture, Sarikamis Thematic Parks and Monument National Design Competition.
- 2008, Competitor: Architecture and Urban Design Competition of The Area between Taskisla and Gumussuyu Campuses and the surroundings, May 2008 (Taşkışla Gümüşsuyu Yerleşkeleri arası Yakın Çevre Mimari ve Kentsel Tasarım Proje Yarışması, Mayıs 2008) (Architectural Project: Prof. Dr. Arch. Sinan Mert Şener, Structural Project: Necdet Torunbalcı Prof. Dr. Civil Eng. İTÜ)

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

- 2013, Seminar on "Steering Protective Growth, protecting water in an unplanned and rapidly growing city: Arnavutkoy, Istanbul, Turkey" by Dirk Harden (Wageningen Univ. Netherlands) on 12 Nov. 2013.
- 2013, Seminar on "Digital to Analog: Design & Fabrication of a Green Pavilion" by Ass. Prof. Dr. Ebru Özer (Florida Int. University, School of Architerture-Landscape Architecture) on June 26.
- 2013, Seminar on "Thessaloniki's Heritage: the Layers of the Past" by Prof. V. Hastaoglu-Martinidis on17th April 2013.
- 2013, Thursday Seminars on-the-job Trainings titled on: "Landscape-new-states" by Enise Burcu Karaçizmeli (24th Oct. 2013); "Urban Context Nodes and Links" by Ass. Prof. Dr.

Ervin Garip (7 Nov. 2013); “Symbiosis: Responsive Landscape Design from Greece” by Thomas Doxiadis (21th Nov. 2013); “Thinking the edge Water and Cultura” by Anna Hidalgo (5th Dec. 2013).

- 2011, Native American Infrastructure Development Cooperation Seminar; keynotes: “General Outlook of Istanbul” by N. Z. Gülersoy(ITU); “Real Estate Development of Istanbul” by F. Soyuer (DTZ – Pamir & Soyuer); “Green Architecture in Turkey” by Z. Yılmaz (ITU), 18–26 Oct. 2011.
- 2011, Seminars for the visitors (30 students and 4 researchers) from the Univ. of Reading School of Real Estate and Planning MSc Real Estate Programmes on “Historic Places and Conservation Areas of Istanbul by N. Z. Gülersoy; “Urban Economy” by İ. Kılınçaslan; “Problems and Challenges of Istanbul: Planning Persp.” by F. Gezici; “Challenges of Sustainable Buildings-Leed and Breeam” by D. Erten (30 May 2011).
- 2010, ERES Industry Seminar 2010 on “Real Estate Development: Green Challenge” (15 October 2010).
- 2010, 14th International Planning History Society Conference on “Urban Transformation: Controversies, Contrasts and Challenges,” İstanbul, Taşkışla (12–15 July 2010).
- 2009, Second Constitutional Monarchy to the Republic of the Village Modernizing Architecture Dimensions, Dr. Zeynep Eres (22 April 2009).
- 2009, “Artificial Stones Used in Building Exteriors Architecture Assessment in Turn of The Century in Istanbul,” Dr. N. B. Yöney (29 April 2009).
- 2008, “IAP INTL Course MIT Center for Real Estate Student Visit Organization, keynotes: “Retail Potential of Istanbul” by V. Dökmeci (ITU), “Housing in Istanbul” by F. Bölen (ITU); “Office Market of Istanbul” by F. Soyuer (DTZ); “Real Estate Market in Istanbul & Risk Analysis” by M. Ergin (Kuzeybatı RE) (17 January 2008).

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

STUDENTS

As described in section 1.1.2, in Turkey, students’ placement to the undergraduate programs they select is made by OSYM according to the scores taken in LYS, and totally, around 140 students are placed in ITU Department of Architecture every year. The ones selected to attend our school are within the top 1% of the total examinees according to the exam scores, and 50% of them place our school within their first five choices. Graduate students applications are evaluated by each graduate program committee in the Faculty of Architecture based on their Graduate Education Examination scores, portfolios, GPA’s in their undergraduate educational programs, and the provided reference letters.

ITU is one of the best and well-known universities in Turkey; therefore, students from all over the country want to attend ITU Department of Architecture. However, the selected students are mostly coming from big metropolitan cities: Istanbul, Ankara and Izmir (50%). Most of them were graduated from Anatolian High Schools (30–40%), which are public schools educating in either English, German, or French. The second greatest portion is the ones graduated from public schools (30%). Others were graduated from Turkish Private High Schools, Foreign Private High Schools, Science High Schools, and other foreign countries’ high schools.

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

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

ITU Faculty of Architecture seeks to provide opportunities for students' both professional and social and cultural development. In these respect,

A "Welcome Week" is organized every year for the new coming students in order to introduce what architecture is, what architects do, how the architectural education, would be, how life is in ITU, etc. Practising architects are invited to give lectures for being referees or for informal exchange meetings.

Technical tours are organized for visiting material factories, project sites, and historical or construction sites such as the following:

- 2014, Field trip for the 3, 4, 5, and 6 th project studies, Eskisehir, March 2014
- 2013, "Experiential Space," Field Trip for the First Year Studio, Antakya, March 2013.
- 2013, ITU Student Workshop, Technical Tour, Cyprus, 2013.
- 2012, Technical tour to Naples in Italy for visiting the site of one of graduate projects on "Urban Hub in Naples," Course: Graduate Project by Prof. Dr. Gülsün Sağlamer, Prof. Dr. Arzu Erdem, Prof. Dr. Arda İnceoğlu, Prof. Dr. Oğuz Cem Çelik, Assoc. Prof. Dr. Nurbin Paker, Ass. Prof. Dr. Meltem Aksoy, Ass. Prof. Dr. Fatma Erkök, Ass. Prof. Dr. Hüseyin Kahvecioğlu, Ass. Prof. Dr. Pelin Dursun, Ass. Prof. Dr. Hülya Arı, Res. Ass. Ozan Avcı, February 2012.
- 2012, "Projections on a Society and its City," Field Trip for the First Year Studio, Çorum, Nov. 2012.
- 2012, "Collective Living," Field Trip for the First Year Studio, Çomakdağ-Milas, April 2012.
- 2012, ITU Student Workshop, Technical Tour, Gökçeada, 2012.
- 2012, ITU Student Workshop, Technical Tour, Bozcaada, 2012.
- 2011, Technical tour to Simferopol, Yalta, Bahçesaray in Kırım/Ukraine for observing the other Turkish Community Culture and visiting the site of project on "Turkish-Slav Youth Policulture Center in Simferopol," Course: Architectural Design 6–7 by Prof. G. Sağlamer, Assoc. Prof. Dr. N. Paker, and Assoc. Prof. Dr. H. Kahvecioğlu, 10–14 March 2011.
- 2011, "Homemade: Family House and Production Plant," Field Trip to the First Year Studio, Kayaköy-Fethiye, April 2011.
- 2011, "Projections on a Society and its City," Field Trip for the First Year Studio, Ihlara Valley, Cappadochia, November 2011.
- 2010, Technical tour to Buckrest in Romania for visiting the site of one of graduate projects on "the Danube River Advanced Research Center," Course: Graduate Project by Prof. Dr. G. Sağlamer, Prof. Dr. A. Erdem, Prof. Dr. A. İnceoğlu, Prof. Dr. O. C. Çelik, Ass. Prof. Dr. F. Erkök, Ass. Prof. Dr. H. Kahvecioğlu, Ass. Prof. Dr. P. Dursun, Res. Ass. Ş. Şoher, October 2010.
- 2010 Nov., "Projections on a Society and its City," Field Trip for the 1st Year Studio, Çatalhöyük, Konya.
- Technical trip to Tirilye Village at Mudanya/Bursa (in the context of Application Project Course).
- Technical trip to Gökceada at Canakkale (in the context of Application Project Course).

- Technical trip to Saraylı Village at Izmit (in the context of Application Project Course).

Thematic workshops and summer schools are organized, such as;

- 2012, “Betonart Summer School 2012,” Curator, with B. Köknar., H. Kırımtay (coord.), Özdel İ., Yaçın F., Özkaya G. A., Erol E. (moderator), TÇMB, Göltaş, 3–12 July, Süleyman Demirel Univ., Isparta.
- 2012, “Mapping the Commons, Istanbul,” International Student Workshop, Istanbul, December 2012.
- 2012, “Hoşgörülülük” (“Tolerance”); Osaka University Master’s students & ITU MArch. Students, 5 Nov. 2012.
- 2012, “BIM Applied”; Prof. Dipl.-Ing. Marco Hemmerling w/ITU Master’s students, Dec. 10, 2012.
- 2011, Participatory Video International Student Workshop (in collaboration with Melissa Kinnear, Oxford Brookes University and A. Şenel and Ozan Avcı, ITU), Istanbul, Turkey, December 2011.
- 2011, Traveltime International Student Workshop (Ass. Prof. Dr. Aslıhan Şenel, and Res. Ass. Ozan Avcı, ITU), Imbros, Turkey, August 2011.
- 2011, Interdisciplinary 2011 Study Abroad Program, “Sustainability Studies in Turkey” summer school with the participation of Roger Williams University and ITU Faculty of Architecture, 11–17 June 2011).
- 2011, Altun, C., Detail Design in Architecture Workshop–Mimari Detay Tasarımı Çalıştayı” İTÜ Taşkışla, 25–26.10. 2011. Organizing Committee Chair, Moderator.
- 2011, 28–29 Nov., Workshop on “Doctoral Education in Architecture, with Prof. Dr. G. Sağlamer, Istanbul.
- 2008, 23–27 May, “Workshop Walcheren, Urban Waterfronts & Flood-protection,” a joint organization between Delft University of Technology Faculty of Arch.& Louisiana State University Landscape Design.
- 2008, The Interdiciplinary Tie of Landscape Architecture International Workshop / Bilkent-Ankara, 2008.
- 2008, Thematic workshop as a summer school, “Future Classroom”: In the context of ERASMUS Life Long Learning Programme, Intensive Programme (IP), with the participation of Huazong University, Wuhan China and Kaunas University, Lithuania, Fachhochshule Lippe und Höxter, The Univ. of Applied Sciences, Germany and ITU Architecture Department, Germany, 17–31 July 2008.

Public exhibitions are organized to develop a professional insight, such as the following:

- Students’ Arch. Design Studio Works exhibition is made periodically at the beginning of every term.
- 2013, UN World Habitat Day Student Poster Competition and Exhibition, Temporary Shelter and Urban Mobility, ITU Center for Housing Research and Development, ITU Architectural Design and Typology Working Group, October 3–7, Taşkışla,

Student design competitions are organized in association with architectural education or building industry associates, such as the following:

ArchED (MimED)_National Architectural Student Design Competition for undergraduate students (This competition is organized periodically every year by Architecture Education Association [ArchED]. ArchED2013 is the twelfth Project Awards for architecture students

that includes projects produced in studios during announced semesters by undergraduate students registered to an architectural program of departments of architecture. All the information related with this competition can be reached through its website: http://www.mimed.org.tr/en).

- ArchED_Temporary Shelter Urban Mobility Student Poster Competition, World Habitat Day 2013.
- Taşkışla Days are organized annually by students. Concerts, sports games, ateliers (dance, handcrafts, etc.), and competitions (brick laying, chess, design wars, etc.) are organized. Additionally, there is wide range of student clubs (sports, arts, and profession) in ITU in order to develop students socially. In order to prepare students for professional practice, a minimum of 72 days of internship is required. However, working in architectural offices in spare times is always encouraged.

International Relations–Mobility of Students and Academics: Erasmus Program at Istanbul Technical University Department of Architecture

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

ITU has been actively participating in the Erasmus program since 2003, and ITU European Union Center plays a central role as a focal point for Erasmus coordinators at each of the academic departments at ITU. ITU is included in the "Erasmus University Charter," which can be considered as a license to take part in Socrates/Erasmus (student and faculty exchange programs in European Union) activities. Important steps were completed to adopt the programs to the European Credit Transfer System (ECTS), which is now used as the major instrument to facilitate the academic recognition of periods of study in the partner institutions. At ITU, all departments have completed the legislative procedures for the institutionalization and the integration of Erasmus/Socrates programs with the education system. It was stated in the ECTS/DS Site Visit Report (2005) that "at ITU the procedures were established at high level to ensure the smooth operation of normally complex like academic recognition and grade transfer for outgoing students."

The Department of Architecture, in particular, considering international relationships of primary importance, has integrated the EU mobility actions into its education policies and the efforts have been increasing to sign up new bilateral agreements (BAs) with remarkable HEIs for increasing the number of students who benefit from the program. Consequently, a considerable number of graduate and undergraduate students in the department has the chance of studying one or two semesters abroad and the number of outgoing-incoming students has been increasing every year (Table 1.2). According to the statistical data, ITU reached the highest number of outgoing students among the national universities, and at ITU, the highest amount of grant has been used for the student mobility actions among the national universities.

Table 1.2: The number of incoming and outgoing students through the Erasmus program at ITU and Department of Architecture between the academic years 2008 and 2014.

	2008–2009		2009–2010		2010–2011		2011–2012		2012–2013		2013–2014	
	Out*	In**	Out	In	Out	In	Out	In	Out	In	Out	In
ITU	376	98	400	137	444	180	340	313	468	339	284	353
Dept. of Arch.	136	29	119	48	137	96	99	124	143	135	19	65

*outgoing students
**incoming students

In the establishment of international relationships, the Department of Architecture has several criteria in signing up the Bilateral Agreements (BA), which provide the basis for joint research as well as student and academic staff exchange between the departments of the EU universities. First, the institution has to be consistent with its vision, mission, and educational structure of ITU and Department of Architecture in a particular level. Moreover, in selecting the partner institutions, feedback from students, investigations on the compatibility of the education system, and the curriculum integration guide us to decide about the continuity of the existing BA. At the graduate level, the program coordinators primarily examine students' request considering his/her research area to sign up a new BA. Consequently, the number of partner institutions increases every academic year. In the light of the above-mentioned criteria, the Department of Architecture has signed up BAs with 54 distinguished higher education institutions from Germany, Austria, Belgium, France, Holland, Spain, Italy, Poland, Portugal, Slovenia, and Greece. The list of the partner HEIs is given below.

GERMANY: Technische Universitat München, Technische Universitat Darmstadt, Technische, Universitat Dresden, Brandenburgische TU Cottbus, Technische Universitat Kaiserslautern, Technische Universitat Dortmund, Universität Stuttgart, Universitat der Künste Berlin, Hafen City Universitat Hamburg, Karlsruhe Institute of Technology (KIT), Hochschule für Technik Stuttgart, Hochschule Bochum, Fachhochschule Köln, and Technische Universitat Berlin (only staff exchange)

AUSTRIA: Technische Universität Graz and Technische Universität Wien

BELGIUM: Hogeschool voor Wetenschap&Kunst (Sint-Lucas) and Universite Catholique de Louvain

FRANCE: Ecole Nationale Architecture et Paysage de Bordeaux, Ecole Nationale Superieure d'Architecture de Grenoble, Ecole Nationale Superieure d'Architecture Paris-Malaquais, Ecole Nationale Superieure d'Architecture de Lyon (ENSAL), Ecole Nationale Superieure d'Architecture de Nantes, Ecole Nationale Superieure d'Architecture de Montpellier, Ecole Nationale Superieure d'Architecture de Paris La Villette, and Ecole Speciale d'Architecture

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

SPAIN: Universidad Alfonso X El Sabio, Universidad Politecnica de Valencia, Escuela Tecnica Superior de Arquitectura de Madrid (ETSAM), Universidad de Alcala, University of Zaragoza, and Escola Tècnica Superior d'Arquitectura de Barcelona (ETSAB) (only staff exchange)

SWEDEN: Chalmers University of Technology

ITALY: Politecnico di Torino, Politecnico di Milano, Università degli Studi di Firenze, Università degli Studi di Napoli Federico II, Università degli Studi di Trento, Università degli Studi di Roma "La Sapienza," Universita degli Studi Mediterranea di Reggio Calabria, Universita IUAV di Venezia, and Università degli Studi di Ferrara

LITHUANIA: Kaunas University of Technology

POLAND: Poznan University of Technology, Bialystok University of Technology, and Cracow University of Technology

PORTUGAL: Universidade do Minho, Universidade Fernando Pessoa, and Universidade de Lisboa

SLOVENIA: Univerza V Ljubljani

GREECE: Aristotle Uni. of Thessaloniki, Nat. Tech. Univ. Of Athens, University Of Thessaly, and Alexander Technological Educational Institute of Thessaloniki

UNITED KINGDOM (only staff exchange)**:** Kent School of Architecture in University of Kent, University of Westminster, and University of Brighton.

In the context of the Erasmus program, visiting staff mobility has also been increasing. Every year, many distinguished guest lecturers from partner universities come and attend the seminars, conferences, and symposiums organized by Department of Architecture, to discuss their work or theories of architecture or related areas. Between 2008–2013, lecturers from the Department of Architecture visited the partner universities for the same reasons, 22 professors visited 17 different partner universities such as; Technische Universitat München, Universitat der Künste Berlin, Hogeschool voor Wetenschap&Kunst (Sint-Lucas), Universite Catholique de Louvain, Ecole Nationale Superieure d'Architecture Paris-Malaquais, Università degli Studi di Napoli Federico II, University of Westminster, Escola Tècnica Superior d'Arquitectura de Barcelona (ETSAB), Technische Universitat Berlin.
All the information related with the Erasmus program procedure for incoming-outgoing students, teaching staff mobility and ECTS credits of all the courses can be reached through our website: http://atlas.cc.itu.edu.tr/~erasmusarch/.

1.2.2. Administrative Structure and Governance

The Higher Education Council

The Higher Education Council is responsible for the organization, planning, and supervision of all higher education and institutions of higher education in Turkey. Seven of its members are academics elected by the Inter-University Council, seven are appointed directly by the President of the Republic, giving priority to former rectors, and eight are appointed by the government, mostly from among senior civil servants, each for a renewable term of four years.

The President of Higher Education Council
The president of the Council of Higher Education is directly appointed by the President of the Republic from among the council members. The day-to-day functions of the council are carried out by a nine-member executive committee, elected from among its members.

The Inter-University Council
The Inter-University Council is an academic advisory body, comprising the rectors of all universities and one member elected by the senate of each university.

The Rector
The Rector is appointed for a period of four years by the President of the Republic from among candidates elected by the university and proposed by the Council of Higher

Education. The Rector is both the chief academic and executive officer of the university.

Vice Rectors
Three professors as the Vice Rectors are appointed by the Rector of the university. Vice Rectors assist the Rector in performing his/her duties.

Consultant to the Rector
Consultants to the Rector are appointed by the Rector of the university from among professors or associate professors.

The Senate
The senate is responsible for the supervision of the programs of teaching as well as taking major academic decisions. The rector chairs the senate. The senate consists of all faculty deans and a faculty member elected by each faculty board, plus three Vice-Rectors directly appointed by the Rector from among full professors and institute and school directors.

The University Executive Board
The University Administrative Board is composed of the Rector, the deans of the faculties, and three professors elected by the senate. The University Administrative Board assists the Rector in performing his/her administrative and executive duties.

The Administrative Units of Faculty of Architecture

The Dean
The Dean is appointed by the Council of Higher Education from among three full professors nominated by the Rector. The dean is the chief executive officer and representative of the legal personality of the faculty.

Vice Deans
Two full or associate professors as the vice deans are appointed by the dean of the faculty. Vice deans assist the dean in performing his duties.

Consultants to the Dean
Consultants to the dean are appointed by the dean of the university from among associate professors or assistant professors. Advisors to the dean assist the dean and vice deans in performing their duties.

The Faculty Board
The Faculty Board consists of three full and two associate professors and one assistant professor elected by all the faculty members in the respective ranks, plus all department chairpersons in the faculty. Representatives of assistants and students also participate in faculty board meetings. The Faculty Board is responsible for the supervision of the programs of teaching as well as taking major academic decisions. The dean chairs the board. The student representative of the Faculty is invited to the meetings when educational matters are discussed.

The Faculty Executive Board
The faculty administrative board consists of three full and two associate professors plus one assistant professor elected by the faculty board. The faculty administrative board assists the dean in performing his/her administrative and executive duties. The dean chairs the board.

Departments

Faculty of Architecture consists of five departments, which are as follows:

- Department of Architecture
- Department of City and Regional Planning
- Department of Industrial Design
- Department of Interior Design
- Department of Landscape Architecture

The Chairperson

Each department represents by a chairperson. The chairpersons of the departments are responsible for the execution of the programs of teaching and courses. The chairperson is appointed for three years by the dean of the faculty.

Two assistants to the chairperson are appointed from among associate professors or assistant professors by the dean of the faculty nominated by the chairperson.

The Departmental Board

The departmental board consists of division heads in the department, assistants to chairperson, and representative of research assistants and it assists the chairperson in performing his/her executive duties. The departmental board, which meets weekly, discusses matters of general academic and operational concern of the department, receives on faculty issues. The student representative of the department is invited to the meetings when educational matters are discussed.

The Departmental Assembly

All full and associate professors, assistant professors, instructors and assistants of the department are the members of the departmental assembly. The chairperson of the department chairs the departmental assembly. The departmental assembly meets twice in every year. This assembly is responsible for discussion of the programs of teaching and educational problems and development suggestion in order to provide quality teaching.

Academic Workgroups

ITU Department of Architecture consist of twelve academic working/specialty groups. Each working/specialty group is represented by a coordinator. And members of the group consist of all professors and assistants who are academically working on the related academic subjects of the specialty group. The names of the working/specialty groups are listed below and detailed information about these groups can be accessed at the web site http://calismagruplari.itu.edu.tr/ under the heading of Mimarlık Fakültesi:

- Architectural Design and Information Technologies
- Architectural Design Human and Society Sciences
- Architectural Design and Morphology
- Architectural Design and Typology
- Architectural Design, Theory, Method, and Critics
- Management Sciences in Architectural Design and Construction
- Architectural and Urban Conservation

- History of Architecture
- Building and Construction Technologies in Architecture
- Environmental Control and Building Physics
- Building Materials
- Building and Earthquake Engineering

Institutes for Graduate Studies

Institute Director
Institutes for Graduate Studies work like faculties. The institute director is the chief executive officer and representative of the legal personality of the institute.

Vice Directors
Two full or associate professors as the vice directors are appointed by the director of the institute. Vice directors assist the director in performing his/her duties.

The Institute Board
The institute board consists of all department chairpersons in the institute. The Institute Board is responsible for the supervision of the programs of teaching as well as taking major academic decisions. The institute director chairs the board.

The Institute Executive Board
The institute executive board consists of three full or associate professors elected by the institute board and vice directors. The institute executive board assists the director in performing his/her administrative and executive duties. The director chairs the board.

Program Directors
Each graduate program is directed by a program director. The program directors are appointed by Institute Executive Board according to recommendations of departmental and faculty executive boards. Program directors are responsible for student admission, appointments of supervisors, coordinating courses, and dissertations in the programs. Two professors from the same program assist the program director and form the Program Executive Committee together with the director.

REFERENCES: Istanbul Technical University Catalog 1989–1993, http://www.yok.gov.tr

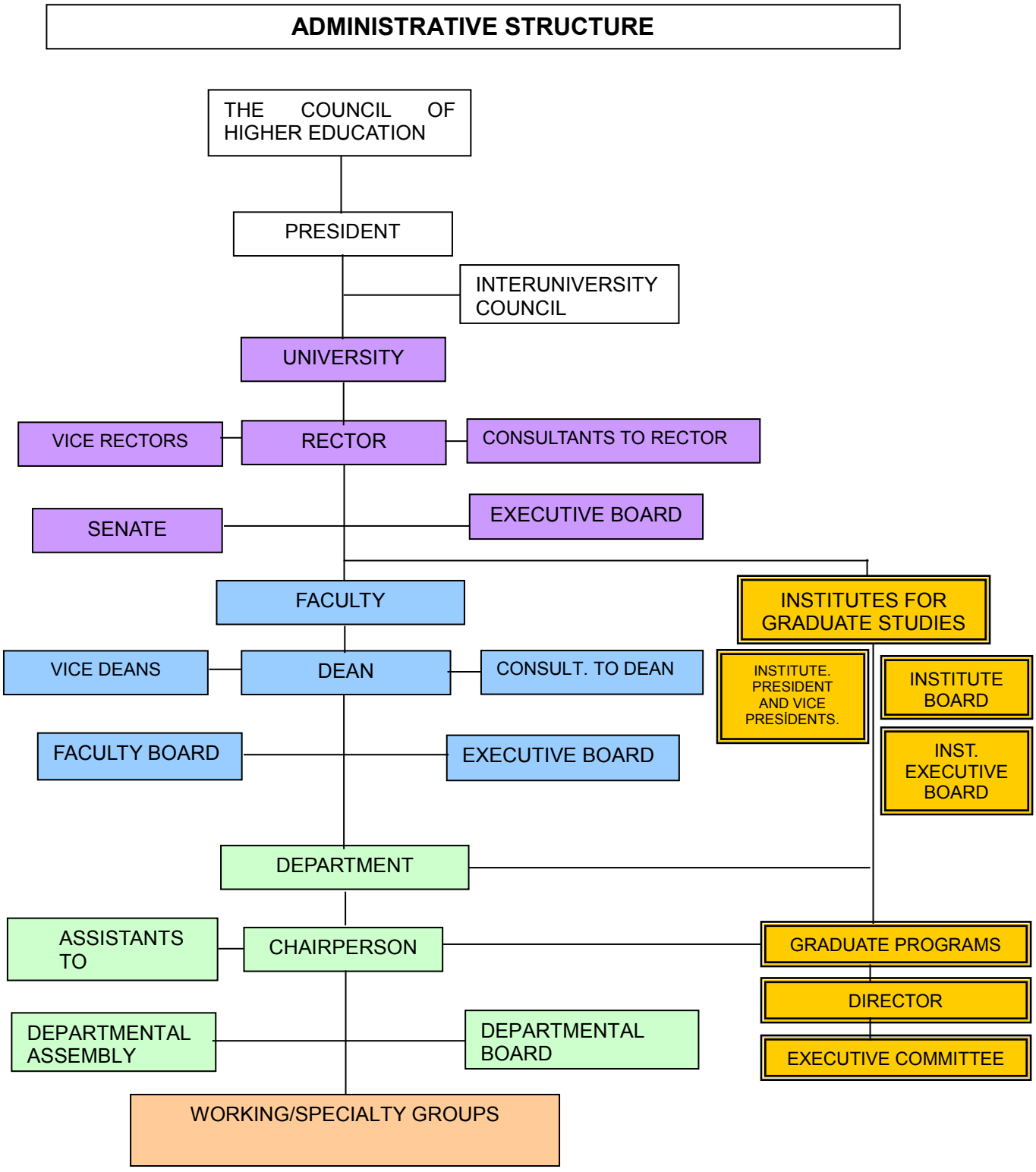


Figure 1.2 Administrative Structure

The administrative staff and their responsibilities are as follows:

Dean Sinan Mert ŞENER

The dean is the chief executive officer and representative of the legal personality of the faculty. The main responsibilities of the dean are as follows:

- To manage faculty board meetings and to control carrying out of faculty board's decisions
- To manage interrelation between faculty units
- To control educational activities
- To direct and coordinate financial activities
- To control academics and staff
- The dean has no teaching responsibility. However, s/he usually prefers to give courses.

Vice Deans Özlem ÖZÇEVİK and Yasin Çağatay SEÇKİN

Vice deans assist the dean in carrying out all the administrative work. The teaching responsibility of the vice dean is the minimum of five hours/week.

Vice Dean Yasin Çağatay SEÇKİN is responsible for the following:

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

Vice Dean Özlem ÖZÇEVİK is responsible for the following:

- Coordinating issues related with student affairs
- Controlling issues related with education and ensuring proper application of ITU undergraduate regulations
- Organizing and coordinating students' social activities and clubs
- Ensuring proper application of course plans
- Preparing and coordinating lecture and exam timetables
- Coordinating issues related with student exchange between different majors
- Coordinating issues related with double-major programs
- Coordinating lecture rooms and studios assignments
- Organizing and coordinating faculty-wide social activities
- Other administrative duties.

Head of Department of Architecture: Alaattin KANOĞLU

The department chair is responsible for organizing efficiently execution of the research and educational activities of the academics and department staff. The teaching responsibility of the department head is the minimum of five hours/week.

Vice Heads of Department of Architecture: Begüm SERTYEŞİLIŞIK (Assoc. Prof.), Sait Ali KÖKNAR (Assist. Prof.), and Fatih YAZICIOĞLU (Assist. Prof.)

Associate heads assist department head in carrying out all the administrative work of the department.

Department Administrative Secretaries: Çiğdem MEYDAN, Sel Yoldaş AKAR.

Manage all written and oral administrative relation between the department and academics, branches, faculty and institutes.

Library Staff

- Specialist Sevil ÖZKAN
- Specialist (Periodicals) Murat AYATAÇ
- Librarian Selma CİN
- Librarian (Periodicals) Ayhan ÇITLAK

Student Affairs Office Staff

- Yusuf YETKİN
- Aylin KORKMAZ
- M.Suat UĞURLU

Computer Center

- Instructor Atilla AYDOĞDU (network administrator)
- Specialist Gültekin PULAT (network administrator)
- Ozan BÜK
- Technician Vahap GÜRBÜZ

Building Materials Laboratory

- Technician İbrahim ÖZTÜRK

Copy Centre

- Technician Harun CEYLAN

Photography and Visual Arts Laboratory

- Specialist Aras NEFTÇİ, PhD

Archive

- Arch. Kubilay ÖNAL
- Eng. Baha DİNİBÜTÜN (Restoration archive)

Model Workshop

- Alaattin ALPTEKİN (Model workshop)
- Hüseyin BAL (Wood workshop)
- Ercan AYAN (Wood workshop)

1.2.3. Physical Resources

Description of the physical plant

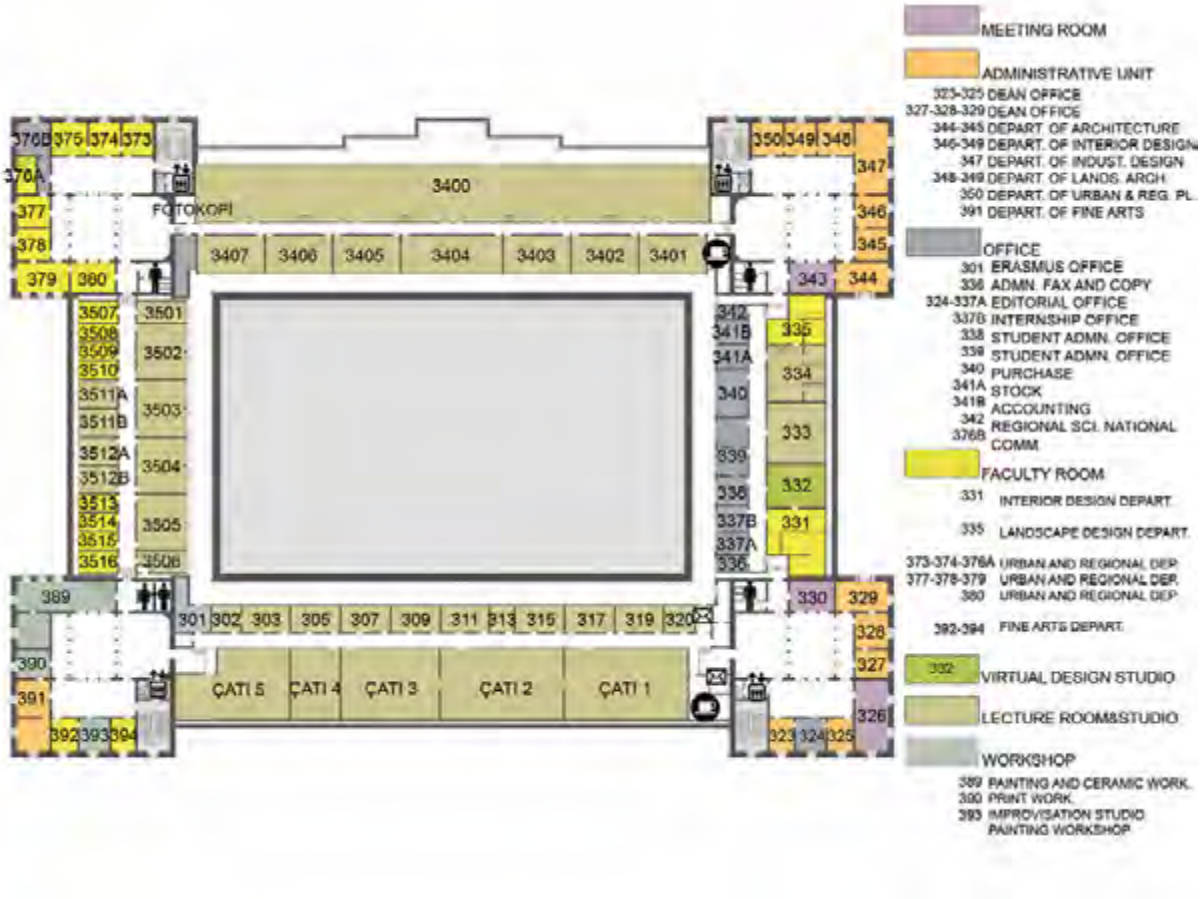
The Taşkışla Campus has 52.000 m2 total areas. 32.328 m2. are the total usage area of the building.

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

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

The first floor contains design studio spaces, academic staff offices of architecture, urban and regional planning, interior design, landscape design, lecture spaces, the periodical library, a small conference space, and rectorate office. Halls of basement, ground, and first floors are used for student work and public exhibitions.

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



Changes to the physical facilities

In 2013, six new design studio spaces (each 25 m^2) and an accessible class (#134) have been added to the basement floor of the building. The mentioned spaces are constructed of demountable wall partitions in order to protect the faculty building and create flexible spaces (Figure 1.3, 1.4, 1.5 and 1.6).

Figure 1.3: New design studio spaces on the basement floor of the faculty building

Figure 1.4: New design studio spaces on the basement floor of the faculty building

Figure 1.5: New accessible class (#134) on the first floor of the faculty building

Figure 1.6: New accessible class (#134) on the first floor of the faculty building

Building Security

In 2013, a second entrance with a security guard, giving service to the backyard and car park of the faculty, has been activated on the basement floor of the faculty building (Figure 1.7). There is not any change on the 24/7 onsite camera surveillance system of the faculty, whereas in 2013 the number of the security guards has been increased from 20 to 22 (In 2008, the number of the security guards were 19). There is not any change in the emergency equipment of the faculty building.

Figure 1.7: Activated car park entrance

Accessibility

In 2013, on each floor of the faculty building, a new disabled toilet has been activated (Figure 1.8 and 1.9).


Figure 1.8 and 1.9: Disabled Toilets

In 2012, five stairlifts and two lifts (southeast corner lift and northwest corner lift) were installed to solve the accessibility problems of the first and second floors.

Figure 1.10: Faculty entrance hall ramp.

Figure 1.11: Ground floor disabled elevator

Figure 1.12: Second floor disabled elevator 1

Figure 1.13: Second floor disabled elevator 2

COMPUTER

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

In the main laboratory (BIM1):

2 Intel 2 Quad CPU Q6600
11 Pentium D clients
60 Intel Core i5-250 CPU
2 HP Laserjet A4
1 HP Color Laserjet A4
1 HP Color Laserjet A3
1 HP Designjet
2 HP Scanner A4

Second laboratory (BIM2):

43 Intel Core Duo
Data projector

Third laboratory: (BIM3/Graduate Research Lab.):

23 Intel Core Duo
Data projector

LABORATORY

Building Material Laboratory

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

The physical, mechanical, technological, and chemical properties of the building materials can be determined. The laboratory provides research opportunities for undergraduate and graduate students as well as academic researchers of our university. The laboratory has a main laboratory section and a classroom space.

Building Material Laboratory II

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

Wind Tunnel Unit

The studies related to the wind are realized in ITU Physical Environment Control Laboratory through the support of ITU Mechanical Engineering Faculty equipment and staff. The tunnel in ITU Faculty of Architecture Physical Environmental Control Laboratory is an open returning-closed jet Eiffel type, subsonic, and also a suction-type tunnel.

Acoustics Unit

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

Climatization Unit

This laboratory has been established in Faculty of Architecture for climatic and thermal comfort measurements in order to evaluate existing buildings. The laboratory is used for educational purposes, researches, and professional consultant works, and it covers the following instruments. The Indoor Climate Analyzer has widespread applications in the heating and air-conditioning fields. The analyzer can be used to help in the provision of more acceptable working conditions. By using the analyzer, measurements can be conducted to see if an existing environment is satisfactory or to determine the type and size of any improvements to heating and air-conditioning of the plant that are required. It can also be used to investigate complaints from staff and provide quantitative data to help overcome the problems encountered. It has different probes for air temperature, humidity, air velocity, radiant temperature, and surface temperature measurements.

Lighting Unit

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

Sanitary Installation Unit

This laboratory was equipped for analysis based information practice with samples and models for health care equipment and application boards for greywater and freshwater discharge systems.

MODEL WORKSHOP

The Model Workshop, completed in 2007, was established for usage of both undergraduate and graduate students. This workshop has equipment like circular saw, T square machine, fretsaw, belt saw, 100-lt compressor, hammer drill, different types of pliers, paint-spraying pistol, carborundum pistol, and different types of graters. This workshop was established with the donations of ITU Architectural Faculty graduates. In 2010, the model workshop is enriched with the addition of a Computer Aided Model Workshop (CAMW), containing a 3-D

rapid prototyping machine, a laser cutter, and a CNC cutter together with three PCs for the administration of each equipment.

1.2.4. Financial Resources

Since ITU is a government university, all the expenses ranging from those spent to amenities to salaries of the employees are covered by the government. Table 1.3 lists the salaries paid to full-time faculty by rank. Apart from the expenses, the university provides a budget annually to each of the departments for their departmental expenditures as shown in Table 1.4.

Table 1.3: Full-time Faculty Salaries by Rank

	minimum ($)	**average($)**	**maximum($)**	**Uni. avg. ($)**
Professor	2,012	2,189	2,365	2,189
Associate	1,364	1,531	1,698	1,531
Assistant	1,340	1,390	1,439	1,390
Research	1,127	1,138	1,148	1,138
Instructor	1,174	1,200	1,227	1,200

* $1 is accepted to be equal to 2 TL (Turkish Lira).

Table 1.4: Financial Resources of Faculty

	TL *
Faculty budget given by university	134.000
Budget from professional works	81.746
Total	215.746

*1 US Dollars = 1.9 TL

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

1.2.5. Information Resources

ARCHIVES

Faculty of Architecture Archive

Faculty of Architecture archive was established in 2003. Administrative documents, graduation projects, photographs, films, books published by Faculty of Architecture, catalogs of past academic years, student cards that were used for architectural design studios documentation, dissertation thesis, special archives of emeritus professors, and archive of Sedat Çetintaş which contains special drawings of historical monuments, are archived in this space. The staff responsible for the Faculty of Architecture archive is Arch. Kubilay Önal.

Restoration Archive

Restoration archive had many historical site plans and restoration projects realized by faculty members and students. This archive contains some digital maps of Istanbul. The staff responsible for the Restoration archive is Eng. Baha Dinibütün.

LIBRARY

In 2007, Central Library (Mustafa İnan Library) was moved from its temporary building to its new building constructed near Students' Hall and Sports Hall in the main campus of the university. Since February 2011, Mustafa İnan Library is accessible every day for 24 hours. Within the central library, there are facilities such as an audio-visual center, reading areas, cubicles for three people or one person, rare books section, map section, and meeting and movie rooms.

There are also the faculty libraries in the faculties of mechanical engineering (Gümüşsuyu), architecture (Taşkışla), management (Maçka), and maritime (Tuzla), the Turkish Music State Conservatory, the Department of Languages and History of Atatürk Reforms (Maçka) and the Department of Fine Arts (Taşkışla).

ITU libraries have approximately 223.438 volumes of books and more than 80.000 e-books. The number of subscribed periodicals is 15.515 (751 printed, 14.764 online). ITU libraries work via an open access shelf system; there exists an efficient system of inter library loans and supply of periodicals. The monthly lists of newly bought books and subscribed periodicals are announced through the library web page: http://www.library.itu.edu.tr.

ITU libraries subscribe to 10 different CD-ROMs and 90 online databases where index and periodical abstracts can be searched, and in most of them, there are access to full text articles. In addition, ITU has subscription to 11 different standards database on CD-ROM and 4 different online standards database. The online system began to work in 1997, covering the Mustafa İnan and the faculty libraries. As a result of this, the "Innopac Library On Line System-INNOPAC Millennium" (Innovative Interfaces), commonly used in the most developed university libraries around the world, was put into use, and the library catalog became accessible as of January 1998.

ITU's library and document office with 7,000 rare books among which are the first technical works in Turkey, over 500.000 publications, subscriptions to 125 databases, which hold over 32.000 journals, 1.200.000 electronic theses, 80.000 e-books, thousands of standards and technical documents, digital media collections on films, and musical recordings serve about 27.000 members.

The library collection expenditures and the library resources are listed in tables 1.5 and 1.6, respectively. Architecture faculty library staff currently involves two specialists, Sevil ÖZKAN and Murat AYATAÇ, and two librarians, Selma CİN and Ayhan ÇITLAK.

Table 1.5: Faculty Library Collection Expenditures

Types of Collection	**Number of Volumes**
Books	31,216
Periodical Subscription	95 hard copy more than 15.000 e-periodical
Other Serial Material - Subscription	
Microfilm Reels	-
Slides	*
Videos	-
Drawings	**
Photographs	**
Other (CD)	178
Total	31,394

* Slides are archived in special archives

** Drawings and photographs are kept in Faculty of Architecture Archive

Table 1.6: Library Resource Data

Departmental Library LCNA or 720-729 Collection	5,783
Total Architecture Collection in Departmental Library	9,081
University Library LCNA or 720-729 Collection	2,516
Total Architecture Collection in University Library	31,394
Departmental Library Architecture Slides*	-
University Library Architecture Slides	-
Departmental Library Architecture Videos	178
Staff in Dept. Library	4 (between 5:00–9:30 p.m., another 1 staff from university library is commissioned at faculty library)
Number of Computer Stations	167
Amount Spent on Information Technology	$ 1,531,750 (at university)
Annual Budget For Library Resources **	$ 2,840,500 (at university)
Per-Capita Financial Support Received From University	$ 3,327.47
Private Outside Monies Received by Source	-
Studio Area (Net Sq.Ft./M2)	reserved specifically for architecture dept: 1834.3 sq.m. (also, another 316.8 sq.m. studio area is shared by another dept. at the faculty)
Total Area (Gross Sq.Ft./M2)	32.328 sq.m.

(*)Even if Architectural Faculty does not have a special archive for slides, History of Architecture and Restoration units do have slide archives that are also open for the usage of the whole department. There are approximately 14.000 slides at the archive of History of Architecture unit and 15.000 slides at the archive of Restoration unit.
(**)This amount of money just shows the yearly expenditure on providing books for the libraries. In addition to this, ITU has subscriptions for all scientific periodicals from the publishers like Elsevier, Springer, Blackwell, and Wiley, 15,540 journals of different foundations, 4,000.000 electronic dissertations and more than 50.000 electronic books. Architectural Publications Index, JSTOR Arts & Sciences I-III, Web of Science Arts & Humanities Citation Index, and Web of Science SSCI are the electronic databases that ITU has subscription for to be used on architecture-related subjects.

The architectural faculty has no separated budget for the expenditures of databases and libraries. All expenditures have been provided from the same budget of the university, and there are no difficulties about supplying any kind of publications for different types of interests.

INFORMATION SYSTEMS
Registrar's Office (http://www.sis.itu.edu.tr/eng/)

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

Ninova (http://www.ninova.itu.edu.tr/en/)
Ninova is a large-scale, web-based electronic learning platform, which was developed for the use of academic courses in ITU. It is an education program on the web to provide electronic learning and teaching resources for educators and students to support education.

For ITU instructors, Ninova provides a facility to deliver their courseware online. Instructors may:

- Update courseware content whenever they want through web-based content development tools
- Support classroom education through electronic messaging, publishing announcements, assignments, events, and notes on Ninova
- Make education independent from time and place
- Enrich education with graphical, visual, and other multimedia files

Instructors may define three different levels of access on educational courseware:
Public courseware: Everyone on the Internet may access these types of courses.
Courseware open to ITU faculty: Only ITU faculty members may access this type of courseware.
Closed courseware: Only ITU students who are taking the class related with the education may access the courseware.

For ITU students, Ninova provides a web-based electronic learning environment. Students may:

- Access courseware content and resources at any time and place
- Send messages to classmates, start online discussions on subjects, and use events calendar and other synchronous and asynchronous messaging tools
- Access open courses
- Access other professional development courseware on information technologies and career

ITU students may access courseware content and classes by using their ITU usernames and passwords.

1.3. Institutional Characteristics

1.3.1. Statistical Reports

Program student characteristics

Table 1.7: Number of students enrolled in the substantially equivalent degree program by May 2014

	4 year Undergraduate	**M.Arch**
Full-Time Students	1125	46
Part-Time Students	NA	-
FTE Students	NA	-
Arch Design Studio Students	1125	24
Students Working Part-Time	NA	28
Outside Stud. Serv. by Dept.	NA	-
African American Students	NA	
Native American Students	NA	
Asian/Pacific Students	NA	
Hispanic Origin Students	NA	
Women Students	816	25
Foreign Students	19	-
Total Degrees Awarded	150	8
Grads. Fin. Estab. No. Yrs.	53	3
Degrees Awarded Women	93	4
Degrees Awarded Afri-American	NA	
Degrees Awarded Amer. Ind.	NA	
Degrees Awarded Asi/Pac. Isl.	NA	
Degrees Awarded Hispanics	NA	
Min Req. Sat/Act/Gre Score	NA	658 GRE
Number Of Applicants	NA	40
Number Accepted	155	25
Enrollment Target/Goal	155	30
Student Studio/Faculty Ratio	1125 / 88 (not included RA)= 12.8 1125 / 120 (included RA) = 9.3	27/10(active) = 2.7

The undergraduate students are admitted based on their LYS exam scores. For the non-thesis master program on the other hand the students need to provide ALES exam scores as well as their GPA.

Percentage of the students who completed the undergraduate program within normal time at each of the years 2008, 2009, 2010, 2011, 2012, 2013, 2014, are as follows:

2008 : 90/241 =87%
2009 : 60/252 =23%
2010 : 60/261 =22%
2011 : 105/285 =36%
2012 : 85/290 =29%
2013 : 99/289 =34%
2014 : 3/86 = 3%

Percentage of the students who completed the MArch program within %150 of the nor mal time at each of the years 2008, 2009, 2010, 2011, 2012, 2013, 2014, are as follows:

2008 : 10/241 =4%
2009 : 52/252 = 20%
2010 : 53/261 = 20%

2011 : 54/285 =18%
2012 : 46/290 =15%
2013 : 48/289 =16%
2014 : 12/86 =13%

Qualifications of students admitted to the MArch in 2007 compared to those admitted in 2013 is as follows:

1. Number of students have increased from 13 to 46; yet, number of students who are actively involved in the courses are 27. The other 19 have either not started the program although they are registered, or are unable to pursue the program due to their deficiency of English language required by the office of graduate studies. Out of 46 students, 17 of them are accepted the program during the 2013-14 academic year; 20 during 2012-13; 3 during 2011-12; 2 during 2010-11 and 2, 2009-10; 1 during 2007-08 and 2002-03. There are 9 students actively involved from 2013 entries; 14 from 2012; 3 from 2011; 1 from 2010; and none from the older years.
2. Architectural Design studio students were 24 during last semester (2013-14 Spring); this number does not include Erasmus students, which were 5 in addition to the 24. Hence, 29 students were in the studios compared to 7 in 2007.
3. Most of the students are working part-time although it is not encouraged during their education, since the program requires full-time participants. Out of 46, 27 is actively enrolled in the courses; and out of this 27, 17 are working part-time professionally. 11 out of 13 students were working part-time in 2007, which means 85%, while it is 36/46 (78%) in 2013. This might be due to the change of studio hours from 3 to 9/week requiring full-attendance.
4. 24 students are women, meaning 52% presently; it was 5/13 (38,5%) in 2007.
5. Minimum 658 GRE score is required from the applicants, the score is not known for 2007.
6. Number of applicants have raised from 19 in 2007 to 40 in 2013. 5/19 (26%) were accepted in 2007 and 25/40 (62,5%) in 2013.
7. Student/Faculty ratio was 7/2 ,in 2007 (3,5); it is 27/10 (2,7) in 2013.

Percentage of the students who completed the MArch program within normal time at e ach of the years 2008, 2009, 2010, 2011, 2012, 2013, 2014, are as follows:

2008 : 1/7 = 14%
2009 : 0/4 = 0%
2010 : 8/11 = 73%
2011 : 1/3 = 33%
2012 : 6/14 = 43%
2013 : 4/7 = 57%
2014 : 3/8 = 37,5%

Percentage of the students who completed the MArch program within %150 of the nor mal time at each of the years 2008, 2009, 2010, 2011, 2012, 2013, 2014, are as follows:

2008 : 6/7 = 86%
2009 : 4/4 = 100%
2010 : 2/11 = 18%
2011 : 1/3 = 33%
2012 : 8/14 = 57%
2013 : 3/7 = 43%
2014 : 5/8 = 62,5%

Program Faculty Characteristics

Table 1.8: Faculty Data

	Department total
Full-Time Faculty	120
Part-Time Faculty	NA
Full-Time Equivalent (FTE) Faculty	NA
Tenured Faculty	49
Tenure-Track Positions	71
FTE Administrative Positions	4 administrative positions (1 chair of architectural department, 3 associate department chairs)
Faculty Engaged in Service To Comm.	18
Faculty Engaged in Service To Univ.	37
FT Faculty Who are Registered Architects	120
PT Faculty Who are Registered Architects	5
Practicing Architects ****	-
FTE Graduate Tas	-
FT Faculty Avg. Contact Hrs/Wk	16 hrs/wk
PT Faculty Avg. Contact Hrs/Wk	-

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

Table 1.9: Number and credentials of full-time faculty by rank on May 2014

	PhD	**MSc/MArch**
Prof.	29	29
Assoc. Prof.	14	14
Assist. Prof.	42	42
Research Assist.	5	5
Instructor	59	59

Table 1.10: Number of faculty promoted each year since the last visit

	To Prof.	**To Assoc. Prof.**	**To Assist. Prof.**	**To Instructor**	**New Research Assist.**
2008	0	1	0	0	0
2009	5	2	3	0	2
2010	1	4	2	0	7
2011	4	2	0	0	3
2012	0	2	0	0	5
2013	3	1	1	0	0
2014	1	1	3	0	0

1.3.2. Faculty Credentials

Expertise, recent research, or experience of the faculty are included in the faculty resumes in section 4.5. Table 1.11 lists these credentials of each faculty and the courses they offer in the program.

Table1.11: Faculty credentials (Fall)

Faculty Member (alpha order)	Summary of expertise, recent research, or experience (limit 25 words)	MIM 112	MIM 113	MIM 113E	MIM 115	MIM 115E	MIM 116	MIM 116E	MIM 117E	MIM 211	MIM 211E	MIM 212	MIM 212E	MIM 221	MIM 221E	MIM 223E	MIM 231	MIM 231E	MIM 252E	MIM 253	MIM 253E	MIM 261	MIM 261E	MIM 271	MIM 271E	MIM 312	MIM 312E	MIM 320E	MIM 321	MIM 321E	MIM 322	MIM 322E	MIM 325E	MIM 331	MIM 331E	MIM 335E	MIM 341	MIM 341E	MIM 346	MIM 348	MIM 351	MIM 351E	MIM 356	MIM 356E	MIM 358	MIM 411	MIM 411E	MIM 413	MIM 415E	MIM 425E	MIM 427E	MIM 429E	MIM 431	MIM 431E	MIM 435E	MIM 437E	MIM 439	MIM 440E	MIM 441	MIM 444	MIM 449	MIM 451	MIM 452	MIM 455	MIM 457	MIM 459	MIM 461	MIM 471E	MIM 475	MIM 491	MIM 492	MIM 492E	MIM 495E	MIM 497	MTZ 501	MTZ 502E	MTZ 503E	MTZ 513	MTZ 527	MTZ 528	MTZ 529	MTZ 531	MTZ 599E
Professors																																																																																			
Nihal ARIOĞLU	Selection of Building Materials, Evaluation of Building&Building Materials Performance, Evaluation of High-Rise Buildings, Sustainability of Building Materials, Damage Analysis and Evaluation of Building Materials, Material Conservation Methods,																X																																																																			
Semra AYDINLI	Architectural design																																																																																					
Gülen ÇAĞDAŞ	Historic design , Genetic algoritm in architectural design, generic systmes in design, Computational aided architectural design, Computational aided design education, Simulation models , Evaluation and analysis of circulation systems.																																																								x																								X		
Oğuz Cem ÇELİK	Structural Engineering, Earthquake Engineering, Analysis and Design of Steel and Reinforced Concrete Structures, Seismic Retrofit of Existing Buildings and Bridges, Seismic Energy Dissipation Systems, Large Scale Testing, Rehabilitation of Historical Timber and Masonry Buildings and Bridges, Structural Use of Advanced Composites (CFRP, GFRP), Façade Engineering																							X																																														X								X							
Atilla DİKBAŞ	Project Management, Construction and Contract Management, Innovation, Process and Product Modeling.																																																						X																														
Arzu ERDEM	contemporary design theories, strategies and tools. IT and its impact on architectural design, interdisciplinary practices.																										x																				x			x																																		X			
K. Kutgün EYÜPGİLLER	Measured drawings, Restoration, Architectural Conservation, Urban Conservation, Urban History, Military Architecture (18th-19th century), Rehabilitation of historic buildings, Re-use of historic buildings, Rehabilitation of historic urban area																														x																																																							
Heyecan GİRİTLİ	Cross-cultural management , Risk Management, Decision theory,.Life cycle optimization, Managerial economics																																																																X																			
Işıl HACIHASANOĞLU	Architecture and urban utopia Universal design,Accesibility in architecture Health building design Architecture, urban and cinema Architectural education																																									x																																															
Arda İNCEOĞLU	Modern Architectural Theory; Architectural Design; Architectural Design Education; Urban Design; Inner City Urban Renewal.																																																																																				
Alaattin KANOĞLU	Performance-based Building Model for Construction Industry Continuing Professional Development in Construction Management Integrated Information Systems for Construction Organizations Construction Administration: Conflict Resolution Practices in Construction Projects																																		X																																										X									
Gül KOÇLAR ORAL	PhD Thesis on “An approach for evaluation of the rooms as passive heating systems”. Keywords for research studies: Energy Efficient Building and Settlement Design, Climate Responsive Design, Sustainability and Ecology in Architecture, Building Physics, Physical Environmental Control, Passive Solar Building Design																																			X																	X																														
İlknur KOLAY	Ottoman architecture, building materials, construction techniques and public spaces.														x																																																																							
Gülçin PULAT GÖKMEN	Architectural Design Theories and Methods, Architectural Design Education, • Urban Housing, housing design for Urban Poor, squattering, transformation of housing in the cities, post occupancy evaluation of housing, user satisfaction in the housing settlements, Housing satisfaction with spatial and socio-cultural aspects, Quality and Housing.																																								x																																																
N. Turgut SANER	Reception of European Impacts in Late Ottoman architecture;ancient Greek construction techniques; ancient Greek architecture													x																																																		x																				
Sinan Mert ŞENER	Algorithm design; Productive systems; Endustrial Building desing ; Design with Prefabricate systems; Wood prefabric systems, Wood composite systems ; National disaster management systems design; Damage reduction; Security plan in schools																																																																																				
Ayşe ŞENTÜRER	Architectural Design Theory Critique and Methodology																										x																				x																																								
Leyla TANAÇAN	Ecology of Building Materials Material Behaviour in a wall design																	X																																			X																														
Necdet TORUNBALCI	Retrofitting Applications of Reinforced Concrete Buildings, Thesis on experimental study of Alternative Retrofitting Applications of Heritage Structures.																			X																																																																	
Ayşe Nil TÜRKERİ	Epistemology of architecture, (Architectural Texts/Turkey-ontology, epistemology), Architectural Design Education: Design Knowledge Communicated in Studio Critiques.																						X					X																									X																														
Belkıs ULUOĞLU	Epistemology of architecture, *(Architectural Texts/Turkey-ontology, epistemology),* Architectural Design Education: Design Knowledge Communicated in Studio Critiques.																																																																												x							X	
Alper ÜNLÜ	Space Syntax Theory, Orientation, Evacuation, Spatial Behavior, Perception, Visibility, Isovists																										x																				x																																								
Yegan KAHYA	Architectural Conservation, Documetation and Inventory, Conservation Theory&History, Urban&Rural Conservation, Restoration Techniques, Traditional Building Materials&Conservation, Conservation and Presentation in Archaeological Areas																														x																																																						
Alpin KÖKNEL YENER	PhD Thesis on “A new approach for designing the shading devices from the climatic and visual comfort points of view”. Keywords for research studies: Lighting, Visual Comfort, Daylighting, Solar Control, Lighting Energy Performance, Energy Efficient Building Design.																																			X																	X																														
Zerrin YILMAZ	Building Physic																																																																																						
Sevtap YILMAZ	Room acoustics of halls, Sound insulation of buildings, Environmental noise, Noise map, Action plan																																																																																						
Ahsen ÖZSOY	Urban Housing Design, Housing and Modernism, Gated Communities, Squatter Settlements, Urban Transformation, post occupancy evaluation, user satisfaction and housing quality, Architectural Design, Typology,																																																																																				
Yurdanur YÜKSEL DÜLGEROĞLU	Housing Issues, Typology, Urban development, Culture and architecture, Informal housing, Architectural design theories and methods, sustainable cities, squatter settlements, ecology, architecture and geometry, architecture and philosophy																																																																																							

Table 1.11: Faculty credentials (Fall)(cont.)

Faculty Member (alpha order)	Summary of expertise, recent research, or experience (limit 25 words)	MIM 112	MIM 113	MIM 113E	MIM 115	MIM 115E	MIM 116	MIM 116E	MIM 117E	MIM 211	MIM 211E	MIM 212	MIM 212E	MIM 221	MIM 221E	MIM 223E	MIM 231	MIM 231E	MIM 252E	MIM 253	MIM 253E	MIM 261	MIM 261E	MIM 271	MIM 271E	MIM 312	MIM 312E	MIM 320E	MIM 321	MIM 321E	MIM 322	MIM 322E	MIM 325E	MIM 331	MIM 331E	MIM 335E	MIM 341	MIM 341E	MIM 346	MIM 348	MIM 351	MIM 351E	MIM 356	MIM 356E	MIM 358	MIM 411	MIM 411E	MIM 413	MIM 415E	MIM 425E	MIM 427E	MIM 429E	MIM 431	MIM 431E	MIM 435E	MIM 437E	MIM 439	MIM 440E	MIM 441	MIM 444	MIM 449	MIM 451	MIM 452	MIM 455	MIM 457	MIM 459	MIM 461	MIM 471E	MIM 475	MIM 491	MIM 492	MIM 492E	MIM 495E	MIM 497	MTZ 501	MTZ 502E	MTZ 503E	MTZ 513	MTZ 527	MTZ 528	MTZ 529	MTZ 531	MTZ 599E
Associate Professors																																																																																					
Emrah ACAR	Construction project management, health and safety in construction, research methodology																																																			X																														
Seden ACUN ÖZGÜNLER	Evaluation of Building&Building Materials Performance,Damage Analysis of Building and Materials, Material Conservation Methods, Sustainability of Traditional Building Materials, NDT and DT Methods of Building Materials.																																												X																																						
İpek AKPINAR	Teaching and lecturing on Architecture & urban design theory & relations with politics; architectural & design studio; conducting research on urban histiography, everyday life in Istanbul.																																									x																																										
Aygül AĞIR	Medieval architecture, Ottoman architecture, Renaissance Architecture, Garden History													x																																																																						
A. Murat ÇIRACI	BIM Contracts, Contracts for Sustainable Projects																																																																																						
Yüksel DEMİR	Architectural Design, Urban Design, Theories & Methods of Architectural Design, Art & Design, ICT in Architectural Design, Use of Local Data in Urban & Architectural Design, Architectural Design Education,																																																																															X					X
Pelin DURSUN	Architectural Morphology, Space Syntax, Body and Space, Spatial Choreography, Performative Space, Architectural Design, Architectural Design Education, Creative City										x		x																																																										x													
Fatma ERKÖK	City, waterfront city, waterfront transformations, Istanbul, urban reading, creativity, city-creativity relations, body-space relations, body and movement in architecture, performance-space-body relations, new media in space creation, responsive environments, architectural education.										x		x																																																																						
Elmira A. GÜR	Architectural design, theories of architectural design, , qualitative and quantitative research methods in architectural design; architectural design education, architectural design studio and creativity, housing development and housing typology in Istanbul, affordable housing in developing countries, squatter settlements, urban transformation, modernism, child development center, physical environment of preschooler, children spaces, child development theories, post disaster housing, child development center, elementary school, shopping center design , inclusive design and well-being.	x								x		x							x																																																																		
Deniz MAZLUM	Architectural conservation, Ottoman architecture, Ottoman construction techniques, Conservation theory, Conservation history, Ottoman construction terminology, Ottoman archives.																															x																			x																																		
Hüseyin L. KAHVECİOĞLU	Architectural design education, architectural design process, architectural criticism, public space, environmental design, research buildings, museum buildings,																									x																																																									X			
Mustafa E. KARAGÜLER	Shrinkage, Steam Curing, Fibers, Fracture, Repair Materials, Concrete, Building Materials.																X																																																																				
Zeynep KUBAN	Architectural History- Antiquity- Istanbul as a Historical City-Education-Mediating History of Architecture to Non-Professionals																																															x																																							
Hülya KUŞ	Constructional design in architecture Building construction technology Sustainability in building and construction Building performance, integrity and pathology																						X																														X																														
Mine ÖZKAR KABAKÇIOĞLU	Design computing, design education, shape studies										x		x																																																																									
Nurbin PAKER KAHVECİOĞLU	Architectural Design, City, Istanbul, Creativity, Architectural Design Education, Architectural Representation…																									x																				x																																										
Begüm SERTYEŞİLIŞIK	Construction project management, construction contracts, sustainability, project management for sustainable construction, health and safety, lean and agile construction project management, human resources management, dispute resolution techniques, claims.																																																				X																														
Aslıhan ÜNLÜ TAVİL	Performance of Advanced Façade Technologies, High Performance Windows, Building Performance Simulation, Sustainable Construction, Environmental Effects of Construction Process, Building Technology Education																						X																															X																													
Elçin TAŞ	Computer-aided cost modeling Information systems Building economics																																	X																			X																														
Funda UZ	interdisciplinary approaches in architecture, popular culture, memory and discourse, modernist borders of Turkey and architectural education.Teaching and lecturing on Architecture & urban design theory & relations with politics; architectural & design studio.									x		x																																						x																																	
Hakan YAMAN	Project management; construction management; IT in construction; Information systems in construction; Time management; Cost management																																	X																			X																														
V. İpek YÜREKLİ İNCEOĞLU	The uncertain, ambiguous, invisible features of architecture																																																																																						

Table 1.11: Faculty credentials (Fall)(cont.)

Faculty Member (alpha order)	Summary of expertise, recent research, or experience (limit 25 words)	MIM 112	MIM 113	MIM 113E	MIM 115	MIM 115E	MIM 116	MIM 116E	MIM 117E	MIM 211	MIM 211E	MIM 212	MIM 212E	MIM 221	MIM 221E	MIM 223E	MIM 231	MIM 231E	MIM 252E	MIM 253	MIM 253E	MIM 261	MIM 261E	MIM 271	MIM 271E	MIM 312	MIM 312E	MIM 320E	MIM 321	MIM 321E	MIM 322	MIM 322E	MIM 325E	MIM 331	MIM 331E	MIM 335E	MIM 341	MIM 341E	MIM 346	MIM 348	MIM 351	MIM 351E	MIM 356	MIM 356E	MIM 358	MIM 411	MIM 411E	MIM 413	MIM 415E	MIM 425E	MIM 427E	MIM 429E	MIM 431	MIM 431E	MIM 435E	MIM 437E	MIM 439	MIM 440E	MIM 441	MIM 444	MIM 449	MIM 451	MIM 452	MIM 455	MIM 457	MIM 459	MIM 461	MIM 471E	MIM 475	MIM 491	MIM 492	MIM 492E	MIM 495E	MIM 497	MTZ 501	MTZ 502E	MTZ 503E	MTZ 513	MTZ 527	MTZ 528	MTZ 529	MTZ 531	MTZ 599E
Assistant Professors																																																																																					
Meltem AKSOY	Research interests:contemporary architectural design process; the effects of information technologies on architectural design theory, practice and education.																								x															x																																									
M. Cem ALTUN	Architectural detail design, Building element design, Building physics, Building technology																				X																															X																										X				
Hülya ARI	Architecturel Design, Morphology in Architecture, Design Studies, Architectural Design Methods, Space and Spatial Organizations in Architecture, Presentation and Representation in Architecture.									x		x																																																		x																					
Yasemin ALKIŞER BREGGER	Housing Policies, Social Housing, Housing and Legislative Regulations, Low-Income Housing, Squatter Settlements and Rehabilitation Studies, Sustainable Urban Transformation and Urban Renewal, Gated Communities, Urban Housing Design.										x		x																																																												x										
H. Almila BÜYÜKTAŞKIN	Steel Structures, Tall Building Structures, Timber and Glass Composite Structures, Steel and Architecture.		X																		X																																																															
İkbal ÇETİNER	Building element design, Sustainable building technology, Sustainable facades, Sustainable building/building elements, Energy efficiency in building/building elements, Environmental assessment in building/building elements.																				X																															X																															
Zeynep ERES	Architectural conservation, archaeological heritage, rural architecture, urban architecture, modern architecture, cultural inventory, conservation theory, conservation history																															x																											x																									
Yaşar Hanefi GEDİK	Structural Engineering, Earthquake Engineering, Reinforced Concrete Structures, Historic Masonry Buildings, Fracture Mechanics																																																																																				
Göksenin İNALHAN	Architectural design																									x															x																									x																
Sait Ali KÖKNAR	Architectural Design, Design Philosophy, Design Pedagogy, First Year Architectural Design Studio, Architecture and Cinema, Commercial Buildings, Exhibition Curator.				x		x																																											x																																				
Gülten MANİOĞLU	Energy Efficient Building Design, Solar Energy Utilisation in Buildings, HVAC systems and sanitary application in Built Environment, Water Conservation in Building, Rainwater Harvesting in Built Environment.																																						X														X																															
Luca ORLANDI	Contemporary architecture, Italian contemporary design and architecture, Turkish contemporary architecture, travelogues, Architect Sinan.																												x																									x																											
Ozan Önder ÖZENER	Building Information Modeling, Sustainable Design Technology, Digital & Parametric Design, Design Computation, Design Methods, Architectural Education																									x															x																																									
S. Yıldız SALMAN	Theory of Preservation, Urban Preservation, Preservation of Modern Architectural Heritage, Urban development of Istanbul 19th & 20th centuries.																													x																							x																			X								
Nuri SERTESER	Fire security, Fire simulation, Building aerodynamic, building system integration																																																																																
S. Aslıhan ŞENEL	Performative Practices in Architecture and Urbanism, Performative Education; PhD thesis on Architectural and Urban Representation, Architectural theory, Feminist theory, Theories of Cultural Geography, Performance theory					x		x																																												x																																
Nurgün TAMER BAYAZIT	Room acoustics, sound insulation and environmental noise control. Acoustic modeling with Room acoustic simulation programme ODEON.																																X																				X																															
Gülsün TANYELİ	Architectural Conservation, Documentation and Inventory, Urban and Rural Conservation, Modern Architectural Heritage and Conservation, Conservation and Presentation in Archaeological Areas, Conservation Theory and History, Restoration Techniques, Traditional Construction Techniques and Structural Systems																														x																																																						
Cemile TİFTİK	Architectural / Environmental Design; Housing, Migration and Well-being; Environmental Psychology and Architecture; Inclusive Design and Well-being; Social Ecology and Built Environment; Healthy Buildings.															x										x															x																	x																									
Cenk ÜSTÜNDAĞ	Structural Engineering, Earthquake Engineering, Steel and Composite Structures, Reinforced Concrete Structures, Historic Masonry Buildings			X																X					X																																																												
Fatih YAZICIOĞLU	Architectural education, architectural technology, detail design																																																																																				
Dilek YILDIZ	Architectural design theory and research methods; city-landscape-architecture interfaces, urban spaces, public spaces; urban design; environment-behavior studies; sustainability and housing environments; contemporary approaches in housing design.																								x															x								x																																						

Table 1.11: Faculty credentials (Fall)(cont.)

Faculty Member (alpha order)	Summary of expertise, recent research, or experience (limit 25 words)	MIM 112	MIM 113	MIM 113E	MIM 115	MIM 115E	MIM 116	MIM 116E	MIM 117E	MIM 211	MIM 211E	MIM 212	MIM 212E	MIM 221	MIM 221E	MIM 223E	MIM 231	MIM 231E	MIM 252E	MIM 253	MIM 253E	MIM 261	MIM 261E	MIM 271	MIM 271E	MIM 312	MIM 312E	MIM 320E	MIM 321	MIM 321E	MIM 322	MIM 322E	MIM 325E	MIM 331	MIM 331E	MIM 335E	MIM 341	MIM 341E	MIM 346	MIM 348	MIM 351	MIM 351E	MIM 356	MIM 356E	MIM 358	MIM 411	MIM 411E	MIM 413	MIM 415E	MIM 425E	MIM 427E	MIM 429E	MIM 431	MIM 431E	MIM 435E	MIM 437E	MIM 439	MIM 440E	MIM 441	MIM 444	MIM 449	MIM 451	MIM 452	MIM 455	MIM 457	MIM 459	MIM 461	MIM 471E	MIM 475	MIM 491	MIM 492	MIM 492E	MIM 495E	MIM 497	MTZ 501	MTZ 502E	MTZ 503E	MTZ 513	MTZ 527	MTZ 528	MTZ 529	MTZ 531	MTZ 599E
Instructors																																																																																					
Ş. Filiz AKŞİT	Energy Efficient Building and Settlement Design, Solar Architecture, HVAC systems in Buildings.																																																				X																															
Umut ALMAÇ	Restoration and Conservation																																																									x																									
Suat APAK	Design methods and presentation techniques, Post Occupancy Evaluation, Environment-Behavior Studies and Theories, Housing Planning and Design, Gated Communities									x		x																																																					x																		
Deniz ASLAN	Contextual architectural design, Phenomenological Approach in Architectural Design, Design between Architecture and Landscape																									x																				x																																											
Oruç ÇAKMAKLI	Basic design / Art and Architecture / Painting / Poetry / Spontaneous Ceation Workshops								x																																																																													
Çiğdem EREN	Contemporary theories and ideological dimensions of architectural design. Design concepts of high-rise buildings.																									x																				x																				x			x															
Gülseren EROL	Structural Engineering, Seismic Strengthening of Structures, Historical Buildings, Glass-timber Composite Elements																																																																																					
Elif Sezen YAĞMUR KİLİMCİ	Design Cognition; Visuospatial Cognition; Visual/Spatial Mental Representations; Mental Visualization; Individual Differences; Gestures and Thinking; Building Information Modeling, Building Product Models, Parametric Modeling, Qualitative Research Methods																																																																																					
Aras NEFTÇİ	Architecture History																																																																																						
Haluk SESİGÜR	....My special expertise about preservation and improvement of historical structures. Also i am interested in earthquake engineering. Nowadays i am studying about Behaviour of masonry buildings having flexible diaphragms under earhquake forces.		X																	X				X																																																													
Fatih SÜTÇÜ	The outline of research area : Passive control of buildings; Retrofitting existing buildings; Buchling Restrained Braces; Seismic Isolation; Energy Based Design.																																																																																					
Frederico Fialho TEIXEIRA	Interior design																																																																														X						
Müge Belek TEIXEIRA	Interior design																																																																														X						
Hakan TONG	Digital Architecture, Animation in Architecture, Computer Aided Architectural and Landscape Design, İnformation Technologies, Multimedia in Architectural Design, Perspective,									x		x																																																			x																			X		
Gülfer TOPÇU ORAZ	Construction project management, organizational culture, leadership, communication, design economics																																																																X																			
Gökhan ÜLKEN	Transformation in Urban areas, Urban Renovation, Gentrification, Environmental Satisfaction									x		x																																																																								
Serkan YATAĞAN	The topic of MS thesis is about the pore structure of the cement paste, the mechanical properties of the concrete and correlations between the properties. The topic of PhD thesis is about the shrinkage of cement based materials, durability, the mortar and the plaster. I study the properties of the wood-glass composite for the researc project.																																																																																				

Table1.11: Faculty credentials (Spring)

Faculty Member (alpha order)	Summary of expertise, recent research, or experience (limit 25 words)	MIM 103	MIM 103E	MIM 112	MIM 115	MIM 115 E	MIM 116	MIM 116E	MIM 122	MIM 122E	MIM 142E	MIM 152	MIM 162	MIM 162E	MIM 211	MIM 211E	MIM 212	MIM 212E	MIM 222	MIM 222E	MIM 232	MIM 232E	MIM 242	MIM 242E	MIM 244	MIM 244E	MIM 252	MIM 312	MIM 312E	MIM 316	MIM 332	MIM 332E	MIM 336	MIM 338	MIM 344	MIM 351	MIM 351E	MIM 356	MIM 360E	MIM 368	MIM 370E	MIM 378E	MIM 410E	MIM 411	MIM 411E	MIM 420E	MIM 421	MIM 421E	MIM 431	MIM 431E	MIM 432E	MIM 434	MIM 437E	MIM 438	MIM 460E	MIM 461E	MIM 464	MIM 478	MIM 480E	MIM 481	MIM 482E	MIM 485E	MIM 492	MIM 492E	MIM 493	MTZ 504E	MTZ 508E	MTZ 511E	MTZ 515	MTZ 517	MTZ 530E	MTZ 599E
Professors																																																																								
Nihal ARIOĞLU	Selection of Building Materials, Evaluation of Building&Building Materials Performance, Evaluation of High-Rise Buildings, Sustainability of Building Materials, Damage Analysis and Evaluation of Building Materials, Material Conservation Methods,																																																																							
Semra AYDINLI	Architectural design																																																																							
Gülen ÇAĞDAŞ	Historic design , Genetic algoritm in architectural design, generic systmes in design, Computational aided architectural design, Computational aided design education, Simulation models , Evaluation and analysis of circulation systems.																																		x																																							
Oğuz Cem ÇELİK	Structural Engineering, Earthquake Engineering, Analysis and Design of Steel and Reinforced Concrete Structures, Seismic Retrofit of Existing Buildings and Bridges, Seismic Energy Dissipation Systems, Large Scale Testing, Rehabilitation of Historical Timber and Masonry Buildings and Bridges, Structural Use of Advanced Composites (CFRP, GFRP), Façade Engineering		X																																																																					
Atilla DİKBAŞ	Project Management, Construction and Contract Management, Innovation, Process and Product Modeling.																															X																																									
Arzu ERDEM	contemporary design theories, strategies and tools. IT and its impact on architectural design, interdisciplinary practices.																												x																x																											
K. Kutgün EYÜPGİLLER	Measured drawings, Restoration, Architectural Conservation, Urban Conservation, Urban History, Military Architecture (18th-19th century), Rehabilitation of historic buildings, Re-use of historic buildings, Rehabilitation of historic urban area																																															x																									
Heyecan GİRİTLİ	Cross-cultural management , Risk Management, Decision theory,.Life cycle optimization, Managerial economics																																																																							
Işıl HACIHASANOĞLU	Architecture and urban utopia Universal design,Accesibility in architecture Health building design Architecture, urban and cinema Architectural education																												x								x																																							
Arda İNCEOĞLU	Modern Architectural Theory; Architectural Design; Architectural Design Education; Urban Design; Inner City Urban Renewal.																																																																							
Alaattin KANOĞLU	Performance-based Building Model for Construction Industry Continuing Professional Development in Construction Management Integrated Information Systems for Construction Organizations Construction Administration: Conflict Resolution Practices in Construction Projects																															X																																									
Gül KOÇLAR ORAL	PhD Thesis on “An approach for evaluation of the rooms as passive heating systems”. Keywords for research studies: Energy Efficient Building and Settlement Design, Climate Responsive Design, Sustainability and Ecology in Architecture, Building Physics, Physical Environmental Control, Passive Solar Building Design																							X																																																				
İlknur KOLAY	Ottoman architecture, building materials, construction techniques and public spaces.								x																																		x																													
Gülçin PULAT GÖKMEN	Architectural Design Theories and Methods, Architectural Design Education, • Urban Housing, housing design for Urban Poor, squattering, transformation of housing in the cities, post occupancy evaluation of housing, user satisfaction in the housing settlements, Housing satisfaction with spatial and socio-cultural aspects, Quality and Housing.														x		x														x																																						x	x								
N. Turgut SANER	Reception of European Impacts in Late Ottoman architecture;ancient Greek construction techniques; ancient Greek architecture								x																																																	x															
Sinan Mert ŞENER	Algorithm design; Productive systems; Endustrial Building desing ; Design with Prefabricate systems; Wood prefabric systems, Wood composite systems ; National disaster management systems design; Damage reduction; Security plan in schools																																																																							
Ayşe ŞENTÜRER	Architectural Design Theory Critique and Methodology																																																																							
Leyla TANAÇAN	Ecology of Building Materials Material Behaviour in a wall design																																	X																																			x						
Necdet TORUNBALCI	Retrofitting Applications of Reinforced Concrete Buildings, Thesis on experimental study of Alternative Retrofitting Applications of Heritage Structures.																				X																																																							
Ayşe Nil TÜRKERİ	Epistemology of architecture, (Architectural Texts/Turkey-ontology, epistemology), Architectural Design Education: Design Knowledge Communicated in Studio Critiques.													X											X																																																		
Belkıs ULUOĞLU	Epistemology of architecture, *(Architectural Texts/Turkey-ontology, epistemology)*, Architectural Design Education: Design Knowledge Communicated in Studio Critiques.																																																																						x	x				
Alper ÜNLÜ	Space Syntax Theory, Orientation, Evacuation, Spatial Behavior, Perception, Visibility, Isovists																												x																x																											
Yegan KAHYA	Architectural Conservation, Documetation and Inventory, Conservation Theory&History, Urban&Rural Conservation, Restoration Techniques, Traditional Building Materials&Conservation, Conservation and Presentation in Archaeological Areas																																															x																									
Alpin KÖKNEL YENER	PhD Thesis on “A new approach for designing the shading devices from the climatic and visual comfort points of view”. Keywords for research studies: Lighting, Visual Comfort, Daylighting, Solar Control, Lighting Energy Performance, Energy Efficient Building Design.																						X																																																						
Zerrin YILMAZ	Building Physic																																																							X																	
Sevtap YILMAZ	Room acoustics of halls, Sound insulation of buildings, Environmental noise, Noise map, Action plan																																																																							
Ahsen ÖZSOY	Urban Housing Design, Housing and Modernism, Gated Communities, Squatter Settlements, Urban Transformation, post occupancy evaluation, user satisfaction and housing quality, Architectural Design, Typology,																																																																							
Yurdanur YÜKSEL DÜLGEROĞLU	Housing Issues, Typology, Urban development, Culture and architecture, Informal housing, Architectural design theories and methods, sustainable cities, squatter settlements, ecology, architecture and geometry, architecture and philosophy																											x																	x																											

Table 1.11: Faculty credentials (Spring)(cont.)

Faculty Member (alpha order)	Summary of expertise, recent research, or experience (limit 25 words)	MIM 103	MIM 103E	MIM 112	MIM 115	MIM 115 E	MIM 116	MIM 116E	MIM 122	MIM 122E	MIM 142E	MIM 152	MIM 162	MIM 162E	MIM 211	MIM 211E	MIM 212	MIM 212E	MIM 222	MIM 222E	MIM 232	MIM 232E	MIM 242	MIM 242E	MIM 244	MIM 244E	MIM 252	MIM 312	MIM 312E	MIM 316	MIM 332	MIM 332E	MIM 336	MIM 338	MIM 344	MIM 351	MIM 351E	MIM 356	MIM 360E	MIM 368	MIM 370E	MIM 378E	MIM 410E	MIM 411	MIM 411E	MIM 420E	MIM 421	MIM 421E	MIM 431	MIM 431E	MIM 432E	MIM 434	MIM 437E	MIM 438	MIM 460E	MIM 461E	MIM 464	MIM 478	MIM 480E	MIM 481	MIM 482E	MIM 485E	MIM 492	MIM 492E	MIM 493	MTZ 504E	MTZ 508E	MTZ 511E	MTZ 515	MTZ 517	MTZ 530E	MTZ 599E
Associate Professors																																																																								
Emrah ACAR	Construction project management, health and safety in construction, research methodology																															X																	X																							
Seden ACUN ÖZGÜNLER	Evaluation of Building&Building Materials Performance,Damage Analysis of Building and Materials, Material Conservation Methods, Sustainability of Traditional Building Materials, NDT and DT Methods of Building Materials.																																	X																																									
İpek AKPINAR	Teaching and lecturing on Architecture & urban design theory & relations with politics; architectural & design studio; conducting research on urban histiography, everyday life in Istanbul.															x		x																																																							
Aygül AĞIR	Medieval architecture, Ottoman architecture, Renaissance Architecture, Garden History																		x																																																						
A. Murat ÇIRACI	BIM Contracts, Contracts for Sustainable Projects																														X																																							X			
Yüksel DEMİR	Architectural Design, Urban Design, Theories & Methods of Architectural Design, Art & Design, ICT in Architectural Design, Use of Local Data in Urban & Architectural Design, Architectural Design Education,																										x																																														X		X
Pelin DURSUN	Architectural Morphology, Space Syntax, Body and Space, Spatial Choreography, Performative Space, Architectural Design, Architectural Design Education, Creative City															x		x																																																								
Fatma ERKÖK	City, waterfront city, waterfront transformations, Istanbul, urban reading, creativity, city-creativity relations, body-space relations, body and movement in architecture, performance-space-body relations, new media in space creation, responsive environments, architectural education.															x		x																																																								
Elmira A. GÜR	Architectural design, theories of architectural design, , qualitative and quantitative research methods in architectural design; architectural design education, architectural design studio and creativity, housing development and housing typology in Istanbul, affordable housing in developing countries, squatter settlements, urban transformation, modernism, child development center, physical environment of preschooler, children spaces, child development theories, post disaster housing, child development center, elementary school, shopping center design , inclusive design and well-being.			x													x																																																									
Deniz MAZLUM	Architectural conservation, Ottoman architecture, Ottoman construction techniques, Conservation theory, Conservation history, Ottoman construction terminology, Ottoman archives.																																															x																									
Hüseyin L. KAHVECİOĞLU	Architectural design education, architectural design process, architectural criticism, public space, environmental design, research buildings, museum buildings,																											x																x																												
Mustafa E. KARAGÜLER	Shrinkage, Steam Curing, Fibers, Fracture, Repair Materials, Concrete, Building Materials.																																							X																																		
Zeynep KUBAN	Architectural History- Antiquity- Istanbul as a Historical City-Education-Mediating History of Architecture to Non-Professionals									x									x																																										x												
Hülya KUŞ	Constructional design in architecture Building construction technology Sustainability in building and construction Building performance, integrity and pathology													X												X																																															
Mine ÖZKAR KABAKÇIOĞLU	Design computing, design education, shape studies																																																																							
Nurbin PAKER KAHVECİOĞLU	Architectural Design, City, Istanbul, Creativity, Architectural Design Education, Architectural Representation…																											x																x																												
Begüm SERTYEŞİLIŞIK	Construction project management, construction contracts, sustainability, project management for sustainable construction, health and safety, lean and agile construction project management, human resources management, dispute resolution techniques, claims.																															X																			X																					
Aslıhan ÜNLÜ TAVİL	Performance of Advanced Façade Technologies, High Performance Windows, Building Performance Simulation, Sustainable Construction, Environmental Effects of Construction Process, Building Technology Education													X												X															X																									**x**						
Elçin TAŞ	Computer-aided cost modeling Information systems Building economics																														X																																									
Funda UZ	interdisciplinary approaches in architecture, popular culture, memory and discourse, modernist borders of Turkey and architectural education.Teaching and lecturing on Architecture & urban design theory & relations with politics; architectural & design studio.														x		x																																																								
Hakan YAMAN	Project management; construction management; IT in construction; Information systems in construction; Time management; Cost management																																																																							
V. İpek YÜREKLİ İNCEOĞLU	The uncertain, ambiguous, invisible features of architecture																																																																								

Table 1.11: Faculty credentials (Spring)(cont.)

Faculty Member (alpha order)	**Summary of expertise, recent research, or experience (limit 25 words)**	MIM 103	MIM 103E	MIM 112	MIM 115	MIM 115 E	MIM 116	MIM 116E	MIM 122	MIM 122E	MIM 142E	MIM 152	MIM 162	MIM 162E	MIM 211	MIM 211E	MIM 212	MIM 212E	MIM 222	MIM 222E	MIM 232	MIM 232E	MIM 242	MIM 242E	MIM 244	MIM 244E	MIM 252	MIM 312	MIM 312E	MIM 316	MIM 332	MIM 332E	MIM 336	MIM 338	MIM 344	MIM 351	MIM 351E	MIM 356	MIM 360E	MIM 368	MIM 370E	MIM 378E	MIM 410E	MIM 411	MIM 411E	MIM 420E	MIM 421	MIM 421E	MIM 431	MIM 431E	MIM 432E	MIM 434	MIM 437E	MIM 438	MIM 460E	MIM 461E	MIM 464	MIM 478	MIM 480E	MIM 481	MIM 482E	MIM 485E	MIM 492	MIM 492E	MIM 493	MTZ 504E	MTZ 508E	MTZ 511E	MTZ 515	MTZ 517	MTZ 530E	MTZ 599E
Assistant Professors																																																																								
Meltem AKSOY	Research interests:contemporary architectural design process; the effects of information technologies on architectural design theory, practice and education.																											x								x																																						
M. Cem ALTUN	Architectural detail design, Building element design, Building physics, Building technology																							X														X																							X										
Hülya ARI	Architecturel Design, Morphology in Architecture, Design Studies, Architectural Design Methods, Space and Spatial Organizations in Architecture, Presentation and Representation in Architecture.														x		x																x																																							
Yasemin ALKIŞER BREGGER	Housing Policies, Social Housing, Housing and Legislative Regulations, Low-Income Housing, Squatter Settlements and Rehabilitation Studies, Sustainable Urban Transformation and Urban Renewal, Gated Communities, Urban Housing Design.															x		x																																																								
H. Almila BÜYÜKTAŞKIN	Steel Structures, Tall Building Structures, Timber and Glass Composite Structures, Steel and Architecture.																					X																				X																														
İkbal ÇETİNER	Building element design, Sustainable building technology, Sustainable facades, Sustainable building/building elements, Energy efficiency in building/building elements, Environmental assessment in building/building elements.												X												X																																															
Zeynep ERES	Architectural conservation, archaeological heritage, rural architecture, urban architecture, modern architecture, cultural inventory, conservation theory, conservation history																																																x									x															
Yaşar Hanefi GEDİK	Structural Engineering, Earthquake Engineering, Reinforced Concrete Structures, Historic Masonry Buildings, Fracture Mechanics																				X																																																					
Göksenin İNALHAN	Architectural design															x		x																																						x			x													
Sait Ali KÖKNAR	Architectural Design, Design Philosophy, Design Pedagogy, First Year Architectural Design Studio, Architecture and Cinema, Commercial Buildings, Exhibition Curator.				x			x																																						x															x											
Gülten MANİOĞLU	Energy Efficient Building Design, Solar Energy Utilisation in Buildings, HVAC systems and sanitary application in Built Environment, Water Conservation in Building, Rainwater Harvesting in Built Environment.																							X																																																	
Luca ORLANDI	Contemporary architecture, Italian contemporary design and architecture, Turkish contemporary architecture, travelogues, Architect Sinan.																			x																																		x																			
Ozan Önder ÖZENER	Building Information Modeling, Sustainable Design Technology, Digital & Parametric Design, Design Computation, Design Methods, Architectural Education																												x																x	x																										
S. Yıldız SALMAN	Theory of Preservation, Urban Preservation, Preservation of Modern Architectural Heritage, Urban development of Istanbul 19th & 20th centuries.																																															x				x																				
Nuri SERTESER	Fire security, Fire simulation, Building aerodynamic, building system integration																						X																										X																							
S. Aslıhan ŞENEL	Performative Practices in Architecture and Urbanism, Performative Education; PhD thesis on Architectural and Urban Representation, Architectural theory, Feminist theory, Theories of Cultural Geography, Performance theory					x		x																																																															X	
Nurgün TAMER BAYAZIT	Room acoustics, sound insulation and environmental noise control. Acoustic modeling with Room acoustic simulation programme ODEON.																							X																																																
Gülsün TANYELİ	Architectural Conservation, Documentation and Inventory, Urban and Rural Conservation, Modern Architectural Heritage and Conservation, Conservation and Presentation in Archaeological Areas, Conservation Theory and History, Restoration Techniques, Traditional Construction Techniques and Structural Systems																																														x																									
Cemile TİFTİK	Architectural / Environmental Design; Housing, Migration and Well-being; Environmental Psychology and Architecture; Inclusive Design and Well-being; Social Ecology and Built Environment; Healthy Buildings.																											x								x																																						
Cenk ÜSTÜNDAĞ	Structural Engineering, Earthquake Engineering, Steel and Composite Structures, Reinforced Concrete Structures, Historic Masonry Buildings		X									X																																																												
Fatih YAZICIOĞLU	Architectural education, architectural technology, detail design												X													X																								X																						
Dilek YILDIZ	Architectural design theory and research methods; city-landscape-architecture interfaces, urban spaces, public spaces; urban design; environment-behavior studies; sustainability and housing environments; contemporary approaches in housing design.																												x								x																																					

Table1.11: Faculty credentials (Spring)(cont.)

Faculty Member (alpha order)	Summary of expertise, recent research, or experience (limit 25 words)	MIM 103	MIM 103E	MIM 112	MIM 115	MIM 115 E	MIM 116	MIM 116E	MIM 122	MIM 122E	MIM 142E	MIM 152	MIM 162	MIM 162E	MIM 211	MIM 211E	MIM 212	MIM 212E	MIM 222	MIM 222E	MIM 232	MIM 232E	MIM 242	MIM 242E	MIM 244	MIM 244E	MIM 252	MIM 312	MIM 312E	MIM 316	MIM 332	MIM 332E	MIM 336	MIM 338	MIM 344	MIM 351	MIM 351E	MIM 356	MIM 360E	MIM 368	MIM 370E	MIM 378E	MIM 410E	MIM 411	MIM 411E	MIM 420E	MIM 421	MIM 421E	MIM 431	MIM 431E	MIM 432E	MIM 434	MIM 437E	MIM 438	MIM 460E	MIM 461E	MIM 464	MIM 478	MIM 480E	MIM 481	MIM 482E	MIM 485E	MIM 492	MIM 492E	MIM 493	MTZ 504E	MTZ 508E	MTZ 511E	MTZ 515	MTZ 517	MTZ 530E	MTZ 599E
Instructors																																																																									
Ş. Filiz AKŞİT	Energy Efficient Building and Settlement Design, Solar Architecture, HVAC systems in Buildings.																						X																																																	
Umut ALMAÇ	Restoration and Conservation																																															x						x																		
Suat APAK	Design methods and presentation techniques, Post Occupancy Evaluation, Environment-Behavior Studies and Theories, Housing Planning and Design, Gated Communities														x		x																																																							
Deniz ASLAN	Contextual architectural design, Phenomenological Approach in Architectural Design, Design between Architecture and Landscape																											x																x																												
Oruç ÇAKMAKLI	Basic design / Art and Architecture / Painting / Poetry / Spontaneous Ceation Workshops																																																																									
Çiğdem EREN	Traditional Design Concepts																											x																x																												
Gülseren EROL	Structural Engineering, Seismic Strengthening of Structures, Historical Buildings, Glass-timber Composite Elements	X																																																																							
Elif Sezen YAĞMUR KİLİMCİ	Design Cognition; Visuospatial Cognition; Visual/Spatial Mental Representations; Mental Visualization; Individual Differences; Gestures and Thinking; Building Information Modeling, Building Product Models, Parametric Modeling, Qualitative Research Methods																																																																									
Aras NEFTÇİ	Architecture History																																																																									
Haluk SESİGÜR	....My special expertise about preservation and improvement of historical structures. Also i am interested in earthquake engineering. Nowadays i am studying about Behaviour of masonry buildings having flexible diaphragms under earhquake forces.	X																																																																								
Fatih SÜTÇÜ	The outline of research area : Passive control of buildings; Retrofitting existing buildings; Buchling Restrained Braces; Seismic Isolation; Energy Based Design.																																																																									
Hakan TONG	Digital Architecture, Animation in Architecture, Computer Aided Architectural and Landscape Design, İnformation Technologies, Multimedia in Architectural Design, Perspective,														x		x																		x																																								
Gülfer TOPÇU ORAZ	Construction project management, organizational culture, leadership, communication, design economics																														X																		X																X							
Gökhan ÜLKEN	Transformation in Urban areas, Urban Renovation, Gentrification, Environmental Satisfaction										x				x		x																																																									
Serkan YATAĞAN	The topic of MS thesis is about the pore structure of the cement paste, the mechanical properties of the concrete and correlations between the properties. The topic of PhD thesis is about the shrinkage of cement based materials, durability, the mortar and the plaster. I study the properties of the wood-glass composite for the researc project.																																	X																																									

PART 2: Educational Outcomes and Cirriculum

2.1. STUDENT PERFORMANCE: EDUCATIONAL REALMS AND STUDENT PERFORMANCE CRITERIA

2.1.1. Student Performance Criteria

Student Performance Criteria (SPC) matrix has been provided in Table 2.1 for all compulsory and elective courses of both the undergraduate and non-thesis master programs. Detailed contents of the courses can be found in the course descriptions available in section 4.4 of the document. SPC matrix contains all SPCs satisfied for each course. The most 2 relevant SPCs for each course will be provided in the SPC in the visiting team room.

Table 2.1: Student performance criteria matrix

Table 2.1: SPC Matrix

	REALM A											REALM B												REALM C								
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A 11	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	C1	C2	C3	C4	C5	C6	C 7	C8	C9
MIM 117E	X	X	X		X	X	X																X									
MIM 115E	X	X	X	X	X	X	X	X	X	X	X	X		X	X					X	X		X	X	X						X	X
MAT 103E																																
MIM 103/103E		X			X												X			X			X	X						X		
MIM 113E/113		X			X												X			X				X								
ING 101 / ING 102																																
BIL 101E	X	X	X		X					X	X														X						X	X
MIM 116E	X	X	X	X	X	X	X	X	X	X	X	X		X	X					X	X										X	X
MIM 162E		X			X	X								X						X			X									
MIM 122E									X	X																						
MIM 103E/103		X			X												X			X			X	X						X		
MIM 152		X			X												X			X			X	X						X		
ING 103																																
ING 201	X	X																														
MIM 211E	X	X	X		X	X	X	X							X		X			X				X								
MIM 221E/221									X	X																						
MIM 231/231E											X			X						X	X		X									
MIM 271E/271		X			X	X											X			X			X	X						X		
MIM 261E																					X		X									
MIM 253E /253		X			X	X											X			X			X	X						X		
MIM 222E/222									X	X																						
MIM 232E /232		X			X	X									X		X			X			X	X						X		
MIM 212E	X	X	X		X	X	X	X					X	X	X		X			X	X											
MIM 244E																					X		X									
MIM 242 / 242E														X		X	X		X		X	X	X									
MIM 358					X									X					X		X		X									
EKO 201E																																
MIM 351E/351		X	X	X	X	X	X	X	X	X	X	X																				
TUR 101	X		X																													

	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A 11	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	C1	C2	C3	C4	C5	C6	C 7	C8	C9
MIM 331E																		X						X		X	X	X	X	X		
MIM 321E/321	X	X			X				X	X																						
MIM 341E	X	X	X		X	X	X		X	X	X	X			X		X							X	X				X	X		X
MIM 322E/ 322	X	X	X	X	X	X	X		X	X								X						X		X			X	X	X	X
MIM 386	X	X	X	X	X	X	X	X			X			X					X		X	X	X	X	X				X			
MIM 312E/ 312	X	X	X	X	X		X	X		X	X	X	X		X		X							X								
MIM 421E	X	X	X	X	X	X	X		X	X		X						X		X		X	X	X		X			X	X	X	X
MIM 332E																		X								X	X	X	X	X		
TUR 102	X		X																													
MIM 325 E	X	X			X																											
MIM 326	X	X	X	X	X	X	X	X			X			X					X		X	X	X	X	X				X			
MIM 346		X			X				X					X	X		X		X	X	X	X	X									
MIM 478	X	X			X				X	X																						
MIM 482E	X	X	X																					X	X							
ATA 101																																
MIM 411E		X	X			X	X	X	X	X		X	X		X		X			X				X	X				X		X	
MIM 431E			X	X									X	X		X	X		X		X	X	X							X		
MIM 479	X	X	X	X	X	X	X	X			X			X					X		X	X	X	X	X				X			
MIM 415 E	X	X	X		X		X							X																		
MIM 455	X																								X		X		X			
MIM 410 E									X	X																						
MIM 451			X		X	X	X																	X	X							
MIM 425E	X		X		X				X	X														X		X						
ATA 102																																
MIM 492E	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
MIM 497																		X								X	X		X	X		
ELECTIVE COURSES																																
MIM 330E		X		X	X		X										X					X	X									
MIM 370 E																							X									
MIM 380 E																					X		X									
MIM 485 E				X																	X		X	X								

	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A 11	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	C1	C2	C3	C4	C5	C6	C 7	C8	C9
MIM 360 E		X		X			X							X							X		X						X		
MIM 320 E		X			X	X								X							X		X								
MIM 348					X									X					X		X		X								
MIM 471E		X			X												X			X			X	X					X		
MIM 252E	X	X			X		X		X	X	X	X	X	X								X	X	X	X	X						X
MIM 345E					X				X		X																					
MIM 446	X	X	X		X		X		X	X	X			X																		X
MIM 491	X	X	X		X	X				X	X													X	X							
MIM 378E	X	X			X	X									X		X			X			X	X					X		
MIM 460E					X	X		X				X		X	X		X		X		X	X	X									
MIM 335E														X					X			X										
MIM 390E / 390		X	X		X	X	X																									
MIM 426	X	X	X		X		X		X															X					X		X	X
MIM 142E	X	X	X			X		X																								
MIM 223E	X				X					X															X							X
MIM 316	X	X	X	X	X		X	X		X	X	X	X		X		X							X								
MIM 318 C														X			X		X		X		X									
MIM 336	X	X	X		X																											
MIM 338					X									X							X		X									
MIM 344	X	X	X		X	X																		X								
MIM 368	X													X						X	X		X	X	X					X	X	
MIM 394														X			X		X		X		X									
MIM 398														X					X			X										
MIM 413	X		X																													
MIM 420E	X	X	X		X		X			X	X						X							X	X	X	X	X	X		X	X
MIM 423									X	X																						
MIM427 E	X		X	X	X				X	X								X		X			X	X						X	X	X
MIM 433E	X	X	X			X				X		X											X							X		X
MIM 434	X				X				X	X																X				X		X
MIM 435E	X								X														X							X	X	X
MIM 437E	X	X			X				X	X																						

	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A 11	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	C1	C2	C3	C4	C5	C6	C 7	C8	C9
MIM 438	X	X	X	X	X	X	X		X	X		X						X		X		X	X	X		X			X	X	X	X
MIM 439	X	X	X		X	X	X	X																								
MIM 440E	X								X	X															X						X	X
MIM 441									X	X																						
MIM 449	X	X			X		X			X				X											X	X					X	X
MIM 452	X	X			X				X	X																						
MIM 457	X	X			X	X	X	X	X	X	X	X	X	X		X		X	X	X	X	X		X	X	X			X	X	X	X
MIM 459	X	X	X			X	X	X	X	X			X	X			X		X				X	X	X	X						X
MIM461E	X				X		X			X	X		X			X									X					X	X	X
MIM464	X				X				X	X															X							X
MIM 439	X	X	X				X	X																								
MIM 469														X			X		X		X		X									
MIM 475	X	X	X	X		X	X	X		X		X	X	X			X		X		X		X		X	X						X
MIM 480E	X	X			X		X		X	X	X						X							X	X	X			X		X	X
MIM 481									X	X																						
MIM 493																		X										X				
MIM 495E	X	X	X		X		X			X	X	X		X										X		X					X	X
MIM 377E					X				X		X																					

MTZ Program Courses

	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A 11	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	C1	C2	C3	C4	C5	C6	C 7	C8	C9
MTZ 501	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						X		X	X		X	X	X	X
MTZ 511E	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X			X	X	X	X
MTZ 508E		X			X					X															X	X		X	X		X	X
MTZ 513	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X				X		X	X
MTZ 517	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X	X	X	X
MTZ 506		X								X														X		X		X	X	X	X	X
MTZ 528	X	X			X					X															X			X			X	X
MTZ 503E			X	X	X							X											X						X			
MTZ 529	X	X	X		X	X	X	X											X					X								

	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A 11	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	C1	C2	C3	C4	C5	C6	C 7	C8	C9
MTZ 527		X		X		X	X							X						X	X		X							X		
MTZ 530E	X	X	X		X				X	X	X																					
MTZ 531	X	X			X				X		X														X						X	X
MTZ 532	X	X			X		X		X	X	X													X	X							X
MTZ 502E		X			X												X			X			X	X					X		
MTZ 504E																					X		X									
MTZ 507		X			X												X			X			X	X					X		X
MTZ 515	X			X								X						X						X		X	X	X	X	X	X	
MTZ 599E	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X		X		X	X		X	X	X	X

2.2. CURRICULAR FRAMEWORK

2.2.1 National Authorization:

ITU Faculty of Architecture, Department of Architecture is a validated program by the “Higher Education Council of Turkey.” The Department grants two different validated bachelor degrees and eight different validated graduate degrees (Table 2.2).

Table 2.2: Validated Undergraduate and Graduate Programs of ITU Department of Architecture

Validated Undergraduate Programs of ITU Department of Architecture
Architecture (30% English Program)
Architecture (100% English Program)
Validated Graduate Programs of ITU Department of Architecture
Environmental Control and Construction Technologies Graduate Program
Architectural Design Graduate Program
Architectural History Graduate Program
Project and Construction Management Graduate Program
Restoration Graduate Program
Construction Sciences Graduate Program
Architecture Nonthesis Graduate Program
Restoration Nonthesis Graduate Program

ITU Faculty of Architecture, Department of Architecture uses “Student Selection and Placing System (OSYS)” for selecting its undergraduate students. This System is the one and only system used in Turkey for university admissions and mainly consists of a centralized common exam. Both undergraduate programs of ITU Department of Architecture is selecting its students from the top 1% of students of the related exam. English undergraduate program (100%) is the top ranking and English undergraduate program (30%) is the third ranking architecture department of Turkey.

2.2.2 Professional Degrees and Curriculum:

The substantially equivalent program consists of a four-year undergraduate and a two-year graduate degree program referred to as Bachelor of Architecture and the Architecture Nonthesis program. The BArch program includes general and professional studies and consists of 153 total credits (the curriculum is available at the website http://www.sis.itu.edu.tr/, under the title “Undergraduate Level Curriculums”).

Architecture Nonthesis Graduate Program is a graduate program under Department of Architecture. This program provides training in only master level, and BArch. graduates are eligible to apply. The program includes general studies and electives and consists of 54 total credits (curriculum are available at the website: http://petek.fbe.itu.edu.tr/programmes.aspx?i=257). The program provides an understanding of the praxis, relevant issues of design generation in a variety of implementation scales, ease in decision making and evaluation of alternatives, and agility regarding potential means of representation. Furthermore, the graduates gain expertise in project planning and management issues and an awareness of construction documentation and specifications.

Research areas are Interdisciplinary Studies in Architectural Design, Information Technologies and Architectural Design, and Building Technologies. There are two laboratories, namely modelling workshop and audio-visual teleconference system.

In ITU Department of Architecture, there are no any minors or concentrations that may be elected or pursued by the students.

A minimum of 15 credits and a maximum of 22 credits have to be taken each term in Bachelor of Architecture program. There is no limit in the credits that has to be taken each semester in the MArch program; there is only a total credit requirement in the MArch program that can be taken during the study.

Table 2.3: Course Catalogue

1. Semester

Course Code	Course Title	Credit	Theoretical	Tutorial	Lab.	Type	Prerequisites	Semester
MAT 103E	Mathematics I	4	3	2	0	GS		1
MIM 115E	Architectural Design 1 and Rendering Techniques	7	2	10	0	RPC		1
MIM 117E	Basic Design and Visual Arts	3	2	2	0	RPC		1
MIM 113E	Statics	2	2	0	0	RPC		1
	English Courses I	3				GS		1
	1st Semester Elective Courses (ITB)	3				OE		1
Total		22	9	14	0			

2. Semester

Course Code	Course Title	Credit	Theoretical	Tutorial	Lab.	Type	Prerequisites	Semester
BIL 101E	Intro. To Computer and Inf. Systems	1.5	1	0	1	OE		2
MIM 116E	Architectural Design II and Rendering Techniques	7.5	3	9	0	RPC	MIM 115 MIN DD or MIM 115E MIN DD or MIM 111 MIN DD or MIM 111E MIN DD	2
MIM 162E	Introduction to Building Construction	2	2	0	0	RPC		2
MIM 122E	Ancient and Byzantine Architecture	2	2	0	0	RPC		2
MIM 103E	Strength of Materials	2	2	0	0	RPC		2
	English Courses II	3				GS		2
Total		18	10	9	1			

3. Semester

Course Code	Course Title	Credit	Theoretical	Tutorial	Lab.	Type	Prerequisites	Semester
ING 201	English III	3	3	0	0	GS		3
MIM 211E	Architectural Design III	5	2	6	0	RPC	MIM 112 MIN DD or MIM 112E MIN DD or MIM 116 MIN DD or MIM 116E MIN DD	3
MIM 221E	History of Turkish Architecture	2	2	0	0	RPC		3
MIM 231E	Building Materials	3	2	2	0	RPC		3

MIM 271E	Theory of Structures	1.5	1	1	0	RPC	(MIM 113 MIN DD and MIM 103 MIN DD) or (MIM 113E MIN DD and MIM 103 MIN DD) or (MIM 113 MIN DD and MIM 103E MIN DD) or (MIM 113E MIN DD and MIM 103E MIN DD)	3
MIM 261E	Building Construction Methods	2.5	1	3	0	RPC	MIM 162 MIN DD or MIM 162E MIN DD or MIM 132 MIN DD or MIM 132E MIN DD	3
MIM 253E	Steel Structures	1.5	1	1	0	RPC	MIM 152 MIN DD or MIM 152E MIN DD or (MIM 113 MIN DD and MIM 103 MIN DD) or (MIM 113E MIN DD or MIM 103 MIN DD) or (MIM 113 MIN DD and MIM 103E MIN DD) or (MIM 113E MIN DD and MIM 103E MIN DD)	3
Total		18.5	12	13	0			

4. Semester

Course Code	Course Title	Credit	Theoretical	Tutorial	Lab.	Type	Prerequisites	Semester
MIM 222E	History of European Architecture	2	2	0	0	RPC		4
MIM 232E	Reinforced Concrete Structures	3	2	2	0	RPC	MIM 152 MIN DD or MIM 152E MIN DD or (MIM 113 MIN DD and MIM 103 MIN DD) or (MIM 113E MIN DD and MIM 103 MIN DD) or (MIM 113 MIN DD and MIM 103E MIN DD) or (MIM 113E MIN DD and MIM 103E MIN DD)	4

MIM 212E	Architectural Design IV	5	2	6	0	RPC	MIM 211 MIN DD or MIM 211E MIN DD	4
MIM 244E	Building Element Design	2.5	1	3	0	RPC	(MIM 231 MIN DD or MIM 231E MIN DD) or (MIM 261 MIN DD or MIM 261E MIN DD)	4
MIM 242E	Environmental Control Studio	5	2	6	0	RPC		4
	4th Semester Elective Courses	3				PE		4
Total		20.5	9	17	0			

5. Semester

Course Code	Course Title	Credit	Theoretical	Tutorial	Lab.	Type	Prerequisites	Semester
EKO 201E	Economics	3	3	0	0	GS		5
MIM 351E	Architectural Design V	5	2	6	0	RPC	MIM 212 MIN DD or MIM 212E MIN DD	5
TUR 101	Turkish I	2	2	0	0	GS		5
MIM 331E	Building Production Systems	2	2	0	0	RPC		5
MIM 321E	Contemporary Architecture	2	2	0	0	RPC		5
MIM 341E	Urbanism and Planning Law	3	2	0	2	RPC		5
MIM 322E	Conservation of Historic Buildings and Sites	2	2	0	0	RPC		5
Total		19	15	6				

6. Semester

Course Code	Course Title	Credit	Theoretical	Tutorial	Lab.	Type	Prerequisites	Semester
MIM 312E	Architectural Design VI	5	2	6	0	RPC	MIM 351 MIN DD or MIM 351E MIN DD	6
MIM 421E	Architectural Survey and Restoration Studio	3	2	2	0	RPC	MIM 322 MIN DD or MIM 322E MIN DD	6
MIM 332E	Construction Management and Economy	4	3	2	0	RPC		6
TUR 102	Turkish II	2	2	0	0	GS		6
	6th Semester Elective Courses I	3				PE		6
	6th Semester Elective Courses II	3				PE		6
Total		20	9	10				

7. Semester

Course Code	Course Title	Credit	Theoretical	Tutorial	Lab.	Type	Prerequisites	Semester
ATA 101	History of Turkish Revolution I	2	2	0	0	GS		7

MIM 411E	Architectural Design VII	5	2	6	0	RPC	MIM 312 MIN DD or MIM 312E MIN DD	7
MIM 431E	Construction Project	5	2	6	0	RPC	(MIM 232 MIN DD or MIM 232E MIN DD) or (MIM 242 MIN DD or MIM 242E MIN DD) and (MIM 244 MIN DD or MIM 244E MIN DD)	7
	7th Semester Elective Courses I	3				PE		7
	7th Semester Elective Courses II	3				PE		7
	7th Semester Elective Courses III	3				PE		7
Total		21	6	12	0			

8. Semester

Course Code	Course Title	Credit	Theoretical	Tutorial	Lab.	Type	Prerequisites	Semester
ATA 102	History of Turkish Revolution II	2	2	0	0	GS		8
MIM 492E	Graduation Project	3	0	6	0	RPC	(MIM 431 MIN DD or MIM 431E MIN DD) and (MIM 411 MIN DD or MIM 411E MIN DD) (In order to enrol for Graduation Project, students must accomplish 110 credits and have to be enrolled to each course they have to enrol.	8
	8th Semester Elective Courses I	3				PE		8
	8th Semester Elective Courses (ITB)	3				OE		8
	8th Semester Elective Courses II	3				PE		8
Total		14	2	6	0			

9. Semester (1. Semester of MTS Programme)

Course Code	Course Title	Credit	Theoretical	Tutorial	Lab.	Type	Prerequisites	Semester
MTZ501	Architectural Design I	6	3	6	0	RPC		9
	9th Semester Elective Course I	3	3	0	0	PE		9
	9th Semester Elective Course I	3	3	0	0	PE		
Total		**12**	**9**	**6**	**0**			

10. Semester (2. Semester of MTS Programme)

Course Code	Course Title	Credit	Theoretical	Tutorial	Lab.	Type	Prerequisites	Semester
MTZ511E	Architectural Design II	6	3	6	0	RPC		10
	10th Semester Elective Course I	3	3	0	0	PE		10
	10th Semester Elective Course I	3	3	0	0	PE		10
MTZ508E	Special Topics on Architecture 1	3	0	0	0	RPC		10
Total Credits		**15**	**9**	**6**	**0**			

11. Semester (3. Semester of MTS Programme)

Course Code	Course Title	Credit	Theoretical	Tutorial	Lab.	Type	Prerequisites	Semester
MTZ513	Architectural Design III	6	3	6	0	RPC		11
	11th Semester Elective Course I	3	3	0	0	PE		11
	11th Semester Elective Course I	3	3	0	0	PE		11
Total Credits		**12**	**9**	**6**				

12. Semester (4. Semester of MTS Programme)

Course Code	Course Title	Credit	Theoretical	Tutorial	Lab.	Type	Prerequisites	Semester
MTZ517	Architectural Design IV	6	3	6	0	RPC		12
	12th Semester Elective Course I	3	3	0	0	PE		12

	12th Semester Elective Course I	3	3	0	0	PE		12
MTZ506	Special Topics on Architecture 2	3	0	0	0	RPC		12
MTZ599	Term Project					RPC		
MTZ599E	Term Project					RPC		
Total Credits		**15**	**9**	**6**	**0**			

GS: general studies
RPC: required professional courses
PE: professional electives
OE: other electives

General Studies (GS): The courses represented with the codes “MAT, ING, BIL, EKO, ATA, and TUR” are classified as the general courses. The code explanations are as follows:

MAT: Courses related with mathematical sciences.
ING: Courses concerning academic writing in English.
BIL: Courses related with computer and information systems
EKO: Economy and finance courses
ATA: Courses regarding history of Turkish Revolution.
TUR: Courses related with Turkish language and literature.

Required Professional Studies (RPC): The compulsory courses with MIM codes focus on architectural design, basic design, building construction techniques, statics, environmental control studio, construction management and economics, restoration, history of architecture, etc., are the core courses of the professional degree program.

Professional Electives (PE): The curriculum has 44 elective courses on a variety of areas that allow students to pursue their special interests.

Other Electives (OE): The curriculum has 2 other elective courses on a variety of areas that are not directly related with professional studies but also act as cultural and intellectual supplementary courses.

ITB: Elective courses in the field of arts, humanities, and social sciences.

The course contents of the ITU Faculty of Architecture, Department of Architecture undergraduate program are given in Table 2.4 and 2.5.

Table 2.4: Compulsory Courses Contents

1. Semester Compulsory			
Course Code	**Course Title**	**Credit Hours**	**Course Content**
Mat 103E	**Mathematics I**	4	Functions of a Single Variable, Limits and Continuity, Derivatives, Applications of Derivatives, Sketching Graphs of Functions, Asymptotes, Integration, Fundamental Theorem of Calculus, Applications of Integrals, Polar Coordinates, Transcendental Functions, Techniques of Integration, Indeterminate Forms, L'Hopital's Rule.
MIM 115E	**Architectural Design 1 and Rendering Techniques**	7	Various representation techniques through simple design problems; developing a spatial understanding; representing architectural space; aptitude in explication of ideas through a personalized visual language; enhancement of intuition relevant to issues of design such as building construction and structural systems through simple design problems; discussion on the relationship of architectural materials with the environment through small scale design exercises; understanding, interpreting and evaluating natural, historical and cultural environments.
MIM 113E	**Statics**	2	Basic concepts. Statically determinate structures under static loads, internal force diagrams. Simply supported beams, frames. Cantilever beams, frames. Continuous compound beams. Three-pinned arches, frames. Trusses. Statically indeterminacy. Force method. Cross method.
English Courses I			
ING 101	**English I**	3	ING 101 is designed to enable the students produce written work encompassing definition paragraphs, summaries, descriptions (mechanism and process), and classification essays, maintaining unity and coherence. In order to provide students with enough language input and equip them with necessary insights into various aspects of academic writing, ING 101 has been designed as an integrated skills course.
ING 102	**English II**	3	The students of English 102 course improve their study skills (such as efficient reading techniques and eliciting information) and critical thinking skills and go through the processes of reading and analyzing texts, planning, drafting, and editing. Students working on text exploration and academic writing simultaneously produce academic writing (paragraph or essay) both in their homework assignments and their exams.

2. Semester Compulsory			
Course Code	**Course Title**	**Credit Hours**	**Course Content**
BIL 101E	**Introduction to Computer and Information Systems**	1.5	Computers, the usage of the computers in daily life, computer hardware and software, operating systems, input/output and storage, the web and the Internet, wired and wireless communication, application software such as text editors, visualizations, spread sheets, and databases, error in computation, and introduction to scientific problem solving through algorithms.

MIM 116E	**Architectural Design II and Rendering Techniques**	7.5	Discussions regarding relations between building, urban environment, and natural environment through design problems; understanding, interpreting and representing architectural space; development of understanding of structures and building construction; program development for basic design problems; discussion of contemporary architectural ideas and precedents; discussion of the relationship of architecture with other fields of design through various problems, field trips and evaluation of the natural, historical, and cultural environments.
MIM 162E	**Introduction to Building Construction**	2	Concepts of building, architectural, and construction technology. Introduction of building and construction methods according to the systems approach. Interaction of user-environment building and introduction of environmental factors and expected performance characteristics in this context. Introduction of building subsystems. Presentation of building and construction methods with examples by considering building elements (wall, floor, roof, and stairs, and partitions) as systems.
MIM 122E	**Ancient and Byzantine Architecture**	2	A survey of the Anatolian cultures from the prehistoric times to the end of the Byzantine Empire. Styles, their relations, influences, and continuity in the Hittite, Urartian, Ancient Greek, Roman, and Byzantine architectures. Examples of religious, representative, and public buildings within the context of their social and cultural frame. Painting, sculpture and minor arts, and their relations with architecture. Construction, plan types, and architectural theories. Buildings of special importance in the process of architectural development.
MIM 103E	**Strength of Materials**	2	Internal forces. Stress. Strain. Tension and compression. Shear. Torsion. Bending moment. Deformation in bending-elastic curve. Combined bending and shear. Combined bending and axial force. Buckling.
ING 102	**English II**	3	The students of English 102 course improve their study skills (such as efficient reading techniques and eliciting information) and critical thinking skills and go through the processes of reading and analyzing texts, planning, drafting, and editing. Students working on text exploration and academic writing simultaneously produce academic writing (paragraph or essay) both in their homework assignments and their exams.
ING 103A	**Creative Writing**	3	Students will obtain an idea of what constitutes good writing in English. This will be accomplished by the students producing creative writing and analyzing it using both self and peer criticism. In the belief that writing can only be learned by actually writing, the emphasis throughout will be on students learning through doing. Most/all didactic contributions by the instructor will be restricted to the initial three weeks of the course.
ING 103AD	**Advanced English for Engineers**	3	Metals; Energy, Heat, and Work; Data Communications; Solar Energy; Telecommunications; Engineering and the Earth's Resources
ING 103B	**Business English**	3	Corporate structures, writing CV and letter of application, analyzing advertisements, interview with a franchise or franchisee issues on environmentalism, debate on gold mining and nuclear power generation issues on banking and stock exchange, debate on Turkish economy in relation with IMF and European Union

ING 103C	**Great Moments in Science**	3	The course is intended to give students the opportunity of integrated practice and development of their verbal written and reading English skills, within the context of their scientific fields of study and/or interest. After two sample modelling, students research and present a lecture on their approved topic, answer questions, research answers they were unable to answer, and write a report.
ING 103G	**Business Communications**	3	This course focuses on giving students an introduction to the language of business and also introduces them to some of the basic functions of business activities. Most pertinently, the course demonstrates salient techniques for finding and applying for job vacancies, whilst teaching students to produce an effective curriculum vitae available for immediate use.
ING 103H	**Public Presentations**	3	This course focuses on the theoretical background and applied skills needed to present an effective speech in front of an audience or a small group. The theoretical knowledge is based on the elements of speech and speech preparation, which intend to reveal the indisputable connection and interrelation of the speaker with his audience. The applied skills on the other hand provide the opportunity to the attendant to experience what he has learned.
ING 103I	**Short Stories**	3	This course focuses on the written and verbal analyses of 12 short stories selected from world literature. The analyses are based on the dramatic structure and the historical context of each story, which intend to prove the indisputable connection and interrelation of each story with the scientific thought, philosophical outlook, and the economic approaches of the particular historical moment it is written.
ING 103L	**Mythology**	3	We will learn to interpret world mythology and cultures by asking and attempting to answer some of the basic questions that people from antiquity to the present have asked about these tales. Stated broadly, some of these questions are: What are myths? What do they have to do with religion? With psychology? With the natural world? With the history and society of the peoples who produced them? How do they relate to rituals and morality? What are we to think of the similarities and differences in these traditional stories? In what ways are myths practical? In what ways are they true or false?
ING 103N	**Film Studies**	3	Film Studies is the compilation of certain films, whose principle elements are rebellion, emotions, and the supernatural. The purpose of this course is to carry the film criticism into a literary and sociological form. While doing this, it aims to improve the students' research and presentation skills as well as their ability to involve in academic discussions.
ING 103O	**Psychology**	3	The course is intended to give students the opportunity of integrated practice and development of their verbal, written and reading English skills, within the context of psychology. After two sample modelling of the format by the instructor, the students research and present a lecture on a psychological topic that interests them, answer questions, research answers to questions that they could not answer, and prepare new answers, information, and a written report. There is also emphasis on particular issues current in psychology, useful terminology, and the fallacies of pop psychology.

ING 103P	**Poetry**	3	An introduction is given to a fairly wide range of original English poetry. Students are required to select a work in their mother tongue to translate into English. An opportunity is given to the students to produce their own poetry or related work. The selection of poetry is based on an attempt to give exposure to a range of poems generally accepted as outstanding.
3. Semester Compulsory			
Course Code	**Course Title**	**Credit Hours**	**Course Content**
ING 201	**English III**	3	English 201 is a course designed to teach the organizational and critical thinking skills necessary for logical written expression. The course focuses on writing a research paper of at least 1,500 words based on sound scholarly sources on a topic of interest related to students' field by conforming to the APA standards of writing without committing plagiarism. In this course, the whole research process is taught step by step through skills including research, source selection, choice of topic, construction and defense of a thesis statement, citing sources, outlining, organizing a references page, and note taking. Critical elements of the course are instruction in paraphrasing and summarizing techniques, use of quotations and the incorporation of these research findings in the paper together with the inclusion of personal comments, avoidance of plagiarism, and conforming to ethical rules.
MIM 211E	**Architectural Design III**	5	Development of solutions through a holistic approach to design problems; discussions regarding the role of natural and cultural environments within the design process; analysis of the theoretical basis of architecture through design work; introduction of fundamental concepts and vocabulary of architecture through seminars and research; critical evaluation of contemporary architectural works, both buildings and ideas, from Turkey and around the world; complicated modelling, computer modelling, and animation techniques; organization of field trips to promote a fruitful discussion concerning the contemporary architectural scene of Istanbul.
MIM 221E	**History of Turkish Architecture**	2	Pre-Islamic Turkish architecture in Asia, Uighur, Karakhanid, Ghaznevid, and Seljuk architecture and the origins of the Anatolian Turkish architecture; space, mass, façade, and structure design characteristics and form language of the early Anatolian emirates, Anatolian Seljuks, 14th c. emirates, and Ottoman architecture until the end of the 17th c. with various examples of building types, such as mosques, madrasas, hospitals, tombs, caravanserais, palaces, and building complexes.

MIM 231E	**Building Materials**	3	Inter-relationship among Building-Material-Design. Basic properties of building materials: binding materials, aggregates, concrete, building stones, ceramics, glass, wood, plastics, metal, gypsum, asbestos-cement, bitumen, adobe, paints and protecting materials. Functional building materials: Heat, water, water-vapor and acoustics insulating materials. Construction wall materials, inside and outside wall coatings, floorings and sub-flooring materials, ceiling and roof covering. Mechanical and physical experiments in Building materials laboratory, testing and analyzing studies, introducing building materials to the students and general evaluation.
MIM 271E	**Theory of Structures**	1,5	General information and basic concepts. Solution of statically determinate structures under static loads and internal force diagrams. Simply supported beams and frames. Cantilever beams and frames. Continuous compound beams. Three-pinned arches and frames. Trusses. Concept of statically indeterminacy. Flexibility (Force) method. Moment distribution (Cross) method.
MIM 261E	**Building Construction Methods**	2,5	Analysis, design and construction of building elements. External wall systems (walls in contact with atmosphere and ground), window and door systems, floor systems (ground, intermediate and exposed-soffit floors, suspended ceilings, raised floors), vertical circulation systems (ramps and stairs), roof systems (flat and sloping roofs), and partition systems (fixed and moveable partitions). Constructional design requirements, performance criteria, and resources. Design principles of building element systems, Traditional and advanced construction methods. Application-studio work: Analysis and synthesis of building element systems.
MIM 253E	**Steel Structures**	1,5	Design of steel structures, material properties of steel. Introduction to Turkish standards, Eurocodes, and AISC codes. Connections, tension members, compression members, and beam-columns. Beams and trusses.

4. Semester Compulsory			
Course Code	**Course Title**	**Credit Hours**	**Course Content**
MIM 222E	**History of European Architecture**	2	The concept of style. Medieval period as a phenomenon and its changing image Romanesque architecture. The process of structuralization of masonry architecture toward Gothic. The modern conditions of the genesis of the Renaissance: Capitalism, Enlightenment and Humanism. The reemergence of the urban culture. The shift from the regularity of the Renaissance to the subjectivity of Mannerism and its reasons. The complexity of architecture during the periods of Baroque and Rococo: Total and multilayered design. The introduction of light and spatial effects in architecture. Absolutism, palace, and city. The architecture of Ottoman Westernization period. The first appearance of Modernity: The architecture of Enlightenment. Historicist pluralism. Orientalism Industrial revolution: New materials and building types in architecture. The city of the 19th century.

MIM 232E	**Reinforced Concrete Structures**	3	Introduction. Reinforced concrete as a structural material. Mechanics and behavior of reinforced concrete, assumptions, and specifications. Principles of ultimate strength theory. Simple and combined bending (Rectangular and T sections). Columns. Interaction diagrams. Reinforced concrete sections under shear and torsion. One-way and two-way slabs. Foundations. Introduction and design of reinforced concrete structures. Skeleton frames. Properties of reinforced concrete tall buildings. Reinforced concrete structures for long span. Examples of reinforced concrete structures.
MIM 212E	**Architectural Design IV**	5	Design issues that emphasize the use of environmental conditions as an input for approaching design; themes that unite the architectural idea with structure, construction, and building details; design problems that require inquiry at various scales; experiencing the design of less complicated buildings and settlements; integration of technical data into the design process; investigation and research related to design through seminars; organization of field trips that promote a fruitful discussion concerning the contemporary architectural scene of Istanbul.
MIM 244E	**Building Element Design**	2.5	Analysis, design, and integration of building elements. External wall systems (walls in contact with atmosphere and ground), window and door systems, floor systems (ground, intermediate, and exposed-soffit floors, suspended ceilings, raised floors), vertical circulation systems (ramps and stairs), roof systems (flat and sloping roofs), partition systems (fixed and moveable partitions). Design of building element systems within the framework of constructional design requirements, criteria, and resources. Integration of building element systems in line with the holistic approach. Application-studio work: Analysis, design, and integration of each building element and its components according to predefined criteria and constraints.
MIM 242E	**Environmental Control Studio**	5	Climate and climatic elements, climatic comfort, design parameters related to a built environment that are effective on climate and energy control (site, orientation, building envelope, building form, building distance, etc.), and design of a built environment as energy efficient passive climatization system. Definition of light, photometry, visual comfort, design parameters related to built environment that are effective on light control (windows, room dimensions, reflectivities of internal surfaces, obstructions, artificial light sources, etc.), design of natural lighting system, design of artificial lighting system and installation, and integrated lighting system. Sound, human health and noise relation, acoustical comfort, and design parameters related to built environment, which are effective on noise control (site, building distances and orientation, room form, building envelope, obstructions, etc.), design of built environment as noise control system, acoustical design of halls (for speech and music). Heating systems and their elements, integration of these systems and their elements with architecture, ventilation systems and their elements, and climatization systems and their elements. Water supply system of buildings and its elements, waste water system and its elements, sanitary application. Fire control, design parameters related to built environment, which are effective on fire control (settlement density, organization of rooms, fire stairs, etc.), design of built environment as passive and active fire safety systems. Regulations current in Turkey (fire regulation, noise regulation, heat control regulation, etc.)

5. Semester Compulsory			
Course Code	**Course Title**	**Credit Hours**	**Course Content**
EKO 201E	**Economics**	3	Introduction to the principles of micro- and macroeconomics, the fundamental problems of economies, the modeling of household and firm behaviors, market structures, the principles of public finance, and the modeling of macroeconomics in an international context
MIM 351E	**Architectural Design V**		Development of an ability for understanding cultural/social/physical environments, architecture's role in mediating the environment, conceptualizing and representing architectural ideas, program development and generation, and realization of ideas for complex environments.
TUR 101	**Turkish I**	2	Definition of Language, Language and Thought, Language and Culture, World Languages (In Point of Origin and Structure), The Significance of Turkish Language among World Languages, The Historical Development of Turkish Language, The Structure of Turkish Language, Turkish Phonetics, Today's Turkish Language, The Act of Writing and the Rules of Writing (Orthography), Spelling Rules, The Right Expression of Thought, Scientific Language and Turkish as a Scientific Language, Turkish Poetry, and Poetry Language.
MIM 331E	**Building Production Systems**	2	Definition of Building Production System (BPS). Elements of BPS: resources, process and product. Constraints of BPS: environment, aims, criteria. Development of BPS from standpoints of resources, process, product, and organization in parallel with social and technological changes. Characteristics of building sector. The product characteristics and demand characteristics in the building production. Evaluation of building systems in terms of resource utilization/speed/quality. Principals in selection of building production system and construction technology. Evaluation of alternative building production systems and construction technologies on design process.
MIM 321E	**Contemporary Architecture**	2	The social and cultural bases of Modernity founded in the periods of Renaissance and Enlightenment. An elitist answer to the project of Modernity: Art Nouveau. Modernity and Avantgardism: De Stijl, Expressionism, Futurism, and Constructivism. The idealism and realism of Bauhaus. Discussion on the concepts of form and function. The pioneers of modern architecture. The congress of CIAM. Architecture and social responsibility. The application of modernity to the urban scale. The moderate modernity of Art Deco. The dark side of modernity: Totalitarian architecture. Modernism during the 1950s and 1960s: The International Style. The sensibility on the historic environment and the primary reactions against modernism. Postmodernism: Meaning and form richness. from pop art to the commercial kitsch. New Historicism. The European Postmodernism. Philosophy, which has been built: Deconstructivism.

MIM 341E	**Urbanism and Planning Law**	3	History of urban planning process. Urban Components: Residential, commercial, recreational areas and transportation. Population and land use densities. Development plans, their purposes and implementation technics. Planning law, regulations and architecture. Urban design principles. Urban spatial patterns. Term paper: Analysis of urban elements and spatial patterns in an historic urban area. Definition of problems and proposal of solutions.
MIM 322E	**Conservation of Historical Buildings and Sites**	2	History and theory of conservation, evaluation of historic buildings and sites. Historic building survey, inspection and recording. Diagnosis of building failures. Restoration techniques (consolidation of materials and structures, reintegration, renovation, reconstruction, etc.). Introduction to urban conservation methodology. Listing buildings and spaces of architectural and historic importance, urban conservation plans, integrated conservation. National legislation concerning conservation. Administrative aspects of conservation in Turkey. Conservation education.

6. Semester Compulsory			
Course Code	**Course Title**	**Credit Hours**	**Course Content**
MIM 312E	**Architectural Design VI**	5	Discussions regarding the inquiry of buildings/settlements at various scales and having different detail properties; buildings and their relationship with the urban environment considered as a unity of different systems; investigation of the positive and/or negative impact that the proposed building will impose on the environment, and search for alternative solutions as a response to this intervention; development of complex and multifunctional building programs and design proposals; introduction of alternative structures, construction techniques, and complex functions; assessment of problems related to contemporary architectural developments and introduction of contemporary issues into the studio.
MIM 421E	**Architectural Survey and Restoration Studio**	3	Use of traditional and optical methods for surveying historic structures: research and documentation before and after intervention, degrees, and methods of intervention. Measuring and producing measured drawings of historic building in the historic part of the town. Damage assessment. Proposal for restitution and restoration.

MIM 332E	**Construction Management and Economy**	4	Basic concepts. Participants of the building production. Managerial and economic decisions at different levels (sector, firm, project, and operational) of building production process. Design and construction firms: functions and organizational patterns. Evaluation of building investments: feasibility studies. Project delivery systems, organizational structures, and type of contracts. Cost management: cost estimation, cost planning and control, factors affecting building costs. Time and resource management; time and resource estimation, planning and control; site management, site planning. Risk management; risk planning and control. Quality management; quality planning and control, specifications. Information management; information systems in construction management. Productivity in building production. The role of architects in different stages of building production process. Construction laws and regulations. Progress control, changes, claims and disputes, progress measurement, progress payments, and close-out. Practices on building cost estimation, project planning/programming, and feasibility studies.
TUR 102	**Turkish II**	2	Written Expression, Method and Planning of Written Expression, Writing Exercise, Scientific Texts (Article-Report-Critic), Official Texts (Petition-Resume), Genres of Literature, Essay, Column, Travel Writing, Biography, Story, Novel, Verbal Literature, Verbal Expression, and Communication

7. Semester Compulsory			
Course Code	**Course Title**	**Credit Hours**	**Course Content**
ATA 101	**History of Turkish Revolution I**	2	A definition of Revolution. The aim and the importance of the Turkish history of revolution. General state of the Ottoman Empire: the reason for the decline Efforts to save the Ottoman Empire. The current ideals. The First World War. Societies Mustafa Kemal in Anatolia and the Congresses. The opening of the Great Turkish National Assembly. Reactions to the National Government. National and International policy The Mudanya treaty Lousanne conference.
MIM 411E	**Architectural Design VII**	5	Development of personalized processes for data collection, analysis, and building programming, which reflect the nature of design problems and the interests of designers; enhancement of control over the design process relative to its components such as structures, building systems, and detail design; emphasis on the ability to develop complex programs for buildings/settlements in complicated environments, and generation of architectural design solutions.
MIM 431E	**Construction Project**	5	Building construction, environmental control systems, and project management within the scope of detailed project. Preparation of detailed project. Preparation of detailed project according to building codes and regulations such as earthquake. Integration of building subsystems such as load bearing, installation, mechanical, and electrical systems. Preparing documents and detail drawings according to municipal drawing principles.

8. Semester Compulsory			
Course Code	**Course Title**	**Credit Hours**	**Course Content**
ATA 102	**History of Turkish Revolution II**	2	The declaration of the Republic. The importance of the leader and the staff in the revolution. Constitutional solutions to the problems related to the Lausanne Conference. The participation of Turkey in pacts and in international organizations. Reactions to the new governmental structure. Trials in the multi-party system. The Home and foreign policy of the Republic of Turkey Atatürk's foreign policy to inspire confidence in the future of Turkey Kemalism. The Principles of Atatürk.
MIM 492E	**Graduation Project**	3	Problem definition: Analysis and investigation of conditions, constraints, possibilities and requirements of the building program, site and its environment, and other design factors such as psychological, social, technological, and aesthetic. Transformation of design information into design knowledge. Concept development. Definition of design criteria and priorities related to the design proposal. Transformation of the outcome of analysis studies into ideas for spatial relations. Synthesis of design knowledge and experience gained throughout the design education. Development of solution alternatives and the proposal of a final solution.

9. Semester Compulsory (1. Semester of MTS)			
Course Code	**Course Title**	**Credit Hours**	**Course Content**
MTZ501	**Architectural Design I**	**6**	Architecture within the urban context; urban texture and cultural, economic, and social aspects; mapping/interpreting the place and incorporating this into a new proposal under cultural/economic/social circumstances; urban transformation processes and architecture; sustainable development with regard to values and intervention to the existing environment; relationship of existing buildings and new purposes; urban space-building interaction; urban space-human interaction; rules and regulations; architectural programming; finalizing the work with preliminary design, and design development projects.

10. Semester Compulsory (2. Semester of MTS)			
Course Code	**Course Title**		**Course Content**
MTZ511E	**Architectural Design II**	6	Architecture and design as a creative and experimental activity; use of imagination, play, critical thinking, and innovative thought; promoting experimental and experiential situations; integration of research, science, technology, poetry, literature, and arts culminating toward an architectural solution; developing an insight into the practice of architecture and design; finalizing the work with preliminary design and design development projects.
MTZ508E	**Special Topics on Architecture 1**	3	Contribution of academicians and professionals regarding the recent developments in social aspects of architecture, cultural sustainability and urban context; discussions on contemporary and outstanding designs and approaches to architecture.

11. Semester Compulsory (3. Semester of MTS			
Course Code	**Course Title**		**Course Content**
MTZ513	**Architectural Design III**	6	Exploration of emergent technologies in architectural design; design as a research activity; design and development of systems; material, structural, mechanical, and environmental parameters in the design of buildings; emergence, biomimetics, evolutionary design processes; use of dynamic tools and technologies for the design of buildings; and finalizing the work with preliminary design and design development projects.

12. Semester Compulsory (4. Semester of MTS)			
Course Code	**Course Title**	**Credit Hours**	**Course Content**
MTZ517	**Architectural Design IV**	6	Architecture within the environmental context; climate, topography, nature, human settlements, and social aspects; mapping/interpreting the place and incorporating this into a new proposal under geographical/social circumstances; sustainable development with regard to values and intervention to the existing environment; relationship of natural and artificial; human-environment interaction; building-environment interaction; architectural profession and ethics; finalizing the work with preliminary design; and design development projects.
MTZ599/MTZ599E	**Term Project**		Preliminary design and design development projects; project report

Table 2.5: Elective Courses Contents

1. Semester Elective			
Course Code	**Course Title**	**Credit Hours**	**Course Content**
EUT 222E	**History of Art**	3	General philosophy of art. The evolution of painting, sculpture, and handcrafts before the Industrial Revolution. Concepts of art and handicraft. Various conceptions of art and handicraft throughout the Antic, Medieval, and Turkish art. Detailed introduction of the important works of art and artist of these periods.
ICM 121E	**History of Art and Culture**	3	Theoretical introduction related to art; a variety of works of art, from prehistoric eras to the present, such as painting, sculpture, architecture, photograph, and designs object are discussed within a socioeconomic, political, religious and cultural perspective; analysis and interpret work of art; artist; analysis of interior decoration and design within visual arts; visiting exhibitions and criticism of contemporary arts.
ITB 205E	**Philosophy**	3	The course introduces the problems of philosophy by focusing on the selected readings from philosophers. The problems related to theory of knowledge, philosophy of mind, ethics; social and political philosophy; science, technology and society and logic are to be discussed during the course.

4. Semester Elective			
Course Code	**Course Title**	**Credit Hours**	**Course Content**
MIM 252E	**Theories of Architectural Design**	3	Various disciplines that influence architectural design and theories taken from those fields: social and cultural, behavioral theories, theory of privacy, territoriality, personal space-social space theories, information theory, design approaches and models, the role of information, and the role of the architect in design, theory of participation.
MIM 310E	**Traditional and Contemporary Turkish House**	3	Traditional Turkish House: the Concept of Traditional Turkish House; Historical and Typological analysis; the interaction of Culture and Space: the concept of culture, environment, and space; Cultural Essence of Traditional and Contemporary Turkish House: Cognitive, Behavioral, and Normative analysis in defining cultural essence; Research methods and techniques; the comparison of Traditional and Contemporary Turkish House; New Housing Trends and future Housing; Field Studies.
MIM 345E	**Architectural Theory and Modernism**	3	A discussion of twentieth century architectural theory. Discussion of modernist theories and simultaneous counter-theories, investigation of philosophical origins of modernism dating back to eighteenth century, understanding of the reflections of modern theories in related fields such as theatre, film, and visual arts, and a literature, discussion of major texts in the related topics.

MIM 356E	**Photography**	3	Basic elements of photography. Light, cameras and films. Lenses and relevant concepts. Cameras, accessories, films, structures, and types. Natural and artificial lighting and armatures. Photographic techniques: framing and graphic composition. The ability of generating a layout with light and composition with using the basic elements of photographic language. Examination of surface texture and reflections: color education. Contrast, complementary adjacent colors, and pure, light-dark application. Examination of light reflection of prismatic materials and coloring.
MIM 360E	**Design Principles of Building Elements**	3	Objectives and scope of the course. Short review of systems approach, decision-making process, and performance approach. Principles of building elements design. Interrelations among man, environment, and building elements. Performance analysis of building elements, environmental factors, performance requirements determined with regard to the basic functions of building elements, and performance of building elements in place. Forming of building elements, jointing, and integration with building and dimensional coordination, tolerances, and fits in this context. Studio work: design and/or evaluation of alternative solutions and selection and detailing.
MIM 366E	**Freehand Drawing in Architecture**	3	Sketches from selected buildings and their environments in historical places of Istanbul, contour, blind contour, quick contour, gesture drawing trails, information about tones and colors, information about historical and cultural properties of the mentioned places, definition of different materials and techniques, discussion on scale, proportion, rhythm, balance.
MIM 370E	**Internal Subdivision Systems in Buildings**	3	Objectives, scope of the course and related definitions. Internal subdivisions in building: division and separation walls, floors and ceilings. Performance analysis of these elements: environmental factor, performance requirements determined with regard to their basic functions, and their performance in place. Physical analysis of division and separation walls, floors, and ceilings. Forming dimensioning, jointing and integration of these elements. Studio work: design and/or evaluative alternative solutions, selections, detailing.
MIM 380E	**External Wall Systems**	3	Objectives, scope of the course and related definitions. External wall systems: load-bearing heavy, light panel, cladding, and curtain walls and opaque and transparent component of the walls. Performance analysis of wall systems: environmental factors, performance requirements determined with regard to the basic functions of wall components and performance of walls in place. Physical analysis external walls. Forming, jointing, and integration of the walls with buildings. Studio work: external wall design and/or evaluation of alternative solutions and selection and detailing.

MIM 390E	**Methods of Environmental Analysis in Architecture**	3	Producing design knowledge (observation, archive, etc.), selecting relevant information (for design) (issue-based information system), generating design alternatives (Zwicky box, Systematic Doubt, etc.), evaluation design alternatives by individual and by group in order to come up with one alternative to implement (Systematic Tree, etc.), and contemporary design issues and application on finished projects.
MIM 410E	**Architect Sinan**	3	The milieu Sinan was brought up as an architect. Space, structure, mass, and façade design of his buildings (mosques, masjids, madrassas, baths, tombs, etc., complexes, bridges, and water supply systems.) the experimental development of his design concepts. The use of building materials. His contribution to the Ottoman and world architecture.
MIM 420E	**Logic and Theory of Design**	3	Architecture and architectural design: different approaches and models of design and computer-aided design models. The structure of design activity: design process, characteristics of design problems and process, problem-solving behavior, heuristic reasoning and creativity, design psychology and cognitive strategies, mental imagery, visualization, and knowledge in design. Designers in action: different approaches, strategies in form generation, normative, and operative positions to guide design thinking. Design methodology: why methods, history of design methodology and recent developments, and logic in design. Design tools.
MIM 430E	**Conservation of a World Heritage Site-İstanbul**	3	Historical development of Istanbul from the Roman up to the end of the Ottoman period. Characteristics of the urban fabric with special reference to the Historical Peninsula, Beyoğlu, Eyüp and the Bosphorus villages. Major monuments and archaeological sites in Istanbul and problems related to their conservation. Principles of monitoring world heritage sites: legislation, financial issues, management strategies. Case study on a historic quarter of Istanbul: photographic survey of the monuments and other cultural property within the study area, description of environmental features, historical and visual analysis of the settlement, leading the proposals for the maintenance and better appraisal of the site.
MIM 437E	**Analyses and Critics on Contemporary World Architecture**	3	Modern Architecture in the late ‘50s, Modern Architecture in the U.S.A. in the ‘60s, ‘70s a nd its evolution in the ‘80s; Globalism and Localism; Architecture in the Age of Globaliza tion, Critical Regionalism: experiences in Europe, Asia and America, Hi-tech, new langu ages and Utopia in architecture: Reyner Banham, Archigram and the tendencies after th e 60s; Architecture of the new millennium in the world cities; Green architecture, Sustain ability and new directions in contemporary world architecture practice.
MIM 441E	**Preservation Practices at Archaeological Sites**	3	References to ancient Greek philosophy and literary texts; Links between philosophy, mythology and daily life; Reflections of Greek and Roman (and earlier periods’) social structure onto urban system; Architecture and sculpture; Building types and social habits; Excursions to selected cities, seminars both in the classroom and on site.

MIM 460E	**Solar House**	3	Solar house concept, solar radiations as a heat source, solar angles, types, design principles and samples for solar collectors, solar houses as passive systems, and solar houses as active systems.
MIM 480E	**The Changing Workplace**	3	The course will focus on a series of weekly topics to discuss, analyze, and explore R&D workplaces in Turkey. The course seeks to understand and formulate the common elements occurring in the current R&D environment as well as future opportunities for workplaces to be agile to the changing practices. Throughout the course, each student will do a comprehensive case study on an R&D workplace environment in Turkey. Through literature review, discussion, and case study analysis, a final report will be presented of principles, suggestions, and trends that shared research observed through the course work.
MIM 482E	**Architecture, Cities, and Cinema**	3	General content for architecture and cities in movies; architectural subjects in movies; reflections of architecture and cities for premodern, modern, and postmodern for architecture and cities by using movies; movies that are based on the subjects of architecture and cities; house, housing usage, lifestyle and family matters in the movies; examining the cities through the movies; research for the urban background in the movies; urban documentary films; documentary films for architects and architectural products; scene design of architectural and urban environment for the movies; architectural and urban environment design for the animation cinema.
MIM 485E	**Building Construction Techniques**	3	Objectives, scope of the course, and related definitions. Building construction techniques: traditional, evolved traditional construction, and building with ready-made elements and components. Timber, reinforced concrete, and steel construction techniques. Analysis of building construction techniques. Fabrication, storing, transportation, on-site construction and assembly of building elements and components. Technical buildability.
MIM 495E	**Housing in Developing Countries**	3	Phenomenon of migration from rural-to-urban; causes and positive and negative consequences; inquiring into housing issue of the industrialized and industrializing countries and comparing the two types of countries with respect to their approaches to housing; housing typology of the big cities in developing countries; the cultural characteristics of low-income urban settlers, and the characteristics of their houses.
PEM 431E	**Experimental Studies on Place and Design**	3	Field studies for place analysis. Dimensions of place. Types and archetypes of places. Design thinking and conceptualization. Design approaches and strategies. Experimental place studies for design problem resolutions. Comparative definitions of space and place. The relationship between open, semiopen, closed spaces, and place patterns. Natural and built environment relations. Lost spaces and place making potentials. Place and settlement. Landscape, building, and site relations. Visual and textual place representations.

6. Semester Elective			
Course Code	**Course Title**	**Credit Hours**	**Course Content**
MIM 252E	**Theories of Architectural Design**	3	Various disciplines that influence architectural design, theories taken from those fields: social and cultural, behavioral theories, theory of privacy, territoriality, personal space-social space theories, information theory, design approaches and models, the role of information and the role of the architect in design, and theory of participation.
MIM 310E	**Traditional and Contemporary Turkish House**	3	Traditional Turkish House: the Concept of Traditional Turkish House; Historical and Typological analysis; the interaction of Culture and Space: the concept of culture, environment, and space; Cultural Essence of Traditional and Contemporary Turkish House: Cognitive, Behavioral, and Normative analysis in defining cultural essence; Research methods and techniques; the comparison of Traditional and Contemporary Turkish House; New Housing Trends and future Housing. Field Studies.
MIM 320E	**Roof Systems**	3	Objectives, scope of the course, and related definitions. Roof and roofing systems: pitched roofs, low slopped roofs, roof structures, and roofing components. Performance analysis of roof systems: environmental factors, performance requirements determined with regard to the basic functions of roof components, and performance of roofs in place. Physical analysis of roofs. Forming and draining roofs. Jointing and integration of the roofs with buildings. Studio work: roof design and/or evaluation of alternative roof and roofing systems, selection, and detailing.
MIM 330E	**Vertical Circulation Systems**	3	Objectives, scope of the course, and related definitions. Vertical circulation systems: ramps, staircase, and ladder. Performance analysis of vertical circulation systems: environmental factors, user requirements, performance requirements determined with regard to basic functions. Classification of staircases: external and internal stairs and staircase for fire escape. Physical analysis of staircase, forming, supporting, dimensioning, and integration with building. Studio work: analysis, staircase design, and evaluation.
MIM 345E	**Architectural Theory and Modernism**	3	A discussion of twentieth century architectural theory. Discussion of modernist theories and simultaneous counter-theories, investigation of philosophical origins of modernism dating back to eighteenth century, understanding of the reflections of modern theories in related fields such as theater, film, visual arts, and literature, discussion of major texts in the related topics.
MIM 356E	**Photography**	3	Basic elements of photography. Light, cameras and films. Lenses and relevant concepts. Cameras, accessories, films, structures and types. Natural and artificial lighting and armatures. Photographic techniques: framing and graphic composition. The ability of generating a layout with light and composition with using the basic elements of photographic language. Examination of surface texture and reflections: color education. Contrast, complementary adjacent colors, and pure, light-dark application. Examination of light reflection of prismatic materials and coloring.

MIM 360E	**Design Principles of Building Elements**	3	Objectives and scope of the course. Short review of systems approach, decision-making process and performance approach. Principles of building elements design. Interrelations among man, environment and building elements. Performance analysis of building elements, environmental factors, performance requirements determined with regard to the basic functions of building elements, and performance of building elements in place. Forming of building elements, jointing and integration with building and dimensional coordination, tolerances, and fits in this context. Studio work: design and/or evaluation of alternative solutions and selection and detailing.
MIM 366E	**Free Hand DrawingArchitecture**	3	Sketches from selected buildings and their environments in historical places of Istanbul, contour, blind contour, quick contour, gesture drawing trails, information about tones and colors, information about historical and cultural properties of the mentioned places, definition of different materials and techniques, discussion on scale, proportion, rhythm, and balance.
MIM 370E	**Internal Subdivision Systems in Buildings**	3	Objectives, scope of the course and related definitions. Internal subdivisions in building: division and separation walls, floors, and ceilings. Performance analysis of these elements: environmental factor, performance requirements determined with regard to their basic functions, and their performance in place. Physical analysis of division and separation walls, floors, and ceilings. Forming dimensioning, jointing, and integration of these elements. Studio work: design and/or evaluative alternative solutions, selections, and detailing.
MIM 378E	**Tall Building Structures**	3	Introduction. Design criteria. Loading. Frame structures. Wall structures. Frame-Wall structures. Suspended structures. Approximate analysis methods of tall building structures. Evaluation of some typical samples related to all system types.
MIM 380E	**External Wall Systems**	3	Objectives, scope of the course, and related definitions. External wall systems: load-bearing heavy walls, light panel walls, cladding walls and curtain walls, and opaque and transparent component of the walls. Performance analysis of wall systems: environmental factors, performance requirements determined with regard to the basic functions of wall components, and performance of walls in place. Physical analysis external walls. Forming, jointing, and integration of the walls with buildings. Studio work: external wall design and/or evaluation of alternative solutions and selection and detailing.
MIM 390E	**Methods of Architectural Analysis in Architectural Design**	3	Producing design knowledge (observation, archive, etc.), selecting relevant information (for design) (issue-based information system), generating design alternatives (Zwicky box, Systematic Doubt, etc.), evaluation design alternatives by individual and by group in order to come up with one alternative to implement (Systematic Tree, etc.), contemporary design issues, and application on finished projects

MIM 410E	**Architect Sinan**	3	The milieu Sinan was brought up as an architect. Space, structure, mass, and façade design of his buildings (mosques, mesjids, madrassas, baths, tombs, complexes, bridges, water supply systems, etc.) the experimental development of his design concepts. The use of building materials. His contribution to the Ottoman and world architecture.
MIM 420E	**Logic and Theory of Design**	3	Architecture and architectural design: different approaches and models of design and computer-aided design models. The structure of design activity: design process, characteristics of design problems and process, problem-solving behavior, heuristic reasoning and creativity, design psychology and cognitive strategies, mental imagery, visualization, and knowledge in design. Designers in action: different approaches, strategies in form generation, and normative and operative positions to guide design thinking. Design methodology: why methods, history of design methodology and recent developments, and logic in design. Design tools.
MIM 433E	**Infill Prob.in Urban Hist. Site**	3	Typologies of buildings, groups of buildings, and characteristics of streets, blocks, lots of various examples of historic centers. The main principles and data that must be taken in consideration for the construction of new buildings in dense historic areas. International decisions related to these principles. Discussions on the European and American examples of different important approaches. New buildings in historic centers of Istanbul and other Anatolian traditional towns and their evaluation.
MIM 437E	**Analy. and Crtc. on Cont. Wrld. Arch.**	3	Modern Architecture in the late ‘50s, Modern Architecture in the U.S.A. in the ‘60s, ‘70s a nd its evolution in the ‘80s; Globalism and Localism; Architecture in the Age of Globaliza tion, Critical Regionalism: experiences in Europe, Asia and America, Hi-tech, new langu ages and Utopia in architecture: Reyner Banham, Archigram and the tendencies after th e 60s; Architecture of the new millennium in the world cities; Green architecture, Sustain ability and new directions in contemporary world architecture practice.
MIM 441E	**Preserv. Prac. at Arch. Sites**	3	References to ancient Greek philosophy and literary texts; Links between philosophy, mythology and daily life; Reflections of Greek and Roman (and earlier periods’) social structure onto urban system; Architecture and sculpture; Building types and social habits; Excursions to selected cities, seminars both in the classroom and on site.
MIM 458E	**Light-Weight Structural System**	3	Properties and advantages of Autoclaved Aerated Concrete (AAC), reinforced structural wall and slab elements and their design, applications of AAC, construction site visit, Principles for AAC and other light-weight structural systems given in Turkish Earthquake Code, AAC application at low-rise (2–3 story) buildings, numerical comparison of AAC and other structures (timber and steel) subjected to earthquake loading, and special topics.
MIM 460E	**Solar House**	3	Solar house concept, solar radiation as a heat source, solar angles, types, design principles and samples for solar collectors, solar houses as passive systems, and solar houses as active systems.

MIM 478E	**Late Ottoman Architecture**	3	Discussions about modernity and its openings in the historiography concerning the late Ottoman era; Changes in the architectural and urban space during the 18th century; Imperial modernization during the Tanzimat era its impact on the architectural milieu, activities of foreign architects, introduction of new architectural styles, urban projects; 19th century Examples of Orientalism in the Ottoman architecture; Ottoman architecture in the 19th century world exhibitions, pavillions and architecture books prepared for the exhibitions; Nationalism during the Constitutional Period and the 1st National Movement in architecture, pioneers and their works; Discussions on architecture and nationalism in the periodicals and the publications of the Constitutional era; Development of professional identity among architects during the late Ottoman era, architectural education, employment conditions and professional organizations.
MIM 480E	**The Changing Workplace**	3	The course will focus on a series of weekly topics to discuss, analyze, and explore R&D workplaces in Turkey. The course seeks to understand and formulate the common elements occurring in the current R&D environment as well as future opportunities for workplaces to be agile to the changing practices. Throughout the course, each student will do a comprehensive case study on an R&D workplace environment in Turkey. Through literature review, discussion and case study analysis a final report will be presented of principles, suggestions and trends the shared research observed through the course work.
MIM 482E	**Architecture, Cities and Cinema**	3	General content for architecture and cities in movies; architectural subjects in movies; reflections of architecture and cities for premodern, modern, and postmodern for architecture and cities by using movies; movies that are based on the subjects of architecture and cities; house, housing usage, lifestyle, and family matters in the movies; examining the cities through the movies; research for the urban background in the movies; urban documentary films; documentary films for architects and architectural products; scene design of architectural and urban environment for the movies; architectural and urban environment design for the animation cinema.
MIM 485E	**Building Construction Techniques**	3	Objectives, scope of the course and related definitions. Building construction techniques: traditional, evolved traditional construction, and building with ready-made elements and components. Timber, reinforced concrete, and steel construction techniques. Analysis of building construction techniques. Fabrication, storing, transportation, on-site construction, and assembly of building elements and components. Technical buildability.

PEM 431E	**Experim Studies on Place and Desg**	3	Field studies for place analysis. Dimensions of place. Types and archetypes of places. Design thinking and conceptualization. Design approaches and strategies. Experimental place studies for design problem resolutions. Comparative definitions of space and place. The relationship between open, semiopen, closed spaces, and place patterns. Natural and built environment relations. Lost spaces and place making potentials. Place and settlement. Landscape, building, and site relations. Visual and textual place representations.

7. Semester Elective			
Course Code	**Course Title**	**Credit Hours**	**Course Content**
MIM 252E	**Theories of Architectural Design**	3	Various disciplines that influence architectural design, theories taken from those fields: social and cultural, behavioral theories, theory of privacy, territoriality, personal space-social space theories, Information theory, design approaches and models, the role of information and the role of the architect in design, theory of participation
MIM 315E	**Acoustical Problems in Architecture**	3	Sound, vibration and human perception; Noise in community and buildings; noise control criteria and standards relative to human health and comfort, principles of noise control at different phases of architectural design, insulation against airborne and structure-borne sounds, and noise and vibration control in HVC systems; Auditorium acoustics and architectural design: criteria and standards for multipurpose use; Applications to specific building types: residential, commercial, educational, health, and public buildings, industrial buildings, and functional spaces such as studios, rooms, theatres, and music halls.
MIM 320E	**Roof Systems**	3	Objectives, scope of the course, and related definitions. Roof and roofing systems: pitched roofs, low slopped roofs, roof structures, and roofing components. Performance analysis of roof systems: environmental factors, performance requirements determined with regard to the basic functions of roof components, and performance of roofs in place. Physical analysis of roofs. Forming and draining roofs. Jointing and integration of the roofs with buildings. Studio work: roof design and/or evaluation of alternative roof and roofing systems, selection, and detailing.
MIM 325E	**Acoustical Design of Halls**	3	Concepts, acoustical requirements in auditorium design (adequate loudness, diffusion of sound, control of reverberation, elimination of room acoustical defects, noise, and vibration control); determination of total room absorption and choice of sound absorbing material; acoustical design of ceiling.

MIM 330E	**Vertical Circulation Systems**	3	Objectives, scope of the course, and related definitions. Vertical circulation systems: ramps, staircase, and ladder. Performance analysis of vertical circulation systems: environmental factors, user requirements, performance requirements determined with regard to basic functions. Classification of staircases: external and internal stairs and staircase for fire escape. Physical analysis of staircase, forming, supporting, dimensioning, and integration with building. Studio work: analysis, staircase design, and evaluation.
MIM 335E	**Energy Efficient Housing**	3	Energy efficient design of housing, design parameters affecting and illuminating energy conservation and optimum combinations of required values of these parameters; Optical and thermophysical properties of building envelope (absorptivity, transmissivity, and reflectivity of the opaque component, transparency ratio, transmissivity of window glass, overall heat transfer coefficient), distance between buildings, window properties, light reflectivities of internal and external surfaces, etc.
MIM 340E	**Catering Design**	3	Catering: Definition and classification, professional catering facilities, developments in catering industry, capacity, criteria, personal organization, space organization. Kitchens, classification, and departments. Types of services: self-service, waiter service, counter service, mass production, and ready wrapped foods. Dining spaces, sitting organizations, and requirements.
MIM 377E	**Cities and Architecture**	3	Architectural textures of cities, social and cultural background of urban textures, urban mega projects through history, urban transformation projects through history, modern architecture and urban design principles, cities in the new world, public and private space in cities, Le Corbusier and Radiant City, suburbanization and results, Jane Jacobs and critic of modern urban design, New Urbanism, environmental consciousness and urban design principles.
MIM 410E	**Architect Sinan**	3	The milieu Sinan was brought up as an architect. Space, structure, mass, and façade design of his buildings (mosques, mesjids, madrassas, baths, tombs, complexes, bridges, water supply systems, etc.) the experimental development of his design concepts. The use of building materials. His contribution to the Ottoman and world architecture.
MIM 415E	**Housing Dsg Phil of Contm Arch**	3	Iteration of various housing typologies by various architects, forming the relations of built (artificial) environment with the space organization of the natural environment; architect s attitude toward and view of unique characteristics of housing form; discussion of preferred construction materials, textures, and façade compositions, and geometry of house form.

MIM 425E	**Architecture Today**	3	Overview of the Intellectual Environment in Architecture. The Architect and his Professional Environment. Modernism and Postmodernism in Social Theory. Modernism and Postmodernism in Architectural Theory. Contemporary Paradigms and Approaches and Their Effects on Architectural Discipline: Sustainability, Ecology, Social Architecture, Architecture and Media, New Technologies and Architecture, and Representation and Identity in Architecture. Architecture of Different Geographies: the Architecture of the States, Europe, Far East and Middle East. The State of the Architectural Domain in Turkey.
MIM 427E	**Restoration of Cultural Prop.**	3	Presentation of international organizations and texts concerned with the restoration and preservation of cultural property; presentation of different techniques and approaches by exposing some important restoration experience of monuments such as the Pisa Tower, the Acropolis buildings, the Gare d Orsay, the Statue of Liberty, and the Abu Simbel temples; visit to a restoration site in Istanbul; information on problems of architectural restoration.
MIM 435E	**Mdrn Cncpts of Archtctrl Consv**	3	Ethics of architectural conservation. Discussion on the concepts of conservation and restoration. Authenticity in architectural conservation, changing criteria, historic authenticity. Rehabilitation of old building and urban historic sites. Design principles in conservation areas. Control of redevelopment in architectural scale. Case studies of re-used buildings. Surveying historic buildings, conservation and consolidation. Conservation science in the service of architectural conservation.
MIM 437E	**Analy. and Crtc. on Cont. Wrld. Arch**	3	Modern Architecture in the late ‘50s, Modern Architecture in the U.S.A. in the ‘60s, ‘70s a nd its evolution in the ‘80s; Globalism and Localism; Architecture in the Age of Globaliza tion, Critical Regionalism: experiences in Europe, Asia and America, Hi-tech, new langu ages and Utopia in architecture: Reyner Banham, Archigram and the tendencies after th e 60s; Architecture of the new millennium in the world cities; Green architecture, Sustain ability and new directions in contemporary world architecture practice.
MIM 440E	**Generating Livable Environment**	3	A discussion of theoretical approaches and opinions on human culture and environment relations. Discussion of theories and researches on Environmental Psychology related to the field of Architecture. Developments on generating livable environments and their effects on principles of Architecture/Environmental Design. Impacts of buildings and cities. Environmental problems and environmental stress. Principles of creating defensible space.
MIM 441E	**Preserv. Prac. at Arch. Sites**	3	References to ancient Greek philosophy and literary texts; Links between philosophy, mythology and daily life; Reflections of Greek and Roman (and earlier periods’) social structure onto urban system; Architecture and sculpture; Building types and social habits; Excursions to selected cities, seminars both in the classroom and on site.

MIM 455E	**HR Mngmnt in Building Const**	3	Human resource planning, staffing, selection and placement, performance appraisal and development, motivation and theories of motivation, team management, leadership and theories of leadership, interpersonal relationships and communication, and interpersonal conflicts and conflict management.
MIM 465E	**Building Substructure and Ground**	3	Objectives. Scope of the course and related terminology, relationship between ground and building. Site survey. Ground investigation and improvement, soil types, setting out of building, excavation and machines for excavation, temporary supports for trench walls. Building components in contact with ground: foundations, foundation and basement walls, ground and basement floors. Building movement in ground. Damp proofing, water proofing and thermal insulation in floors on ground, and basement floors and walls. Construction works below ground. Studies in studio and on site.
MIM 471E	**Earthquake Resist. Building Dsg**	3	Introduction and earthquake engineering terminology. Design earthquakes. Earthquake resistant building design philosophy. Choice of forms and materials. Effect of soil properties. Reinforced concrete buildings. Precast concrete buildings. Steel buildings. Masonry buildings. Timber buildings. Related codes and standards. Special topics in earthquake engineering
MIM 495E	**Housing in Developing Countries**	3	Phenomenon of migration from rural-to-urban; causes, positive and negative consequences; inquiring into housing issue of the Industrialized and industrializing countries, and comparing the two types of countries with respect to their approaches to housing; housing typology of the big cities in Developing countries; the cultural characteristics of low-income urban settlers, and the characteristics of their houses.
PEM 340E	**Urban Sociology**	3	Basic concepts of sociology. Sociological methodology and research techniques. Social group, symbols, socialization. Social structure. Community and society. Social stratification and mobility. Social institutions. Social change and its impact on urban space. Introduction to urban sociology. Evolution of cities. Functional types of cities. Theories of human ecology. Urban growth theories. Squatter settlements. Urbanization in developing countries. Social space in metropolitan cities. New paradigms in urban theory.
PEM 431E	**Experim. Studies on Place and Desg**	3	Field studies for place analysis. Dimensions of place. Types and archetypes of places. Design thinking and conceptualization. Design approaches and strategies. Experimental place studies for design problem resolutions. Comparative definitions of space and place. The relationship between open, semiopen, closed spaces, and place patterns. Natural and built environment relations. Lost spaces and place making potentials. Place and settlement. Landscape, building, and site relations. Visual and textual place representations.

SBP 417E	**Urban Development Process**	3	The role and characteristics of real estate developer in urban development process. Various actors and different stages of real estate development. Analysis of case studies of how planning decisions and urban design affect the returns on real estate investments. Evaluation and comparison of alternative development decisions.

8. Semester Elective (MT)			
Course Code	**Course Title**	**Credit Hours**	**Course Content**
MIM 252E	**Theories of Architectural Design**	3	Various disciplines that influence architectural design, theories taken from those fields: social and cultural, behavioral theories, theory of privacy, territoriality, personal space-social space theories, information theory, design approaches and models, the role of information and the role of the architect in design, and theory of participation
MIM 310E	**Tradtnl and Contemporary Turksh Hs**	3	Traditional Turkish House: The Concept of Traditional Turkish House; Historical and Typological analysis; The interaction of Culture and Space: The concept of culture, environment and space; Cultural Essence of Traditional and Contemporary Turkish House: Cognitive, Behavioral, and Normative analysis in defining cultural essence; Research methods and techniques; the comparison of Traditional and Contemporary Turkish House; New Housing Trends and future Housing. Field Studies.
MIM 320E	**Roof Systems**	3	Objectives, scope of the course and related definitions. Roof and roofing systems: pitched roofs, low slopped roofs, roof structures and roofing components. Performance analysis of roof systems: environmental factors, performance requirements determined with regard to the basic functions of roof components and performance of roofs in place. Physical analysis of roofs. Forming and draining roofs. Jointing and integration of the roofs with buildings. Studio work: roof design and/or evaluation of alternative roof and roofing systems, selection, and detailing.
MIM 330E	**Vertical Circulation Systems**	3	Objectives, scope of the course, and related definitions. Vertical circulation systems: ramps, staircase, and ladder. Performance analysis of vertical circulation systems: environmental factors, user requirements, performance requirements determined with regard to basic functions. Classification of staircases: external and internal stairs, staircase for fire escape. Physical analysis of staircase, forming, supporting, dimensioning, and integration with building. Studio work: analysis, staircase design, and evaluation.
MIM 345E	**Architectural Theory and Moder**	3	A discussion of twentieth century architectural theory. Discussion of modernist theories and simultaneous counter-theories, investigation of philosophical origins of modernism dating back to eighteenth century, understanding of the reflections of modern theories in related fields such as theater, film, visual arts, and literature, discussion of major texts in the related topics.

MIM 360E	**Dsgn Princ of Building Elements**	3	Objectives and scope of the course. Short review of systems approach, decision-making process and performance approach. Principles of building elements design. Interrelations among man, environment and building elements. Performance analysis of building elements, environmental factors, performance requirements determined with regard to the basic functions of building elements, and performance of building elements in place. Forming of building elements, jointing and integration with building; and dimensional coordination, tolerances, and fits in this context. Studio work: design and/or evaluation of alternative solutions and selection, and detailing.
MIM 366E	**Free Hand Draw. in Architecture**	3	Sketches from selected buildings and their environments in historical places of Istanbul, contour, blind contour, quick contour, gesture drawing trails, information about tones and colors, information about historical and cultural properties of the mentioned places, definition of different materials and techniques, discussion on scale, proportion, rhythm, and balance.
MIM 370E	**Internal Subdiv Sys in BIdngs**	3	Objectives, scope of the course and related definitions. Internal subdivisions in building: division and separation walls, floors and ceilings. Performance analysis of these elements: environmental factor, performance requirements determined with regard to their basic functions, and their performance in place. Physical analysis of division and separation walls, floors, and ceilings. Forming dimensioning, jointing and integration of these elements. Studio work: design and/or evaluative alternative solutions, selections, and detailing.
MIM 378E	**Tall Building Structures**	3	Introduction. Design criteria. Loading. Frame structures. Wall structures. Frame-Wall structures. Suspended structures. Approximate analysis methods of tall building structures. Evaluation of some typical samples related to all system types.
MIM 380E	**External Wall Systems**	3	Objectives, scope of the course and related definitions. External wall systems: load bearing heavy walls, light panel walls, cladding walls and curtain walls, and opaque and transparent component of the walls. Performance analysis of wall systems: environmental factors, performance requirements determined with regard to the basic functions of wall components and performance of walls in place. Physical analysis external walls. Forming, jointing and integration of the walls with buildings. Studio work: external wall design and/or evaluation of alternative solutions and selection, and detailing.
MIM 390E	**Methods of Env Analys in Arch**	3	Producing design knowledge (observation, archive, etc.), selecting relevant information (for design) (issue-based information system), generating design alternatives (Zwicky box, Systematic Doubt, etc.), evaluation design alternatives by individual and by group in order to come up with one alternative to implement (Systematic Tree, etc.), contemporary design issues and application on finished projects

MIM 410E	**Architect Sinan**	3	The milieu Sinan was brought up as an architect. Space, structure, mass and façade design of his buildings (mosques, mesjids, madrassas, baths, tombs, etc., complexes, bridges and water supply systems.) the experimental development of his design concepts. The use of building materials. His contribution to the Ottoman and world architecture.
MIM 420E	**Logic and Theory of Design**	3	Architecture and architectural design: different approaches and models of design, computer aided design models. The structure of design activity: design process, characteristics of design problems and process, problem solving behavior, heuristic reasoning and creativity, design psychology and cognitive strategies, mental imagery, visualization, and knowledge in design. Designers in action: different approaches and strategies in form generation, normative, and operative positions to guide design thinking. Design methodology: why methods, history of design methodology and recent developments and logic in design. Design tools.
MIM 430E	**Consv of A Wrld Hrtg Site-İst**	3	Historical development of Istanbul from the Roman up to the end of the Ottoman period. Characteristics of the urban fabric with special reference to the Historical Peninsula, Beyoğlu, Eyüp, and the Bosphorus villages. Major monuments and archaeological sites in Istanbul and problems related to their conservation. Principles of monitoring world heritage sites: legislation, financial issues, management strategies. Case study on a historic quarter of Istanbul: photographic survey of the monuments and other cultural property within the study area, description of environmental features, historical, and visual analysis of the settlement, leading the proposals for the maintenance and better appraisal of the site.
MIM 437E	**Analy. and Crtc. on Cont. Wrld. Arch**	3	Modern Architecture in the late ‘50s, Modern Architecture in the U.S.A. in the ‘60s, ‘70s a nd its evolution in the ‘80s; Globalism and Localism; Architecture in the Age of Globaliza tion, Critical Regionalism: experiences in Europe, Asia and America, Hi-tech, new langua ges and Utopia in architecture: Reyner Banham, Archigram and the tendencies after the 60s; Architecture of the new millennium in the world cities; Green architecture, Sustainab ility and new directions in contemporary world architecture practice.
MIM 441E	**Preserv. Prac. at Arch. Sites**	3	References to ancient Greek philosophy and literary texts; Links between philosophy, mythology and daily life; Reflections of Greek and Roman (and earlier periods’) social structure onto urban system; Architecture and sculpture; Building types and social habits; Excursions to selected cities, seminars both in the classroom and on site.
MIM 460E	**Solar House**	3	Solar house concept, solar radiation as a heat source, solar angles, types, design principles and samples for solar collectors, solar houses as passive systems, and solar houses as active systems.

MIM 478E	**Late Ottoman Architecture**	3	Discussions about modernity and its openings in the historiography concerning the late Ottoman era; Changes in the architectural and urban space during the 18th century; Imperial modernization during the Tanzimat era its impact on the architectural milieu, activities of foreign architects, introduction of new architectural styles, urban projects; 19th century Examples of Orientalism in the Ottoman architecture; Ottoman architecture in the 19th century world exhibitions, pavillions and architecture books prepared for the exhibitions; Nationalism during the Constitutional Period and the 1st National Movement in architecture, pioneers and their works; Discussions on architecture and nationalism in the periodicals and the publications of the Constitutional era; Development of professional identity among architects during the late Ottoman era, architectural education, employment conditions and professional organizations.
MIM 480E	**The Changing Workplace**	3	The course will focus on a series of weekly topics, to discuss, analyze, and explore R&D workplaces in Turkey. The course seeks to understand and formulate the common elements occurring in the current R&D environment as well as future opportunities for workplaces to be agile to the changing practices. Throughout the course each student will do a comprehensive case study on an R&D workplace environment in Turkey. Through literature review, discussion and case study analysis a final report will be presented of principles, suggestions and trends the shared research observed through the course work.
MIM 482E	**Architecture, Cities, and Cinema**	3	General content for architecture and cities in movies; architectural subjects in movies; reflections of architecture and cities for premodern, modern, and postmodern for architecture and cities by using movies; movies that are based on the subjects of architecture and cities; house, housing usage, life style and family matters in the movies; examining the cities through the movies ; research for the urban background in the movies; urban documentary films; documentary films for architects and architectural products; scene design of architectural and urban environment for the movies; architectural and urban environment design for the animation cinema.
MIM 485E	**Building Construction Techniques**	3	Objectives, scope of the course, and related definitions. Building construction techniques: traditional, evolved traditional construction, and building with ready-made elements and components. Timber, reinforced concrete, and steel construction techniques. Analysis of building construction techniques. Fabrication, storing, transportation, in-situ construction and assembly of building elements and components. Technical buildability.

PEM 431E	**Experim. Studies on Place and Desg**	3	Field studies for place analysis. Dimensions of place. Types and archetypes of places. Design thinking and conceptualization. Design approaches and strategies. Experimental place studies for design problem resolutions. Comparative definitions of space and place. The relationship between open, semi open, closed spaces and place patterns. Natural and built environment relations. Lost spaces and place making potentials. Place and settlement. Landscape, building and site relations. Visual and textual place representations.
SBP 417E	**Urban Development Process**	3	The role and characteristics of real estate developer in urban development process. Various actors and different stages of real estate development. Analysis of case studies of how planning decisions and urban design affect the returns on real estate investments. Evaluation and comparison of alternative development decisions.

8. Semester Elective (ITB)			
Course Code	**Course Title**	**Credit Hours**	**Course Content**
ISL 478E	**Entrepreneurship**	3	Core Managerial Concepts and Entrepreneurship; Finding a new idea; From business model to business plan; Marketing plan in Business Plan; Production Planning; Management Plan; Financial Plan; Business Planning workshops: Legal and regulatory issues; Current Issues in Entrepreneurship; Communicating with Business People; Communicating Business Plans; Investor Presentations.
ITB 020E	**Formations of Modernity**	3	To introduce the students of the course to political, social, economic and cultural processes that form modernity in the world and modernization process in Turkey.
ITB 037E	**Knowledge, Language, and Logic**	3	The course discusses the fundamental problems of theory of knowledge, philosophy of language and logic. Topics covered are: the relation between language and mind; language and reality; language and society; traditional understanding of language as well as its critique in the twenty first century. Issues related to the nature of human knowledge, how do we know, the nature of scientific knowledge, the relation between knowledge, belief and truth: issues related to the relation between syntactics, semantics and pragmatics.
ITB 087E	**Media and Society**	3	This course aims to introduce and analyze the relation between mass media, which has considerable importance in modern society, and social facts, and phenomenon with topical examples. The course evaluates comparatively the impacts of means of mass media on politics, economy, social and everyday life, etc., in a global perspective.
ITB 094E	**International. Rel., and Globali.**	3	This course aims to examine and analyze selected aspects and cases of international economic relations which prominently demonstrate global trends and intersect political relations. A special emphasis will be made to examine the international economic relations which involve and influence the Turkish Republic today.

ITB 171E	**Science, Techn, and Society**	3	This is an introductory course examining the major issues concerning science, technology and society. Topics covered are “scientific revolution” of the seventeenth century and its continuing impact on human development; the first, the second and the third industrial revolutions with their relation to technology; science and industry; modernity and alternative modernities; the Logical Empiricists, the critique of Logical Empiricists by sociologists of scientific knowledge; science and technology studies, social construction of technology; the relation between technology and democracy, technology management, technological innovation, technology assessment, control, and intervention.
ITB 202E	**World History**	3	This course aims to introduce and analyze the major events of the world history that contributed shaping the world as it is today, with a macro and global perspective. The course evaluates comparatively the major changes in world societies, starting from the middle ages until today. To build a concept of world history in the minds of students, the course emphasizes the major events that were global in character and shaped the destinies of all the world societies, like the geographical discoveries and the emergence overseas trade, the industrial revolution and the world wars.
ITB 203E	**Sociology**	3	Sociology is concerned with the relations between individuals, groups, and institutions as well as the values, rationales, and goals by which their actions are motivated. This course introduces into sociological ways of observing and analyzing the social dimensions of life. Examples of the works of major sociologists of the 20th century are read and discussed, and critical perspectives on contemporary debates around contested issues such as secularization/secularism, religion, nationalism, modernization/modernity, class, and gender developed.
ITB 204E	**Political Science**	3	This course comprises the analysis of the historical emergence and the transformation of basic concepts of politics, the main institutions of politics and their functions related to state-society relations, political representation and administration. It also deals with mass-media, interest, and pressure groups which has significant impact on politics. As a whole the course evaluates these features of politics not only on the national level, but also, it will analyze them within the context of international politics.
ITB 205E	**Philosophy**	3	The course introduces the problems of philosophy by focusing on the selected readings from philosophers. The problems related to theory of knowledge, philosophy of mind, ethics; social and political philosophy; science, technology and society, and logic are to be discussed during the course.

ITB 206E	**Issues in World Politics**	3	The course examines the current nature of world politics and its current constituents by means of analyzing the recent political and economic developments. It deals with regional and particular social, economic, and political issues in terms of their possible impact on world politics in the short and long run. Furthermore, it analyses the concept of international power, dynamics of its functioning and transformation. It traces out some significant aspects of the relationships and struggles among the current political, economic, and cultural centers of power and within their fields of influence.
ITB 207E	**Ottoman History**	3	The course aims to take up the Ottoman history from social, cultural, and technological perspectives and search for the roots of today's hot topics in the Ottoman realm.
ITB 208E	**Formations of Modern Turkey**	3	The course offers students a unique pathway to explore and gain the tools necessary to understand the historical evolution of the modern Turkish Republic. The different historical phases that the Republic evolved through are the subject matter of the course.
ITB 209E	**Turkey in World Affairs**	3	The course analyses Turkey's place and role in the current arena of world politics. To this end, the course deals with Turkey's relationship with the significant regional and international powers by also briefly referencing the historical background of these relationships. In this context the course traces out the dynamics of Turkish foreign policy and the variable patterns that Turkey is perceived in the arena of world politics. Besides analyzing "dual" relationships the course will deal with these relationships within a comprehensive context of world politics and varying balances of regional and international powers. In that sense some important nodal points in Turkey's world affairs such as human rights, energy, and water are also emphasized.
ITB 213E	**Topics in Literature and Society**	3	This course offers students a unique pathway to explore and gain the tools necessary to understand past and present Turkish society through the works of literature.
ITB 215E	**Topics in Hist. and Society**	3	This course aims to examine selected aspects and cases of modern history and its impact on societal development. A special emphasis will be made to examine the major events and transformations of twentieth century issues and their social dynamic. To build a concept of world history in the minds of students, the course emphasizes the major events of the twentieth century that were global in character and shaped the destinies of all the world societies, like the world wars and the Great Depression.
ITB 216E	**Economy and Society**	3	Course deals with the history of economic thought and economics between 18th–20th centuries in the light of the social and economic developments that the world lives through nowadays. In order to better understand current economic and social events historical processes will be analyzed, economic concepts will be studied, interaction between economic history and economic thought will be discussed.
ITB 217E	**Engineering Ethics**	3	Introduction to ethics, ethical theories. Ethics and institutions. Professional models. Loyalty in engineering. Research ethics. Scientific misconduct. Honesty at workplace. Ethical solutions to the problems. Environment and ethics.

ITB 218E	**History of Science and Technology**	3	Science and technology have become defining features of modern life. How did this happen? In this course, we will explore the history of human thought about the natural world from about 1200 to the present. We will discuss not only the most celebrated ideas of the sciences' past, but also the approaches that did not last and why, and how social and economic changes have shaped the sciences' development. Because of time constraints, we will focus mainly on the histories of the life and physical sciences.
ITB 219E	**Ethics**	3	This course is intended to be a philosophical introduction to major ethical theories that tries to determine nature of good/bad and right/wrong. Among the questions we will consider are: What makes decision or action right or wrong? What makes a person a good person? What moral duties we have? What kinds of qualities make person good/bad, virtuous/vicious? How should we live and how we should treat other people?
ITB 220E	**Psychology**	3	The course introduces the main features of psychology in a comprehensive way by means of tracing out the conditions of emergence and the main currents of psychology. It analyses human behavior, different processes of perceptions and emotions within the context of different sociohistorical conditions and individual developments. Additionally, the course evaluates the social, political and clinical aspects of the psychological analysis of human behaviour, emotions, perceptions, and memory.
ITB 222E	**City and Society**	3	Topics on city, space, and society. Evolution of the city in history, administrative, commercial, industrial and postindustrial cities, urban society and culture, urban politics and economics, urban law, planning theory and practice, urban form, and design. The selected issues are taken up in historical and comparative perspectives, so the course includes analysis on different periods and geographies. Processes concerning the city and urbanization are located in their social contexts.
ITB 224E	**Environment and Society**	3	The course include different perspectives on social aspects of the environment. Being environmental sociology, environmental politics the main subjects, the course introduce contemporary issues as environment and nature concepts, environmental planning, environmental law, environmental ethics, environmental discourses, social aspects of environmental management and economics, different country perspectives and experiences on the environment.
SNT 104E	**Mythology and Art**	3	Mythology, The Birth of Mythology, Causes of different mythologies in different cultures, The sources of Greek and Roman Mythology, Formation of Cosmos in Greek Mythology, The Fundamental Personalities and Myths in Greek Mythology Mythological scenes in Ancient Greek Art and Hellenistic Art, Stylistic and conceptual differences in Mythological depictions in the artistic periods and art movements like the Renaissance, Mannerism, Baroque art, Rococo, Neoclassical art, Academic Art, Romanticism, Pre-Raphaelite, Symbolism Mythological depictions in Modern and Postmodern art
SNT 106E	**Traditional Turkish Art and Crafts**	3	General information and visual analyzes on the major traditional art and crafts of Turkish art: Art of Books (binding, calligraphy, illumination, painting, filigree), Carpets, Metalwork, Woodwork, Stonework, Tiles and Ceramics, Textiles.

SNT 107E	**Ancient Civilizat. in Anatolia**	3	Prehistoric settlements in Anatolia, Ancient Hittite, Phrygian, Lydian, Urartian, Ionian civilizations and their importance of the formation of the Anatolian culture and existing traditions of Today's culture and their relationship between cultural history will be studied in the content of this course.
SNT 113E	**Art and Interpretation**	3	Art and Interpretation, rather than a course of history, compares not only art forms and movements from prehistoric times to date but also interprets them in terms of their relations with science, economics and common beliefs and standpoints of their era.
SNT 114E	**Contemporary Art**	3	Origin of contemporary art, The development process of contemporary art (from the point of origin till today), analyzing successful examples of artworks and their expression of actual themes and concepts, to evaluate the relation of art and history, artworks within the concept of art movements and art since 1960.
SNT 116E	**The Art of Communication**	3	Personal and institutional communication, hands on learning about the management of the necessive mediums (PR design, presentation, etc.) of communication, Hands-on learning about creativity and creative thinking.

9., 10., 11., and 12. Terms			
Theory/History:			
Course Code	**Course Title**	**Credit Hours**	**Course Content**
MTZ531	**Relations of Theory, Discourse and Practice**	**3**	A retrospective of the past until the 20th century: man, environment, architecture, design; Modernity; Postmodernity; Phenomenological approach in architecture, experience, space and architecture; Time as space, time-space relations; Theories on space, social space- architectural space relations; Information revolution, digital design and manufacturing- architecture relations; Space, public space, space-event-experience relations; Architecture as an object of consumption, architecture-economy-value relations; Environmental sustainability and cities; Violence, terror and cities; Cultural sustainability and architecture as an object of culture.

MTZ528	**Theory and Criticism in Architecture**	**3**	Contemporary strategies and approaches to architectural design; reinterpreting and rethinking architecture in the context of conceptual, physical, digital, hybrid design tools; changes in the relationships between architectural design and production of architecture after IT; the emphasis on some concepts such as place, space, boundaries, thresholds, identity, temporality, and representation by problematizing contemporary architecture; language, speech and discourse relations in architecture; on interdisciplinary and transdisciplinary approaches to architecture; discussions on some paradoxical discourses such as “the architecture of city and the city of architecture”; some issues on problematizing the production and transformation of architectural knowledge; an awareness about the different ways of seeing; emphasis on spatial experience and intuitive sensation in grasping the design knowledge; some praxis on architectural criticism: interpretations, ways of reversible thinking; representation and professional praxis through the comprehensive thinking strategies.
MTZ530E	**Reading Istanbul Through Sections and Layers**	**3**	Primary concepts; Istanbul as a node of the global metropolitan network and large scale projects; public space; reflections of Istanbul on the discourse, works and products of other disciplines.
MTZ532	**The City and The Home**	**3**	Globalization and the city: sociocultural and spatial changes and restructuring process; different discourses and approaches; the globalization process in Istanbul: Global cities and Istanbul in global cities hierarchy; City and housing: the change in the residential environment, transformation, and continuity; to discuss the concept of home and the house in the context of the city, its importance as a social concept, daily life and home, the meaning of the home and house; to-date assessments of the urban house via Istanbul (conceptual, theoretical perspectives, project developments, different home environments); projections of urban house: new concepts and design approaches.
Design Technologies :			
Course Code	**Course Title**		**Course Content**
MTZ529	**Digital Design Methods in Architecture**	**3**	Developments in the use of computers in architecture until today; The effect of information technologies on design; discussing the roles of the computer in contemporary architectural design practice; contemporary design process with an emphasis in architecture beginning from the second half of the 20th century; introduction to the concept of digital design; the rule based architectural design strategies, the rule based generative systems; algorithmic and parametric approaches, fractals and patterns; grammar systems as generative systems; current design processes, diagram based architectural design, evolutionary design, performative design; discussions of the process and their products based on current architectural design processes; a consideration of the potentials created through the relationships of various design disciplines.

MTZ503E	**Computer Applications in Architecture**	**3**	Use of computer technology in today's architecture profession and software introduction, parametric object design, parametric design applications, 3 dimensional contemporary design applications, Building Information Modeling Applications, Database design and applications, integration of CAD systems with Database Systems, consideration of CAD process on 2-D and 3-D model that represents an architectural design product from primitive design stage to presentation stage.
Structural Technologies:			
Course Code	**Course Title**		**Course Content**
MTZ527	**Construction Design in Architecture**	3	Construction of physical building components. Building element systems, structural system, and service systems. Interaction of materials-technology-design. Building element systems, structural system, service systems as composition components in architectural design. Meaning, communication, identity, perception and aesthetic dimensions of building element systems, structural system, service systems. Building element design as part of the whole building design. Methods for building element design. Systems approach and performance approach in building element design. Design in the context of whole-detail relation. Using the functionality, constructability aesthetics and cost criteria in building element design. Intensive reading, writing, discussion, and application of theoretical knowledge into design.
MTZ504E	**Building Technology**	3	The subject area of this course are as follows: to introduce and discuss "building technology concept" in the context of material, element and overall building including building sub-systems and their integration, to discuss the technology concept during decision stage of the building material selection and structural system selection as well as considering building physics, mechanical and lighting systems, and to discuss the application issues of the theoretical knowledge of constructional design to practice.
MTZ502E	**Structural Systems of Buildings**	3	As related to the building type and size, the selection of structural material type and system, arrangement of structural members, special cases which have to be taken into consideration during design, approximate member sizes, structural capacities of structural systems will be studied and structural systems made of steel, timber, masonry and reinforced concrete will be investigated in a comparative manner.

MTZ507	**Strengthening of Damaged Structures**	3	Damage types of masonry and reinforced concrete structures. Determination and evaluation of damages after earthquakes. Preparation of damage forms of structures. Repair and strengthening methods. Buildings with insufficient structural systems according to the new Turkish Seismic Code and repair and strengthening of damaged structures. Repair and strengthening of walls, columns, retaining walls, beams, column-beam joints, slabs and foundations. Strengthening of structures with new members. Evaluation of the behavior of existing structures under earthquake loads. Structural behavior evaluation procedures. Determination and analysis of structural system. Introduction to approximate calculation methods. Developing alternative strengthening solutions having minimum effects on architectural functions of damaged buildings. Examples of repair and strengthening applications performed after past earthquakes and study of these examples.
MTZ515	**Professional Practice**	3	Architectural profession, defining project services, architectural services and compensation, negotiating agreement, project delivery methods, predesign, design, construction documentation, bidding, construction, closeout phase services, functions in architecture firm, agreements with owners, owner generated agreements, project design team agreements, and construction contracts.

2.2.3 Curriculum Review and Development

At ITU Department of Architecture, the program curricular review is mainly realized with the architecture education committee of the department. The committee consist of full-time professors of the department representing different fields of professions. Mainly, five different types of professions are represented in this committee, which are architectural design, architectural technology and detail design, architectural conservation, architectural history and theory, and architectural structural systems. The committee has two important functions.

First, it develops and regulates administration of student, faculty and alumni surveys, analyses, and disseminates their outcomes to the faculty together with their assessments and suggestions for modifications toward improvement of the curriculum (reports from the surveys carried out with the students, faculty, and alumni are included in Appendices 1, 2, and 3, respectively). Second, it evaluates the demands, ideas, and problems presented to the head of the department by the tutors and lecturers of the department. The head of the department also takes the opinion of the committee about any change related with the program and its content. There is also the possibility for the head of the department to call all the faculty of the department to an academic board meeting to take the opinions and to vote a major change in the education related issues. The final decision maker about the curriculum, and the program's education related issues is the faculty board. The faculty board consist of the dean, head of all departments, and elected professors, associate professors, and assistant professors to represent all the faculty members, and student representative who is also elected by the students to represent them in the boards.

The department is also member of two organizations; the Council of Deans of Architecture Faculties (MIDEKON) and Architectural Education Association (MIMED). These two organizations are unofficial and works in accordance with the decisions of their members but because most of the well-established architecture departments of Turkey are members, they are good-working organizations. In MIDEKON, deans come together in yearly meetings and develop general decisions about architectural education. The general decisions are discussed in the department by the same procedures. MIMED is organizing open meetings and architecture student competitions to discuss and assess the status of architectural education.

2.3. Evaluation of Preparatory/Preprofessional Education

There is not any preparatory/preprofessional education for the undergraduate programs in Turkey, including architecture. Thus, all of the Student Performance Criteria (SPC) is realized by the courses of the program.

2.4. Public Information

2.4.1 Statement on Substantially Equivalent Degrees

Statement on Substantially Equivalent Degree has been included in the catalog and on the department's website in accordance with the NAAB Conditions for Subtantial Equivalency. The department's related website is as follows: http://www.mimarlik.itu.edu.tr/Icerik.aspx?sid=6736

2.4.2 Access to NAAB Conditions and Procedures

The following documents have been made available to all students, parents, and faculty on the department's website:
The 2012 NAAB Conditions for Substantial Equivalency
The NAAB Procedures for Substantial Equivalency (edition currently in effect)

The department's related website is as follows:
http://www.mimarlik.itu.edu.tr/Icerik.aspx?sid=6736

2.4.3 Access to Career Development Information

Appropriate resources related to a career in architecture have been made available to all students, parents, staff, and faculty on the department's website.

2.4.4 Public Access to APRs and VTRs

The current APR as well as the recent APRs and the recent VTR are available on the department's website:

http://www.mimarlik.itu.edu.tr/Icerik.aspx?sid=6736

PART 3: Progress Since the Last Site Visit

3.1 Summary of Responses to the Team Findings

3.1.1. Responses to Conditions Not Met

There is no condition and student performance criteria that the team determines not met in the most recent international Visiting Team Comparative Report (VTR).

3.1.2. Responses to Causes of Concern

This section includes the quoted issues that have been interpreted as concerns in the VTRS and the corresponding responses.

Concern 1

“When asked in a meeting with selected students what they would change about the program, two students gave the same answer without knowledge of the other’s answer: They would coordinate their technical courses with their design studio projects and the detailing course instructor would work with them to develop the details for their design projects.”

Response 1

Coordination and integration of technical courses and the design studio is an important issue for architectural design education. Since the last visit, discussions have been carried out with the instructors to find out a generic solution to this problem. During these discussions, two common proposals made by the technical course instructors were fostering this integration by encouraging students to transfer the knowledge they gain in the course to a design knowledge through the course assignments such as giving design assignments that requires incorporation of the knowledge gained in the course or asking students to work out the topics focused in the course in the context of their studio projects as their term assignments. One common proposal made by the instructors of the design courses was to form juries for the term and final reviews involving members specialized in different areas, such as structural design, MEP, urban design, etc., that are of seminal importance for that project. Accordingly, design studio instructors have been encouraged to invite guests with a range of views and backgrounds such as architects, planners, designers, and engineers as well as practitioners to their juries.

In the MTZ program, MTZ513 ARCHITECTURAL DESIGN III particularly deals with integration of building systems in order to foster students’ transferring knowledge gained in the technical courses dealing with building systems into this course in the form of design knowledge. The course content is as follows.

“Exploration of emergent technologies in architectural design; design as a research activity; design and development of systems; material, structural, mechanical, and environmental parameters in the design of buildings; emergence, biomimetics, evolutionary design processes; use of dynamic tools and technologies for the design of buildings; finalizing the work with preliminary design and design development projects.”

Design courses are being restructured under the leadership of the current administration. The NAAB requirements and system supports the current administration’s project for the

transformation of the design courses. Design courses' interdisciplinary nature will be enhanced through the collaboration of academics from the five different departments (i.e. urban planning, landscape architecture, industrial design and interior design) of the Faculty of Architecture. Each interdisciplinary design course will be given by at least three academics from different departments or different disciplines. The interdisciplinary design courses will satisfy not only the NAAB A, B, and C realms but also other disciplines' accreditation criteria such as the CIDA criteria for the interior design and PAB for Urban Planning. The education committee has been assigned to accomplish the transformation needed. The database needed for the transformation is being prepared. The new model has been presented in the academic conferences. The proceedings on the interdisciplinary courses integrating the NAAB and CIBA criteria have been provided in the Appendix 6. The relevant screen snapshots have been provided in the Figures 3.1-3.8. below. Furthermore, the Studio Culture Policy has been prepared as provided in the Appendix 7.

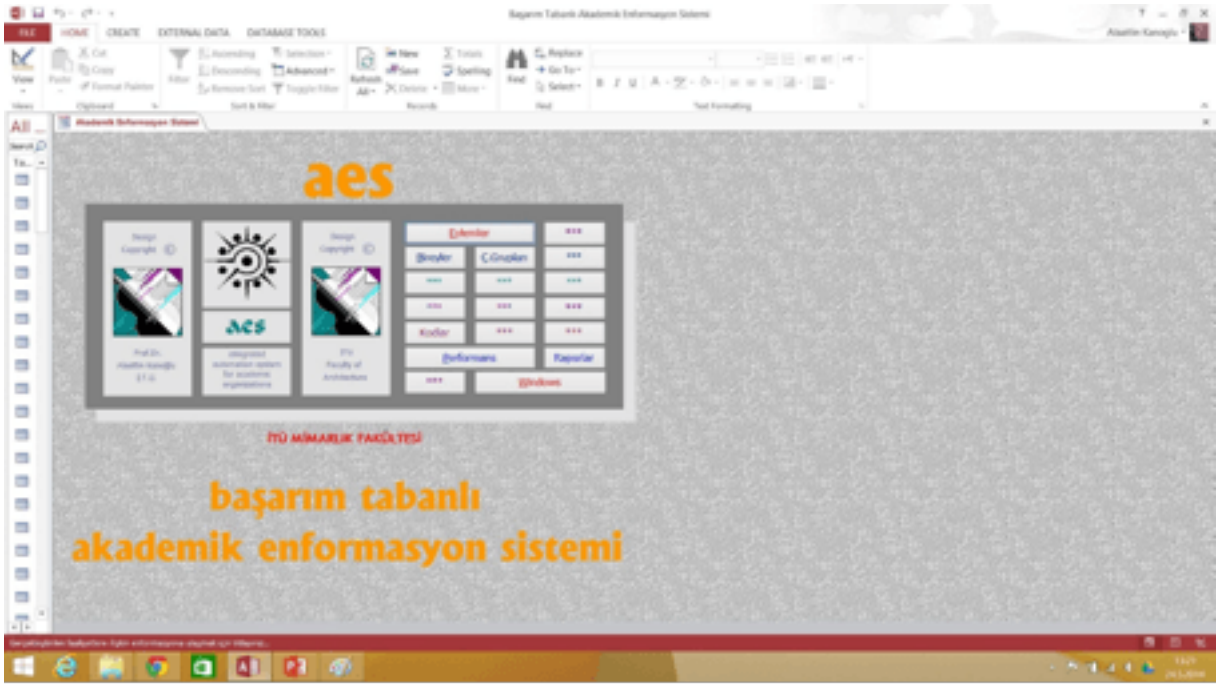


Figure 3.1: Screen Snapshot 1_Start screen of Performance-based Academical Information System

Figure 3.2: Screen Snapshot 2_ Relational Database Architecture of the Model

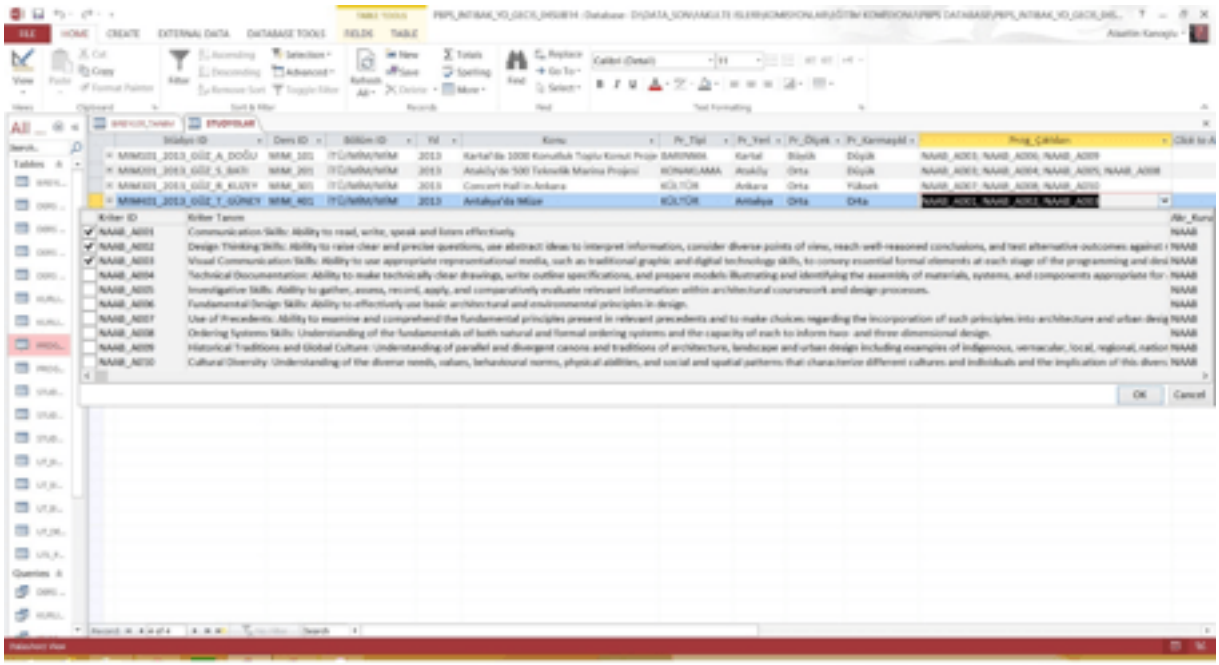


Figure 3.3: Screen Snapshot 3_Definition of Design Studios, their departments, subjects, complexity and scale, year and semester information, and related Program Outcomes for each specific studio in the course program

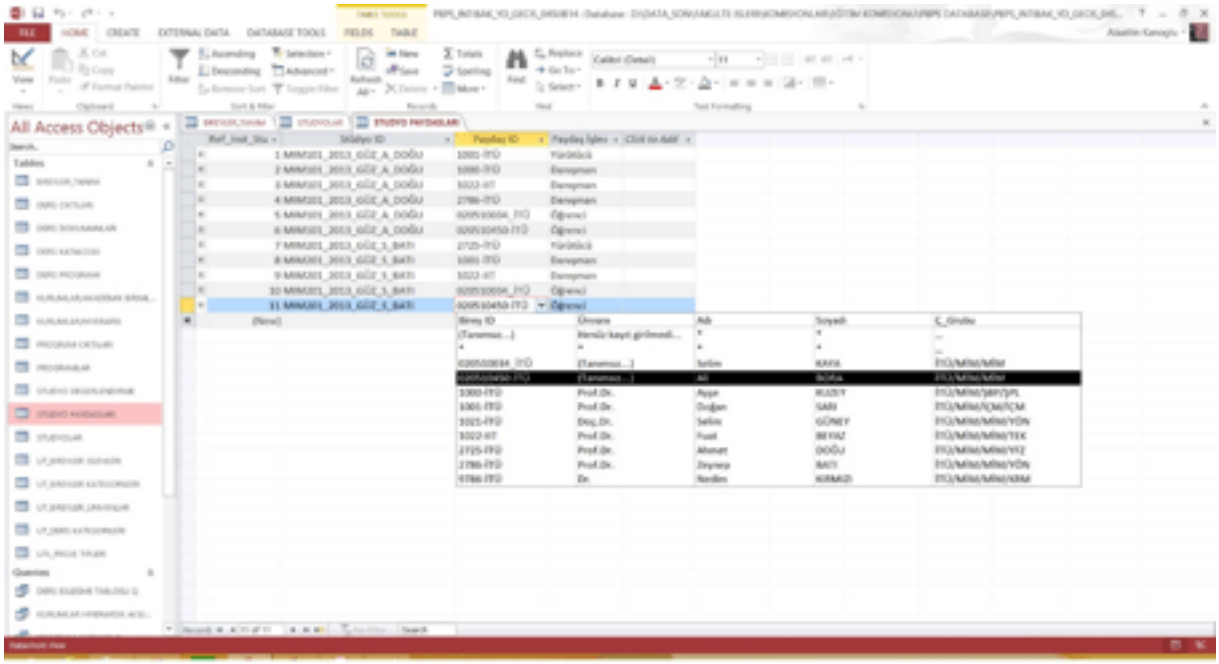


Figure 3.4: Screen Snapshot 4_ Definition of shareholders (principals/supervisors/students) of Design Studios

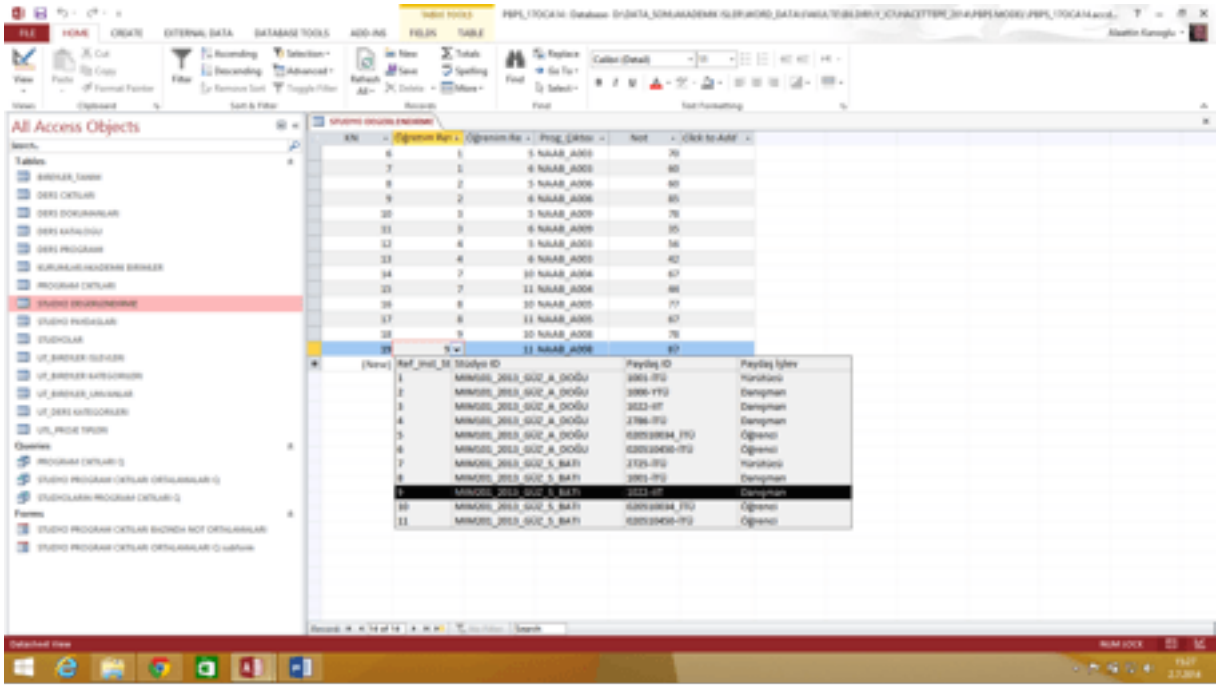


Figure 3.5: Screen Snapshot 5a_Definition of Grades of Students

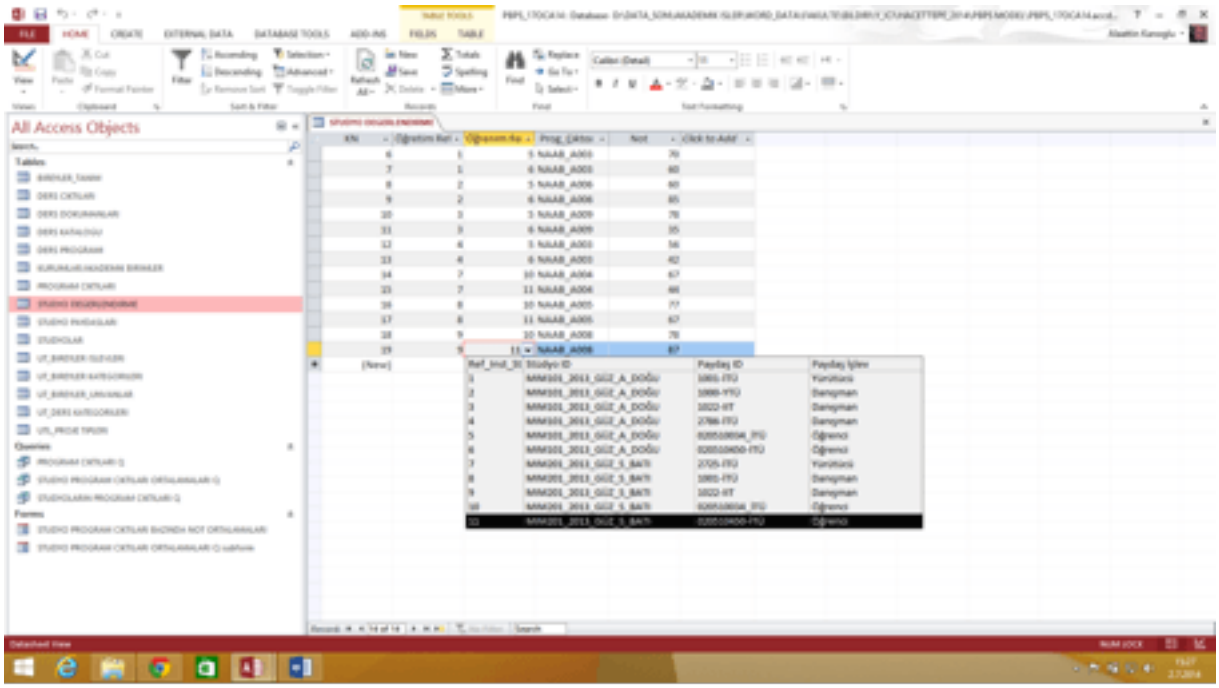


Figure 3.6: Screen Snapshot 5b_Definition of Grades of Students

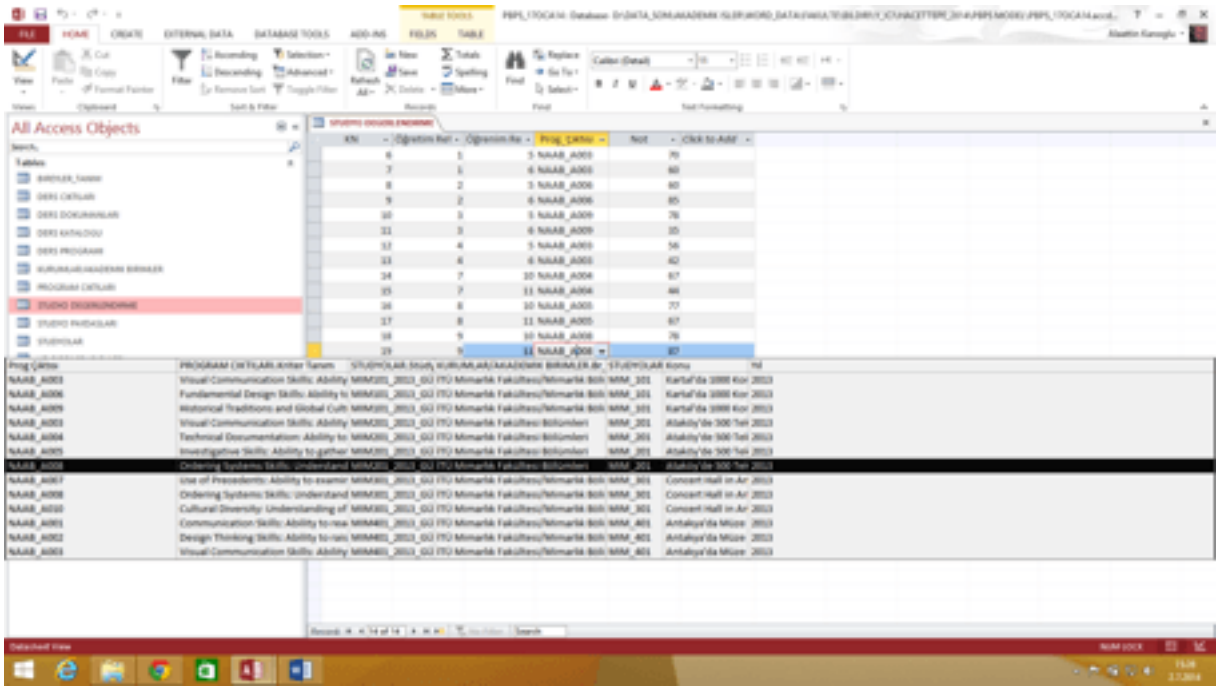


Figure 3.7: Screen Snapshot 5c_D efinition of Grades of Students

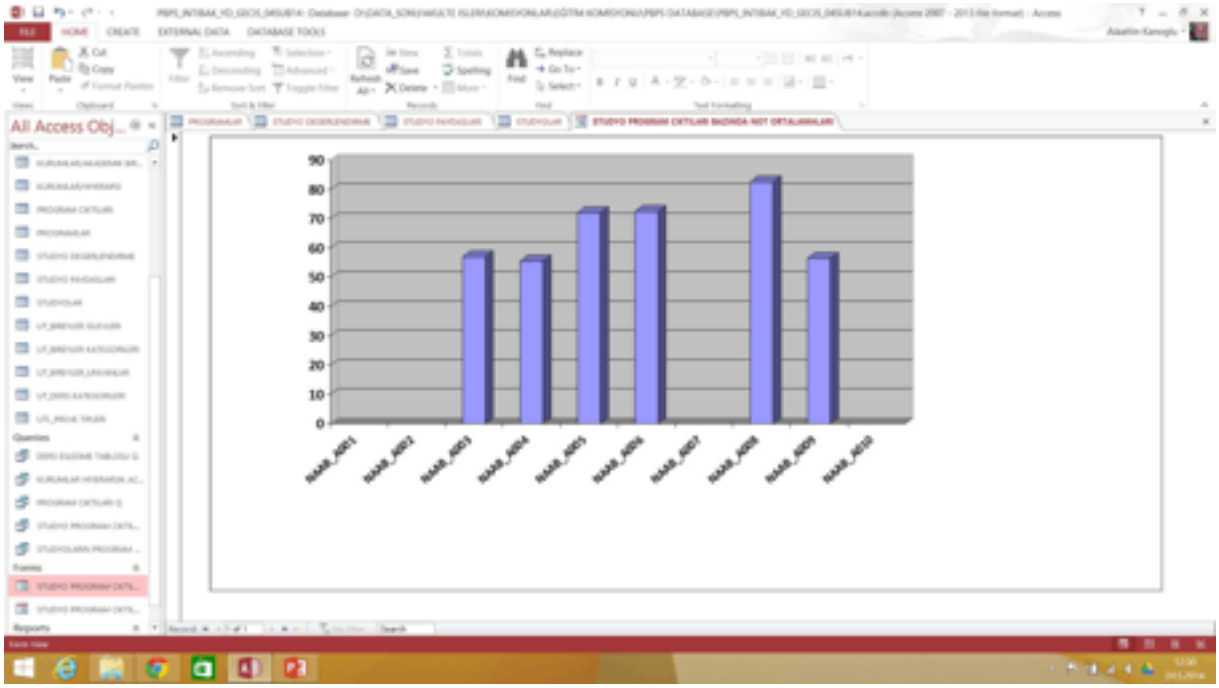


Figure 3.8: Screen Snapshot 6_ Averages of Grades by NAAB Program Outcomes

Concern 2

*"*Its designation as a historic structure places limitations on adaptation of existing spaces for alternative use and its age and historic-structure designation suggest to the team that modifications to make all spaces accessible to the physically disabled would be difficult and expensive. Turkey has no law similar to the U.S. Americans with Disabilities Act (ADA)."

Response 2

Changes that have been made to the physical plant in order to address this concern is described above in section 1.2.3. Physical Resources.

Concern 3

The current library needs to expand, but because of historic preservation issues within the building, this is a challenge. It is being studied. Within the current space are both individual and group areas accessible for study. Not all areas are barrier free, but this will be a consideration for planning new spaces in the expansion and the dean supports this issue

Response 3

The library staff is in charge in helping and providing disabled students to get the references, books and publications they need from the mezzanine floor. The mezzanine floor contains mainly master dissertations whereas the ground floor of the library which is barrier free contains all other publications.

Concern 4

"Emergency procedures are not written, but a policy of helping students and informing them about the two exits and the availability of fire extinguishers is in place. The culture in Turkey

is one of assisting those who need help. Having an emergency procedure does not seem to be as important as being there to help in person."

Response 4

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

ITU Faculty of Architecture Emergency Action Plan Taşkışla Campus:

Prepared by Assoc. Prof. Sinan Mert ŞENER,

Date of Preparation: November 14, 2006, Version: 01-2006

Content:

Emergency Action Plan:

A. Critical Regions

    A.1. Crisis Center

    A.2. First Aid Center

    A.3. Meeting Area

    A.4. Material Points, and Keys

    A.5. Emergency Exit Plans

B. Critical Staff

    B.1. Crisis Management Team

    B.2. Search and Rescue Team

    B.3. First Aid Team

    B.4. Emergency Sources Team

    B.5. Security Team

    B.6. Transportation Team

    B.7. Night Staff

C. Content and Management of Operation

    C.1. Crises Center Establishment Authorization and Responsibility

    C.2. Shutting the Energy Sources, Mission, and Responsibility

    C.3. Work, Mission, and Responsibility of First Aid Teams

C.4.Actions, Missions, and Responsibility of Search and Rescue Team

C.5. Mission and Responsibility of Security Team

C.6. Mission and Responsibility of Transportation Team

C.7. Mission and Responsibility of Night Team

C.8. Mission and Responsibility of other students and staff

D. Sources and Logistics

D.1. Materials for Search and Rescue

D.2. Materials for First Aid

E. Sheltering and Food

F. Mission and Responsibility of Progressing Action Plans

G. Appendix:

1. Exit Plans
2. Mission Cards for Team of Emergency Action Plan
3. Document for Actions for Earthquake
4. Emergency Phones
5. School Staff Who will Called in Case of Crises
6. Forms for Crisis Center
7. Circulation Plan

Concern 5

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

Response 5

The main subject and aim of the MIM431 Construction Project course is building system integration. MIM431 Construction Project has the following content: “Building construction, environmental control systems and project management within the scope of detailed project. Preparation of detailed project. Preparation of detailed project according to building codes and regulations such as earthquake. Integration of building subsystems such as load bearing, installation, mechanical, electrical systems. Preparing documents and detail drawings according to municipal drawing principles.”

As seen in the course syllabus it is defined that “preparation of detailed project according to building codes and regulations” are given in this studio These building codes and regulations include the “Fire Regulation,” “Earthquake Regulation,” and “Shelter Regulation.”

As discussed above, the integration of building systems are given emphasis in the context of MTZ513 ARCHITECTURAL DESIGN III in the Master of Architecture Program.

Also, Building Technology course MTZ 504E in Master of Architecture program deals with integration of building subsystems by giving information about integration methods and discussing on some examples about the subject, which are appropriate accordingly. The subject areas of this course are as follows:

- to introduce and discuss “building technology concept” in the context of material, element, and overall building including building subsystems and their integration
- to discuss the technology concept during decision stage of the building material selection and structural system selection as well as considering building physics, mechanical and lighting systems
- to discuss the application issues of the theoretical knowledge of constructional design to practice.

Not all disciplines/courses have been integrated in some design projects. This has been a conscious preference to enable the students to focus on the specific disciplines more in detail in all projects.

Concern 6

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

Response 6

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

“Climate and climatic elements, climatic comfort, design parameters related to built environment, which are effective on climate and energy control (site, orientation, building envelope, building form, building distance, etc.), design of built environment as energy efficient passive climatization system. Definition of light, photometry, visual comfort, design parameters related to built environment which are effective on light control (windows, room dimensions, reflectivities of internal surfaces, obstructions, artificial light sources, etc.), design of natural lighting system, design of artificial lighting system and installation, integrated lighting system.

Sound, human health and noise relation, acoustical comfort, design parameters related to built environment, which are effective on noise control (site, building distances and

orientation, room form, building envelope, obstructions, etc.), design of built environment as noise control system, acoustical design of halls (for speech and music).

Heating systems and their elements, integration of these systems and their elements with architecture, ventilation systems and their elements, climatization systems and their elements.

Water supply system of buildings and its elements, waste water system and its elements, sanitary application.

Fire control, design parameters related to built environment, which are effective on fire control (settlement density, organization of rooms, fire stairs, etc.), design of built environment as passive and active fire safety systems.

Regulations current in Turkey (fire regulation, noise regulation, heat control regulation, etc.)."

As seen in above course syllabus, "Fire control, design parameters related to built environment, which are effective on fire control (settlement density, organization of rooms, fire stairs, etc.), design of built environment as passive and active fire safety systems" are the subjects of this course.

Furthermore, the design courses are being transformed under the leadership of the current administration and with the support of the NAAB criteria as explained in detail under the "Response 1" to the "Concern 1".

Concern 7

The team observed the integration of building systems in a much earlier studio work than would be expected in many architecture programs in the United States. The sophistication of systems integration in studio projects showed improvement in each year of the program. Life-safety systems were not as apparent in the work as other systems, perhaps because of the widespread use of reinforced concrete structures and minimal impact of building codes.

Response 7

As can be seen in the course descriptions, life-safety systems are now being dealt with the context of various design studio courses including but not limited to MTZ 501 Architectural Design I, MTZ 511 E Architectural Design II, MTZ 513 Architectural Design III, MTZ 517 Architectural Design IV, and MTZ 599 E Term Project.

3.2 Summary of Responses to Changes in the NAAB Conditions

This current report has been organized and expanded based on 2012 Conditions for SE and 2013 Procedures for SE. The changes in the Students Performances Criteria (as listed in Table 3.1) have been evaluated, and the Student Performance Criteria Matrix has been updated based on these criteria. Related courses and course descriptions as well as questionnaires were updated according to these changes.

Most of the SPCs were found equivalent between 2004 and 2012 conditions. Western and non-Western traditions criterion in 2004 were not available in 2012. On the contrary, "A.11 Applied Research" and "C.9. Community and Social Responsibility" criteria were newly added ones in 2012.

A.11. Applied Research criterion is defined as "*understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior*." This criterion is satisfied by "MIM 231/231E, MIM 386, MIM 326, MIM 479, MIM 446, MIM 390/390E" courses in the undergraduate program and by "MTZ 530E, MTZ 531, MTZ 532" in the master's program.

C.9. Community and Social Responsibility criterion is defined as "*understanding of the architect's responsibility to work in the public interest and to improve the quality of life for local and global neighbors*." This criterion is satisfied by "MIM 446, MIM 426" courses in the undergraduate Program and by "MTZ 528, MTZ 531, MTZ 532, MTZ 507, MTZ 515, MTZ 501, MTZ 508E, MTZ 517, MTZ 506" in the master's program.

"29. Architect's Administrative Roles" criterion in 2004 can be compensated by "C.4. Project Management" criterion as "*Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods*," which is satisfied by "MIM 331 E, MIM 332 E, MIM 455, MIM 491" and "MTZ 515, MTZ 501, MTZ 511E, MTZ 513, MTZ 517" in undergraduate and master's programs respectively.

Table 3.1: The Comparison of SPCs in 2004 and 2012.

Student Performance Criteria in Conditions for Accreditation 2004	**Student Performance Criteria in Conditions for SE 2012**
1. Speaking and Writing Skills	A.1. Communication Skills
2. Critical Thinking Skills	A.2. Design Thinking Skills
3. Graphics Skills	A.3. Visual Communication Skills
4. Research Skills	A.5. Investigative Skills
5. Formal Ordering Skills	A.8. Ordering Systems Skills
6. Fundamental Design Skills	A.6. Fundamental Design Skills
7. Collaborative Skills	C.1. Collaboration
8. Western Traditions	N.A.
9. Non-Western Traditions	N.A.
10. National and Regional Traditions	A.9. Historical Traditions and Global Culture
11. Use of Precedents	A.7. Use of Precedents
12. Human Behavior	C.2. Human Behavior
13. Human Diversity	A.10. Cultural Diversity
14. Accessibility	B.2. Accessibility
15. Sustainable Design	B.3. Sustainability
16. Program Preparation	B.1. Predesign
17. Site Conditions	B.4. Site Design
18. Structural Systems	B.9. Structural Skills
19. Environmental Systems	B.8. Environmental Systems
20. Life Safety	B.5. Life Safety
21. Building Envelope Systems	B.10. Building Envelope Systems
22. Building Service Systems	B.11. Building Service Systems
23. Building System Integration	A.11. Applied Research
24. Building Material and Assemblies	B.12. Building Material and Assemblies
25. Construction Cost Control	B.7. Financial Considerations
26. Technical Documentation	A.4. Technical Documentation
27. Client Role in Architecture	C.3. Client Role in Architecture
28. Comprehensive Design	B.6. Comprehensive Design
29. Architect’s Administrative Roles	C.4. Project Management
30. Architectural Practice	C.5. Practice Management
31. Professional Development	C.9. Community and Social Responsibility
32. Leadership	C.6. Leadership
33. Legal Responsibility	C.7. Legal Responsibility
34. Ethics and Professional Judgment	C.8. Ethics and Professional Judgment

Part 4: Supplemental Information

4.1 Course Descriptions

Number & Title of Course (total credits awarded):
MIM 103/103E Mukavemet, Strength of Materials, 2 credits

Course Description (limit 25 words):
Internal forces. Stress. Strain. Tension and compression. Shear. Torsion. Bending moment. Deformation in bending-elastic curve. Combined bending and shear. Combined bending and axial force. Buckling.

Course Goals & Objectives (list):
1.Ability to apply knowledge of mathematics, science and engineering
2.Ability to design a system, component, or process to meet desired needs
3.Ability to identify, formulate and solve structural engineering problems for architectural students
4.Ability to use the techniques and modern engineering tools necessary for architectural engineering practice.

Student Performance Criterion addressed (list number and title):
A2. 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.
A5. Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.
B6. 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.
B9. Structural Systems: *Understanding* of the basic principles of structural behaviour in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.
B12. Building Materials and Assemblies: *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.
C1. Collaboration: *Ability* to work in collaboration with others and in multidisciplinary teams to successfully complete design projects.
C7. 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.

Topical Outline (include percentage of time in course spent in each subject area):
Engineering Design (100%)

Prerequisites:
MIM 113 or MIM 113E

Textbooks/Learning Resources:
Hibbeler, R., 2010, Statics and Mechanics of Materials, Prentince Hall, ISBN 13: 9780132166744

Yalçın Aköz, Nihal Eratlı, 2005, Statik-Mukavemet, Birsen Yayınevi, ISBN : 9755114068

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof.Dr. Feridun ÇILI, Prof.Dr. Oğuz Cem Çelik, Asistant Prof.Dr. Cenk Üstündağ, Lec. Dr. Haluk Sesigür, Lec. Dr. Gülseren Erol

Number & Title of Course (total credits awarded):
MIM 113/113E, Statics, 2 credits

Course Description (limit 25 words):
Concept of Force. Concurrent forces in a plane. Parallel forces in a plane. Moment of a force and couple. General case of forces in a plane. Centroids. Supports and reactions. Loads. Friction. ables. Moments of intertia.

Course Goals & Objectives (list):
1.Ability to apply knowledge of mathematics, science and engineering
2.Ability to design a system, component, or process to meet desired needs
3.Ability to pass the initial steps to identify, formulate and solve structural engineering problems for architectural students.
4.Ability to use the techniques and modern engineering tools necessary for elementary engineering and physics practice

Student Performance Criterion addressed (list number and title):
A.2. Design Thinking Skills
A.5. Investigative Skills
B.6. Comprehensive Design
B.9. Structural Systems
C.1. Collaboration

Topical Outline (include percentage of time in course spent in each subject area):
Engineering design techniques (100%)

Prerequisites:
None

Textbooks/Learning Resources:
Hibbeler, R.C., 1995, Statics and Mechanics of Materials, Prentince Hall, ISBN:0023540915.

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Oğuz Cem Çelik (Professor)
Cenk Üstündağ (Assistant Professor)
Haluk Sesigür (Lecturer)
Gülseren Erol (Lecturer)

Number & Title of Course (total credits awarded):
MIM115, Architectural Design 1 and Rendering Techniques, 7 credits

Course Description:
Various representation techniques through simple design problems; developing a spatial understanding; representing architectural space; aptitude in explication of ideas through a personalized visual language; enhancement of intuition relevant to issues of design such as building construction and structural systems through simple design problems; discussion on the relationship of architectural materials with the environment through small scale design exercises; understanding, interpreting and evaluating natural, historical and cultural environments.

Course Goals & Objectives:
• Ability in perception and interpretation of space, and explanation of thoughts on space by using different representation techniques.
• Critical appraisal of architectural space and the environment, acquaintance with elements of space and environment.
• Questioning human activities and their ways of functioning.
• Expertise in using the fundamental terminology of architecture.

Student Performance Criterion addressed (list number and title):
A.1. Communication Skills
A.2. Design Thinking Skills
A.3. Visual Communication Skills
A.4. Technical Documentation
A.5. Investigative Skills
A.6. Fundamental Design Skills
A.7. Use of Precedents
A.8. Ordering Systems Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity
A.11. Applied Research
B.1. Pre-Design
B.3. Sustainability
B.4. Site Design
B.9. Structural Systems
B.10. Building Envelope Systems
B.12. Building Materials and Assemblies
C.1. Collaboration
C.2. Human Behavior
C.8. Ethics and Professional Judgment
C.9. Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Representation Techniques (30%) ,Analysis and research on site (10%), Studio experiments and research (40%), Design development (20%)

Prerequisites:
None

Textbooks/Learning Resources:
-

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Sait Ali Köknar (Assist. Prof. Dr.) Mehmet Emin Şalgamcıoğlu (Assist. Prof. Dr.)

Number & Title of Course (total credits awarded):
MIM116, Architectural Design 2 and Rendering Techniques, 7.5 credits

Course Description:
Discussions regarding relations between building, urban environment, and natural environment through design problems; understanding, interpreting and representing architectural space; development of understanding of structures and building construction; program development for basic design problems; discussion of contemporary architectural ideas and precedents; discussion of the relationship of architecture with other fields of design through various problems, field trips and evaluation of the natural, historical, and cultural environments.

Course Goals & Objectives:
• Sustenance and further development of objectives defined for Architectural Design I, through emphasis on environmental and user consciousness, and fostering of technical skills.
• Development of abilities related to organization of small-scale, functionally uncomplicated spaces.
• Improving 3D thinking practice for supporting design studio
• Introducing representational tools for developing and communicating design

Student Performance Criterion addressed (list number and title):
A.1. Communication Skills
A.2. Design Thinking Skills
A.3. Visual Communication Skills
A.4. Technical Documentation
A.5. Investigative Skills
A.6. Fundamental Design Skills
A.7. Use of Precedents
A.8. Ordering Systems Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity
A.11. Applied Research
B.1. Pre-Design
B.3. Sustainability
B.4. Site Design
B.9. Structural Systems
B.10. Building Envelope Systems
B.12. Building Materials and Assemblies
C.1. Collaboration
C.2. Human Behavior
C.8. Ethics and Professional Judgment
C.9. Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Representation Techniques (30%), Analysis and research on site (10%), Studio experiments and research (40%), Design development (20%)

Prerequisites:
None

Textbooks/Learning Resources:
-

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Sait Ali Köknar (Assist. Prof. Dr.), Mehmet Emin Şalgamcıoğlu (Assist. Prof. Dr.).

Number & Title of Course (total credits awarded):
MIM 122, MIM 122E Ancient and Byzantine Architecture, 2 credits

Course Description (limit 25 words):
A survey of the Anatolian cultures from the prehistoric times to the end of the Byzantine Empire. Hittite, Urartian, Ancient Greek, Roman and Byzantine architectures.

Course Goals & Objectives (list):
1.Architectural styles of the Antique and Byzantine periods
2.Space, mass, elevation and structural design and aesthetic concept in the Antique and Byzantine architecture

Student Performance Criterion addressed (list number and title):

A. 9. Historical Traditions and Global Culture
A. 10. Cultural Diversity

Topical Outline (include percentage of time in course spent in each subject area):
Drawing and other representational techniques (60%)
Presentation skills (40%)

Prerequisites:
None

Textbooks/Learning Resources:
Krautheimer, R., 1981, Early Christian and Byzantine Architecture, Penguin Books.
Robertson, D. S., 1974, Greek and Roman Architecture.
Akurgal, E., 1978, Ancient Civilizations and Ruins of Turkey, Hachette Kitabevi.
Dinsmoor, W. B., 1950, The Architecture of Ancient Greece, B. T. Batsford.
Martin, R., 1988, Greek Architecture, Faber and Faber.
Perkins, J. W., 1977, Roman Architecture, Harry N. Abrams Publishers.
Vitruvius, 1960, The Ten Books on Architecture, Dover Publications.
White, K. D., 1984, Roman Architecture.

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Zeynep Kuban, Turgut Saner, İlknur Kolay

Number & Title of Course (total credits awarded):
MIM142E, Perspective, 2 credits

Course Description (limit 25 words):
Parallel perspective. Conic (central) perspective. Visual ray method. Perspective of horizontal and oblique lines by using the projection of plan and profile

Course Goals & Objectives (list):

- Improving 3D thinking practice for supporting design studio
- Introducing representational tools and language for understanding space
- Presenting the history of three dimensional thinking and drawing

Student Performance Criterion addressed (list number and title):

A-1 Communication skills
A-2 Design Thinking Skills
A-3 Visual Communication Skills
A-6 Fundamental Design Skills
A-8 Ordering Systems Skills:

Topical Outline (include percentage of time in course spent in each subject area):
Design thinking skills (20%)
Investigative skills (10%)
Visual communication skills (50%)
Presentation skills (20%)

Prerequisites:
(MIM 111 DD or MIM 111E DD) or (MIM 115 DD or MIM 115E DD)

Textbooks/Learning Resources:

Ching, F.D.K. and Cassandra Adams. Building Construction Illustrated, 3rd ed. John Wiley and Sons, Inc. New York. 2001.
Holder, E., Design Darstellungstechniken Ein Handbuck, Stuchen ausgabe Augusts Verlag Augsburg, 1994.
Offered (semester and year):
Spring

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Number & Title of Course (total credits awarded):
MIM 162E, Introduction to Building Construction, 3 credits

Course Description
Concepts of building, architectural and construction technology. Introduction of building and construction methods according to the systems approach. Interaction of user-environment-building and introduction of environmental factors and expected performance characteristics in this context. Introduction of building subsystems. Presentation of building and construction methods with examples by considering building elements (wall, floor, roof, stairs, partitions) as systems.

Course Goals & Objectives (list):
- Concepts of building, building sub-systems.
- Recognition of building element systems.
- Recognition of building construction methods

Student Performance Criterion addressed (list number and title):
A.2. Design Thinking Skills
A.5. Investigative Skills
A. 6. Fundamental Design Skills
B. 3. Sustainability
B. 10. Building Envelope Systems
B. 12. Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):
Drawing and other representational techniques (100%)

Prerequisites:
None
Textbooks/Learning Resources:

Allen, E., Fundamentals of Building Construction: Materials and Method, John Wiley & Sons, Canada, 1990.
Chudley, R., Construction Technology, Longman Ltd., 1999.
Foster, S.J., Structure And Fabric Part I, Part II, B.T. Batsford Limited, London, 1986.
Ching, F. D. K., Adams, C., "Çizimlerle Bina Yapım Rehberi", Endüstri Merkezi Yayınları, 2006.
Olin, H. , Schmitt, J.L., Lewis, W. Construction, Principles, Materials, and Methods, Van Nostrand Reinhold, 1995.
Reid, E., Understanding Buildings, A Multidisciplinary Approach, Construction Press, 1984.
Simmons, H.L. Construction- Principles, Materials, and Methods, 7th ed, John Wiley, 2001.
Smith, R.J., Andres, J.K., "Materials of Construction", McGraw-Hill, 1988.
Brotrück, T., "Basics Roof Construction", Birkhäuser-Publishers for Architecture, 2007.
Charlet, A., J., "Fundamental Building Technology", Taylor&Francis Group, 2007.
Blanc, A., Blanc, S., "Stairs", Architecture Press, Oxford, 2001.
Fleming, Eric, "Construction Technology - an illustrated introduction", Blackwell Pub, 2005.
Meistermann, A., "Basics Loadbearing Systems", Birkhäuser, Basel, 2007
Newman, M., "Standard handbook of structural details for building construction",
Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Nil Türkeri, Hülya Kuş, Aslıhan Tavil, Cem Altun, İkbal Çetiner, Fatih Yazıcıoğlu

Number & Title of Course (total credits awarded):
MIM 211E, Architectural Design 3, 5 credits

Course Description (limit 25 words):
Architectural Design Studio 3

Course Goals & Objectives (list):
• Enhancing abilities to handle simple and complex design problems, accompanied by qualitative, environmental and technical data.
• Developing students' conceptual and judgmental skills.
• Focusing on solution generation and logical and intuitive assessment of the design problem.

Student Performance Criterion addressed (list number and title):
A.1. Communication Skills
A.2. Design Thinking Skills
A.3. Visual Communication Skills
A.5. Investigative Skills
A.6. Fundamental Design Skills
A.7. Use of Precedents
A.8. Ordering Systems Skills
B.4. Site Design
B.6. Comprehensive Design Skills
B.9. Structural Systems
C.1. Collaboration

Topical Outline (include percentage of time in course spent in each subject area):
Critical Thinking Skills (%50)
Fundamental Design Skills (%25)
Drawing and other representational techniques (25%)

Prerequisites:
Architectural Design II (MIM 116E)

Textbooks/Learning Resources:
Frederick, M., 101 Things I Learned in Architecture School, the MIT Press, 2007
Lawson, B., How Designers Think: the Design Process Demystified, Elsevier, Amsterdam; Architectural Press, Oxford, 2006
Garcia, M., The Diagrams of Architecture, AD Reader, John Wiley & sons., 2010
Norberg-Schulz, C., Existence, Space and Architecture, Studio Vista London, 1972

Offered (semester and year):
Fall / Spring

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Pelin Dursun (Assoc.Prof.Dr.), Yasemin Alkışer (Assoc.Prof.Dr.), Mine Özkar (Assoc.Prof.Dr.), Fatma Erkök (Assoc.Prof.Dr.).

Number & Title of Course (total credits awarded):
MIM 212E, Architectural Design 4, 5 credits

Course Description (limit 25 words):
Architectural Design Studio 4

Course Goals & Objectives (list):
• Developing abilities in approaching design problems in a multi-dimensional manner
• Creating discussion on the unity of systems (social, cultural, structural, etc.) within the design process and developing an awareness concerning this
• Developing students' conceptualization and design development skills, based on the unity of design systems
• Investigating design problem and its personalization

Student Performance Criterion addressed (list number and title):
A.1. Communication Skills
A.2. Design Thinking Skills
A.3. Visual Communication Skills
A.5. Investigative Skills
A.6. Fundamental Design Skills
A.7. Use of Precedents
A.8. Ordering Systems Skills
B.2. Accessibility
B.3. Sustainability
B.4. Site Design
B.6. Comprehensive Design Skills
B.9. Structural Systems
B.10. Building Envelope Systems

Topical Outline (include percentage of time in course spent in each subject area):
Critical thinking skills (%50)
Fundamental design skills (%25)
Drawing and other representational techniques (25%)

Prerequisites:
Architectural Design III (MIM 211E)

Textbooks/Learning Resources:
Benninger, C., Letters to a Young Architect, India House, Pune India; Createspace, USA, 2011
Bullivant, L., Responsive environments: Architecture, art, and design, V & A Publications, London; Distributed in North America by Harry N. Abrams, New York, 2006.
Lawson, B., How designers think: the design process demystified, Elsevier, Amsterdam; Architectural Press, Oxford, 2006.
Clark, R. H., Pause, M., Precedents in architecture: analytic diagrams, formative ideas, and partis, Hoboken, N.J.: Wiley, c2005.
Day, C., Spirit & Pace : Healing our Environment, Elsevier, Amsterdam, 2002
Norberg-Schulz, C., The Concept of Dwelling, on the Way to Figurative Architecture, Milan/Rizzoli, New York, 1993.

Offered (semester and year):
Fall / Spring

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Mine Özkar (Assoc.Prof.Dr.), Fatma Erkök (Assoc.Prof.Dr.), Pelin Dursun (Assoc.Prof.Dr.), Yasemin Alkışer (Assoc.Prof.Dr.), İpek Akpınar (Assoc.Prof.Dr.), Göksenin İnalhan (Assist.Prof.Dr.).

Number & Title of Course (total credits awarded):
MIM 221, MIM 221E History of Turkish Architecture, 2 credits

Course Description (limit 25 words):
Pre-Islamic Turkish architecture in Asia and Anatolian Turkish architecture; Anatolian Seljuks, emirates and Ottoman architecture until 18th century with various examples of building types.

Course Goals & Objectives (list):
1.Development of the Turkish architecture
2.Aesthtic and proportion concepts in Turkish architecture
3.Understanding the influence of the local traditions and historical heritage

Student Performance Criterion addressed (list number and title):

A. 9. Historical Traditions and Global Culture
A. 10. Cultural Diversity

Topical Outline (include percentage of time in course spent in each subject area):
Drawing and other representational techniques (60%)
Presentation skills (40%)

Prerequisites:
MIM 122, MIM 122E Ancient and Byzantine Architecture
Textbooks/Learning Resources:
Altun, A., 1989, Ortaçağ Türk Mimarisinin Ana Hatları İçin Bir Özet, Arkeoloji ve Sanat Yayını.
Aslanapa, O., 1971, 2004, Turkish Art and Architecture, London, Ankara.
Kuban, D., 2004, Çağlar Boyunca Türkiye Sanatının Ana Hatları, Yapı Kredi Yay., İstanbul.
Kuban, D., 2007, Osmanlı Mimarisi, YEM Yayınları, İstanbul.
Kuban, D., 1997, Sinan's Art and Selimiye, İstanbul, Tarih Vakfı Yayını.
Kuran, A., 1987, Sinan, Hürriyet Vakfı Yayını.
Ögel, S., 1994, Anadolu'nun Selçuklu Çehresi, Akbank yayınları.
Sözen, M. (ed.), 1975, Türk Mimarisinin Gelişimi ve Mimar Sinan, Türkiye İşbankası Yayını.
Goodwin, G., 1971, A History of Ottoman Architecture, Thames and Hudson.

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Aygül Ağır, Turgut Saner, İlknur Kolay

Number & Title of Course (total credits awarded):
MIM 222, 222E History of European Architecture, 2 credits

Course Description (limit 25 words):
Process of European Architecture from Medieval era to 20th century including Romanesque, Gothic, R enaissance, Baroque and Ottoman Westernization periods and the architecture of Enlightenment.
Course Goals & Objectives (list):
1.To define the roots of contemporaray architecture
2.To introduce the vocabulary of the forms of European architecture
3.To help the student to obtain a historical perspective in his approach to the architectural tasks

Student Performance Criterion addressed (list number and title):

A. 9. Historical Traditions and Global Culture
A. 10. Cultural Diversity

Topical Outline (include percentage of time in course spent in each subject area):
Drawing and other representational techniques (60%)
Presentation skills (40%)

Prerequisites:
MIM 122, MIM 122E Ancient and Byzantine Architecture
Textbooks/Learning Resources:
Alberti, L. B., 1992, On the Art of Building in Ten Books, MIT Press.
Gombrich, E. H., 1976, Sanatın Öyküsü, Remzi Kitabevi.
Murray, P., 1971, Renaissance Architecture, Harry N. Abrams Publishers.
Norberg-Schulz, C., 1971, Baroque Architecture, Harry N. Abrams Publishers.
Panowsky, E., 1995, Gotik Mimarlık ve Skolostik Felsefe, Kabalcı Yayınları.
Wittkower, R., 1988, Architectural Principles in the Age of Humanism, Academy Editions
Pevsner, N., 1991, An Outline of European Architecture, Penguin Books.

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Aygül Ağır, Zeynep Kuban, Luca Orlandi

Number & Title of Course (total credits awarded):
MIM 223E, Social Psychology, 3 credits

Course Description (limit 25 words):
Definition of social behavior and social psychology. Individual processes. Research Methods. Social Perception. The Components and measurement of Attitudes. Motivation and motivation theories. Language and communication. Social influence and adaptation. Group and group processes. Concept, definition and variables of group. The influence of group on humans behavior. An application area of individual and group processes. Culture and globalization.

Course Goals & Objectives (list):
• Students will explore all forms of visual communication from freehand drawing through building information modeling software.
• Students will learn presentation skills to be used throughout their academic careers.
• Students will be introduced to basic contents of Social Psychology.
• Students will learn how human beings behave in social environment and social influence and adaptation behaviors.
• Students will discuss about individuals and the relationships between individuals.
• Students will discuss about globalization and culture-environment relationships.

Student Performance Criterion addressed (list number and title):
A.1. Communication Skills
A.5. Investigative Skills
A.10. Cultural Diversity
C.2. Human Behaviour
C.9. Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Theoretical thinking, reading, discussing (50%)
Writing (50%)

Prerequisites:
None

Textbooks/Learning Resources:
Freedman, J.L., Sears, D.O., Carlsmith, J.M., *Social Psychology,* (NJ: Prentice-Hall, Inc., 1988)

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Cemile Tiftik (assistant prof)

Number & Title of Course (total credits awarded):
MIM 231, Building Materials, 3 credits

Course Description (limit 25 words):
To present interrelationship among Building-Material-Design. Basic properties of building materials: binding materials, aggregates, concrete etc. and functional building materials. Presentation of mechanical and physical experiments conducting in Building Materials Laboratory.

Course Goals & Objectives (list):

- Understand the building materials and their performances.
- Use the building materials properly and choose according to their functions.

Student Performance Criterion addressed (list number and title):
A11-Applied Researh
B3-Sustainability
B9-Structural Systems
B10-Building Envelope Systems
B12- Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):
Theoretical (60%)
Tutorial (40%)

Prerequisites:
None

Textbooks/Learning Resources:
Rosen, H.J., Heineman, T., "Architectural Materials for Construction", McGraw-Hill Inc., NY, 1996.
Akkurt, S. Plastik Malzeme Bilgisi, İstanbul, Birsen Yayınevi,1991.
Akkurt, S. Plastik Malzeme Teknolojisi, İstanbul, İTÜ Kütüphanesi,1995.
Akman, S. Yapı Malzemeleri, İstanbul, İTÜ Kütüphanesi,1983.
Aran,A., Elyaf Takviyeli Karma Malzemeler, İstanbul, İTÜ Kütüphanesi,1990.
Bargel, H., Schulze, G.. Malzeme Bilgisi, İstanbul, İTÜ Kütüphanesi,1993.
Forester,T.,The Materials Revolution,NY, The MIT Press,1988.
Manzini, E.,The Material Invention, NY, The MIT Press,1989.
Smith,R.C..,Materials of Construction,NY,Mcgraw-Hill,1973.
Toydemir, N., Seramik Yapı Malzemeleri, İstanbul, İTÜ Mimarlık Fakültesi,1991.
Toydemir, N., Cam Yapı Malzemeleri, Eskişehir, Sakarya Gazetecilik ve Matb. A.Ş.,1990.

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Assoc. Prof. Dr. Mustafa Erkan KARAGÜLER

Number & Title of Course (total credits awarded):
MIM 232/232E, Reinforced Concrete Structures, 3 credits

Course Description (limit 25 words):
Introduction, RC properties, ultimate strength theory, beams, columns, slabs, structural systems, loads, design, joints, tall buildings, frames, lateral loads, roofs, shells, Turkish Seismic Code.

Course Goals & Objectives (list):
- Introduction of reinforced concrete as a structural material.
- Develop understanding of design of reinforced concrete structures.
- Introduce the principles of ultimate strength theory and develop knowledge and ability to use of related building codes.
- Ability to calculate reinforced concrete structural elements according to ultimate strength theory.
- Ability to design suitable load bearing reinforced concrete elements for considered structures.

Student Performance Criterion addressed (list number and title):
A.2. Design Thinking Skills
A.5. Investigative Skills
A.6. Fundamental Design Skills
B.4. Site Design
B.6. Comprehensive Design
B.9. Structural Systems
B.12. Building Materials and Assemblies
C.1. Collaboration
C.7. Legal Responsibilities

Topical Outline (include percentage of time in course spent in each subject area):
Engineering Design (100%)

Prerequisites:
MIM 152 MIN DD or MIM 152E MIN DD or (MIM 113 MIN DD and MIM 103 MIN DD) or (MIM 113E MIN DD and MIM 103 MIN DD) or (MIM 113 MIN DD and MIM 103E MIN DD) or (MIM 113E MIN DD and MIM 103E MIN DD)

Textbooks/Learning Resources:
Ersoy,U.,1991, Reinforced Concrete, M.E.T.U, Ankara

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof.Dr. Necdet Torunbalcı
Asist.Prof. Dr. H. Almila Büyüktaşkın
Asist. Prof. Dr. Y.Hanifi Gedik
Lec. Dr. Haluk Sesigür

Number & Title of Course (total credits awarded):
MIM 242/ MIM 242-E, Environmental Control Studio, 5 credits
Course Description (limit 25 words):

Theoretical information on passive and active environmental sub-system design, climatization, lighting, acoustics, fire safety measures and sanitary installation, Design application concerning these systems

Course Goals & Objectives (list):
1.Teaching design of passive and active environmental sub-systems with optimum performance in terms of climatization, lighting, acoustics, fire control and sanitary installation by producing alternative design proposals
2.Production of alternative design proposals for buildings with limited necessities
Student Performance Criterion addressed (list number and title):
B.3. Sustainability
B.5. Life Safety
B.6. Comprehensive Design
B.8 Environmental Systems
B.10. Building Envelope Systems
B. 11. Building Service Systems
B. 12. Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):
Theoretical information (43%), Applications (%57)

Prerequisites:
None

Textbooks/Learning Resources:
- Stein, B., Reynolds, J.S., *Mechanical and Electrical Equipment for Buildings*, John Wiley and Sons, Canada, 2000.
- Heerwagen, D., *Passive and Active Environmental Controls*, McGrawHill, 2004.
- Brown, G.Z., De Kay, M., *Sun. Wind & Light*, Wiley and Sons, New York, 2001.

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof. Dr. Gül Koçlar Oral
Prof. Dr. Alpin Köknel Yener
Asst. Prof. Dr. Nurgün Tamer Bayazıt
Asst. Prof. Dr. Gülten Manioğlu
Asst. Prof. Dr. Nuri Serteser
Lecturer Dr. Filiz Akşit

Number & Title of Course (total credits awarded):
MIM244E, Building Element Design (2,5)

Course Description (limit 25 words):
The building elements will be analysed according to their function, construction technology, and performance requirements in the context of a design problem considering the users requirements.

Course Goals & Objectives (list):
1. Students will understand the principles of building element design and integration due to the performance requirements.
2. Students will understand the integration of the building element systems with one another; such as roof/external wall, external wall/window and door, external wall/floor, floor/stairs, external wall/internal wall, floor/internal wall.

Student Performance Criterion addressed (list number and title):
B.10. Building Envelope Systems
B.12. Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):
Principles of building element design. (50%)
Integration of the building element systems with one another (50%)

Prerequisites:
MIM 261 / MIM 261E Building Construction Methods or MIM 231 Building Materials

Textbooks/Learning Resources:
Rich, P., Dean, Y., Principles of Element Design, Architectural Press, 1999.

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Nil TÜRKERİ, Assoc. Prof. Dr. Hulya KUS, Assoc.Prof. Dr. Aslıhan Ü. TAVİL, Assist. Prof.Dr. Cem ALTUN, Assist. Prof. Dr. İkbal ÇETİNER, Assist. Prof. Dr. Fatih YAZICIOĞLU

Number & Title of Course (total credits awarded):
MIM 252, Mimari Tasarım Kuramları (Theories of Architectural Design), 3 credits

Course Description (limit 25 words):
architectural design theories & methods: Systems approach, social and cultural, behavioral theories, theory of privacy, territoriality, personal space-social space theories, information theory, design approaches and models, the role of the architect, theory of participation, children and elders.

Course Goals & Objectives (list):
• to enable the students to be aware of the various theories, which direct the architectural design
• to teach the importance and role of theory in design (Architectural)
•to teach the relationship between theory-practice- research / education

Student Performance Criterion addressed (list number and title):

A-1. Communication Skills	B-2. Accessibility
A-2. Design Thinking Skills	B-3. Sustainability
A-5. Investigative Skills	B-11. Building Service Systems
A-7. Use of Precedents	B-12. Building Materials and Assemblies
A-9. Historical Traditions and Global Culture	C-1. Collaboration
A-10. Cultural Diversity	C-2. Human Behaviour
A-11. Applied Research	C-3 .Client Role in Architecture
B-1. Pre-Design	C-9 .Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
analyzing the tangible and intangible factors in architectural design (%10)
communication skills: ability to read, write, speak and listen effectively (%20)
research and presentation skills on theoretical fields (% 20)
assessing the architectural elements and materials in view of theory (%10)
understanding of the relationship between human behavior, the natural environment and the design of the built environment. (%15)
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. (%10)
design thinking skills on theoretical fields (% 15)

Prerequisites:
None

Textbooks/Learning Resources:
. G.Semper, Die vier Elemente der Baukunst. 1851. (The Four Elements of Architecture. 1988.)
. Le Corbusier, Vers Une Architecture.1923. (Towards a New Architecture. 1927.)
. H-R.Hitchcock, Modern Architecture: Romanticism and Reintegration. 1929.
. N.Pevsner, Pioneers of the Modern Movement from William Morris to Walter Gropius. 1936.
. W.Benjamin, Das Kunstwerk im Zeitalter seiner technischen Reproduzierbarkeit. 1936. (The Work of Art in the Age of Mechanical Reproduction, in: Illuminations. 1968.)
. S. Giedion, Space, Time and Architecture: The Growth of a New Tradition. 1941.
. B. Zevi, Saper Vedere L'Architettura: Saggio sull'interpretazione spaziale dell'architettura. 1948. (Architecture as Space: How to Look at Architecture. 1957.)
. E.Panofsky, Gothic Architecture and Scholasticism. 1951.
. R. Banham, Theory and Design in the First Machine Age.1960.
. U. Conrads,ed. Programme und Manifeste zur Architektur des 20.Jahrhundets. 1964. (Programs and Manifestoes on 20th. Century Architecture. 1970.)
. L. Benevolo, Storia dell'architettura moderna.1960. (History of Modern Architecture.1971.)
. P. Collins, Changing Ideals in Modern Architecture,1750-1950. 1965.
. M. Tafuri, Progetto e utopia: Architettura e sviluppo capitalistico. 1973. (Architecture and Utopia: Design and Capitalist Development. 1979.)
. M. Tafuri, Teorie e storie dell'architettura.1968. (Theories and History of Architecture. 1979.)
. K. Frampton, Modern Architecture: a critical history. 1980.
. F.Choay, La règle et le modèle: Sur la théorie de l'architecture et de l'urbanisme. 1980. (The Rule and the Model: On the Theory of Architecture and Urbanism. 1997.)
. A. Colquhoun, Essays in Architectural Criticism.1981.
. J.Rajchman, Constructions (Writing Architecture). 1998.
. A.Vidler, Warped Space: Art, Architecture and Anxiety in Modern Architecture. 2000.
. A.Pérez-Gómez, L.Pelletier, Architectural Representation and the Perspective Hinge. 2000.
. Baudrillard, J. (1997). Tüketim Toplumu, İstanbul: Ayrıntı.

. Jameson, F. (1999). Postmodernism or the Cultural Logic of Late Capitalism, NY: Verso.
. Harvey, D. (1999). Postmoderliğin Durumu, İstanbul: Metis.
. Harvey, D. (1990). The Condition of Post-modernity, Oxford: Blackwell.
. Urry, J. (1999). Mekanları Tüketmek, İstanbul: Ayrıntı.
. Urry, J. (1995). Consuming Places, London: Routledge.
. Bozdoğan, S. & Kasaba, R. (1998). Türkiye'de Modernleşme ve Ulusal Kimlik, Nurettin Elhuseyni (çev.), Tarih Vakfı Yurt Yay.
. Connor, S. (2001). Post-modernist Kültür, Doğan Şahiner (çev.), YKY.
. Keyder, Ç. (2000) (ed.) İstanbul Küresel ile Yerel Arasında, Sungur Savran (çev.), İstanbul: Metis.
. King, A. D. (2004). Spaces of Global Cultures, London & NY: Routledge.
. Bachelard, G. (1964) Poetics of Space, New York: Orion, (©1957).
. Bachelard, G. (1996) Mekanın Poetikası, çeviri: Aykut Derman, İstanbul: Kesit Yayıncılık, (©1957).
. Lefebvre, H. (1991) The Production of Space, translated by D.Nichsolson-Smith, Oxford: Blackwell (©1974).
. Hays, M. K. ed. (1988), Architecture Theory since 1968, Mass. Cambridge: The MIT Press.
. Schaick, L.V. (2005) Mastering Architecture: Being a Creative Innovator in Practice, Wiley-Academy, Chichester.

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Number & Title of Course (total credits awarded):
MIM 253/253E, Steel Structures, 2 credits

Course Description (limit 25 words):
Design of steel structures, material properties of steel, connections, tension members, compression members, bending members, dimensioning and arrangement of steel trusses, multi-storey steel buildings arrangement principles and examples.

Course Goals & Objectives (list):
1. To provide the knowledge of steel behaviour as a structural material and advantages/disadvantages.
2.To teach the design and calculation of steel connections and connection members/design.
3.To provide knowledge for design of beams subjected to tension and/or bending
4. To provide knowledge for design of steel elements subjected to compression.
5. To teach the arrangement of steel trusses and design rules.
6. To teach the multi-storey steel buildings arrangement and their calculations.

Student Performance Criterion addressed (list number and title):
A.2. Design Thinking Skills
A.5. Investigative Skills
A.6. Fundamental Design Skills
B.6. Comprehensive Design
B.9. Structural Systems
B.12. Building Materials and Assemblies
C.1. Collaboration
C.7. Legal Responsibilities

Topical Outline (include percentage of time in course spent in each subject area):
Engineering design techniques (50%)
Structural details (50%)

Prerequisites:
MIM 152 MIN DD or MIM 152E MIN DD or (MIM 113 MIN DD and MIM 103 MIN DD) or (MIM 113E MIN DD and MIM 103 MIN DD) veya/or (MIM 113 MIN DD ve/and MIM 103E MIN DD) veya/or (MIM 113E MIN DD ve/and MIM 103E MIN DD)

Textbooks/Learning Resources:
Duman N., Özgen K., 1986, Çelik Yapılar Ders Notları, İTÜ Mimarlık Fakültesi Baskı Atölyesi.

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Necdet Torunbalcı (Professor)
Halet Almıla Büyüktaşkın (Assistant Professor)
Cenk Üstündağ (Assistant Professor)
Haluk Sesigür (Lecturer)

Number & Title of Course (total credits awarded):
MIM 261E, Building Construction Methods, 3 credits

Course Description (limit 25 words):
Introducing the construction methods of building elements such as external wall, cladding, window, roof and internal wall systems accompanied with Mock-up Company applications.

Course Goals & Objectives (list):
Students will understand and analyze the construction of building elements and components.
Students will obtain knowledge about building construction methods.
Students will gain the basics of the building elements and components integration in terms of building system design and construction.

Student Performance Criterion addressed (list number and title):
B.10. Building Envelope Systems
B.12. Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):
Analysing the construction of building elements and components (50%)
Gaining basics of the building elements and components integration (50%)

Prerequisites:
MIM162E Introduction to Building Construction

Textbooks/Learning Resources:
Mehta, M., Scarborough, W., Armpriest, D., Building construction : principles, materials, and systems, Prentice Hall, 2010.

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Nil Türkeri, Hülya Kuş, Aslıhan Tavil, Cem Altun, İkbal Çetiner, Fatih Yazıcıoğlu

Number & Title of Course (total credits awarded):
MIM 271/271E Yapı Statiği, Theory of Structures, 1,5 credits

Course Description (limit 25 words):
Basic concepts. Statically determinate structures under static loads, internal force diagrams. Simply supported beams, frames. Cantilever beams, frames. Continuous compound beams. Three-pinned arches, frames. Trusses. Statically indeterminacy. Force method. Cross method.

Course Goals & Objectives (list):
1.Develop understanding of basic concepts in structural analysis such as equilibrium, stability, static determinacy and indeterminacy.
2.Develop understanding of system behaviour by analyzing internal forces diagrams.
3.Introduce the basic principles of mechanics regarding work and energy, and their uses in structural engineering.
4.Introduce methods used in the analysis of structures within the frameworks of force and displacement formulations

Student Performance Criterion addressed (list number and title):
A2. 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.
A5. Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.
A6. Fundamental Design Skills: Ability to effectively use basic architectural and environmental principles in design.
B6. 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.
B9. Structural Systems: *Understanding* of the basic principles of structural behaviour in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.
B12. Building Materials and Assemblies: *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.
C1. Collaboration: *Ability* to work in collaboration with others and in multidisciplinary teams to successfully complete design projects.
C7. 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.

Topical Outline (include percentage of time in course spent in each subject area):
Engineering Design (100%)

Prerequisites:
MIM 152 MIN DD or MIM 152E MIN DD or (MIM 113 MIN DD and MIM 103 MIN DD) or (MIM 113E MIN DD and MIM 103 MIN DD) or (MIM 113 MIN DD and MIM 103E MIN DD) or (MIM 113E MIN DD and MIM 103E MIN DD)
Textbooks/Learning Resources:
Hibbeler, R.C., 2008, Structural Analysis, Prentice Hall, ISBN:978-01360206.
Utku, S., Norris, C.H., Wilbur, J.B., 1990, Elementary Structural Analysis, Mcgraw-Hill College, ISBN:978-00706593.
Yorulmaz, M., Özgen, K., 1996, Yapı Statiği, Birsen Yayınevi, ISBN:975-511-139-5.

Offered (semester and year):
Fall only; annually
Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof.Dr. Feridun ÇILI, Prof.Dr.Oğuz Cem ÇELİK, Lec. Dr. Haluk SESİGÜR, Asist.Prof.Dr.Cenk Üstündağ

Number & Title of Course (total credits awarded):
MIM312, Architectural Design 6, 5 credits

Course Description (limit 25 words):
Conceptual and contextual discussions to develop design solutions for complicated programs in complex urban fabrics; progress on data collection, analysis and programming including topos, space and structure.

Course Goals & Objectives (list):
- Students will learn advanced design notions, data collection, research and representation in complex urban situations,
- Students will experience development of relevant architectural solutions to a situation defined in an inter-disciplinary section through implementation of appropriate design strategies,
- Students will explore advanced technology and material potentials in architectural design,
- Students will learn how to represent the developed design solution/object information as multi-media outcomes.

Student Performance Criterion addressed (list number and title):
A.1. Communication Skills
A.2. Design Thinking Skills
A.3. Visual Communication Skills
A.4. Technical Documentation
A.5. Investigative Skills
A.7. Use of Precedents
A.8. Ordering Systems Skills
A.10. Cultural Diversity
A.11. Applied Research
B.1. Pre-Design
B.2. Accessibility
B.4. Site Design
B.6. Comprehensive Design
C.1. Collaboration

Topical Outline (include percentage of time in course spent in each subject area):
Design thinking skills (40%)
Investigative skills (15%)
Visual communication skills (30%)
Presentation skills (15%)

Prerequisites:
MIM 351 DD or MIM351E DD or MIM 311 DD or MIM311E

Textbooks/Learning Resources:
The New Structuralism: Design, Engineering and Architectural Technologies, Rivka Oxman, Robert Oxman (Editors), Wiley; 2010
Form+Code in Design, Art, and Architecture, Casey Reas, Chandler McWilliams, Princeton Architectural Press; 2010
Refabricating Architecture, Stephen Kieran, James Timberlake, McGraw Hill; 2004

Offered (semester and year):
Fall and spring; biannually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof.Dr. Alper Ünlü, Prof.Dr. Ahsen Özsoy, Prof.Dr. Yurdanur Dülgeroğlu, Prof.Dr. Gülçin Pulat Gökmen, Prof.Dr. Ayşe Şentürer, Prof.Dr. Arzu Erdem
Assoc.Prof.Dr. Hüseyin Kahvecioğlu, Assoc. Prof.Dr. Nurbin Paker Kahvecioğlu
Assistant Prof.Dr. Cemile Tiftik, Assistant Prof.Dr. Meltem Aksoy, Assistant Prof.Dr. Dilek Yıldız
Assistant Prof.Dr. Göksenin İnalhan, Assistant Prof.Dr. Ozan Önder Özener
Instructor Dr. Çiğdem Eren, İnstructor Dr. Deniz Aslan

Number & Title of Course (total credits awarded):
MIM 316 SPACE USE AND EVALUATION IN HOUSING*, 3 credits*

Course Description (limit 25 words):
Space, home and house definition, typologies; use of space, needs, human-space dimension, culture, social pattern, privacy, social interaction, assessment of space, quality of home and life, post occupancy evaluation. housing and use of space in the Turkish house, scale, social pattern, identity, modern house, change of the plans, language, place attachment; use of space in squatters, participation, apartments, large housing, distance, private, social and public space, meaning of home, social housing, anonymity; new housing trends, security, territory.

Course Goals & Objectives (list):
It is aimed to inform students about using domestic spaces of homes considering environment, house and user's perspectives.

Student Performance Criterion addressed (list number and title):
A.1. Communication Skills
A.5. Investigative Skills
A. 9. Historical Traditions and Global Culture
A.10. Cultural Diversity
C. 2. Human Behavior
C.9. Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
analyzing the tangible and intangible factors in architectural design (%10)
communication skills: ability to read, write, speak and listen effectively (%30)
research skills on theoretical fields (% 30)
assessing the architectural elements and materials in view of theory (%10)
understanding of the relationship between human behavior, the natural environment and the design of the built environment. (%10)
Presentation skills (10%)

Prerequisites: None

Textbooks/Learning Resources:
E. G. Arias (Ed.), The Meaning and Use of Housing: International Perspectives, Approaches and Their Applications, Avebury, Athenaeum Press Ltd., UK, 1993.
G. Bachelard, (transl. by the Orion Press), (1992). Poetics of Space, Beacon Press, Boston.
S. Bozdoğan, Turkey : Modern Architectures in History, London : Reaktion Books, 2012.
S. Bozdoğan, Modernism and Nation Building : Turkish Architectural Culture in the Early Republic, Seattle, WA : University of Washington Press, 2001.
S. Bozdoğan, Rethinking Modernity and National Identity in Turkey, Seattle : University of Washington Press, 1997.
C. Cooper Marcus, House as a Mirror of Self : Exploring the Deeper Meaning of Home, Berwick, Nicol as-Hays, 1997.
C. Cooper Marcus, Housing As If People Mattered : Site Design Guidelines For Medium-Density Famil y Housing, Berkeley, University of California Press, 1986.
M. Davis, Planet of Slums, London : Verso, 2006.
M. Davis , Dead Cities, and Other Tales, New York : New Press : Distributed by W.W. Norton, 2002.
R. J. Lawrence, Housing, Dwellings and Homes : Design Theory, Research and Practice, Chichester, John Wiley & Sons, 1987
B. Lawson, The Language of Space, Architectural Press, Oxford, Boston, 2001.
A. Derin Öncel, Apartman, Galata'da Yeni Bir Konut Tipi, Kitap Yayınevi, İstanbul, 2010.
A. Oncu, P. Weyland, Space, *Culture and Power*: New Identities in Globalizing Cities,, Zed Books, 1997.
H. Sanoff, Community Participation Methods in Design and Planning, Wiley, New York, 2000
Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Number & Title of Course (total credits awarded):
MIM 318/ Computer Appl. in Evaluation of Climatic Perf. of Built Env., 3 credits

Course Description (limit 25 words):
Definitions of the problem for climatic performance evaluation in built environment. Computer programs for evaluation of climatic performance of built environment. Examples for computer aided evaluation of climatic performance.

Course Goals & Objectives (list):
1.Defining the climatic performance evaluation in physical environment
2.Teaching building energy performance evaluation tools
3.Evaluation of the climatic performance of a building

Student Performance Criterion addressed (list number and title):
B.3. Sustainability
B.6. Comprehensive Design
B.8 Environmental Systems
B.10. Building Envelope Systems
B. 12. Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):
Theoretical information (100%)

Prerequisites:
None

Textbooks/Learning Resources:
- Solar Energy Laboratory, 2003, TRNSYS, University of Wisconsin, Madison.
- North American distributor, 2008, Design Builder Software, www.designbuilder.co.uk.
- U.S.Department of Energy-Building Technologies Program, 2008, Energy Plus:Energy Simulation Software.
- Hirsch, J.J.&Associates, 2006, DOE-2, Lawrence Berkeley National Laboratory-LNBL DOE-2 work.

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Dr. Ş.Filiz Akşit
Dr. Nuri Serteser

Number & Title of Course (total credits awarded):
MIM 320E, Roof systems, 3 credits

Course Description
Introduction to roof systems. Roof systems: classification. Roof system components: structural system, roof coverings, thermal insulation, waterproofing, air barrier, vapor retarders, etc. Assembly of components. Roof drainage systems. Integration of roof systems with external wall systems-facades. Sustainable roof systems: green roofs, cool roofs, PV roofs**.**

Course Goals & Objectives (list):
This course is designed to provide the student with the basic skills
- to design roof systems in lieu with the appropriate performance requirements,
- to understand the strategies and techniques for integration of roof systems with exterior wall systems, and
- to understand construction of roof systems.

The overall intention is to demonstrate that the successful completion of an architectural design relies upon a successful constructional design and its imaginative use being consistent with the architectural design concept.

Student Performance Criterion addressed (list number and title):
A. 2. Design Thinking Skills
A.5. Investigative Skills
A. 6. Fundamental Design Skills
B. 3. Sustainability
B. 10. Building Envelope Systems
B. 12. Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):
Drawing and other representational techniques (60%)
Presentation skills (40%)

Prerequisites:
None

Textbooks/Learning Resources:
Weiler, Susan K., Green roof systems : a guide to the planning, design, and construction of landscapes over structure, Hoboken, N.J. : John Wiley & Sons, 2009.
Griffin, C.W., Manual of low-slope roof systems, Boston : McGraw Hill, 1982.
Roth, Manuela Salenstein, Roof architecture + design. Braun ; London : Thames & Hudson [distributor], 2012.
Luckett, Kelly. Green roof construction and maintenance, New York : McGraw-Hill, 2009.
Brotrück, Tanja. Basics roof construction. Basel, Switzerland ; Boston : Birkhäuser-Publishers for Architecture, 2007.
Roof construction manual : pitched roofs. Basel : Birkhäuser, 2003
Binan, M. Ahşap Çatılar, Birsen Yayınevi, İsatnbul, 1990.

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof. Dr. A. Nil Türkeri

Number & Title of Course (total credits awarded):
MIM 321, MIM 321E Contemporary Architecture, 2 credits

Course Description (limit 25 words):
History of 20th century architecture; Art Nouneau, De Stijl, Expressionism, Futurism and Constructivism. The idealism and realism of Bauhaus. Modernism and Postmodernism.

Course Goals & Objectives (list):
1.To build up the concepts that will help in understanding Modernism and Postmodernism.

Student Performance Criterion addressed (list number and title):

A.1. Communication Skills
A.2. Design Thinking Skills
A.5. Investigative Skills
A. 9. Historical Traditions and Global Culture
A. 10. Cultural Diversity

Topical Outline (include percentage of time in course spent in each subject area):
Drawing and other representational techniques (60%)
Presentation skills (40%)

Prerequisites:
MIM 122, MIM 122E Ancient and Byzantine Architecture
Textbooks/Learning Resources:
Frampton, K., 1994, Modern Architecture. A Critical History, Thames and Hudson.
Batur, E. (ed.), 1997, Modernizimin serüveni, Bir Temel Metinler Seçkisi, 1840-199, Yapi Kredi yayini.
Lampugnani, V. M. (ed.), 1997, Dictionary of the 20th Century Architecture, Thames and Hudson.
Le Corbusier, 1998, Yeni bir Mimarlýða Doðru, Yapý Kredi yayini.
Nesbitt, K. (ed.), 1996, Theorizing a New Agenda for Architecture/An Anthology of Ar, Princeton Architectural Press.

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Luca Orlandi, Gül Cephanecigil, Filiz Özer

Number & Title of Course (total credits awarded):
MIM 322E, Conservation of Historic Buildings and Sites, 2 credits
(Tarihi Çevre Koruma ve Restorasyon)

Course Description (limit 25 words):
History and theory of conservation, evaluation of historic buildings and sites. Historic building survey, inspection and recording. Diagnosis of building failures. Restoration techniques.

Course Goals & Objectives (list):
- Development of sensibility to historic environments
- Development of technical skills for the conservation of cultural heritage
- Introduction to rules and regulations for design of new buildings in context
- Presentation of international organizations concerned with protection of cultural heritage

Student Performance Criterion addressed (list number and title):

A-1 Communication Skills
A-2 Design Thinking Skills
A-3 Visual Communication Skills
A-4 Technical Documentation
A-5 Investigative Skills
A-6 Fundamental Design Skills
A-7 Use of Precedents
A-9 Historical Traditions and Global Culture
A-10 Cultural Diversity
B-7 Financial Considerations
C-1 Collaboration
C-3 Client Role in Architecture
C-6 Leadership
C-7 Legal Responsibilities
C-8 Ethics and Professional Judgment
C-9 Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Communication skills (30%)
Research skills (20%)
Team work skills (20%)
Community and Social Responsibility (30%)

Prerequisites: MIM 221 min. DD or MIM 221E min. DD and MIM 222 min. DD or MIM 222E min. DD

Textbooks/Learning Resources:
Ahunbay, Z., Tarihi Çevre Koruma ve Restorasyon, İstanbul, 2007.
Ahunbay, M. ve Z. Ahunbay, "UNESCO Destekli Bir Proje", Tasarım, Eylül 2005, sayı 154, s. 72-85.
Ahunbay, Z., "Tarihi Çevre ve Yeni Yapı", Arredamento Dekorasyon, 37, 1992, s. 97-99.
Akın, N., "Osman Hamdi Bey, Asar-ı Atika Nizamnamesi ve Dönemin Koruma Anlayışı Üzerine", Osman Hamdi Bey ve Dönemi, İstanbul 1993, 233-239.
Binan, C., "Mimari Koruma Alanında Venedik Tüzüğü'nden Günümüze Düşünce Gelişiminin Uluslararası Evrim Süreci", YTÜ Yayını, İstanbul 1999.
Çeçener, B., İstanbul'un Kültür ve İmar Sorunları, İstanbul 1995.
Dünden Bugüne İstanbul Ansiklopedisi I-VIII, 1993-95. TETTV, İstanbul
Erder, C., Tarihi Çevre Kaygısı, Ankara 1971
Fawcett, J. (Ed.), The future of the Past: attitudes towards conservation, Londra: Thames and Hudson, 1976.
Feilden, B. M., Conservation of Historic Buildings, İngiltere1982.
Kuban, D., Tarihi Çevre Korumanın Mimarlık Boyutu: Kuram ve Uygulama, YEM Yayınevi, İstanbul 2000.
Müller-Wiener, W., İstanbul'un tarihsel Topografyası, çev. Ülker Sayın, YKY, İstanbul 2002.
Uluengin, F., B. Uluengin, M.B. Uluengin Osmanlı Anıt Mimarisinde Klasik Yapı Detayları, YEM Yayınevi, İstanbul 2001.

Offered (semester and year):
Fall, 3rd year

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof. Dr. K. Kutgün Eyüpgiller, Prof. Dr. Yegan Kahya Sayar, Assoc. Prof. Dr. Deniz Mazlum, Assoc. Prof. Dr. Zeynep Eres, Assist. Prof. Dr. Gülsüm Tanyeli, Assist. Prof. Dr. S. Yıldız Salman.

MIM325E, Acoustical Design of Halls, 3 credits

Course Description:
Concepts, acoustical requirements in auditorium design (adequate loudness, diffusion of sound, control of reverberation, elimination of room acoustical defects); Choice of sound absorbing material .

Course Goals & Objectives (list):

- To explain basic acoustical principles and terms
- To explain which acoustical factors should be considered when designing a space
- To teach how to specify the correct acoustical ceiling system for your design needs, which may vary from space to space, as well as which materials to use, when to use them and where to use them

Student Performance Criterion addressed (list number and title):
A. 1. Communication Skills
A. 2. Design Thinking Skills
A.5. Investigative Skills

Topical Outline (include percentage of time in course spent in each subject area):
Drawing and other representational techniques (60%)
Presentation skills (40%)

Prerequisites:
MIM242, MIM 242E

Textbooks/Learning Resources:
Mehta,M., Architectural Acoustics; Principles and Design, Prentice Hall Inc., Colombus,Ohio,1999.

Offered (semester and year):
Fall only.

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Dr. Nurgün Tamer Bayazıt (F)

Number & Title of Course (total credits awarded):
MIM 326, Acoustical Problems in Theatre and Concert Halls, 3 credits

Course Description (limit 25 words):
Physical properties of sound; Sound propagation in halls; Sound phenomena; Reverberation time; Acoustical criteria; Noise control and sound reduction; Acoustical materials; Evaluation of acoustical performance.

Course Goals & Objectives (list):
- Homogeneous distribution of sound in closed spaces must be provided to build aurally comfortable environments
- Distribution of sound in closed spaces and acoustical events according to space geometry to provide homogeneous distribution of sound
- In a closed space, room shape, geometry, dimensions and volume, inner surface finishes, seating plan, listener capacity must be examined for acoustical performance
- Space form, ceiling, wall elements, balcony and stage should be examined according to acoustical requirements effective in acoustical design of halls
- Drawing all inner wall elevations, ceiling plan, floor section and all building element details according to acoustical design of halls

Student Performance Criterion addressed (list number and title):
A. 1. Communication Skills
A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A. 4. Technical Documentation
A. 5. Investigative Skills
A. 6. Fundamental Design Skills
A. 7. Use of Precedents
A. 8. Ordering Systems Skills
A.11. Applied Research
B. 3. Sustainability
B. 8 Environmental Systems
B. 10. Building Envelope Systems
B. 11. Building Service Systems
B. 12. Building Materials and Assemblies
C. 1. Collaboration
C. 2. Human Behaviour
C. 6. Leadership

Topical Outline (include percentage of time in course spent in each subject area):
Theoretical information (35%), Technical visits (15%), Applications (%35), Presentation (15%)

Prerequisites:
MIM242, MIM242E

Textbooks/Learning Resources:
Yılmaz Demirkale, S., Çevre ve Yapı Akustiği, Birsen Yayınevi, İstanbul, 2007

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof. Dr. Sevtap Yılmaz (F/T)

Number & Title of Course (total credits awarded):
MIM 330E, Vertical Circulation Systems, 3 credits

Course Description (limit 25 words):
Ramps, staircase and ladder. Performance analysis of vertical circulation systems, performance requirements, design principles. Physical analysis of staircase, forming, supporting, dimensioning and integration with building.

Course Goals & Objectives (list):
1. To give comprehensive and detailed information about vertical circulation systems.
2. To increase the experience and knowledge of students about the design and construction of vertical circulation systems.

Student Performance Criterion addressed (list number and title):
A.2. Design Thinking Skills
A.4. Technical Documentation
A.5. Investigative Skills
A.7. Use of Precedents
B.12. Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):
A.2. Design Thinking Skills (30%)
A.4. Technical Documentation (10%)
A.5. Investigative Skills (15%)
A.7. Use of Precedents (15%)
B.12. Building Materials and Assemblies (30%)

Prerequisites:
Passing Building Element Design Course, MIM 244, MIM 244E

Textbooks/Learning Resources:
Blanck A., Blanck, S., Stairs, Butterworth-Heinemann, 2001

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Hülya KUS (Associate Professor)

Number & Title of Course (total credits awarded):
MIM 331E, Building Production Systems, 3 credits

Course Description (limit 25 words):
Definition of Building Production System (BPS). Elements of BPS: resources, process and product. Constraints of BPS: environment, aims, criteria. Development of BPS from standpoints of resources, process, product and organisation in parallel with social and technological changes. Characteristics of building sector. The product characteristics and demand characteristics in the building production. Evaluation of building systems in terms of resource utilization/speed/quality. Principals in building system selection.

Course Goals & Objectives (list):
- analyzing all the factors affecting building production process by system approach,
- establishing the relationship of building system/building production system concepts in practical and conceptual dimensions,
- teaching basic building and building production systems along with their product and process characteristics and effects on design

Student Performance Criterion addressed (list number and title):
B.7. Financial Considerations
C.1. Collaboration
C.3. Client Role in Architecture
C.4. Project Management
C.5. Practice Management
C.6. Leadership
C.7. Legal Responsibilities

Topical Outline (include percentage of time in course spent in each subject area):
Construction technologies and their effects on design (50%)
Production patterns and their applications in construction and architecture (50%)

Prerequisites:
None

Textbooks/Learning Resources:
Harber, D.R., Building The Process and The Product, The CONSTRUCTION PRESS, London, 1987.
MIZE, J.H., WHITE, C.H., BROOKS, G.H., Production Planning and Control (Üretim Planlama ve Kontrol), Traslated by Toraman, A. ve Gözlü, S., İTÜ Press, İstanbul, 1984.

Offered (semester and year):
Fall only

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof.Dr. Alaattin KANOĞLU ((F/T)
Assoc.Prof.Dr. Elçin TAŞ (F/T)
Assoc Prof.Dr. Hakan YAMAN (F/T)

Number & Title of Course (total credits awarded):
MIM 332E, Construction Management and Economics, 4 credits

Course Description (limit 25 words):
Participants of the building production. Managerial and Economic decisions at different levels of building production process. Design and construction firms; functions, organisational patterns. Evaluation of building investments; Project delivery systems, organisational structures and, type of contracts. Cost management; Time and resource management; Risk management; Quality management; Information management; The role of architects in different stages of building production process. Construction laws and regulations. Progress control, changes, claims and disputes, progress measurement, progress payments, close-out.

Course Goals & Objectives (list):
- To define the role, functions, authority and the responsibilities of the architect in the building production process;
- To introduce the basic concepts and theory of management science and economics;
- To inform the students about the management-related and economic problems at all levels of construction industry (national, firm, project and process);
- To create the awareness of the design and construction management-related analysis techniques
- To gain the ability of practical application

Student Performance Criterion addressed (list number and title):
B.7. Financial Considerations
C.3. Client Role in Architecture
C.4. Project Management
C.5. Practice Management
C.6. Leadership
C.7 Legal Responsibilities

Topical Outline (include percentage of time in course spent in each subject area):
Project management concepts and techniques (70%)
Construction project administration issues (30%)

Prerequisites:
None

Textbooks/Learning Resources:
1. R. Johnson, The Economics of Building/A Practical Guide for the Design Professional, John Wiley & Sons, New York, 1990.
2. A.Asworth, Cost Studies of Building, Longman, London, 1988.
3. D.J. Ferry, P.S. Brandon, Cost Planning of Building, Collins, Professional and Technical Books, London, 1986.
4. Turner, Rennis, Design and Build: Contract Practice, Longman, Essex, 1986.
5. Blau, J.R., Architects and Firms, MIT, MA, 1988.

Offered (semester and year):
Spring only

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Prof.Dr. Alaattin KANOĞLU ((F/T)	Assoc.Emrah ACAR (F/T)
Prof.Dr. Attila DİKBAŞ (F/T)	Assoc.Prof.Dr. Begüm SERTYEŞİLIŞIK (F/T)
Assoc.Prof.Dr. Murat ÇIRACI (F/T)	Assoc Prof.Dr. Hakan YAMAN (F/T)
Assoc.Prof.Dr. Elçin TAŞ (F/T)	Dr.Gülfer TOPÇU ORAZ (F/T)

Number & Title of Course (total credits awarded):
MIM335E , Energy Efficient Housing, 3 credits

Course Description (limit 25 words):
Factors affecting energy efficient housing design: physical environmental factors (climate, natural light), design parameters related with the building and determination of appropriate values of them

Course Goals & Objectives (list):
1.Teaching basic information on energy efficient housing design
2. Introduction to the design parameters, passive and active systems which are effective on energy efficiency
3. Strengthen the theoretically learned information by applying on a project

Student Performance Criterion addressed (list number and title):
B.3. Sustainability
B.8 Environmental Systems
B. 11. Building Service Systems
Topical Outline (include percentage of time in course spent in each subject area):
Theoratical information (58%), Research and Discussion (14%), Project Design (28%)

Prerequisites:
MIM 242/MIM 242E Environmental Control Studio

Textbooks/Learning Resources:
- **Hollo, W., Durie, J., Warm house cool house : inspirational designs for low-energy housing,** New South, Sddney, 2011.
- Hall, K., *The Green Building*, vol 1., vol 2., Green Building Pres, UK, 2006.
- Roaf, S., Fuantes; M., Thomas, S., *Ecohouse 2*, Architectural Press, Uk, 2003.
- Wines, J., *Green Architecture*, Tashen, Italy, 2000.
- Yeang, K., *Ecodesign A Manual for Ecological Design*, John Wiley, Uk, 2006.
- Goulding, J.R., Lewis, J.,O., Steemers, T.,C., *Energy Conscious Design*, BT Batsford Ltd, London, 1992.
- Goulding, J.R., Lewis, J.,O., Steemers; T.,C., *Energy in Architecture*, BT Batsford Ltd, London, 1994.
- Baker, N., Steemers,K., *Energy and Environment in Architecture*, E&FN Spon, London, 2000.
- Günther, S., Abraham, L.E., Fisher, T., *Living Spaces Sustainable Building and Design,* Könemanni Slovenia, 1999.
- Stitt, F. A., *Ecological Design Handbook,* McGrraw-Hill, 1999.
- Hyde, R., *Climate Responsive Design*, Spon Pres, New York, 2000.
- Lechner, N., *Heating, Cooling, Lighting, Design Methods for Architects*, John Wiley, Us, 1991.
- Heerwagen, D., *Passive and Active Environmental Controls,* McGraw-Hill, 2004
- Stein, B., Reynolds, J.S., *Mechanical and Electrical Equipment for Buildings*, John Wiley and Sons, Canada, 2000.
- Berköz, E., Küçükdoğu, M. Ş., Yılmaz, Z., *Enerji Etkin Konut ve Yerleşme Tasarımı*, TÜBİTAK INTAG 201, İstanbul, 1995.

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof. Dr. Gül Koçlar Oral
Prof. Dr. Alpin Köknel Yener

Number & Title of Course (total credits awarded):
MIM 336, Spatial Analysis and Techniques in Architecture, (Elective Course), 3 Credits

Course Description:
Concept of space, space formation and space components. Various approaches to space creation, spatial organisation, changes. and design principles. Spatial analysis and techniques; analysing methods based on formalist and morphological approaches in terms of contextual and spatial characteristics. Explanation and application of analysis techniques for examples of various scales.

Course Goals & Objectives:
. The architectural design process,
. Visual communication tools, used by the architectural design process will be analyzed and benefits of these tools will be explained.
. Representation methods, visuality and perception will be discussed.
. Examples of various scales and techniques of architectural presentation will be explained to students to carry out into their design practice.
. Comprehensive analyzing skills.

Student Performance Criterion addressed:
A.1. Communication Skills
A.2. Design Thinking Skills
A.3. Visual Communication Skills
A.5. Investigative Skills

Topical Outline (include percentage of time in course spent in each subject area):
Homeworks and presentations (40%)
Term Paper (60%)

Prerequisites:
None

Textbooks/Learning Resources:
Yi-Fu Tuan, *Space and Place: The Perspective of Experience*, MIT Press Cambridge-Mass., 2002.
Van Leeuwen&Jewitt ed., *Handbook of Visual Analysis*, SAGE Publ.-London, 2002.
Tschumi B., *Architecture and Disjunction*, MIT Press Cambridge-Mass., 1998.
Unwin, S., *Analysing Architecture*, Rootledge- London, 1997.
Middleton R. ed., *The Idea of the City*, MIT Press Cambridge-Mass., 1996.
Gregotti V., *Inside Architecture*, MIT Press Cambridge-Mass., 1996.
Ghirardo D., *Architecture After Modernism*, Thames&Hudson-London, 1996.
Franck-Schneekloth ed., *Ordering Space*, Int.Thomson Publ.Inc.-New York, 1994.
Hiss T., *The Experience of Place*, Knoff- New York, 1991.
Steadman, J.P., *Architectural Morphology*, Pittman-London, 1983.
Norberg-Schulz, C., *Existence, Space and Architecture*, Studio Vista-London, 1979 .

Offered (semester and year):
Spring only; annually

Faculty assigned :
Assist.Prof.Dr. I.Hülya ARI

Number & Title of Course (total credits awarded):
MIM 338, Detail Design and Principles, 3 credits

Course Description (limit 25 words):
Relationship between whole design and detail. Factors affecting detail design. Materials and their properties. Joint materials and their form and kinds, production processes. Analysis of a functional whole regarding to the parameters for detail solving.

Course Goals & Objectives (list):

- Decreasing the failure and material loss at the design and practice
- Enabling the design of building components and elements by taking care of the influence of required and available circumstances.
- Ability to select the suitable building material regarding to the material attributes, detail generation process and sustainable criteria.

Student Performance Criterion addressed (list number and title):
B3-Sustainability
B12- Building Materials and Assemblies
B10-Building Envelope Systems
A5-Research Skills

Topical Outline (include percentage of time in course spent in each subject area):
Theoretical (100%)

Prerequisites:
MIM 231 or ICM 231

Textbooks/Learning Resources:
Rosen, H.J., Heineman, T., *Architectural Materials for Construction*, (McGraw-Hill Inc., NY, 1996).
Ragsdale,L.A.,Raynham, E.A, *Building Materials Practice*, (London, E. Arnold Ltd.1984)
Toydemir, N., Gürdal, E., Tanacan, L., *Yapı Elemanı Tasarımında Malzeme*, (Literatür Yayınevi, İstanbul, 2000).
Akman, S., *Yapı Malzemeleri*, (İTÜ İnşaat Fakültesi Matbaası, İstanbul, 1987).
Kocataşkın, F., *Yapı Malzemesi Bilimi-Özelikler ve Deneyler*, (Birsen Yayınevi, İstanbul, 2000).
Kocataşkın, F., *Yapı Mühendislerine Malzeme Bilimi*, (İstanbul Teknik Üniversite Matbaası, Gümüşsuyu, 1976).

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof. Dr. Leyla TANAÇAN
Assoc. Prof. Dr. Seden ACUN ÖZGÜNLER
Lecturer Dr. Serkan YATAĞAN

Number & Title of Course (total credits awarded):
MIM 344, Information Technologies in Architecture, 3 credits

Course Description (limit 25 words):
Introduction to information, communication and knowledge technologies. Virtual reality – Augmented reality; Architectural design in virtual environment. Organisation and components of virtual design studios. Collaboration, task sharing, communication, design and representation in virtual design studio.

Course Goals & Objectives (list):
. To access various information sources related with architecture by using information technologies; to create new environments for communication and sharing information
. To gain knowledge on collaborative design processes, design media and design tools
. To investigate computer aided collaborative design approaches, models and paradigms
. To work in collaboration in virtual design studio
. To solve a design problem in collaboration with different teams in virtual environment.

Student Performance Criterion addressed (list number and title):
A.1. Communication Skills
A.2. Design Thinking Skills
A.3. Visual Communication Skills
A.5. Investigative Skills
A.6. Fundamental Design Skills
C.1. Collaboration

Topical Outline (include percentage of time in course spent in each subject area):
Communication Skills 20%
Design Thinking Skills 10%
Visual Communication Skills 30%
Investigative Skills 10%
Fundamental Design Skills 5%
Collaboration 25%

Prerequisites:
None

Textbooks/Learning Resources:
No TB.
Readings assigned.

Offered (semester and year):
Fall only; annually.

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof. Dr. Gülen Çağdaş, Dr. Hakan Tong

Number & Title of Course (total credits awarded):
ARC 345E, Architectural Theory and Modernism, 3 credits

Course Description (limit 25 words):
A discussion of twentieth century architectural theory. Discussion of modernist theories and simultaneous counter-theories, investigation of philosophical origins of modernism, understanding of the reflections of modern theories in related fields such as theater, film, visual arts anda literature, discussion of major texts in the related topics.

Course Goals & Objectives (list):
• Students will learn about architectural theory
. Develop an understanding of modernist theories within the cultural context
. Learn about cultural production in various fields.

Student Performance Criterion addressed (list number and title):
A.5. Investigative Skills
A.9. Historical Traditions and Global Culture
A.11. Applied Research

Topical Outline (include percentage of time in course spent in each subject area):
Architectural History and Theory (100%)

Prerequisites:
None

Textbooks/Learning Resources:
Sheppard, R (2000) **Modernism-dada-postmodernism**. Nortwestern U. press, Evanston.
Caws, m a (2001) **Manifesto**. U. of Nebraska Press, Lincoln.

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Arda Inceoglu (F/T)

Number & Title of Course (total credits awarded):
MIM 346, Building, Climate and Energy relationship, 3 credits

Course Description (limit 25 words):
Climate and climatic elements, Energy consumption in buildings, design parameters affecting energy consumption in building, alternative energy sources, climate responsive buildings, evaluation of building performance

Course Goals & Objectives (list):

- teaching the effects of climate on energy consumption of building and the design parameters acting on energy conservation in buildings,
- giving information about the importance of energy conservation and rational use of energy resources and alternative energy sources,
- giving information about the energy consumption optimization
- giving the skill of practice on how to design an energy efficient building.

Student Performance Criterion addressed (list number and title):

A.2. Design Thinking Skills
A.5. Investigative Skills
B.3. Sustainability
B.4. Site Design
B. 6. Comprehensive Design
B.8. Environmental Systems
B.9. Structural Systems
B. 10. Building Envelope Systems
B. 11. Building Service Systems
B. 12. Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):
Researching and presentations skills (70%)
Developing projects skills (30%)

Prerequisites:
MIM 242 (min DD) or MIM 242E(min DD), ICM 331 (min DD) and ICM 332(min DD)

Textbooks/Learning Resources:

- Markus, T.A., Morris, E.N., Building, Climate and Energy, Pitman Publ.Lt. London, 1980.
- Juhnatun, D., Toward a Zero Energy Home A Complete Guide to Energy Self sufficiency at Home, 2010
- Givoni, B., Passive and Low Energy Cooling of Buildings, 2009
- Tobias,W, Pokorny, W., Zelger, T., ve Torghele, K., Details for passive houses : A catalogue of ecologically rated constructions, IBO, Austrian Institute for Healthy and Ecological Building , 2008
- Baker, N., Steemers, K., "Energy and Environment in Architecture", A Technical Design Guide, 1999
- Goudling, J., R., "*Energy Conscious Design",* Luxemburg, 1992.
- Watson, D., Energy Conservation Through Building Design, 1979

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Number & Title of Course (total credits awarded):
MIM 348, Materials Selection in Construction, 3 credits

Course Description (limit 25 words):
Principles of material selection. Requirement-possibility balance. Systematization of materials and functions. Selection guide, materials selection methods, internal-external factors on constructions. analysis of a construction element.

Course Goals & Objectives (list):
- To reduce the application failures and time loss by achieving the usage of the systematic research methods .
- To achieve the accurate designs of building elements and components taking in to consideration of current regulations. To determine the required properties of materials used in the elements.
- To obtain the selecting of the most accurate material among the variety of the products, taking into account the material property and performance criteria in the context of sustainable source usage.

Student Performance Criterion addressed (list number and title):
B12- Building Materials and Assemblies
B8- Environmental Systems
A5- Research Skills
B10- Building Envelope Systems
B3-Sustainability

Topical Outline (include percentage of time in course spent in each subject area):
Theoretical (100%)

Prerequisites:
MIM 231 MIN DD or MIM 231E MIN DD

Textbooks/Learning Resources:
Material Selection Course Notes

The Other References:
Diamant,M.E. Insulation of Buildings, (London book ltd,1982).
Handsyde,C.G. Building Materials, (London,the architectural press,1978).
Hegger R., *Construction Materials Manual*, (Berlin, 2008).
Ragsdale,L.A.,Raynham,E.A, Building Materials Practice, (London,E.Arnold ltd.1984).

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof. Dr. Nihal ARIOĞLU

Number & Title of Course (total credits awarded):
MIM 351E **Architectural Design 5**, 5 credits

Course Description (limit 25 words):
Development of data collection, analysis and building programming; discussions and definition on design aspects including topos, program, space, identity and representation; development of the knowledge about structures, the ability of developing complicated programs for complex urban tissues.

Course Goals & Objectives (list):
- Developing appropriate designerly strategies and adopting/selecting relevant design tools to tackle the complex design situation defined is the primary objective of the course.
- Achieving an introduction to the advanced design solutions within a dynamic urban setting and representing its related conceptual/physical/spatial attributes as multi-modal outcomes defines the other objectives of the course.

Student Performance Criterion addressed (list number and title):
A.3. Visual Communication Skills
A.4. Technical Documentation
A.5. Investigative Skills
A.6. Fundamental Design Skills
A.7. Use of Precedents
A.8. Ordering Systems Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity
A.11. Applied Research
B1. Pre-Design

Topical Outline (include percentage of time in course spent in each subject area):
Design, Drawing and other representational techniques (60%)
Presentation skills (40%)

Prerequisites:
MIM 212 DD // MIM 212E DD

Textbooks/Learning Resources:

The New Structuralism: Design, Engineering and Architectural Technologies, Rivka Oxman, Robert Oxman (Editors), Wiley; 2010
Gardner, Howard. *Frames of Mind* (Basic Books, 1983, 2004)
Roberts, M., Greed, C., Longman [eds.], , 2001. *Approaching Urban Design*
Aymonino, A., Mosco, V.P., [eds.], 2006. Contemporary Public Space : Un-Volumetric Architecture, Skira, Milano, I taly.
Form+Code in Design, Art, and Architecture, Casey Reas, Chandler McWilliams, Princeton Architectural Press; 2010
Refabricating Architecture, Stephen Kieran, James Timberlake, McGraw Hill; 2004
In the Life of Cities, ed. Mohsen Mostafavi, Harcard University Graduate School of Design, Lars Müller Pub., Zürich, 2012.
Urban Facilities, C3 Topic, Korea, 2008 LeGates, R.T, Stout, F. [eds.], 1996. *The city reader*, Routledge, London.
Parker, S., 2004. *Urban Theory and the Urban Experience*, Routledge, London.
Robert, A., 2012*. The Globalisation of Modern Architecture: The Impact of Politics*, *Economics and Social Change on Architecture and Urban Design Since 1990*, Cambridge Scholars Publishing.

Offered (semester and year):
Fall and Spring

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Number & Title of Course (total credits awarded):
MIM 358, Building Protective Materials, 3 credits

Course Description (limit 25 words):
Building protecting systems. The analyses of the environmental affects on buildings. The evaluation of protecting systems and materials; insulation materials, plasters and finishing systems, silicons, paints, dilatation materials, etc..

Course Goals & Objectives (list):
- Investigation of external and internal affects on buildings
- Introducing the all kinds of building protective materials
- Introducing the applications of building protective materials

Student Performance Criterion addressed (list number and title):

B12-Building Materials and Assemblies
B8- Environmental Systems
A5- Investigative Skills
B3- Sustainability
B10- Building Envelope Systems

Topical Outline (include percentage of time in course spent in each subject area):
Theoretical (100%)

Prerequisites:
MIM 231 MIN DD or MIM 231E MIN DD

Textbooks/Learning Resources:
Building Protective Materials Course Notes

The Other References:

Acun S., Gürdal E. *Dış Duvarların Tasarımında Isı ve Rutubet Etkisi*, (Inşaat Dünyası Dergisi, 2005).
Addleson L., Rice C. *Performance of Materials in Building*, (Butterworth, Heinemann, 1991).
Akman S. *Yapı Hasarları ve Onarım İlkeleri*, (Livane Matbaacılık , 2000).
Eriç M. *Yağı Fiziği ve Malzeme*, (Literatür Yayınları, İstanbul, 2000).
Hegger R., *Construction Materials Manual*, (Berlin, 2008).
Özgünler Acun S., *Tarihi Yapılarda Kullanılan Volkanik Tüflerin Konservasyonu Üzerine Bir Araştırma : Od Taşı Örneği*, (İTÜ Fen Bilimleri Enstitüsü, 2007).
Toydemir N., Gürdal E., Tanaçan L. *Yapı Elemanı Tasarımında Malzeme*, (Literatür Yayınları, İstanbul, 2000).

Offered (semester and year):
Fall or Spring; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Assoc. Prof. Dr. Seden ACUN ÖZGÜNLER

Number & Title of Course (total credits awarded):
MIM 360E, Design Principles of Building Elements, 3 credits

Course Description (limit 25 words):
Principles of building elements design. Performance analysis of building elements, environmental factors, performance requirements and performance of building elements in place. Forming of building elements, jointing and integration with building.

Course Goals & Objectives (list):
1. To develop the problem solving ability of students.
2. To make students understand primer performance requirements of building elements and components, to determine the limits and priorities, to cognize building element design methods and improve knowledge.
3. To explain the knowledge obtained by detailed studies and improve ability of detail design.

Student Performance Criterion addressed (list number and title):
A2. Design Thinking Skills
A4. Technical Documentation
A7 Use of Precedents
B3. Sustainability
B10. Building Envelope Systems
B12. Building Materials and Assemblies
C7. Legal Responsibilities

Topical Outline (include percentage of time in course spent in each subject area):
A2. Design Thinking Skills %20
A4. Technical Documentation%10
A7 Use of Precedents %20
B3. Sustainability %5
B10. Building Envelope Systems %20
B12. Building Materials and Assemblies %20
C7. Legal Responsibilities %5

Prerequisites:
Passing Building Element Design Course, MIM 244, MIM244E

Textbooks/Learning Resources:
Rich,P., *Principles of Element Design*, Lodnon: George Godwin Ltd., 1977.

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
M. Cem ALTUN (Assistant Professor)

Number & Title of Course (total credits awarded):
MIM 368, Structural Materials, 3 credits

Course Description (limit 25 words):
Concrete. History of concrete, cement. Portland cement, water, aggregates, admixtures, mix design, production, curing. Architectural concrete. Durability. Polymer-impregnated, fiber reinforced concretes. Wood and steel.

Course Goals & Objectives (list):
- Students will identify the concept of structural building material.
- Students will understand the concrete, wood, steel and composite materials.
- Students will compare the structural materials in respect of the structural system.

Student Performance Criterion addressed (list number and title):
A1-Communication Skills
B3-Sustainability
B9-Structural Systems
B10-Building Envelope Systems
B12- Building Materials and Assemblies
C1-Collaboration
C2-Human Behaviour
C7-Legal Responsibilities
C8-Ethics and Professional Judgement

Topical Outline (include percentage of time in course spent in each subject area):
Theoretical (100%)

Prerequisites:
MIM 231 Building Materials

Textbooks/Learning Resources:
Salvadori, M., Heller, R., Structures in Architecture, 1980.
Addleson. Rice, C., Performance of Materials in Buildings, Butterworth-Heinemann Ltd, 1991.
Beaudin J. J., Handbook of Fiber-Reinforced Concrete, Principles, Properties and Applications, New Jersey, Noyes Publication, 1990.
Philips, I. N., Design with Advanced Composite Materials, U.K., The Design Council, 1989.
Kumar Mehta, P., Concrete Structure, Propeties and Materials, N.J. Prentice Hall Inc. Englewood Cliffs, 1986.
Sydney, M., Young F., Concrete, New Jersey, Prentice Hall Inc. 1981.
Neville, A.M., Properties of Concrete, Pitman Publishing, 1981.

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Assoc. Prof. Dr. Mustafa Erkan KARAGÜLER

Number & Title of Course (total credits awarded):
MIM 370E, Internal Subdivision Systems, 3 credits

Course Description (limit 25 words): Analysis and understanding the internal subdivision systems with the help of market search, studio design work as well as mock-up application.

Course Goals & Objectives (list):
1.Students will gain comprehensive and detailed information about internal sub division systems and components.
2. Students will understand the function of internal sub division systems in buildings and its importance in building design.
3. The course aims to improve design capability of students about internal sub-division systems.

Student Performance Criterion addressed (list number and title):
B.12. Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):
Comprehensive and detailed information about internal sub division systems and components (50%).
Improve design capability of students about internal sub-division systems (50%).

Prerequisites:
MIM244 / MIM 244E

Textbooks/Learning Resources:
Blanc, A., “Internal Components”, Mitchell’s Building Series, Longman, 1994.

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Aslıhan Tavil

Number & Title of Course (total credits awarded):
ARC 377E, Cities and Architecture, 3 credits

Course Description (limit 25 words):
Architectural textures of cities, social and cultural background of urban textures, urban mega projects through history, urban transformation projects through history, modern architecture and urban design principles, cities in the new world, public and private space in cities, Le Corbusier and Radiant City, suburbanization and results, Jane Jacobs and critic of modern urban design, New Urbanism, environmental consciousness and urban design principles.

Course Goals & Objectives (list):
1. Learn the basic concepts of urban architectural textures.
2. Learn in detail the development processes of cities.
3. Learn basic principles of establishing relationships between architectural and urban design.
4. Learn the contemporary concepts related with urban design.

Student Performance Criterion addressed (list number and title):
A.5. Investigative Skills
A.9. Historical Traditions and Global Culture
A.11. Applied Research

Topical Outline (include percentage of time in course spent in each subject area):
Architectural History and Theory (100%)

Prerequisites:
None

Textbooks/Learning Resources:
Morris, AEJ. (1996) **History of Urban Form,** Prentice Hall
Kostoff, S (1996) **The City Shaped:** Urban Patterns and Meanings Through History, Bullfinch

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Arda Inceoglu (F/T)

Number & Title of Course (total credits awarded):
MIM 378E, Tall Building Structures, 3 credits

Course Description (limit 25 words):

Introduction. Design criteria. Loading. Frame structures. Wall structures.Frame-Wall structures. Tubular structures.Suspended structures. Approximate analysis methods. Evaluation of some typical samples related to all system types.

Course Goals & Objectives (list):

- To teach structural systems used in tall buildings
- To empower theoretically learned information by examining examplar projects.

Student Performance Criterion addressed (list number and title):
A. 1. Communication Skills
A. 2. Design Thinking Skills
A.5. Investigative Skills
A. 6. Fundamental Design Skills
B. 4. Site Design
B. 6. Comprehensive Design
B. 9. Structural Systems
B. 12. Building Materials and Assemblies
C. 1. Collaboration
C. 7. Legal Responsibilities

Topical Outline (include percentage of time in course spent in each subject area):
Engineering Design (100%)

Prerequisites:
MIM 152 MIN DD or MIM 152E MIN DD or (MIM 113 MIN DD and MIM 103 MIN DD),or (MIM 113E MIN DD and MIM 103 MIN DD) or (MIM 113 MIN DD and MIM 103E MIN DD) or(MIM 113E MIN DD and MIM 103E MIN DD)

Textbooks/Learning Resources:
- Course notes, Skyscrapers Structure and Design, 2005, Laurence King Publishing Ltd,.
-Tall Building Systems and Concepts, Council on Tall buildings & Urban Habitat, Vol.Sc., USA.
-Özgen, A., Sev, A., 2000, Çok Katlı Yüksek Binalarda Taşıyıcı Sistemler,Birsen Yayınevi.
-Hasgür, Z., Gündüz, A.N., 1996, Betonarme Çok Katlı Yapılar, Beta Basım Yayın.
-Özgen, A., Uzgider, E., Arda, T.S., 1986, Çok Katlı Çelik Yapılar, İ.T.Ü. İnş.Fak..

Offered (semester and year):
Spring semester only, annually.

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Assistant Professor Dr. H. Almila Buyuktaskin

Number & Title of Course (total credits awarded):
MIM 380E, External Wall Systems, 3 credits

Course Description (limit 25 words):
Performance analysis of external wall systems. Physical analysis of external walls. Forming, jointing and integration of the walls with buildings. Studio work: external wall design.

Course Goals & Objectives (list):
1. To provide comprehensive and detailed knowledge related with external wall systems and components
2. To understand performance of external wall systems and components in place
3. To develop the skills of designing external wall systems and components

Student Performance Criterion addressed (list number and title):
A4. Technical Documentation
A5. Investigative Skills
B10. Building Envelope Systems
B12. Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):
A4. Technical Documentation %10
A5. Investigative Skills %30
B10. Building Envelope Systems %40
B12. Building Materials and Assemblies %20

Prerequisites:
Passing Building Element Design Course, MIM 244, MIM244E

Textbooks/Learning Resources:
Allen W., Envelope Design for Buildings, Architectural Press, 1997.

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
İkbal ÇETİNER (Assistant Professor)

Number & Title of Course (total credits awarded):
MIM 386, Sound-Absorbing Materials and Construction, 3 credits

Course Description (limit 25 words):
Sound absorption, factors effective on absorption. Material selection and mounting. Classification of sound absorptive materials: Porous; Panel or membrane; Helmholz resonators; Variable absorbers; Space absorbers.

Course Goals & Objectives (list):
- To call attention to noise problems increased due to technology
- To teach the importance of sound absorbing materials in noise control
- To teach the role of sound absorbing materials in acoustical design of multi purpose halls
- To examine sound absorbing materials, research implementation conditions

Student Performance Criterion addressed (list number and title):
A. 1. Communication Skills
A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A. 4. Technical Documentation
A. 5. Investigative Skills
A. 6. Fundamental Design Skills
A. 7. Use of Precedents
A. 8. Ordering Systems Skills
A.11. Applied Research
B. 3. Sustainability
B. 8 Environmental Systems
B. 10. Building Envelope Systems
B. 11. Building Service Systems
B. 12. Building Materials and Assemblies
C. 1. Collaboration
C. 2. Human Behaviour
C. 6. Leadership

Topical Outline (include percentage of time in course spent in each subject area):
Theoretical information (57%), Laboratory work (7%), Applications (%21), Presentation (15%)

Prerequisites:
MIM242, MIM242E

Textbooks/Learning Resources:
Yılmaz Demirkale, S., Çevre ve Yapı Akustiği, Birsen Yayınevi, İstanbul, 2007

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof. Dr. Sevtap Yılmaz (F/T)

Number & Title of Course (total credits awarded):
MIM 390E Methods of Environmental Analysis in Architecture, 3 credits

Course Description (limit 25 words):
Production of design knowledge (observation, archive, etc.), systematization of knowledge, production of design alternatives ((Zwicky Box, systematic suspicion), evaluation of design alternatives; methods and tecniques for the selection of an alternative; contemporary design issues.

Course Goals & Objectives (list):
1. Comprehending approaches, methods and techniques developed against the problems and difficulties faced in design process since the 1950s.
2. To provide to the student the ability of making a choice amongst those approaches, methods and techniques.
3. To develop skills of applying methods and techniques he/she has chosen.

Student Performance Criterion addressed (list number and title):
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.3. Visual Communication Skills
A.5. Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.
A.6. Fundamental Design Skills: Ability to effectively use basic architectural and environmental principles in 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.

Topical Outline (include percentage of time in course spent in each subject area):
Drawing and other representational techniques (60%)
Presentation skills (40%)

Prerequisites:
None

Textbooks/Learning Resources:
Gardner, Howard. *Frames of Mind* (Basic Books, 1983, 2004)

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Roberts, M., Greed, C., Longman [eds.], , 2001. ***Approaching Urban Design***

Aymonino, A., Mosco, V.P., [eds.], 2006. Contemporary Public Space : Un-Volumetric Architecture, Skira, Mila no, Italy.

Banerjee, T. and Loukaitou-Sideris A. [eds.], 2011. *Companion to Urban design*, Routledge, New York.

Kottas, D., 2007. *Urban Spaces : Squares & Plazas*, Links, Barcelona.

Kostof, S., 1991. *The City Shaped: Urban patterns and meanings through history*, Bulfinch Press, Hong Kong: HT 111.K67 1991.

LeGates, R.T, Stout, F. [eds.], 1996. *The city reader*, Routledge, London.

Parker, S., 2004. *Urban Theory and the Urban Experience*, Routledge, London.

Robert, A., 2012. *The Globalisation of Modern Architecture: The Impact of Politics*, *Economics and Social Chan ge on Architecture and Urban Design Since 1990*, Cambridge Scholars Publishing.

Number & Title of Course (total credits awarded):
MIM 394/ Solar Architecture, 3 credits

Course Description (limit 25 words):
Solar angles, solar radiation, design process based on the appropriate values of design parameters (site, orientation, building form, distance between buildings), solar houses, sun control devices, solar collectors, photovoltaic panels and entegration of these panels with architectural system.

Course Goals & Objectives (list):
1. In order to minimize artifical heating and climatization energy consumption in buildings, design princ iples which aim to get optimum benefit from solar energy in different scales.
2. Introduction to the design parameters, passive and active systems which are effective on solar hous es
3. Strengthen the theoretically learned information by applying on a project

Student Performance Criterion addressed (list number and title):
B.3. Sustainability
B.6. Comprehensive Design
B.8 Environmental Systems
B.10. Building Envelope Systems
B. 12. Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):
Theoretical information (100%)

Prerequisites:
None

Textbooks/Learning Resources:
- Hershey, P., Handbook of research on solar energy systems and technologies, IGI Global, 701 E. Chocolate Avenue, Hershey, Pennsylvania, 17033, USA, c2013.
- **McMordie, R.K., Brown, M. C., Stoughton, R. S.,Solar energy Fundamentals,** Fairmont Press ; Boca Raton, FL : Distributed by Taylor & Francis, 2012

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof. Dr. Gül Koçlar Oral
Dr. Ş.Filiz Akşit

Number & Title of Course (total credits awarded):
MIM398 , Lighting in Cultural and Art Centers, 3 credits

Course Description (limit 25 words):
Visual comfort requirements in museums, exhibition halls, libraries, theater halls, etc. Utilization of daylight to meet these requirements, horizontal and vertical daylight apertures. Determination of performance criteria for artificial lighting systems, artificial light sources and luminaires, selection of control systems. Integration of these systems with other building services like active climatization, acoustical systems and fire control systems.

Course Goals & Objectives (list):
1. Teaching basic information on lighting system design in culture and art centers
2. Introduction to the design parameters on natural and artificial lighting system design in culture and a rt centers
3. Strengthen the theoretically learned information by applying on a project

Student Performance Criterion addressed (list number and title):
B.3. Sustainability
B.8 Environmental Systems
B. 11. Building Service Systems

Topical Outline (include percentage of time in course spent in each subject area):
Theoratical information (21%), Research and Discussion (36%), Project Design (43%)

Prerequisites:
MIM 242 MIN DD or MIM 242E MIN DD or (ICM 331 MIN DD and ICM 332 MIN DD)
or (ICM 331E MIN DD and ICM 332E MIN DD)

Textbooks/Learning Resources:

- IESNA RP-30-96, Museum and Art Gallery Lighting: A Recommended Practice, USA, 1996
- CIE,157:2004 Control of Damage to Museum Objects by Optical Radiation, 2004
- IESNA, Illuminating Engineering Society of North America, The IESNA Lighting Handbook Reference & Application, New York, 2000
- Society of Lighting and Lighting (SLL), The SLL lighting handbook. London: Chartered Institution of Building Services Engineers (CIBSE), 2009
- G.Thomson, The Museum Environment, 2nd Edition, Butterworth/Heinemann, London ,1986
- B.Önsoy, Müze Olarak İşlevlendirilen Tarihi Eserlerde Aydınlatma, Y. Lisans Tezi, İTÜ Fen Bilimleri Enstitüsü, 2002
- E.Bayraktaroğlu, E.Altıncaba, S.Arı, İ.Candan, L.Erdem, A.Gürpınar, Y.Haner, F.E.Kıraç, A.C.Kutlu, M.A.Ulutaş, D.Enarun, Müze ve Sergi Mahalleri Aydınlatması Beş Durum Değerlendirmesi, 6. Ulusal Aydınlatma Kongresi, ss:185-192, İstanbul, 2006
- T.Kazanasmaz, Müzelerin Aydınlatma Tasarımı- ODTÜ Müzesi Örneği, 2. Ulusal Aydınlatma Sempozyumu, 2003
- S.Aydınlı, Müze Aydınlatmasına Koruma Yönünden Bir Yaklaşım, 2.Ulusal Aydınlatma Kongresi, ss:97-100,1998
- F.Şener, A.K.Yener, Müzelerde Aydınlatma Kriterleri ve İstanbul Deniz Müzesi Örneği, 4. Ulusal Aydınlatma Kongresi, 2007
- L.O.Beltran, Lighting A Museum, Proceedings of the 2003 ISES Solar World Congress, Goteborg, Sweden, June 14-19, 2003
- F. Şener, Lighting in Museum Buildings and Investigation of a Case Study, Y.Lisans Tezi, İTÜ Fen Bilimleri Enstitüsü, 2009

Offered (semester and year): Spring only; annually
Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof. Dr. Alpin Köknel Yener

Number & Title of Course (total credits awarded):
MIM 410E, Architect Sinan, 3 credits

Course Description (limit 25 words):
The milieu Sinan was brought up as an architect. Space, structure, mass and façade design of his buildings (mosques, mesjids, madrassas, baths, tombs, etc., complexes, bridges and water supply systems.) the experimental development of his design concepts. The use of building materials. His contribution to the Ottoman and world architecture.

Course Goals & Objectives (list):
1.Space, mass and elevation design of Sinan
2.Structural solutions of Sinan

Student Performance Criterion addressed (list number and title):
A. 9. Historical Traditions and Global Culture
A. 10. Cultural Diversity

Topical Outline (include percentage of time in course spent in each subject area):
Drawing and other representational techniques (60%)
Presentation skills (40%)

Prerequisites:
MIM 122, MIM 122E Ancient and Byzantine Architecture
Textbooks/Learning Resources:
Aslanapa, O., 1971, Turkish Art and Architecture, Faber and Faber.
Egli, H. G., 1997, Sinan. An Interpretation, İstanbul, Ege yayınları.
Erzen, J., 1981, Mimar Sinan Dönemi Cami Cepheleri, ODTÜ Yayını.
Goodwin, G., 1971, A History of Ottoman Architecture, Thames and Hudson.
Kuban, D., 2007, Osmanlı Mimarisi, YEM Yayınları, İstanbul.
Kuran, A., 1987, Sinan, Hürriyet Vakfı Yayını.
Sönmez, Z. (ed.), 1988, Mimar Sinan Dönemi Türk Mimarlığı ve Sanatı, Türkiye İşbankası Yayını.
Kuban, D., 1997, Sinan's Art and Selimiye, Tarih Vakfı Yayını.

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
İlknur Kolay

Number & Title of Course (total credits awarded):
MIM 411E , Architectural Design 7, 5 credits

Course Description (limit 25 words):

Development of personalized processes of data collection, analysis and building programming which reflect the nature and interests of designers; development of ability of applying the knowledge about structures, construction and detailing all through the design process ; control of the ability of developing complicated programs for buildings - building groups in complicated environments and finding relevant design solutions.

Course Goals & Objectives (list):

- Students will explore different solutions in the complicated design problems and the they will develop their own design methodology.
- Students will implement multi engineering aspects in the architectural design process
- Students will approach their design problem in the urban context

Student Performance Criterion addressed (list number and title):

A2 Design Thinking Skills
A3 Visual Communication Skills
A6 Fundamental Design Skills
A7 Use of Precedents
A8 Ordering Systems Skills
A9 Historical Traditions and Global Culture
A10 Cultural Diversity
B1 Pre-Design
B2 Accessibility
B4 Site Design
B6 Comprehensive Design
B9 Structural Systems
C1 Collaboration
C2 Human Behaviour
C6 Leadership
C8 Ethics and Professional Judgment

Topical Outline (include percentage of time in course spent in each subject area):
Drawing and other representational techniques (70%)
Presentation skills (30%)

Prerequisites:
None

Textbooks/Learning Resources:
The New Structuralism: Design, Engineering and Architectural Technologies , Rivka Oxman , Robert Oxman (Editors), Wiley; 2010

Form+Code in Design, Art, and Architecture, Casey Reas, Chandler McWilliams, Princeton Architectural Press; 2010

Offered (semester and year):
Fall and Spring ; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Alper Ünlü (Prof.Dr.), Arzu Erdem (Prof.Dr.), Ayşe Şentürer (Prof.Dr.), Yurdanur Fazilet Dülgeroğlu (Prof.Dr.), Ozan Önder Özener (Assist.Prof.Dr.), Ertuğ Uçar (Architect, MSc.).

Number & Title of Course (total credits awarded):
MIM 413, Art in the 20th Century, 3 credits

Course Description (limit 25 words):
Major art movements and artists of the 20th century. Impressionism, Expressionism, Fauvism, Cubism, Abstract Art. Constructivism. Dada, Futurism, Surrealism, Kinetic Art, Happening, Conceptual and Environmental Art. Modern Turkish artists and their works. Exhibitions and Bienals in Istanbul

Course Goals & Objectives (list):
*The knowledge of important art movements parallel to architectural developments
*The relationship of contemporary art and architecture
*Visits to actual exhibitions and exhibition places

Student Performance Criterion addressed (list number and title):
A.1. Communication Skills
A.2. Design Thinking Skills
A.5. Investigative Skills
A. 9. Historical Traditions and Global Culture
A. 10. Cultural Diversity

Topical Outline (include percentage of time in course spent in each subject area):
Drawing and other representational techniques (60%)
Presentation skills (40%)

Prerequisites:
None

Textbooks/Learning Resources:
Belting, H., The Invisible Masterpiece, Chicago 2001.
Batur, E., Modernizmin Serüveni, YKY İstanbul 2000.
Berger, J. About Looking, London 1980.
Honef, K., Contemporary Art, Köln 1990.
20 Century Art Book, London 1999.
Fineberg, J., Art Since 1940, Strategies of Being, London 2000.
Lynton, N., Modern Sanatın Öyküsü, İstanbul 1991.
Ödekan, A. (ed), Cumhuriyetin Renkleri, Biçimleri, İstanbul 1999.
Ögel, S., Çevresel Sanat, İstanbul 1977.
Riemenschneider, B.- Grosenick, U., Art Now, Köln 2001
Stiles, K., Selz, P., Theories and Documents of Contemporary Art, Berkely 1996
Tansuğ, S., Türk Resminde Yeni Dönem, İstanbul (1988)1995
Hartney, E. Art & Today,Phaidon Press NY 2008.
Gompertz, W., What Are You Looking At?: The Surprising, Shocking, and Sometimes Strange Story of 150 Years of Modern Art, NY 2012

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Number & Title of Course (total credits awarded):
MIM415E, Housing Design Philosophy of Contemporary Architects, 3 credits

Course Description (limit 25 words):
Examination of various housing design approaches of contemporary architects; the discussion of the house form, the unique formal properties, façade compositions, textures and building materials.

Course Goals & Objectives (list):
- Students will learn different concepts and typologies in housing.
- Students will learn how to read and analyze a housing project.
- Students will discuss the housing design approaches of famous architects.
- Students will experience design approach of a famous architect's housing project by making its model.

Student Performance Criterion addressed (list number and title):
A.1. Communication skills
A.2. Design thinking skills
A.3. Visual communication skills
A.5. Investigative skills
A.7. Use of precedents
B.3. Sustainability

Topical Outline (include percentage of time in course spent in each subject area):
Investigative skills (20%)
Representational techniques (60%)
Presentation skills (20%)

Prerequisites:
None

Textbooks/Learning Resources:
Haraguchi, H., 1989, A comparative analysis of 20th-century houses, New York: Rizzoli
Five architects: Eisenman, Graves, Gwathmey, Hejduk, Meier, New York: Oxford University Press, 1975.
Welsh, J., 1995, Modern house, London: Phaidon Press.
Dülgeroğlu, Y. Y. 1995, Konut Mekanı Kavramının Tipolojik Temelleri, İTÜ Mimarlık Fakültesi Baskı Atölyesi, İstanbul.
Davies, C., 2006, Key Houses of the Twentieth Century: Plans, Sections and Elevations, Laurence King Publishing.
Schwartz-Clauss, Mathias & Vegesack, Alexander von (eds.), 2002, Living in Motion, Design and Architecture for Flexible Dwelling, Weil am Rhein: Vitra Design Museum.
Bilgin, İ., Housing and Settlement in Anatolia in the Process of Modernization, in Housing and Settlement in Anatolia, A historical Perspective, ed. Yıldız Sey, History Foundations Publications, pp.472-490.
Lewis, S. 2005, Front to back: A design agenda for urban housing, Amsterdam: Elsevier.

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Assistant Prof. Dilek Yıldız (Ph.D.)

Number & Title of Course (total credits awarded):
MIM 420E Logic and Theory of Design (English)
3 Credits

Course Description (limit 25 words):
The course focuses on the fundamentals of design methods, different modes of design thinking, innovation in design and contemporary design practice and use and potentials of design media.

Course Goals & Objectives (list):
- Discuss design approaches with a special emphasis on historical thresholds;
- Discuss architectural design process and its logical, cognitive and visual procedures;
- Cross examine designer behavior in an interdisciplinary context, evaluate the designers' strategies of thinking, making and tool use;
- Introduce computer aided design approaches, models and paradigms;
- Assist students to develop understanding on design media, design processes, and designers

Student Performance Criterion addressed (list number and title):

A1	*Communication Skills*	C1	*Collaboration*
A2	*Design Thinking Skills*	C2	*Human Behavior*
A3	*Visual Communication Skills*	C3	*Client Role in Architecture*
A5	*Investigative Skills*	C4	*Project Management*
A7	*Use of Precedents*	C5	*Practice Management*
A10	*Cultural Diversity*	C6	*Leadership*
A11	*Applied Research*	C8	*Ethics and Professional Judgment*
B6	*Comprehensive Design*	C9	*Community and Social Responsibility*

Topical Outline (include percentage of time in course spent in each subject area):
Theoretical Understanding (30%)
Critical Thinking and Reasoning (20%)
Theoretical and Practical Synthesis (20%)
Researching (20%)
Presentation skills (10%)

Prerequisites: None

Textbooks/Learning Resources:

- Akin, Ö. 1986. Psychology of architectural design. London: Pion Ltd.
- Alexander, C., S. Ishikawa, and M. Silverstein. 1977. A pattern language: Towns, buildings, construction. Oxford University Press.
- Cross, N. 2006. Designerly Ways of Knowing. London: Springer.
- Cross, N. 2011. Design Thinking: Understanding How Designers Think and Work. Berg Publishers.
- Jones, J. C. 1992. Design methods. 2nd ed. New York: Van Nostrand Reinhold.
- Kalay, Y. E. 2004. Architecture's new media: Principles, theories, and methods of computer-aided design. Cambridge, MA: MIT Press.
- Lawson, B. R. 2004. What Designers Know ? Oxford: Architectural Press.
- Lawson, B. R. 2006. How designers think. 4th ed. Oxford: Architectural Press.
- McCullough, M. 1996. Abstracting craft: The practiced digital hand. Cambridge, MA: MIT Press.
- Neumeier, M. 2008. The Designful Company: How to build a culture of nonstop innovation, Peachpit Press, San Francisco, CA.
- Rittel, H. W. J., and M. M. Webber. 1973. Dilemmas in a general theory of planning. Policy Sciences 4:155-169.
- Schön, D. 1987. Educating the reflective practitioner. San Francisco: Jossey-Bass.
- Simon, H. 1969. The Sciences of the Artificial. Cambridge: MIT Press.
- von Stamm, B. 2008. Managing Innovation, Design and Creativity, Wiley, CA.

Offered (semester and year):
Fall and Spring
Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Asst. Prof. Ozan Önder Özener, Ph.D., Asst. Prof. Saitali Köknar, Ph.D.

Number & Title of Course (total credits awarded):
MIM421, Rölöve ve Restorasyon Stüdyosu, 3 credits
(Architectural Survey and Restoration Studio)

Course Description (limit 25 words):
Use of traditional and optical methods for surveying historic structures: research and documentation before and intervention. Measuring and producing measured drawings of historic building in the historic part of the town. Damage assessment. Proposal for restitution and restoration.

Course Goals & Objectives (list):
- To develop technical skills required for conservation projects
- To develop basic knowledge for assessment of damages and deterioration of historic buildings based on visual observation
- To Record current state of buildings by photographic and technical

Student Performance Criterion addressed (list number and title):

A-1 Communication skills
A-2 Design Thinking Skills
A-3 Visual Communication Skills
A-4 Technical Documentation
A-5 Investigative Skills
A-6 Fundamental Design Skills
A-7 Use of Precedents
A-9 Historical Traditions and Global Culture
A-10 Cultural Diversity
B-1 Pre-Design
B-7 Financial Considerations:
B-9 Structural Systems:
B-11 Building Service Systems:
B-12 Building Materials and Assemblies:
C-1 Collaboration:
C-3 Client Role in Architecture:
C-6 Leadership:
C-7 Legal Responsibilities:
C-8 Ethics and Professional Judgment:
C-9 Community and Social Responsibility:

Topical Outline (include percentage of time in course spent in each subject area):
Design thinking skills (10%)
Investigative skills (20%)
Visual communication skills (40%)
Presentation skills (30%)

Prerequisites:
MIM 322 min. DD or MIM 322E min. DD

Textbooks/Learning Resources:

Watt, D., Swallow, P., Surveying Historic Buildings, Donhead Publishing, Trowbridge 1996.

Offered (semester and year):
Spring

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Number & Title of Course (total credits awarded):
MIM 423 Architecture After 1960, 3 credits

Course Description (limit 25 words):
Modern architectural movements that developed outside Turkey after the 1960's will be discussed, while the architects and their design concepts will be introduced.

Course Goals & Objectives (list):
1.A detailed introduction of the numerous architectural movements that developed after 1960's and is not mentioned in the compulsory courses

Student Performance Criterion addressed (list number and title):
A. 9. Historical Traditions and Global Culture
A. 10. Cultural Diversity

Topical Outline (include percentage of time in course spent in each subject area):
Drawing and other representational techniques (60%)
Presentation skills (40%)

Prerequisites:
none
Textbooks/Learning Resources:
Isozaki, A., 1991, Architecture 1960-1990, Rizzoli.
Graves, M., 1990, Buildings+Projects 1982-1989, Princeton Arch. Press.
Isozaki, A., 1991, Architecture 1960-1990, Rizzoli.
Rossi, A., 1991, Architecture 1981-1991, Princeton Arch. Press.
Stern, R., 1981, Buildings and Projects 1965-1980, Rizzoli.
Tigerman, S., 1989, Buildings and Projects 1966-1989, Rizzoli.

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Filiz Özer

Number & Title of Course (total credits awarded):
Recent Architectural Thoughts and Their Reflections on Design, 3 credits

Course Description (limit 25 words):
Comparative studies on recent 'global and local' architectures. Analysis and critiques on the resent pioneering architectures. Comparative studies on present architectural thoughts, design and construction practices. Pioneering architectures in the domain of what is said and what is done, their critical positions in the architectural discourse, carried newly representation techniques and design approaches. Concentration on the changing conditions of space-time-life interactions in relation to changing perception, representation and design approaches. Comparative analysis on architecture in Turkey, on the architectural thoughts, designs, and constructions practices. Projections on Future Possibilities and personal attitudes. Writing a 'student of architecture' manifesto.

Course Goals & Objectives (list):
1. To be aware of the Critical Relationship in between Architectural Thought, Design and Practice.
2. To be aware of the Recent Global and Local Architectural Thoughts, Designs and Practices by making comparative studies on "Today's Pioneering Architectural Thoughts, Design, and Practices, and the Local Architectural Discourses."
3. To learn Resent Architectural Theories, Design Practices in relation to the near Past.
4. To figure out Today's and Future Problems, Potentials, and Possibilities in Architecture, and to be able to make some proposals; to be able to make Future Predictions.
5. Developing Critical Thinking and Designing.

Student Performance Criterion addressed (list number and title):
A1. Communication Skills
A2. Design Skills
A3. Visual Communication
A5. Investigative Skills
A7. Use of Precedents
A9. Historical Tradition and Global Culture
C1. Collaborative Skills
C6. Leadership
C8. Ethics and Professional Judgment
C9. Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Theoretical thinking, reading, discussing (50%)
Writing and Presentation (50%)

Prerequisites:
Being a 3rd and 4th year student.

Textbooks/Learning Resources:
1. Jencks, C. & Kropf, K. (eds.) Theories and Manifestoes of Contemporary Architecture, Wiley-AcJademy, Chichester, 2007
2. E. Choi & M. Trotter, (eds.) Architecture at the Edge of Everything Else, The MIT Press, 2010
3. L. Tilder & B. Blostein, (eds) Design Ecologies: Essays on the Nature of Design, Princeton Architectural Press, 2009
4. Pamir, H., ed., Any Seçmeler , Mimarlar Derneği 1927 Yayınları, Ankara
5. 4. Tanyeli, U. Rüya, İnşa, İtiraz: Mimari Eleştiri Metinleri, Boyut Yayınları, İstanbul, 2011

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Ayşe Şentürer (Professor)

Number & Title of Course (total credits awarded):
MIM427 E, Restoration of Cultural Property, 3 credits (Kültür Varlıklarının Restorasyonu)

Course Description (limit 25 words):
Presentation of international organizations concerned with the preservation of cultural property; presentation of different restoration techniques by giving examples; visit to restoration sites in Istanbul.

Course Goals & Objectives (list):

- To present principles defined in the field of architectural restoration
- To convey different techniques and practice
- To discuss in which limit several interventions are compatible with international principles.

Student Performance Criterion addressed (list number and title):

A-1 Communication skills
A-3 Visual Communication Skills
A-4 Technical Documentation
A-5 Investigative Skills
A-9 Historical Traditions and Global Culture
A-10 Cultural Diversity
B-7 Financial Considerations:
B-9 Structural Systems
B-12 Building Materials and Assemblies
C-1 Collaboration
C-7 Legal Responsibilities
C-8 Ethics and Professional Judgment
C-9 Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Historical Traditions and Global Culture (10%)
Building Materials and Assemblies (10%)
Investigative skills (20%)
Visual communication skills (20%)
Presentation skills (40%)

Prerequisites:
none

Textbooks/Learning Resources:

Croci, G. (1998), The Conservation and Structural Restoration of Architectural Heritage, Southampton.

Bouras, Ch., K. Zambas (2002), The Works of the Committee for the Preservation of the Acropolis Monuments on the Acropolis of Athens.
Orbaşlı, A. (2008), Architectural Conservation. Principles and Practice, Oxford, Blackwell Publication.

Offered (semester and year):
Spring

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Associate Prof.Dr.Deniz Mazlum

Number & Title of Course (total credits awarded):
MIM 431(E), Construction Project, 5 credits

Course Description (limit 25 words):
Building construction, enviromental control systems and project management whitin the scope of detailed project. Design according to building codes and regulations. Integration of building sub-systems such as architectural, load bearing, mechanical, electrical systems.

Course Goals & Objectives (list):
1. Subsystem development in accordance with building function, Impartment of the skill for finding architectural solutions with consideration to technical and legislative factors as well as aesthetical, in the process of integration establishment between subsystems.
2. Teaching how to select building materials.
3. Achieving the development of detail projects at all scales for building elements and the preparation of a design completed for construction.

Student Performance Criterion addressed (list number and title):
A3 Visual Communication Skills
A4. Technical Documentation
B2 Accessibility
B3 Sustainability
B5 Life Safety
B6 Comprehensive Design
B8 Environmental Systems
B10. Building Envelope Systems
B11 Building Service Systems
B12. Building Materials and Assemblies
C7. Legal Responsibilities

Topical Outline (include percentage of time in course spent in each subject area):
A3 Visual Communication Skills %2
A4. Technical Documentation %15
B2 Accessibility %3
B3 Sustainability %5
B5 Life Safety %5
B6 Comprehensive Design %10
B8 Environmental Systems %5
B10. Building Envelope Systems %15
B11 Building Service Systems %10
B12. Building Materials and Assemblies %15
C7. Legal Responsibilities %15

Prerequisites:
None

Textbooks/Learning Resources:
Bovill, C.,Architectural design : integration of structural and environmental systems, Van Nostrand Reinhold, 1991.

Offered (semester and year):
Fall & spring; biannually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Nihal ARIOĞLU, Gül Koçlar ORAL, Atilla DİKBAŞ, Alpin YENER, Leyla TANAÇAN, Nil TÜRKERİ, Aslıhan TAVİL, Emrah ACAR, Hülya KUŞ, Elçin TAŞ, Begüm SERTYEŞİLIŞIK, Hakan YAMAN, M. Cem ALTUN, Nurgün TAMER BAYAZIT, İkbal ÇETİNER, Gülten MANİOĞLU, Nuri SERESER, Fatih YAZICIOĞLU, Ş.Filiz AKŞİT, Gülfer T.ORAZ

Number & Title of Course (total credits awarded):
MIM 433E, Infill Problems in Urban Historic Sites, 3 credits (Tarihi Çevrede Yeni Yapı)

Course Description (limit 25 words):
Typologies of buildings, groups of buildings. Characteristics of streets, blocks, lots in historic centres. Main principles for new buildings in dense historic areas.

Course Goals & Objectives (list):
- Development of sensibility to historic environments
- Development of technical skills for the conservation of cultural heritage
- Introduction to rules and regulations for design of new buildings in historic context

Student Performance Criterion addressed (list number and title):

A-1 Communication Skills
A-2 Design Thinking Skills
A-3 Visual Communication Skills
A-6 Fundamental Design Skills
A-10 Cultural Diversity
B-1 Pre-Design
B-12 Building Materials and Assemblies
C-7 Legal Responsibilities
C-9 Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Design thinking skills (20%)
Investigative skills (20%)
Visual communication skills (30%)
Presentation skills (30%)

Prerequisites: None
Textbooks/Learning Resources:
Building in Existing Fabric – Refurbishment, Extensions, New Design, Christian Schittich (ed.), Edition Detail – Institut für international Architekture-Dokumentation GmbH & Co. KG, München, 2003
Ahunbay, Zeynep, *Tarihi Çevre Koruma ve Restorasyon*, Yapı Yayın, YEM, Istanbul, 2004 (3. Basım) (ISBN 9757438383).
Context: New Buildings in Historic Settings, J. Warren, J. Worthington & S. Taylor (eds), Architectural Press, Oxford, 1998.
Cultural Tourism, J.M. Fladmark (ed.) Donehead, UK, 1994 (ISBN 1873394152)
Doğrusöz, F. Nesli Suda, *Tarihi ve Özgün Çevrelerde Yeni Yapı Sorunu ve 'Infill' Olgusuna Farklı Yaklaşımlar*, yüksek lisans tezi, İ.T.Ü. Fen Bilimleri Enstitüsü, İstanbul, 1994.
Fischer, Alfred, *New Life in Old Buildings,* Karl Kraemer Verlag, Stuttgart & Zurich, 1992.
Gozzola, Pietro, The Past in the Future, ICCROM, Rome, 1975 (1969).
Highfield, David, *The Construction of New Buildings Behind Historic Façades,* 1st ed., Spon, London,1991.
Kanat, İdil, *Tarihi Çevrede Yeni Yapilaşma Uygulamalarinin Irdelenmesi*, Eylül 2007, MSGSU FBE yayınlanmamış yüksek lisans tezi
Okyay, İsmet, *Fransa'da Kentsel Sit Alanlarının Korunması – Malraux Yasası,* Yapı Endüstri Merkezi Yayınları, İstanbul, 2001.
Pearce, David, *Conservation Today*, Routledge, London and New York, 1989 (ISBN 0415039142).
Pilot Restoration Projects Istanbul, Z. Ahunbay (ed.), The Turkish National Comission for UNESCO, Ankara,1998.
Reweaving the Urban Fabric: Approaches to Infill Housing: Essays, Ghislaine Hermanuz, Marta Gutman, Richard Plunz (eds), Peter Marcuse (intro), New York State Council on the Arts, New York, 1988.
Semes, Steven W., *The Future of the Past – A Conservation Ethic for Architecture, Urbanism, and Historic Preservation,* W. W. Norton & Co. Ltd., New York, 2009.

Offered (semester and year): Spring
Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Assist.Prof.Dr. S. Yıldız Salman, Inst.Dr. Nilüfer Yöney

Number & Title of Course (total credits awarded):
MIM 434, İstanbul'da Koruma Sorunları, 3 credits

Course Description (limit 25 words):
Characteristics of Istanbul's historic areas, examples of historic environments which lost their characteristics, historic buildings torn down and the new ones constructed instead of them

Course Goals & Objectives (list):
- To teach the historical evolution of Istanbul
- To explain the actual problems and debates on architectural preservation implementations in Istanbul
- To explain the implementation criteria in World Heritage Sites
- To provide the students with the necessary background for critical review of restoration and urban conservation implementations in Istanbul

Student Performance Criterion addressed (list number and title):

A-1 Communication skills
A-5 Investigative Skills:
A-9 Historical Traditions and Global Culture:
A-10 Cultural Diversity:
C-3 Client Role in Architecture:
C-7 Legal Responsibilities:
C-9 Community and Social Responsibility:

Topical Outline (include percentage of time in course spent in each subject area):
Communication skills (15%)
Investigative skills (30%)
Critical thinking skills (30%)
Presentation skills (25%)

Prerequisites:
MIM 322 min. DD or MIM 322E min. DD

Textbooks/Learning Resources:
AHUNBAY,Z., 'Tarihi İstanbul ve Koruma Kurullarında Koparılan Yenileme Alanları', Mimarist, Kış 2007, Sayı 26, s.65-68
AKIN,N., 'Bir Sergi Üzerine Görüşler, Tarlabaşı Geleceğini Paylaşıyor' Mimarist, Güz 2008, Sayı 29, s.13-14
ALTINSAY,B.-ÜNLÜ.,A.E., 'Fener-Balat Semtleri Rehabilitasyon Programı', Mimarist, Kış 2003, Sayı 10, s.80-87
Arkeologlar Derneği İstanbul Şubesi, 'Kent Arkeolojisi ve Sulukule', Mimarist, Güz 2010, Sayı 37, s.100-102
ÇEÇENER,H.B., 'İstanbul Suriçi Koruma Planı ve Tarihi Hanlar Bölgesi', Mimarist, Güz 2005, Sayı 17, s.53-54
ERDER, C., 'İstanbul Avrupa Kültür Başkenti ve UNESCO Dünya Kültürel Miras Listesinde İdi (Miydi?)', Mimarist, Kış 2009, Sayı 34, s.82-83
İNGİN, A. K., 'Kentsel Yenileme Süreçleri, Sulukule ve Değişen Sokak Yapısı' Mimarist, Yaz 2010, Sayı 36, s. 68-71
İSLAM,T.-CİRAVOĞLU, A., 'Soylulaştırma ve İstanbul', Mimarist, Güz 2006, Sayı21, s.37-38
KARABEY,H., 'Planlanıp Gerçekleştirilmesinden 60 Yıl Sonra Değişen Koşullar ve Kullanıcı Talepleri Doğrultusunda Levent Mahallesinin Geleceği', Mimarist, Bahar 2011, Sayı 39, s.61-66
KÖKSAL, G., 'Tarihi Dokuya Yaklaşımda Yeni Bir Tehdit: 5366 Sayılı Yasa', Mimarist, Kış 2007, Sayı 26, s.58-61
KUBAN, D., 'Soylulaştırma/Genitrification' ,Mimarist, Güz 2006, Sayı21, s.57-60
KUBAN, D., 'Eski İstanbullu', Mimarist, Güz 2004, Sayı 13, S.11-13
ÖZER, D.N., 'Sulukule'den Kendimize Bakış', Mimarist, Bahar 2008, Sayı 27, s.85-89
POLAT,E.O., 'Modern Mirasın Metropole Özgü Koruma Sorunları-İstanbul'da Modern Olmak', Mİmarist, Bahar 2011, Sayı 39, s.55-60
TÜMER, E. U.-ONUR, S.,'İstanbul Kara Surlarının Çevresindeki Kentsel Doku Kaynaklı Koruma Sorunları',Mimarist,Güz 2011,Sayı 41, s.76-77
TERCAN, A., 'Atatürk Kültür Merkezi Yenileme Projesi ve Kamusal Mekan Üretimi, Mimarist, Bahar 2010, sayı 35, s.17-18
TANMAN,M.B., İstanbul'da Tarihi Eser Kaybı', Mimarist, Yaz 2006, Sayı 20, s.17-22
YAĞCI,E., 'İstanbul'dan Geriye Ne Kalacak?', Mimarist, Güz 2010, Sayı 37, s.84-86
YAPICI, M., 'Ah İstanbul Vah Beyoğlu', Mimarist, Yaz 2010, Sayı 36, s.8-11
YERASİMOS, S., 'İstanbul Üçüncü Dünya Kenti mi ya da Kültürel Miras Nasıl Korunur' Mimarist, Kış 2003, Sayı 10, s.51-54
ERSEN, A., 'Türkiye'de Tarihi Çevre Koruma (ma) Tarihi ve Rekonstrüksiyon Üzerine Düşünceler', Restorasyon Konservasyon Dergisi, Ocak, Şubat, Mart2012, Sayı 12, s.3-25
CENGİZKAN, N.M., 'Dosya:Taksim Meydanı Düzenlemesi:Mesleki, Kentsel, Toplumsal Sorumlulukları Hatırlatmak', Mimarlık, Sayı:364.

Offered (semester and year): Spring
Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Assist. Prof. S. Yıldız Salman

Number & Title of Course (total credits awarded):
MIM 435E, Modern Concepts of Architectural Conservation, 3 credits

Course Description (limit 25 words):
Ethics of architectural conservation. Concepts of conservation. Authenticity in architectural conservation. Rehabilitation of historic sites. Design principles in conservation areas. Case studies of re-used buildings.

Course Goals & Objectives (list):
- To teach basic principles of architectural conservation and evolution of preservation theory
- To explain actual debates on architectural preservation
  To provide the students with the necessary background for critical review of restoration and urban conservation implementations

Student Performance Criterion addressed (list number and title):

A-1 Communication Skills
A-9 Historical Traditions and Global Culture
B-12 Building Materials and Assemblies
C-7 Legal Responsibilities
C-8 Ethics and Professional Judgment
C-9 Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Design thinking skills (10%)
Investigative skills (30%)
Critical thinking skills (20%)
Visual communication skills (20%)
Presentation skills (20%)

Prerequisites: None

Textbooks/Learning Resources:
Erder, Cevat, *Our Architectural Heritage: from Conciousness to Conservation*, A. Bakkalcıoğlu (trans.), UNESCO, Paris, 1986 (ISBN 9231023632).
Jokilehto, Jukka, *A History of Architectural Conservation*, Butterworth-Heinemann, Oxford, 1999 (ISBN 0750637935).
Ahunbay, Zeynep, *Tarihi Çevre Koruma ve Restorasyon*, Yapı Yayın, YEM, Istanbul, 2004 (3. Basım) (ISBN 9757438383).
Akın, Nur, "Türkiye'de Tarihi çevre Koruma, Örnekler ve Sorunlar", *Mimarlık***,** 1982/2, pp.40-43.
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Context: New Buildings in Historic Settings, J. Warren, J. Worthington & S. Taylor (eds), Architectural Press, Oxford, 1998.
Croci, Giorgio, The Conservation and Structural Restoration of Architectural Heritage, Computational Mechanics Publications, Southampton, UK, 1998
Cultural Tourism, J.M. Fladmark (ed.) Donehead, UK, 1994 (ISBN 1873394152)
Curtis, John O, *Moving Historic Buildings***,** AASLH Press, Washington, 1979
Delafons, John, *Politics and Preservation***,** *A Policy History of the Built Heritage* 1882-1996, E & FN Spon, London, 1997.
Earl, John, *Building Conservation Philosophy*, Donhead, UK, 2001.
Erder, Cevat, *Tarihi Çevre Kaygısı: Helen ve Roma Devri Örnekleri Üzerinde Bir Deneme*, ODTÜ

Mimarlık Fakültesi Yayınları, Ankara, 1999 (ISBN 9754291373).
Erder, Cevat, "Venedik Tüzüğü Tarihi Bir Anıt Gibi Korunmalıdır", *ODTÜ Mimarlık Fakültesi Dergisi*, c. 3, sayı 2, Güz 1977, ODTÜ Mimarlık Fakültesi Yayınları, Ankara, pp. 167-190.
Ersen, Ahmet, "Koruma Politikalarına Temel Yaklaşım ve Estetik Düzeysizlik Sorunu"**,** *Doğan Kuban'a Armağan***,** Eren Yayınevi, İstanbul, 1996, pp.125-127.
Ersen, Ahmet, "Restorasyon ve Otantiklik*", Arredamento Dekorasyon*, 1997/4, İstanbul, pp. 104-105.
Feilden, Bernard M., *Conservation of Historic Buildings,* Butterworth-Heinemann, London, 1994.
Feilden, Bernard M. & Jukka Jokilehto, *Management Guidelines for World Cultural Heritage Sites,* ICCROM, Rome, 1993 (ISBN 929077150X).
Fitch, James M., *Historic Preservation: Curatorial Management of the Built World,* University Press of Virginia, Charlottesville, 1990.
Gozzola, Pietro, The Past in the Future, ICCROM, Rome, 1975 (1969).
International Documents Regarding the Preservation of Cultural and Natural Heritage, Emre Madran & Nimet Özgönül (eds), ODTÜ Mimarlık Fakültesi Yayınları, Ankara, 1999 (ISBN 9754291462).
Kuban, Doğan, "Modern Restorasyon İlkeleri Üzerine Yorumlar",*Vakıflar Dergisi 8*, 1978, pp. 341-376.
Kuban, Doğan, "Hangi Kültür Bakanlığı? Tarihe Sahip Çıkmanın Eylemsel Koşulları", *Mimarlık*, 1998/281, pp.8-9.
Kuban, Doğan, *Tarihi Çevre Korumanın Mimarlık Boyutu: Kuram ve Uygulama*, YEM Yayınları, Istanbul, 2000 (ISBN 9757438960).
Kültür ve Tabiat Varlıklarının Korunması ve Onarılması Konusunda Kaynakça, Ü.Alsaç, E. Madran & N.Özgönül (eds), Kültür Bakanlığı Kültür ve Tabiat Varlıklarını Koruma Genel Müdürlüğü, Ankara, 1990.I
Larkham, Peter J., *Conservation and the City*, Routledge, London, 1996
Latham, Derek, *Creative Re-use of Buildings*, Volume I & II, Donehead, London, 2000
Lichfield Nathaniel, *Economics in Urban Conservation*, Cambridge University Press, Cambridge, England, 1988.
Madran, Emre, *Tanzimat'tan Cumhuriyet'e Kültür Varlıklarının Korunmasına İlişkin Tutumlar ve Düzenlemeler: 1800-1950*, ODTÜ Mimarlık Fakültesi Yayınları, Ankara, 2002 (ISBN 9754291853).
Madran, Emre, *Osmanlı İmparatorluğu'nun Klasik Çağlarında Onarım Alanının Örgütlenmesi: 16.-18. Yüzyıllar*, ODTÜ Mimarlık Fakültesi Yayınları, Ankara, 2004 (ISBN 9754292183).
Orbaşlı, Aylin, *Architectural Conservation,* Blackwell Publishing, 2008.
Papageorgiou-Venetas, Alexander, Continuity and Change: Preservation in City Planning, F. Gutheim (pref.), G. Onn (trans), Praeger, New York, 1971.
Pearce, David, *Conservation Today*, Routledge, London and New York, 1989 (ISBN 0415039142).
Pilot Restoration Projects Istanbul, Z. Ahunbay (ed.), The Turkish National Comission for UNESCO, Ankara,1998.
Powys, Albert R., *Repair of Ancient Buildings*, 3rd ed., S.P.A.B., London, 1995.
Preserving Post-war Heritage: The Care and Conservation of Mid, -Twentieth Century Architecture, S. Macdonald (ed.), Donehead, UK, 2001,(ISBN 1 873394357)
Rabun, J. Stanley, *Structural Analysis of Historic Buildings: Restoration, Preservation and Adaptive Reuse Applications for Architects and Engineers*, John Wily & Sons Inc., New York, 2000.
Rodwell, Dennis, *Conservation and Sustainability in Historic Cities,* Blackwell Publishing, 2007.
Ruskin, John, *The Seven Lamps of Architecture*, Everyman's Library, London and New York, 1969 (1907).
Ruskin, John, *The Stones of Venice*, J. G. Links (ed.), Da Capo Press, New York, 1985 (1960).
Shacklock, Vincent (Ed.), *Architectural Conservation – Issues and Developments,* Donhead, 2006.
Stovel, Herb, *Risk Preparedness: A Management Manual for World Cultrual Heritage*, ICCROM, Rome, 1998 (ISBN 9290771526).
Strike, J., *Architecture in Conservation: Managing Development at Historic Sites*, Routledge, London and New York, 1994.
Viollet-le-Duc, Eugéne Emmanuel, *Lectures on Architecture*, B. Bucknall (trans.), Dover Publications, New York, 1987.

Offered (semester and year):
Fall

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Assist.Prof.Dr. S. Yıldız Salman

Number & Title of Course (total credits awarded):
MIM 437E **ANALYSES AND CRITICS ON CONTEMPORARY** WORLD ARCHITECTURE, 3 credits

Course Description (limit 25 words):
Modern Architecture in the late '50s, Modern Architecture in the U.S.A. in the '60s, '70s and its evolutio n in the '80s; Globalism and Localism; Architecture in the Age of Globalization, Critical Regionalism: e xperiences in Europe, Asia and America, Hi-tech, new languages and Utopia in architecture: Reyner B anham, Archigram and the tendencies after the 60s; Architecture of the new millennium in the world citi es; Green architecture, Sustainability and new directions in contemporary world architecture practice.
Course Goals & Objectives (list):
1) Giving a consciousness and tools to understand, in terms of theoretical approach, the historical and global conditions that determine our architectural thinking, starting from 'Post-Modernism' period until t he nowadays tendency of 'Globalism', covering the architectural practice in the last sixty years.
2) Investigate the formal aspects, the aesthetic problems and the structural meanings of architecture.
3) Making comparisons with media and other fields of arts - like painting, interior
design and cinema.
4) Giving clues for understanding the logic of the design processes in the historical context
as well as the sustainable and ecological approach in the new millennium.

Student Performance Criterion addressed (list number and title):
A.1. Communication Skills
A.2. Design Thinking Skills
A.5. Investigative Skills
A. 9. Historical Traditions and Global Culture
A. 10. Cultural Diversity

Topical Outline (include percentage of time in course spent in each subject area):
Drawing and other representational techniques (60%)
Presentation skills (40%)

Prerequisites:
none
Textbooks/Learning Resources:
Kenneth Frampton, *Modern architecture: a critical history*, Thames & Hudson, London 2007
W. J. R. Curtis, *Modern Architecture since 1900*, Phaidon, London 2002
Hal Foster, *Design and Crime*, UK, Verso Book, 2002, (Turkish transl.), *Tasarim ve suç*, İletişim Yayınları, Istanbul 2004

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Luca Orlandi

Number & Title of Course (total credits awarded):
MIM438, Aletli Rölöve, 3 credits (Architectural Survey with optical and electronic equipment)

Course Description (limit 25 words):
The course focuses on traditional and modern survey techniques in the context of architectural preservation. The course is mainly based on field practice of surveying of historic buildings and sites.

Course Goals & Objectives (list):

- To develop technical skills required for conservation projects.
- To gain ability on technical planning of survey.
- To grasp inter-disciplinary interaction.
- To introduce basic measuring principles.
- To provide field practice on documentation of historic buildings and sites.
- To gain fundamental information on optic and electronic survey equipment.
- To introduce 3D CAD environment for documenting recorded survey data.

Student Performance Criterion addressed (list number and title):

A-1 Communication skills
A-2 Design Thinking Skills
A-3 Visual Communication Skills
A-4 Technical Documentation
A-5 Investigative Skills
A-6 Fundamental Design Skills
A-7 Use of Precedents
A-9 Historical Traditions and Global Culture
A-10 Cultural Diversity
B-1 Pre-Design
B-7 Financial Considerations:
B-9 Structural Systems:
B-11 Building Service Systems:
B-12 Building Materials and Assemblies:
C-1 Collaboration:
C-3 Client Role in Architecture:
C-6 Leadership:
C-7 Legal Responsibilities:
C-8 Ethics and Professional Judgment:
C-9 Community and Social Responsibility:

Topical Outline (include percentage of time in course spent in each subject area):
Communication skills (%10)
Design thinking skills (10%)
Investigative skills (15%)
Technical documentation (%20)
Visual communication skills (15%)
Presentation skills (15%)
Collaboration (%15)

Prerequisites: -

Textbooks/Learning Resources:
E. Doğan, D. Öztan, M. G. Özgen, Harita Bilgisi, İstanbul, 2005
Zeynep Ahunbay, Tarihi Çevre Koruma ve Restorasyon, İstanbul, 2007
Burhaneddin Tansuğ, Ölçme Bilgisi : Topoğrafya, İstanbul : Teknik Okul, c1960.
M. Gündoğdu Özgen, Topografya ders notları, İstanbul, ITU, 1979.
M. Gündoğdu Özgen, Emirhan Algül, Mühendislik ölçmeleri, İstanbul: İTÜ, 1977.
Celal Songu, Ölçme bilgisi, İstanbul : Birsen yayınevi, 1981.
Cevat İnal, Ali Erdi, Ferruh Yıldız, Topografya : ölçme bilgisi, İstanbul : Atlas Yayın, 2002.
Peter Swallow...[et all], Measurement and recording of historic buildings, Shaftesbury:Donhead,2004.

Mustafa Aytaç, Mimarlık topoğrafyası cilt1-2, İstanbul : İTÜ, 1968-70.
Alan Jefferis, Michael Jones, Tereasa Jefferis,AutoCAD 2004 for architecture / Australia Thomson/Delmar Learning, c2004
Thomas Singer, Marika Snider, AutoCAD 2005 [electronic resource], AutodeskPress, New York Thomson Delmar Learning, c2005
Watt, D., Swallow, P., Surveying Historic Buildings, Donhead Publishing, Trowbridge, 1996.
Uluengin, M.B., Rölöve, Yapı Endüstri Merkezi Yayınları, Istanbul, 2002.
Paul Bryan, Bill Blake and Jon Bedford, Metric survey specifications for cultural heritage, English Heritage, UK, 2009.
Burns, J. A., Historic American Buildings, Survey/Recording historic structures, Wiley, National Park Service, U.S. 2004.
Robin Letellier, Recording, Documentation and Information Management for the Conservation of Heritage Places, The Getty Conservation Institute, Los Angeles, 2007.
Eppich, Rand, and Amel Chabbi, eds. Recording, Documentation and Information Management for the Conservation of Heritage Places: Illustrated Examples. Los Angeles, CA: Getty Conservation Institute, 2007.

Offered (semester and year):
Spring

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof.Dr.Oğuz Müftüoğlu, Instructor Dr. Umut Almaç

Number & Title of Course (total credits awarded):
MIM 439 Computer Applications in Architecture (Elective-Turkish)
3 Credits

Course Description (limit 25 words):
Computer applications in architecture. New possibilities of information and communication technologies in architectural education and architectural design process. Theoretical fundamentals of computer-aided architectural design.

Course Goals & Objectives (list):
- To investigate computer aided architectural design paradigms, approaches, methods and models
- To gain knowledge about the representation techniques of architectural design products design
- processes, design media and design tools
- To investigate the conceptual and geometrical modeling approaches using digital design media
- To gain knowledge about generative and evolutionary approaches
- To discuss the role of digital tools and media in the creative design process

Student Performance Criterion addressed (list number and title):

A1	*Communication Skills*	A6	*Fundamental Design Skills*
A2	*Design Thinking Skills*	A7	*Use of Precedents*
A3	*Visual Communication Skills*	A8	*Ordering System Skills*
A5	*Investigative Skills*		

Topical Outline (include percentage of time in course spent in each subject area):
Theoretical Understanding (30%)
Critical Thinking and Reasoning (30%)
Graphic Communication (30%)
Presentation skills (10%)

Prerequisites:
None

Textbooks/Learning Resources:

- Mitchell, W., Computer-Aided Architectural Design, Petrocelli / Charter, New York, 1977.
- Schmitt, G., Microcomputer Aided Design for Architects and Designers, John Wiley & Sons, U.S.A., 1988.
- Bovill, C., (1996), Fractal Geometry in Architecture and Design, Birkhauser, Boston
- Gero, J. (Ed.) (2006) Design Computing and Cognition, 2006, Springer.
- Kalay, Y., Computability of Design, John Wiley & Sons, U.S.A., 1987.
- McCullough, M., Mitchell, W., Purcell, P., (eds.) The Electronic Design Studio, MIT. Press, London, 1990.
- Mitchell, W., The Logic of Architecture, Design, Computation and Cognition MIT. Press, London, 1990.

Offered (semester and year):
Fall and Spring

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof. Gülen Çağdaş, Ph.D.
Inst, Hakan Tong Ph.D.

Number & Title of Course (total credits awarded):
MIM 439, Computer Applications in Architecture, 3 credits

Course Description (limit 25 words):

Theoretical fundamentals of computer-aided architectural design. Models in computer-aided architectural design, description techniques in conceptual and formal models. Analytical and simulation models. Generative and evolutionary design approaches. Architectural modelling approaches by using digital design tools.

Course Goals & Objectives (list):
- To investigate computer aided architectural design paradigms, approaches, methods and models
- To gain knowledge about the representation techniques of architectural design products design processes, design media and design tools
- To investigate the conceptual and geometrical modeling approaches using digital design media
- To gain knowledge about generative and evolutionary approaches
- To discuss the role of digital tools and media in the creative design process

Student Performance Criterion addressed (list number and title):
A.1. Communication Skills
A.2. Design Thinking Skills
A.3. Visual Communication Skills
A.5. Investigative Skills
A.6. Fundamental Design Skills
A.7. Use of Precedents
A.8. Ordering Systems Skills

Topical Outline (include percentage of time in course spent in each subject area):

Communication Skills 10%
Design Thinking Skills 30%
Visual Communication Skills 30%
Investigative Skills 10%
Fundamental Design Skills 10%
Use of Precedents 5%
Ordering Systems Skills 5%

Prerequisites:
None

Textbooks/Learning Resources:
No TB.
Readings assigned.

Offered (semester and year):
Fall only; annually.

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof. Dr. Gülen Çağdaş

Number & Title of Course (total credits awarded):
MIM440E, Generating Livable Environments, 3 credits

Course Description (limit 25 words):
A discussion of theoretical approaches and opinions on human-culture and environment relations. Discussion of theories and researches on Environmental Psychology related to the field of Architecture. Developments on generating livable environments and their effects on principles of Architectural/Environmental Design. Impacts of buildings and cities on the environment. Environmental problems and environmental stress. Principles of creating defensible space.

Course Goals & Objectives (list):
• Students will be aware of the studies about Environmental Psychology and Ecology.
• Students will discuss the definitions of criteria about the built environment that surrounds human being.
• Students will discuss the theoretical approaches and opinions on human-culture and environment and its relations with the quailty of architectural acts.

Student Performance Criterion addressed (list number and title):
A.1.Communication Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity
C.2. Human Behaviour
C.8. Ethics and Professional Judgment
C.9. Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Theoretical thinking, reading, discussing (50%)
Writing (50%)

Prerequisites:
None

Textbooks/Learning Resources:
Stokols, D. & Altman, I., *Handbook of Environmental Psychology*, *Vol.1& Vol.2*, (John Wiley &Sons, New York, 1987)

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Cemile Tiftik (asisstant professor)

Number & Title of Course (total credits awarded):
MIM 441, Architecture and Society in Antiquity, 3 credits

Course Description (limit 25 words):
References to ancient Greek philosophy and literary texts; Links between philosophy, mythology and daily life; Reflections of Greek and Roman (and earlier periods') social structure onto urban system; Architecture and sculpture; Building types and social habits; Excursions to selected cities, seminars both in the classroom and on site.

Course Goals & Objectives (list):
Completion of the compulsory course on Greek, Roman and Byzantine architecture -each actually wide scale themes on its own- through selected settlements; thereby displaying the integrity between society, philosophy and the architectural milieu in Greek and Roman periods (and earlier ages), and emphasizing the multi-dimensional side of architecture beyond its forms.

Student Performance Criterion addressed (list number and title):

A. 9. Historical Traditions and Global Culture
A. 10. Cultural Diversity

Topical Outline (include percentage of time in course spent in each subject area):
Drawing and other representational techniques (60%)
Presentation skills (40%)

Prerequisites:
None

Textbooks/Learning Resources:
E. Akurgal, Anadolu Uygarlıkları, İstanbul 2000
A. M. Mansel, Ege ve Yunan Tarihi, İstanbul 1963
M. Özdoğan, Anadolu'da Uygarlığın Doğuşu ve Avrupa'ya Yayılımı. (N. Başgelen ile birlikte) Türkiye'de Neolitik Dönem: Yeni Kazılar, Yeni Bulgular (2 cilt), İstanbul. 2007
Sir M. Wheeler, Roma Sanatı ve Mimarlığı, İstanbul 2004

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Turgut Saner

Number & Title of Course (total credits awarded):
MIM449, Housing and Change (3 credits)

Course Description (limit 25 words):
Impacts of socio-economical and technological changes on housing design and space-use, new housing types (gated communities, small dwellings, mixed use examples), transformation of unplanned housing areas.

Course Goals & Objectives (list):
- Understanding housing problem as complex and multi-dimensional study area because of population growth and migration, social changes, developments in architectural approaches, technology in global and local scale,
- Examining various aspects of housing design and environmental quality.

Student Performance Criterion addressed (list number and title):
A.1. Communication skills
A.2. Design thinking skills
A.5. Investigative skills
A.7. Use of precedents
A.10. Cultural Diversity
B.3. Sustainability
C. 2. Human Behaviour
C. 3 Client Role in Architecture
C. 8. Ethics and Professional Judgment
C.9. Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
A: Critical Thinking and Representation (A.1, A.2, A.5, A.7, A.10) 50%
B: Integrated Building Practices, Technical Skills, and Knowledge (B.3) 10%
C: Leadership and Practice (C.2, C.3, C.8, C.9) 40%

Prerequisites: None

Textbooks/Learning Resources:
- Aquilino, M.J., 2011, Beyond Shelter, Architecture for Crisis, Thames&Hudson.
- Bosma, K., van Hoogstraten, D., Vos, M., 2000, Housing fort he Millions, John Habraken and the SAR (1960-2000), NAİ Publishers.
- Garcia-Mira, R., Uzzell, D.L., Real, J.E., Romay, J., 2005, Housing, Space and Quality of Life, Ethnoscapes.
- Keyder**,** Ç., 2000, İstanbul, Küresel İle Yerel Arasında, Metis Yayınları, İstanbul.
- Lane, B.M.(Ed.), 2007, Housing and Dwelling, Perspectives on Modern Domestic Architecture, Routledge.
- Lefas, P., 2009, Dwelling and Architecture, From Heidegger to Koolhaas, Jovis.
- Leupen, B., Mooij, H., 2011, Housing Design A Manual, NAİ Publishers.
- Marcus, C.C., 1995, House As a Mirror of Self, exploring the deeper meaning of home, Conari Press, Berkeley, California
- Rowe, P.G., 1995, Modernity and Housing, The MIT Press.
- Rowlands, R., Musterd, S., Van Kempen, R., 2009, Mass Housing in Europe, Multiple Faces of Development, Change and Response, Palgrave, Macmillan.
- Sey, Y. (Ed.), 1996, Housing and Settlement in Anatolia A Historical Perspective, Tarih Vakfı.
- Towers, G., 2005, At Home in the City, an introduction to urban housing design, Architectural Press.
- Urban, F., 2012, Tower and Slab, Histories of Global Mass Housing, Routledge.

Offered (semester and year): Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof.Dr. Ahsen Özsoy (next year the course will be given by Yasemin Alkışer, Dilek Yıldız and Ahsen Özsoy)

Number & Title of Course (total credits awarded):
MIM 452, Grand Projects in the History of Istanbul, 3 credits

Course Description (limit 25 words):
It will be chronologically started with the building programs of the Byzantine emperors Constantine the Great and Justinian. The major project of the Ottoman period, like those of Mehmet II and Süleyman the Magnificent, the new architectural concepts of the era of Ahmet III and the urban-scale proposals of the 19th C. will be treated in succession. Finally, the "Prost plan" and the new layout under Menderes will be displayed as 20th C. examples. Certain foci will be determined according to the interest of the students.

Course Goals & Objectives (list):
1. Teach the historical layers of Istanbul
3. To put the theoretical courses of History of Architecture into practice
3. To emphasize the indirect relation between city and architecture

Student Performance Criterion addressed (list number and title):

A.1. Communication Skills
A.2. Design Thinking Skills
A.5. Investigative Skills
A. 9. Historical Traditions and Global Culture
A. 10. Cultural Diversity

Topical Outline (include percentage of time in course spent in each subject area):
Drawing and other representational techniques (60%)
Presentation skills (40%)

Prerequisites:
None

Textbooks/Learning Resources:
D.Kuban, Istanbul, An Urban History. Byzantion, Constantinopolis, Istanbul, İstanbul, 1996
Zeynep Çelik, Diane Favro, Richard Ingersoll (ed.), Streets: Critical Perspectives on Public Space, Berkeley 1994
Maurice M. Cerasi, “Tarihi Süreklilik ve Yenilik”, Osmanlı Kenti, Osmanlı İmparatorluğu’nda 18. ve 19. Yüzyıllarda Kent Uygarlığı ve Mimarisi, İstanbul 1999

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Turgut Saner

Number & Title of Course (total credits awarded):
MIM 455, Human Resources Management in Building Construction, 3 credits

Course Description (limit 25 words):
Human resource planning, performance appraisal and development, motivation and theories of motivation, team management, theories of leadership, communication and conflict management in construction.

Course Goals & Objectives (list):
In all stages of building production process;
1. To introduce concepts and theories related to HRM,
2. To gain the ability of basic skills related to human resources development techniques.

Student Performance Criterion addressed (list number and title):
A.1. Communication Skills
C.2. Human Behaviour
C.4. Project Management
C.6. Leadership

Topical Outline (include percentage of time in course spent in each subject area):
Phases of HRM (15%)
Individual Characteristics and motivation (25%)
Team management and leadership (30%)
Communication and conflict (30%)

Prerequisites:
None

Textbooks/Learning Resources:
1. LANGFORD ve diğerleri, (1995). ***Human Resources Management in Construction***. Longman, Landon. .
2. EREN, E., (2012). ***Örgütsel Davranış ve Yönetim Psikolojisi***, 14.Baskı, Beta Yayınları.
3. BALTAŞ, A., (2012). ***Ekip Çalışması ve Liderlik***, 11. Baskı, Remzi Kitabevi.
4. VERMA, V.K., (1996) ***Managing the Project Team***, PMI.
5. VERMA, V.K., (1995) ***Human Resource Skills for the Project Manager***, PMI.
6. BİNGÖL, D., (2013). ***İnsan Kaynakları Yönetimi***, Beta Yayınları.

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof.Dr. Heyecan GİRİTLİ
Öğr.Gör.Dr. Gülfer TOPÇU ORAZ

Number & Title of Course (total credits awarded):
MIM457, Problems of Housing Planning and Design, 5 credits

Course Description (limit 25 words):
Definitions related to housing planning, design, realisation and using process. Reasons and history of housing problem, realisation systems in the world and Türkiye. Approaches for the solution of the problems related to housing planning and design.

Course Goals & Objectives (list):
- Students will understand more comprehensively phenomenon of housing.
- Students will learn planning and design phases of housing.
- Students will explore understanding the multi-dimensionality in housing design.
- Students will learn problems related to housing in the world and in Turkiye.
- Students will understand interaction of design and the problems.

Student Performance Criterion addressed (list number and title):
A.1. Communication Skills
A.2. Design Thinking Skills
A.5. Investigative Skills
A.6. Fundamental Design Skills
A.7. Use of Precedents
A.8. Ordering Systems Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity
A.11. Applied Research
B.1. Pre-Design
B.2. Accessibility
B.3. Sustainability
B.5. Life Safety
B.7. Financial Considerations
B.8. Environmental Systems
B.9. Structural Systems
B.10. Building Envelope Systems
B.11. Building Service Systems
C.1. Collaboration
C.2. Human Behaviour
C.3. Client Role in Architecture
C.6. Leadership
C.7. Legal Responsibilities
C.8. Ethics and Professional Judgment
C.9. Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Design thinking skills (10%)
Investigative skills (15%)
Communication skills (10%)
Fundamental design skills (10%)
Presentation skills (5%)
Understanding of the relationship between human behavior, the natural environment and the design of the built environment (15%)
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 (10%)
Understanding basic principles of enviromental systems, structural systems and building envelope systems. (15%)
Understanding the legal responsibilities (10%)

Prerequisites:
MIM 457

Textbooks/Learning Resources:
Mimari Planlama - Tasarlama Sürecinde problem Belirleme, Mine İnceoğlu, İTÜ Matbaası, Gümüşsuyu 1980
Anadolu'da Konut ve TOKİ Mimarlığı, Teknik İnceleme-Panel-Forum 8-9 Ağustos 2008, M. Serdar Işık (Editör), Mimarlar Odası Konya Şubesi; 2008
Doğu Karadeniz Örneğinde Konut Kültürü, Şengül Öymen Gür, Yapı Endüstri Merkezi Yayınları; 2000
Safety and Security in Housing Design, A Guide for Action, Rod Hackney, Michael Elbro, Nigel Whiskin, RIBA Publications Limited; 1989
Turkish House in Search of Spatial Identity, Kendi Mekan Arayışı İçinde Türk Evi, Önder Küçükerman, TTOK; 1985
Antalya' da Konut Stoğu ve Nitelikleri, Feral Eke, Nihan Özdemir, Mimarlar Odası Ankara Şubesi Yayınları 10/2; 2001
Konut Sorunu ve Çözüm Önerileri, H. Fehim Üçışık, Ötüken Neşriyat A.Ş.; 2006
İstanbul' a Bir Kent Kondu, Ümraniye, Sema Erder, İletişim Yayınları; 1996,2001,2006
İmar Hukuku ve Kentleşme Sürecindeki Olumsuzluklar, H. Besim Çeçener, TMMOB Mimarlar Odası İstanbul Büyükkent Şubesi Yayınları; 2000

Offered (semester and year):
Fall ; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Assoc.Prof.Dr. Ziya Ok – Dr. Suat APAK

Number & Title of Course (total credits awarded):
MIM 459, Ideological Dimension at Architectural Design, 3 credits

Course Description (limit 25 words):

Spatial narratives within the metropolis. The logic of transformation and regeneration. Effects of ideological change on urban and architectural composition. Contemporary architectural issues and development of critical thinking practices.

Course Goals & Objectives (list):
• To develop critical thinking ability
• To create verbal and visual tools to express themselves
• To unify the cognitive and affective domains in parallel to abstraction, observation, imagination and perception which provide the body of knowledge
• In order to understand and interpret the contemporary architectural issues, to integrate the theoretical knowledge with practical issues
• Environmental awareness and social responsibility

Student Performance Criterion addressed (list number and title):

A-1. Communication Skills	B-3. Sustainability
A-2. Design Thinking Skills	B. 6. Comprehensive Design
A. 3. Visual Communication Skills	B-12. Building Materials and Assemblies
A. 6. Fundamental Design Skills	B. 8 Environmental Systems
A. 7. Use of Precedents	C. 1. Collaboration
A. 8. Ordering Systems Skills	C. 2. Human Behavior
A. 9. Historical Traditions and Global Culture	C. 3 Client Role in Architecture
A.10. Cultural Diversity	C.9. Community and Social Responsibility
B-2. Accessibility	

Topical Outline (include percentage of time in course spent in each subject area):

1. Verbal and writing skills (%20)
2. Graphic sensibility to form a visual composition (%10)
3. Research compatibility (%15)
4. Critical thinking ability (%15)
5. Awareness on Western traditions (%5)
6. Awareness on Eastern tradition (%5)
7. Awareness on Regional tradition (%5)
8. Creative thinking ability (%10)
9. Understanding and interpretation ability (%10)
10. Environmental Sensibility on behalf of Conservation (%5)

Prerequisites:
None

Textbooks/Learning Resources:
Kojin Karatani, 1995, Metafor olarak Mimarlýk, Metis, ISBN:975-342-551-.
John Berger, 2002, Görme Biçimleri, Metis, ISBN:975-342-083-.
Maurice Merleau-Ponty, 2005, Algýlanan Dünya, Metis, ISBN:975-342-545-.. edited by Neil Leach, 2002, Hieroglyphics of Space, Routledge, ISBN:0-415-19892-.
Gilles Deleuze, 2002, Claire Colebrook, Routledge, ISBN:0-415-24634-.
Paul Ricceur - çeviri: MEHMET - SEMA RÝFAT, 2005, zaman ve anlatý:bir zaman - olayörgüsü - üçlü mimesi, YKY, ISBN:975-468-12.
Fritjof Capra, 1982, The Turning Point, Flamingo, ISBN:0 00 654017.
Martin Heidegger, 2008, Düþüncenin Çaðýrdýðý, Say, ISBN:975 468 776.
Hall Foster, 2004, TASARIM VE SUÇ, Ýletiþim, ISBN:975-05-0289-.
Rollo May, 2003, Yaratma Cesareti, Metis, ISBN:975 342 190

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Çiğdem Eren (Dr.)

Number & Title of Course (total credits awarded):
MIM 460E, SOLAR HOUSE

Course Description (limit 25 words):
Solar house concept, solar radiation as a heat source, solar angles, types, design principles and samples for solar collectors, solar houses as passive systems, solar houses as active systems.

Course Goals & Objectives (list):

1. to learn principles of solar architecture to reduce energy consumption and CO2 emissions of buildings.
2. to gain skill of energy efficient design through solar energy utilization.
3. to learn principles and methods to integrate active solar energy systems to architecture.

Student Performance Criterion addressed (list number and title):
A.5. Investigative Skills:
A. 6. Fundamental Design Skills
A. 8. Ordering Systems Skills
B. 1. Pre-Design
B. 3. Sustainability
B. 4. Site Design
B. 6. Comprehensive Design
B. 8 Environmental Systems
B. 10. Building Envelope Systems
B. 11. Building Service Systems
B. 12. Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):
Theoretical lectures (50%)
Presentation skills (25%)
Drawing and design skills (25%)

Prerequisites:
MIM 242 / MIM 242E / ICM 331, ICM 332/ ICM 331E, ICM 332E

Textbooks/Learning Resources:
- The solar house: passive heating and cooling, Chiras, Daniel D.,White River Junction, Vt. : Chelsea Green Pub., c2002
- Heating, cooling, lighting : design methods for architects, Lechner, Norbert, New York : Wiley, c1991
- Solar heating and cooling : active and passive design, Kreider, Jan F. Washington : Hemisphere, c1982.

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof. Dr. A. Zerrin YILMAZ

Number & Title of Course (total credits awarded):
MIM461E, Environmental Design for the Disabled and Elderly, 3 credits

Course Description (limit 25 words):
Basic knowledge on disability and elderly people; social, psychological and demographic situation; the kinds of disability, accessories, equipments and building elements for the disabled and elderly; building and home design for the disabled and elderly; contempoarary standarts; new standards and design creteria of the urban environment for the disabled and elderly.

Course Goals & Objectives (list):
• Students will learn the suitable architecture and urban design in the built environment for the disabled and elderly
• Students will discuss about the social circumstances for the social integration of the disabled and elderly
• Students will be aware of the modern standarts for a developed urban physical environment for the disabled and elderly
• Students will gain a design philosophy which supports to minimize the risks in daily life
• Students will learn the design principles of the vehicles, aids, materials, equipments and furnitures that make the life easier

Student Performance Criterion addressed (list number and title):
A.1. Communication Skills
A.5. Investigative Skills
A.7. Use of Precedents
A.10. Cultural Diversity
A.11. Applied Research
B.2. Accessibility
B.5. Life Safety
C.2. Human Behaviour
C.7. Legal Responsibilities
C.8. Ethics and Professional Judgment
C.9. Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Observation, data collection, survey on site (30%)
Reading, Writing, Discussion (40%)
Designing (30%)

Prerequisites:
None

Textbooks/Learning Resources:
•Association Suisse des Invalides ASI, *Özürlü Kişilere Uyarlanmış Yapı*, (Olten, Handicap International, 2001)
•Sürmen, Şükrü. Tasarım Üzerine Söyleşiler, (Nüans Arma Yayınları, 2003)
•Sürmen, Şükrü. *Ben Sakatlandım* (Nüans Arma Yayınları, 2004)

Offered (semester and year):
Spring, annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Goksenin Inalhan (Assist. Prof. Dr.)

Number & Title of Course (total credits awarded):
MIM464, Antik Çağ'da Mimarlık ve Toplum, 3 credits
(Architecture and Society in Antiquity)

Course Description (limit 25 words):
References to ancient Greek philosophy and literary texts; Reflections of Greek and Roman (and earlier periods') social structure onto urban system; Architecture and sculpture; Building types and social habits

Course Goals & Objectives (list):

- Completion of the compulsory course on Greek, Roman and Byzantine architecture through selected settlements
- Displaying the integrity between society, philosophy and the architectural milieu in Greek and Roman periods (and earlier ages),
- Emphasizing the multi-dimensional side of architecture beyond its forms.

Student Performance Criterion addressed (list number and title):

A-1 Communication skills
A-5 Investigative Skills
A-9 Historical Traditions and Global Culture
A-10 Cultural Diversity
C-2 Human Behaviour
C-9 Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Investigative skills (40%)
Historical Traditions and Global Culture (10%)
Visual communication skills (30%)
Presentation skills (20%)

Prerequisites:
NONE

Textbooks/Learning Resources:

E. Akurgal, Anadolu Uygarlıkları, İstanbul 2000
A. M. Mansel, Ege ve Yunan Tarihi, İstanbul 1963
M. Özdoğan, Anadolu'da Uygarlığın Doğuşu ve Avrupa'ya Yayılımı. (N. Başgelen ile birlikte) Türkiye'de Neolitik Dönem: Yeni Kazılar, Yeni Bulgular (2 cilt), İstanbul. 2007
Sir M. Wheeler, Roma Sanatı ve Mimarlığı, İstanbul 2004

Offered (semester and year):
Spring

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof.Dr.Turgut Saner, Assoc.Prof.Dr.Zeynep Eres

Number & Title of Course (total credits awarded):
MIM 439, Computer Programming, 3 credits

Course Description (limit 25 words):
General structure of programming and programming process; Algorithm development; Variables and data types; Operators, expressions; Input – Output statements; Conditional statements; Loop structures and statements; Procedure and function structure; Models used for the definition of architectural form to computer; Programming applications for architectural problems.

Course Goals & Objectives (list):
1.To grasp of the logic of computer programming
2.To grasp of the problem solving process by using a programming language in computer environment
3.To gain knowledge about architectural form by using conceptual and geometrical models in computer environment
4.To use computer in solving architectural problems

Student Performance Criterion addressed (list number and title):
A.1. Communication Skills
A.2. Design Thinking Skills
A.3. Visual Communication Skills
A.7. Use of Precedents
A.8. Ordering Systems Skills

Topical Outline (include percentage of time in course spent in each subject area):
Communication Skills 30%
Design Thinking Skills 20%
Visual Communication Skills 30%
Use of Precedents 10%
Ordering Systems Skills 10%

Prerequisites:
None

Textbooks/Learning Resources:
No TB.
Readings assigned.

Offered (semester and year):
Fall only; annually.

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof. Dr. Gülen Çağdaş

Number & Title of Course (total credits awarded):
MIM 469/ Sun Control, 3 credits

Course Description (limit 25 words):
Aim of sun control, determination of the overhead and the underheated periods, shading line, geometric relationships between sun, ground and building, basic angular concepts, solar path diagrams, shading masks, expression of various shading devices on the shading mask, preparation of shading masks related to the climatic location, orientation and occupation period of rooms, design of proper shading devices.

Course Goals & Objectives (list):
1.Teaching the principles of benefiting and protecting from the sun.
2.Teaching the geometrical relations between the sun and the buildings.
3.Gaining the ability to design proper solar control systems for the facades by using graphics, calculation methods and computer programs.
4.Introducing the actual materials and techniques, which provide solar control.

Student Performance Criterion addressed (list number and title):
B.3. Sustainability
B.6. Comprehensive Design
B.8 Environmental Systems
B.10. Building Envelope Systems
B. 12. Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):
Theoretical information (100%)

Prerequisites:
None

Textbooks/Learning Resources:
- Baker, N., Steemers,K.,, 2000, Energy and Environment in Architecture, E&FN Spon, London.
- Anon, 2000, Daylight in Buildings, IEA.
- Heerwagen, D, 2004, Passive and Active Environmental Controls, McGrraw Hill.
- V. Olgyay, A. Olgyay, 1957, Solar Control and Shading Devices, Princeton University Press.

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof.Dr. Alpin Yener
Dr. Ş.Filiz Akşit

Number & Title of Course (total credits awarded):
MIM 471E, Earthquake Resistant Building Design, 3 credits

Course Description (limit 25 words):
Earthquake engineering terminology. Design earthquakes. Earthquake resistant design philosophy. Choice of forms and materials. Effect of soil properties. Reinforced concrete buildings. Precast concrete buildings. Steel buildings. Masonry buildings. Timber buildings. Related codes and standards. Special topics in earthquake engineering.

Course Goals & Objectives (list):

1 - Introduction to earthquake engineering
2 - Introduce terminology and principles of earthquake engineering
3 - Introduce earthquake resistant building design philosophy
4 - Analyze structures having different structural materials in the perspective of earthquake engineering
5 - Introduction of related codes and standards

Student Performance Criterion addressed (list number and title):
A.2.
A.5.
B.6.
B.9.
B.12.
C.1.
C.7.

Topical Outline (include percentage of time in course spent in each subject area):
Engineering Design (100%)

Prerequisites:
MIM 271 MIN DD and MIM 232 MIN DD and MIM 253 MIN DD

Textbooks/Learning Resources:
-Dowrick, D.J., Earthquake Resistant Design for Engineers and Architects, 2nd edition, John Wiley&Sons, NY,1996.
-Englekirk, R.E., Seismic Design of Reinforced and Precast Concrete Buildings, John Wiley&Sons, NJ, 2003.
-Bruneau, M., Uang, C.M., Sabelli, R., Ductile Design of Steel Structures, McGraw-Hill, NY, 2012.
-Chopra, A.K., Dynamics of Structures-Theory and Applications to Earthquake Engineering, Prentice Hall, 2nd edition, NJ, 2000.
-Paulay, T., Priestley, M.J.N., Seismic Design of Reinforced Concrete and Masonry Buildings, John Wiley&Sons, Inc., NY, 1992.
-Kramer, S.L., Geotechnical Earthquake Engineering, Prentice Hall, NJ, 1996.
-Aka, İ., Keskinel, F., Çılı, F., Çelik, O.C., Betonarme, Birsen Yayınevi, 2001.
-Celep, Z., Kumbasar, N., Deprem Mühendisliğine Giriş ve Depreme Dayanıklı Yapı Tasarımı, 2004.
-Related Codes (Deprem Bölgelerinde Yapılacak Binalar Hakkında Yönetmelik-2007, ASCE, FEMA, UBC, IBC).

Offered (semester and year):
Fall semester only, annually,

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof.Dr.Oğuz Cem Çelik

Number & Title of Course (total credits awarded):
MIM 475, Design Concept of High-rise Buildings, 3 credits

Course Description (limit 25 words):
Interpration of Highrise buildings. Highrise buildings in metropol areas through; transportation systems, silhouette, density, infra-structure and environmental factors. System diagrams of Highrise buildings.

Course Goals & Objectives (list):
• To understand and interpret comtemporary architectural issues
• To Intergrate theorotical knowledge with practical issues
• To develop critical thinking ability
• To create ability to think inter-scales and abstraction
• Environmental awareness
• Ethics and social responsibility

Student Performance Criterion addressed (list number and title):

A-1. Communication Skills	B-2. Accessibility
A-2. Design Thinking Skills	B-3. Sustainability
A. 3. Visual Communication Skills	B. 6. Comprehensive Design
A. 4. Technical Documentation	B. 8 Environmental Systems
A. 6. Fundamental Design Skills	B. 10. Building Envelope Systems
A. 7. Use of Precedents	B. 12. Building Materials and Assemblies
A. 8. Ordering Systems Skills	C. 2. Human Behavior
A.10. Cultural Diversity	C. 3 Client Role in Architecture
B. 1. Pre-Design	C.9. Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
1. Verbal and writing skills (%10)
2. Graphic sensibility to form a visual composition (%30)
3. Understanding and interpration ability (%20)
4. Research compability (%20)
5. Environmental sensibility - awareness (%10)
6. Understanding different regional approaches (%10)

Prerequisites:
None

Textbooks/Learning Resources:
Demirel Eren,Ç. “Yüksek Binalarda Kamu Kontrolu Ve İstanbul İçin Öneriler,Doktora Tezi” İTÜ Fen Bilimleri Enstitüsü, İstanbul, Şubat 1996
Keskin,A.,”Planlama Çalışmalarının Sorunları”, İstanbul Dergisi,1993/14,s.38-47, İstanbul 1993
Koolhaas, R., 1994, Delirious New York:A Retroactive Manifesto for Manhattan, Rotterdam: 010 Publishers.
Öke,A.,”Dünyada ve Türkiye’de Yüksek Binaların Gelişmesi”,Yapı Dergisi, s.35-42,İstanbul,1989.
Öke,A.,”Yüksek Binların Yararları ve Sakıncaları Konusunda Bazı Düşünceler”, Yüksek Binalar II.Ulusal Sempozyumu, İ.T.Ü. Mimarlık Fakültesi,İstanbul,Kasım, 1992,s.9-18.
Lepik, Andres “Skyscrapers” Prestel Publishers
Riley T., Nordenson G., “ Tall Buildings”, The Museum of Modern Art Publishers

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Çiğdem Eren (Dr.)

Number & Title of Course (total credits awarded):
MIM 478 Late Ottoman Architecture, 3 credits

Course Description (limit 25 words):
Discussions about modernity and its openings in the historiography concerning the late Ottoman era; Changes in the architectural and urban space during the 18th century; Imperial modernization during the Tanzimat era its impact on the architectural milieu, activities of foreign architects, introduction of new architectural styles, urban projects; 19th century Examples of Orientalism in the Ottoman architecture; Ottoman architecture in the 19th century world exhibitions, pavillions and architecture books prepared for the exhibitions; Nationalism during the Constitutional Period and the 1st National Movement in architecture, pioneers and their works; Discussions on architecture and nationalism in the periodicals and the publications of the Constitutional era; Development of professional identity among architects during the late Ottoman era, architectural education, employment conditions and professional organizations.

Course Goals & Objectives (list):
1.Architectural styles of the Antique and Byzantine periods
2.Space, mass, elevation and structural design and aesthetic concept in the Antique and Byzantine architecture

Student Performance Criterion addressed (list number and title):

A.1. Communication Skills
A.2. Design Thinking Skills
A.5. Investigative Skill
A. 9. Historical Traditions and Global Culture
A. 10. Cultural Diversity

Topical Outline (include percentage of time in course spent in each subject area):
Drawing and other representational techniques (60%)
Presentation skills (40%)

Prerequisites:
None

Textbooks/Learning Resources:
- Hamadeh, S., ***Şehr-i Sefa - 18. Yüzyılda İstanbul***, Istanbul: İletişim Yay, 2007.
- Kuruyazıcı, H. (ed.) ***Batılılaşan İstanbul'un Ermeni Mimarları***, Hrant Dink Vakfı Yay, İstanbul, 2010.
- Kuruyazıcı, H. ve Şarlak, E. (ed). ***Batılılaşan İstanbul'un Rum Mimarları***, Zografyon Lisesi Yay., İstanbul, 2010.
- Şenyurt, O. , .***Osmanlı Mimarlık Örgütlenmesinde Değişim ve Dönüşüm***, Doğu Yay., İstanbul, 2011
- Cengizkan, A (ed), ***Mimar Kemalettin ve Çağı : Mimarlık, Toplumsal Yaşam, Politika***, TMMOB Mim. Odası ve Vakıflar Gen Müd Yay, 2009.
- Çelik, Z., ***Şarkın Sergilenişi - 19. Yüzyıl Dünya Fuarlarında İslam Mimarisi***, İstanbul: Tarih Vakfı Yurt Yay., 2004.
- Çelik, Z., ***19. Yüzyılda Osmanlı Başkenti - Değişen İstanbul***, Istanbul: Tarih Vakfı Yurt Yay, 1996.

Barillari, D. ve Godoli, E., ***İstanbul 1900***, İstanbul: Yem Yay, 1996.

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Gül Cephanecigil

Number & Title of Course (total credits awarded):
MIM 479, Sound Reduction Evaluation in Buildings, 3 credits

Course Description (limit 25 words):
Properties and propagation of sound. Sound transmission paths in buildings. Criteria and calculation of airborne and structureborne sound transmission. Designing building elements for sound insulation.

Course Goals & Objectives (list):
- To call attention to noise problems increased due to technology, high buildings and lightweight walls.
- Building elements have been lighter while noise issues have been increasing parallel to technology.
- Wrong choice of building envelope causes noise problems which are very expensive to fix or impossible to fix.
- The factors effective for aurally comfortable environments should be known.
- Determining sound insulation values of building elements to satisfy the indoor noise limit values given in Regulation for Assessment and Management of Environmental Noise

Student Performance Criterion addressed (list number and title):
A. 1. Communication Skills
A. 2. Design Thinking Skills
A. 3. Visual Communication Skills
A. 4. Technical Documentation
A. 5. Investigative Skills
A. 6. Fundamental Design Skills
A. 7. Use of Precedents
A. 8. Ordering Systems Skills
A.11. Applied Research
B. 3. Sustainability
B. 8 Environmental Systems
B. 10. Building Envelope Systems
B. 11. Building Service Systems
B. 12. Building Materials and Assemblies
C. 1. Collaboration
C. 2. Human Behaviour
C. 6. Leadership

Topical Outline (include percentage of time in course spent in each subject area):
Theoretical information (57%), Applications (%28), Presentation (15%)

Prerequisites:
MIM242, MIM242E

Textbooks/Learning Resources:
Yılmaz Demirkale, S., Çevre ve Yapı Akustiği, Birsen Yayınevi, İstanbul, 2007

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof. Dr. Sevtap Yılmaz (F/T)

Number & Title of Course (total credits awarded):
MIM 480E, The Changing Workplace, 3 credits

Course Description (limit 25 words):
The course will focus on a series of weekly topics,to discuss, analyze, and explore R&D workplaces in Turkey. The course seeks to understand and formulate the common elements occurring in the current R&D environment as well as future opportunities for workplaces to be agile to the changing practices. Throughout the course each student will do a comprehensive case study on an R&D workplace environment in Turkey. Through literature review, discussion and case study analysis a final report will be presented of principles, suggestions and trends the shared research observed through the course work.

Course Goals & Objectives (list):
•Students will learn to consider the different user groups satisfaction and well-being in the work environment by using environmental psychology and its theoretical approaches and views.

Student Performance Criterion addressed (list number and title):
A.1. Communication Skills
A.2. Design Thinking Skills:
A.5. Investigative Skills:
A.7. Use of Precedents
A.9. Historical Traditions and Global Culture:
A.10. Cultural Diversity:
A.11. Applied Research
B.6. Comprehensive Design
C.1. Collaboration
C.2. Human Behavior
C.3. Client Role in Architecture
C.6. Leadership
C.8. Ethics and Professional Judgment
C.9. Community and Social Responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Literature research, reading (30%)
Theoretical thinking, discussing (30%)
Presentation skills (20%)
Designing/ Writing (20%)

Prerequisites:
None

Textbooks/Learning Resources:
•Harrison, A., Wheeler,P., Whitehead,C. (ed.) *The Distributed Workplace*, (Routledge, 2004)
•Myerson, J.et al, *Design for Change: The architecture of DEGW*, (Watermark/Birkhauser Basel, 1998)
• Duffy, F. *The New Office*, (Conran Octopus, 1997)

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Göksenin İnalhan (Assist. Prof. Dr.)

Number & Title of Course (total credits awarded):
MIM 481, The Layers of Istanbul, 3 credits

Course Description (limit 25 words):
The course consists of four weeks theoretical lectures in class that will be follwed by weekly seminars at historical quarters of Istanbul. During these seminars the history of the quarter, their socio-cultural structure of the area together with the architectural heritage and present situation will be investigated and presented on spot via presentations done by the students and lectures.

Course Goals & Objectives (list):
1. Teach the historical layers of Istanbul
2. To place the historical architectural heritage into the present day
3. To put the theoretical courses of History of Architecture into practice

Student Performance Criterion addressed (list number and title):

A. 9. Historical Traditions and Global Culture
A. 10. Cultural Diversity

Topical Outline (include percentage of time in course spent in each subject area):
Drawing and other representational techniques (60%)
Presentation skills (40%)

Prerequisites:
None

Textbooks/Learning Resources:
Doğan Kuban, Byzantion, Konstantinopolis, İstanbul, Bir Kent Tarihi, İstanbul 2012;
Doğan Kuban, Ottoman Architecture, 2009
Godfrey Goodwin, A History of Ottoman Architecture, London 1971,
Wolfgang Müller Wiener, Bildlexikon zur Topographie İstanbuls, Tübingen 1977, Enzo Godoli, İstanbul 1900, İstanbul 1997,
Tarihten Günümüze İstanbul Ansiklopedisi, 8 Cilt, TTTV, İstanbul 1994

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Number & Title of Course (total credits awarded):
MIM482E, Architecture Cities &Cinema, 3 credits

Course Description:
Analysis of relationships between architecture and cinema through the use of film form concept; form content relationship; form making tools, design tools; camera movements, montage, sequence frequency and time, mis-en-scene; color, light, set, sound, costume, prop design; special effects; movie theatres, movie sets; experience design; film space; film studies

Course Goals & Objectives:
• Using movies and movie production techniques as a box of design tools.
• Developping critical thinking skill by studying form and content relationship in movies.
• Developping design skills using film media.
• Being able to read more in movies with a special focus on design issues.

Student Performance Criterion addressed (list number and title):
A.1. Communication Skills
A.2. Design Thinking Skills
A.3. Visual Communication Skills
C.1. Collaboration
C.2. Human Behavior

Topical Outline (include percentage of time in course spent in each subject area):
Camera Movements and Montage (10%)
Mis-en-scene (10%)
Color and Light (10%)
Set and Costume (10%)
Special FX and Prop Design (10%)
Sound and Time (10%)
Presentation skills (40%)

Prerequisites:
None

Textbooks/Learning Resources:
Eisenstein S. (1963), Film Form, (trans. Jay Leda), Harcourt Brace.
Neumann D. (1999), Film Architecture: From Metropolis to Bladerunner, Prestel.
Tarkovski A. (1987), Sculpting in Time. (Trans. Kitty Hunter-Blair.-), Alfred A. Knopf.
Nelmes J. (ed.) (2011), Introduction to Film Studies, Routledge.

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit): Sait Ali Köknar (Assist. Prof. Dr.)

Number & Title of Course (total credits awarded):
MIM 485E, Building Construction Techniques, 3 credits

Course Description (limit 25 words):
Traditional, evolved traditional construction and building with ready made elements and components. Analysis of building construction techniques. Fabrication, storing, transportation, in-situ construction and assembly of building elements and components. Technical buildability.

Course Goals & Objectives (list):
1. To give comprehensive and deep information about building system and building construction techniques.
2. To increase the experience and knowledge of students about the design and construction of systems.

Student Performance Criterion addressed (list number and title):
A4. Technical Documentation
B10. Building Envelope Systems
B12. Building Materials and Assemblies
C1. Collaboration

Topical Outline (include percentage of time in course spent in each subject area):
A4. Technical Documentation%10
B10. Building Envelope Systems %30
B12. Building Materials and Assemblies %30
C1. Collaboration %30

Prerequisites:
Passing Building Element Design Course, MIM 244, MIM244E

Textbooks/Learning Resources:
Allen E., Fundamentals of Building Construction: Materials and Methods, John Wiley & Sons, Canada, 1990.

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
M. Cem ALTUN (Assistant Professor)

Number & Title of Course (total credits awarded):
MIM 491, Architectural Morphology, 3 credits

Course Description (limit 25 words):
The course focuses on space as a social, cultural and configurational artefact and explores morphological studies in architecture, mainly space syntax, that aim to decode, analyse and regenerate architectural forms.

Course Goals & Objectives (list):
• Thinking about space, creating a discussion platform about the tools and the language that architects use to understand, conceive and talk about architectural space.
• Creating awareness related to morphological studies in architecture.
• Developing a general understanding on the concepts, tools and measurements of space syntax, which is an approach that defines the built environment as a spatial network formed by interrelated spatial units and aims to decode and visualize invisible social knowledge in the space.
• Exploring the potentials of space syntax in terms of its capabilities of making non-discursive characteristics of space discursive and providing a discovery tool for architects to put the space into a more extensive debate.
• Focusing on different researches on space syntax from building to urban scale and evaluating the contribution of space syntax in architectural design.

Student Performance Criterion addressed (list number and title):
A.1. Communication Skills
A.2. Design Thinking Skills
A.3. Visual Communication Skills
A.5. Investigative Skills
A.6. Ordering Systems Skills
A.10.Cultural Diversity
A.11.Applied Research
C.1. Collaboration
C.2. Human Behaviour

Topical Outline (include percentage of time in course spent in each subject area):
Design Thinking, Investigating and Experimenting (50%)
Applied Research, Evaluating and Communicating (50%)

Prerequisites:
None

Textbooks/Learning Resources:
Lawson, B., 2005, The Language of Space, Architectural Press
Hanson, J., 1999, Decoding Homes and Houses, Cambridge University Press, Cambridge
Hillier B., 1996, Space is the Machine, Cambridge University Press, Cambridge
Hillier, B., and Hanson, J., 1984, The Social Logic of Space, Cambridge
Steadman, P., 1980, Architectural Morphology (Pion, London)

Offered (semester and year):
Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Assoc.Prof.Dr. Pelin Dursun

Number & Title of Course (total credits awarded):
MIM492E, Graduation Project, 3 credits

Course Description (limit 25 words):
Analysis and investigation of the condition, constraints, possibilities and requirements of the building program, the site and its environment and other design factors such as psychological, social, technological and aesthetic. Development of solution alternatives and the proposal of a final solution.

Course Goals & Objectives (list):
1. Knowledge and experience in design at a competitive level and in all areas of architecture.
2. A design proposal that meets the requirements of the architectural profession.

Student Performance Criterion addressed (list number and title):
A.1. Communication skills, A.2. Design thinking skills, A.3. Visual communication skills, A.4. Technical documentation, A.5. Investigative skills, A.6. Fundamental design skills, A.7. Use of precedents, A.8.Ordering systems skills, A.9. Historical traditions and global culture, A.10.Cultural diversity, A.11.Applied research;
B.1. Pre-design, B.2. Accessibility, B.3. Sustainability, B.4. Site design, B.5. Life safety, B.6.Comprehensive design, B.7. Financial considerations, B.8. Environmental systems, B.9. Structural systems, B.10. Building envelope systems, B.11. Building service systems, B.12. Building materials and assemblies;
C.1. Collaboration, C.2. Human behaviour, C.3. Client role in architecture, C.4. Project management, C.5. Practice management, C.6. Leadership, C.7.Legal responsibilities, C.8. Ethics and professional judgment, C.9. Community and social responsibility.

Topical Outline (include percentage of time in course spent in each subject area):
Concept development and preliminary design – 30%
Design development – 70%

Prerequisites:
MIM 431 (min. DD) and MIM 411 (min. DD) or MIM 411E (min. DD).

Textbooks/Learning Resources:
No Textbook
Readings assigned

Offered (semester and year):
Fall / Spring.

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Belkıs Uluoğlu, Fatma Erkök.

Number & Title of Course (total credits awarded):
MIM 493, Design Economics, 3 credits

Course Description (limit 25 words):
Basic concepts, classifications and terminology related to design economics; Economic aspects of design decisions; Cost estimation process and techniques; Economic evaluation of design alternatives.

Course Goals & Objectives (list):
1. To introduce the basic concepts and theory of design economics;
2. To demonstrate how design decisions affect the building costs;
3. To introduce various cost estimation techniques that are used in different phases of design process;
4. To teach various economics evaluation techniques that are used to choose among design alternatives.

Student Performance Criterion addressed (list number and title):
B.7. Financial Considerations
C.5. Practice Management

Topical Outline (include percentage of time in course spent in each subject area):
Economic aspects of design decisions and cost estimation process (70%)
Economic evaluation of alternatives (30%)

Prerequisites:
MIM332 Yapım Yönetimi ve Ekonomisi
MIM332E Construction Management and Economy

Textbooks/Learning Resources:

1. R.Morton & D. Jaggar (1995). **Design and the Economics of Building**, Taylor and Francis Group.
2. Smith, J. (2007). **Building cost planning for the design team**, Butterworth-Heinemann, Amsterdam.
3. Kirkham, Richard J. (2007). **Ferry and Brandon's cost planning of buildings**, Blackwell, Oxford.
4. Michael D. Dell'Isola (2002). **Architect's Essentials of Cost Management**, John Wiley New York.
5. Alphonse J. Dell'Isola, Stephen J. Kirk, (1981). **Life cycle costing for design professionals**, McGraw-Hill, New York.
6. Ellingham, Ian and William Fawcett (2006). **New generation whole-life costing : property and construction decision-making under uncertainty**, Taylor & Francis, London.

Offered (semester and year):
Spring only

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Dr. Gülfer TOPÇU ORAZ (F/T)

Number & Title of Course (total credits awarded):
MIM 495E, Housing in Developing Countries, 3 credits

Course Description (limit 25 words):
Housing problems of developing countries, industrialization, urbanization, migration; Planned and unplanned housing developments; Squatter settlements; Transformation spatially & socio-culturally: Alternative solutions for housing problems; Affordable housing

Course Goals & Objectives (list):
1. to realize, probe and understand our environment and our cities as well as physical and socio-economic problems related to them;
2. to examine and discuss various solutions related to housing issues both in developed and developing countries;
3. to research and develop contemporary solutions for housing issues by means of critical thinking and analysis.

Student Performance Criterion addressed (list number and title):

A1. Communication Skills	A10. Cultural Diversity	C3. Client Role in Architecture
A2. Design Thinking Skills	A11. Applied research	C8. Ethics and Professional Judgment
A3. Visual Communication Skills	B1. Pre-Design	C9. Community and Social Responsibility
A5. Investigative Skills	B3. Sustainability:	
A7. Use of Precedents	C1. Collaboration	

Topical Outline (include percentage of time in course spent in each subject area):
Communication, visual communication and presentation skills (10%)
Skills for investigating, realizing and understanding environment and cities as well as physical and socio-economic problems related to them in both developed and developing countries (30%)
Skills for examining and discussing various solutions related to housing issues (30%)
Skills for researching and developing contemporary solutions for housing issues through critical thinking and analysis in developing countries (30%)

Prerequisites: None

Textbooks/Learning Resources:
1. Thierry Naudin (editor), State of the World's Cities 2012/2013: Prosperity of Cities, Routledge and UN-Habitat, NY, 2013.
2. Davis, M., Gecekondu Gezegeni (Planet of Slums), Metiss Publishing, Istanbul, 2010.
3. Mallach, A., A Decent Home: Planning, Building and Preserving Affordable Housing, APA, Planners Press, 2009.
4. Segantini, Maria Alessandra, Contemporary Housing, Skira Editore S.p.A., Milano, 2008.
5. Elliott, Jennifer A., An Introduction to Sustainable Development, Routledge, London and NY, 2006.
6. Pulat-Gökmen, G., Dülgeroğlu-Yüksel, Y., Erkök, F., Alkışer, Y., Keskin, B., "Evaluating and Reducing Earthquake Risks of Squatter Settlements in İstanbul" Open House, March, vol. 31, no.1., 2006
7. Payne G., and Majale, M., The Urban Housing Manual: Making Regulatory Frameworks Work for the Poor, Cromwell Press, London, 2004.
8. Alkışer, Y. Türkiye'de Konut Sorununun Siyasi Bağlamda Araştırılması ve Değerlendirilmesi, (transl. by A Research and Evaluation on the Political Context for the Solution of the Housing Problem in Turkey), Ph.D thesis, ITU, Istanbul, 2003.
9. Pulat-Gökmen, G., Yüksel-Dülgeroğlu Y., Erkök F., Alkışer Y., Keskin, B. İstanbul'un Depreme Hazırlık Sürecinde Mevcut Gecekondu Alanlarının Iyileştirilmesi ve Yaşanabilir Mekanlara Dönüştürülmesine Yönelik Bir Model Oluşturulması (transl. by A Model to Transform the Squatter Settlements into Upgraded and Livable Urban Areas Resistant to Earthquake in Istanbul), Research Report, Urban and Environmental Planning and Research Center, Istanbul Technical University, Istanbul, 2003.
10. Varady, D.P., Preiser, W.F.E. and Russel, F.P., New Directions in Urban Public Housing, CUPR Press, 1998.
11. Dülgeroğlu-Yüksel, Y. Kerem,Z., Göç, Kent ve Gecekondu: Kentte Mekanın Dönüşümü Sorununa Yaklaşımlar, derleme, İstanbul, Birsen Kitabevi, (Mim. Fak. Kitaplığı, HT169.5663.1998), 1998.
12. Koebel, C.Theodore, Shelter and Society, State University of NY Press, 1998.
13. Tilman, H., Integration or Fragmentation, The Housing Generator Competition For South African Cities, Nai Publishers, Rotterdam, 1997.
14. Keleş, R., Housing Policy in Developing Countries, Ed. Gil Shidlo, Routledge, 1990.

Offered (semester and year): Fall only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit): Yasemin Alkışer Bregger

Number & Title of Course (total credits awarded):
MIM 497, Time Management in Building Production (Turkish), Elective, 3 credits

Course Description (limit 25 words):
Basic concepts in time management. Interactive parameters in time management; time, resources and money. Time management from the point of view of participants in building production process. The role of time management subsystem in information systems and its relationships with other functional subsystems. The techniques used for time management. Computer support in time management, design of computer systems in hardware, software and personnel dimensions.

Course Goals & Objectives (list):

- To provide the concepts of management of time factor and other concepts to be able to complete projects in time,
- To provide the basic knowledge of required data, methods, techniques and tools to prepare project plan and project program (cost, time and resource schedules),
- To provide the understanding of interactions among three basic factor; time, cost and resources,
- To give an ability to apply knowledge and software tools of time management on building projects.
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Student Performance Criterion addressed (list number and title):
B.7. Financial Considerations
C.3. Client Role in Architecture
C.4. Project Management
C.6. Leadership
C.7. Legal Responsibilities

Topical Outline (include percentage of time in course spent in each subject area):
Time management theory and techniques (40%)
Practice on a scenario using time management software MS Project (60%)

Prerequisites:
None

Textbooks/Learning Resources:

- Antill, J.M., & Woodhead, R.W., Critical Path Methods in Construction Practice, NewYork: John Wiley & Sons, 1990.
- Kerzner, H., Project Management: A Systems Approach to Planning, Scheduling & Controlling, NewYork: Van Nostrand Rheinhold, 1989.
- Peters, G., Construction Project Management Using Small Computers, London: The Architectural Press, 1984.
- Bartholomew, S.H., Construction Contracting: Business and Legal Principles, Prentice Hall, Columbus Ohio, 1998
- Westney, R.E., Computerized Management of Multiple Small Projects, NewYork: Marcel Dekker, 1992.

Offered (semester and year):
Fall only

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof.Dr. Alaattin KANOĞLU (F/T)

Number & Title of Course (total credits awarded):
TUR 101, Turkish Language I, 2 credits

Course Description (limit 25 words):
The goal of the Turkish Language I, is to give the definition of language, its historical development and structure. Also the act and the rules of writing and spelling are covered. The course aims to impose the importance of the expression of thought, scientific and poetry language.
Course Goals & Objectives (list):
1. To understand the definition of language with respect to intellectual, cultural and social aspects,
2. To understand the situation of Turkish Language among the world languages,
3. To have knowledge about the structure, characteristics and history of Turkish Language,
4. To make effective use of both the spoken and written languages,
5. To have knowledge about poetry language and Turkish Poetry.
Student Performance Criterion addressed (list number and title):
A.1. Communication skills, A.3. Visual communication skills

Topical Outline (include percentage of time in course spent in each subject area):
Definition of Language, Language and Thought, Language and Culture %10
Turkish Poetry and Poetry Language. %10
The Act of Writing and the Rules of Writing (Orthography), Spelling Rules %30
The Historical Development of Turkish Language, The Structure of Turkish Language %50
Prerequisites:
None

Textbooks/Learning Resources:
No Textbook

Readings assigned
Offered (semester and year):
Fall and Spring

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Aslı Kantarcı, Ömer Tacir, Naci Turay, Özlem Topal Kara, Gülsün Nakıboğlu, Ömür Akyüzlü, Hamide Aliyazıcıoğlu

Number & Title of Course (total credits awarded):
TUR 102, Turkish Language II, 2 credits

Course Description (limit 25 words):
The course covers the written expression, method and planning. It imposes the writing of scientific (Article-Report-Critic etc.) and official texts (Petition-Resume etc.). Also the genres of literature (Essay, Column, Travel Writing, Biography, Story, Novel etc.) and verbal literature are included.

Course Goals & Objectives (list):

1. To express his/her thoughts and ideas both in verbal and written ways,
2. To write scientific and official texts,
3. To evaluate various genres of literature,
4. To perform planned/unplanned speeches.

Student Performance Criterion addressed (list number and title):
A.1. Communication skills, A.3. Visual communication skills

Topical Outline (include percentage of time in course spent in each subject area):
Written Expression, Method and Planning of Written Expression, Writing Exercise %20
Scientific Texts (Article-Report-Critic etc.), Official Texts (Petition-Resume etc.) %20
Genres of Literature %50
Verbal Expression and Communication %10

Prerequisites:
None

Textbooks/Learning Resources:
No Textbook

Readings assigned

Offered (semester and year):
Fall and Spring

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Aslı Kantarcı, Ömer Tacir, Naci Turay, Özlem Topal Kara, Gülsün Nakıboğlu, Ömür Akyüzlü, Hamide Aliyazıcıoğlu

Number & Title of Course (total credits awarded):
MTZ 501, Architectural Design I, 6 credits

Course Description (limit 25 words):
Architecture within the urban context; urban texture and cultural, economic, social aspects; urban transformation processes and architecture; sustainable development with regard to values and intervention to the existing environment.

Course Goals & Objectives (list):
1. To understand the cultural, economic and social conditions within the urban context and incorporate these into a new architectural proposal;
2. To explore the relationship of cultural sustainability and intervention to the existing environment;
3. To investigate dimensions of architecture in relation to urban space and its dynamics;
4. To realize the preliminary design and design development phases of an architectural design project.

Student Performance Criterion addressed (list number and title):
A.1. Communication skills, A.2. Design thinking skills, A.3. Visual communication skills, A.4. Technical documentation, A.5. Investigative skills, A.6. Fundamental design skills, A.7. Use of precedents, A.8.Ordering systems skills, A.9. Historical traditions and global culture, A.10.Cultural diversity, A.11.Applied research;
B.1. Pre-design, B.2. Accessibility, B.3. Sustainability, B.4. Site design, B.5. Life safety, B.6.Comprehensive design, B.7. Financial considerations;
C.1. Collaboration, C.3. Client role in architecture, C.4. Project management, C.6. Leadership, C.7.Legal responsibilities, C.8. Ethics and professional judgment, C.9. Community and social responsibility.

Topical Outline (include percentage of time in course spent in each subject area):
Cultural, economic and social conditions within the urban context and incorporation of these into the architectural proposal – 10%
Relationship of cultural sustainability and intervention to the existing environment – 10%
Architecture in relation to urban space and its dynamics – 20%
Preliminary design and design development – 60%

Prerequisites:
B.Arch.

Textbooks/Learning Resources:
No Textbook

Readings assigned
Offered (semester and year):
Fall only; annually.

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Belkıs Uluoğlu, S. Yıldız Salman, Cem Sorguç (professional architect

Number & Title of Course (total credits awarded):
MTZ 502E, Structural Systems of Buildings, 3 credits

Course Description (limit 25 words):
Light-weight structures. Large span structures. High-rise buildings. Earthquake resistant design philosophy. Choice of forms and materials. Effect of soil properties. Reinforced concrete structures. Precast concrete structures. Steel structures. Masonry structures. Timber structures. Loads affecting structural systems. Related codes and standards. Special topics in structural engineering.

Course Goals & Objectives (list):
. Strengthening fundamental issues in structural design
. Developing professional skills using inter-disciplinary interaction
. The ability to use knowledge acquired
. The ability to conduct comparative analysis and to develop optimum structural solution

Student Performance Criterion addressed (list number and title):
A.2. Design thinking skills
A.5. Investigative skills
B.6. Comprehensive design
B.9. Structural systems
B.12.Building materials and assemblies
C.1. Collaboration
C.7. Legal responsibilities

Topical Outline (include percentage of time in course spent in each subject area):
Engineering Design (100%)

Prerequisites:
None

Textbooks/Learning Resources:
1-Dowrick, D.J., Earthquake Resistant Design for Engineers and Architects, 2nd edition, John Wiley&Sons, NY,1996.
2-Englekirk, R.E., Seismic Design of Reinforced and Precast Concrete Buildings, John Wiley&Sons, NJ, 2003.
3-Bruneau, M., Uang, C.M., Sabelli, R., Ductile Design of Steel Structures, McGraw-Hill, NY, 2012.
4-Chopra, A.K., Dynamics of Structures-Theory and Applications to Earthquake Engineering, Prentice Hall, 2nd edition, NJ, 2000.
5-Paulay, T., Priestley, M.J.N., Seismic Design of Reinforced Concrete and Masonry Buildings, John Wiley&Sons, Inc., NY, 1992.
6-Kramer, S.L., Geotechnical Earthquake Engineering, Prentice Hall, NJ, 1996.
7-Aka, İ., Keskinel, F., Çılı, F., Çelik, O.C., Betonarme, Birsen Yayınevi, 2001.
8-Celep, Z., Kumbasar, N., Deprem Mühendisliğine Giriş ve Depreme Dayanıklı Yapı Tasarımı, 2004.
9-Related Codes (Deprem Bölgelerinde Yapılacak Binalar Hakkında Yönetmelik-2007, ASCE, FEMA, UBC, IBC).

Offered (semester and year):
Fall only; annually.

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Oğuz Cem Çelik

Number & Title of Course (total credits awarded):
MTZ 503E, Computer Applications in Architecture, 3 credits

Course Description (limit 25 words):
Use of computer technology in today's architecture profession and software introduction, parametric object design, parametric design applications, 3 dimensional contemporary design applications.

Course Goals & Objectives (list):
1. Introduction of systems thinking,
2. Develop computational design knowledge and skills.

Student Performance Criterion addressed (list number and title):
A.3. Visual communication skills
A.4. Technical documentation
A.5. Investigative skills
B.1. Pre-design
B.12.Building materials and assembllies
C.6. Leadership

Topical Outline (include percentage of time in course spent in each subject area):
Visual communication skills – 40&
Technical documentation – 30%
Investigative skills – 20%
Pre-design – 5%
Building materials and assemblies – 5%

Prerequisites:
None

Textbooks/Learning Resources:
No TB.
Readings assigned.

Offered (semester and year):
Fall only; annually.

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Frederico Fialho Teixeira, Müge Belek Teixeira

Number & Title of Course (total credits awarded):
MTZ 504E, Building Technology, 3 credits

Course Description (limit 25 words):
The course introduces and discusses the “building technology concept” in the context of material, element and overall building including building sub-systems and their integration.

Course Goals & Objectives (list):
☐ Students will be able to understand building sub-systems in relation with building technology
☐ Students will develop an understanding and evaluation of building technology concept with an integrated approach with the building sub-systems
☐ Students will be able to make analysis and synthesis intended to particular conditions and cases related with building technology
☐ Students will improve the knowledge of building technology concepts by questioning and investigating the appropriate cases

Student Performance Criterion addressed (list number and title):
B.10. Building Envelope Systems
B.12. Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):
Building Envelope Systems (50%)
Building Materials and Assemblies (50%)

Prerequisites:
None

Textbooks/Learning Resources:
Watts Allen, Modern Construction Handbook, Springer, New York, 2010.

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Leyla Tacacan (Prof.Dr)
Aslihan Tavil (Assoc.Prof.Dr.)

Number & Title of Course (total credits awarded):
MTZ 508E, Special Topics on Architecture, 3 credits

Course Description (limit 25 words):
Contribution of academicians and professionals regarding the recent developments in social aspects of architecture, cultural sustainability and urban context; discussions on contemporary and outstanding designs and approaches to architecture.

Course Goals & Objectives (list):
. To provide a medium for discussion of different approaches to architecture within the cultural and urban contexts through analysis of contemporary work;
. To enhance the development of professional competency and ethics;
. To provide a medium for discussing different approaches to and paradigms in contemporary architectural design practice parallel to the themes and issues that determine the content of the design studios;
. To enhance the understanding of knowledge and skill gained at design studios;
. To enable restructuring of past knowledge for the production of the new knowledge and its conception.

Student Performance Criterion addressed (list number and title):
A.2. Design thinking skills
A.5. Investigative skills
A.10.Cultural diversity
C.2. Human behaviour
C.3. Client role in architecture
C.5. Practice management
C.6. Leadership
C.8. Ethics and professional judgement
C.9. Community and social responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Case studies on architects – 10%
Discourses on architecture – 10%
Design development – 60%
Discourse development – 20%

Prerequisites:
None

Textbooks/Learning Resources:
No TB.

Offered (semester and year):
Spring only; annually.

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Belkıs Uluoğlu

Number & Title of Course (total credits awarded):
MTZ 511E, Architectural Design II, 6 credits

Course Description (limit 25 words):
Architecture and design as a creative and experimental activity; use of imagination, play, critical thinking, and innovative thought; promoting experimental and experiential situations; integration of research, science, technology, poetry, literature, and arts culminating towards an architectural solution.

Course Goals & Objectives (list):
1. To understand architecture and design as a process of discovery;
2. To increase the potency of interaction between science, art and technological processes with architecture;
3. To organize an experimental medium for creation of novel ideas in architecture;
4. To realize the preliminary design and design development phases of an architectural design project.

Student Performance Criterion addressed (list number and title):
A.1. Communication skills, A.2. Design thinking skills, A.3. Visual communication skills, A.4. Technical documentation, A.5. Investigative skills, A.6. Fundamental design skills, A.7. Use of precedents, A.8.Ordering systems skills, A.9. Historical traditions and global culture, A.10.Cultural diversity, A.11.Applied research;
B.1. Pre-design, B.2. Accessibility, B.3. Sustainability, B.4. Site design, B.5. Life safety, B.6.Comprehensive design, B.8.Environmental systems, B.9.Structural systems, B.10Building envelope systems, B.11.Building service systems, B.12.Building materials and assemblies.
C.1. Collaboration, C.2.Human behaviour, C.3. Client role in architecture, C.6. Leadership, C.7.Legal responsibilities, C.8. Ethics and professional judgment, C.9. Community and social responsibility.

Topical Outline (include percentage of time in course spent in each subject area):
Architecture as a discovery process – 20%
Relationship of science, art and technological processes to architecture – 20%
Preliminary design and design development – 60%

Prerequisites:
B.Arch.

Textbooks/Learning Resources:
No Textbook
Readings assigned

Offered (semester and year):
Spring only; annually.

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Belkıs Uluoğlu, Anne Marie Galmstrup (professional architect).

Number & Title of Course (total credits awarded):
MTZ 513, Architectural Design III, 6 credits

Course Description (limit 25 words):
Design as a research activity; design and development of systems; use of parameters in the design of buildings; use of dynamic tools and technologies for the design of buildings.

Course Goals & Objectives (list):
1. To understand architecture and design as a process of discovery and research;
2. To understand non-linear design processes in architecture;
3. To organize an experimental medium for creation of novel ideas in architecture;
4. To realize the preliminary design and design development phases of an architectural design project.

Student Performance Criterion addressed (list number and title):
A.1. Communication skills, A.2. Design thinking skills, A.3. Visual communication skills, A.4. Technical documentation, A.5. Investigative skills, A.6. Fundamental design skills, A.7. Use of precedents, A.8.Ordering systems skills, A.9. Historical traditions and global culture, A.10.Cultural diversity, A.11.Applied research;
B.1. Pre-design, B.2. Accessibility, B.3. Sustainability, B.4. Site design, B.5. Life safety, B.6.Comprehensive design, B.8.Environmental systems, B.9.Structural systems, B.10Building envelope systems, B.11.Building service systems, B.12.Building materials and assemblies.
C.1. Collaboration, C.2.Human behaviour, C.6. Leadership, C.8.Ethics and professional judgment, C.9. Community and social responsibility.

Topical Outline (include percentage of time in course spent in each subject area):
Architecture as a discovery and research process – 20%
Parametric and non-linear processes in architectural design – 20%
Preliminary design and design development – 60%

Prerequisites:
B.Arch.

Textbooks/Learning Resources:
No Textbook
Readings assigned

Offered (semester and year):
Fall only; annually.

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Yüksel Demir, Alexis Şanal (professional architect).

Number & Title of Course (total credits awarded):
MTZ 515, Professional Practice, 3 credits

Course Description (limit 25 words):
Lisensure Process, Participants of Projects, Project Delivery Systems, Project Planning, Design, Construction Documents, Cost Estimating, Procurement and Construction, Architect - Owner Agreements, Architectur Firms, Copyright and Lisences of Architect, Code of Ethics and Professional Conduct.

Course Goals & Objectives (list):
The objectives of the course are, to gain knowledge for Architects Registration Lisensure Process, duties and responsibilities of Architect and other participants in the process, different Project delivery systems, Architecture Firms, Architect - Owner Agreements, Copyright and Lisences of Architect, Code of Ethics and Professional Conduct.

Student Performance Criterion addressed (list number and title):
A1 Communication Skills.
A4 Technical Documentation.
B1 Pre-Design.
B7 Financial Considerations.
C1 Collaboration.
C3 Client Role in Architecture
C4 Project Management.
C5 Practice Management.
C6 Leadership.
C7 Legal Responsibilities.
C8 Ethics and Professional Judgment.

Topical Outline (include percentage of time in course spent in each subject area):
- Architects Registration (Lisensure) Process (% 7)
- Participants of Construction Projects (% 7)
- Project Delivery Systems (% 7)
- Construction Project Process (% 37)
- Cost Estimating (% 7)
- Architect - Owner Agreements (% 7)
- Architecture Firm (% 14)
- Copyright and Lisences of Architect (% 7)
- Code of Ethics and Professional Conduct (% 7)

Prerequisites:
None

Textbooks/Learning Resources:
- The Construction Specification Institute, Project Delivery Practice Guide, , John Wiley & Sons, Inc., 2011
- The Construction Specification Institute, Construction Specifications Practice Guide, , John Wiley & Sons, Inc., 2011
- The Construction Specification Institute, Construction Contract Administration Practice Guide, , John Wiley & Sons, Inc., 2011
- The American Institute of Architects, The Architect’s Handbook of Professional Practice, Fourteenth Edition, John Wiley & Sons, Inc., 2008

Offered (semester and year):
Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Assoc. Prof. Dr. A. Murat ÇIRACI

Number & Title of Course (total credits awarded):
MTZ 517, Architectural Design VI, 6 credits

Course Description (limit 25 words):
Architecture within the environmental context; climate, topography, nature, human settlements and social aspects; relationship of natural and artificial; building-environment interaction.

Course Goals & Objectives (list):
1. To understand human settlements within the context of environmental sustainability and to develop an architectural solution;
2. Assessment of natural-artificial relations and the ethics of intervention to the natural;
3. Inquiring the relations of nature's dynamics and architecture;
4. To realize the preliminary design and design development phases of an architectural design project.

Student Performance Criterion addressed (list number and title):
A.1. Communication skills, A.2. Design thinking skills, A.3. Visual communication skills, A.4. Technical documentation, A.5. Investigative skills, A.6. Fundamental design skills, A.7. Use of precedents, A.8.Ordering systems skills, A.9. Historical traditions and global culture, A.10.Cultural diversity, A.11.Applied research;
B.1. Pre-design, B.2. Accessibility, B.3. Sustainability, B.4. Site design, B.5. Life safety, B.6.Comprehensive design, B.7.Financial considerations, B.8.Environmental systems, B.9.Structural systems, B.10.Building envelope systems, B.11.Building service systems, B.12.Building materials and assemblies.
C.1. Collaboration, C.2.Human behaviour, C.6. Leadership, C.7.Legal responsibilities, C.8.Ethics and professional judgment, C.9. Community and social responsibility.

Topical Outline (include percentage of time in course spent in each subject area):
Environmental sustainability – 20%
Natural-built relations in architectural design – 20%
Preliminary design and design development – 60%

Prerequisites:
B.Arch.

Textbooks/Learning Resources:
No Textbook
Readings assigned

Offered (semester and year):
Spring only; annually.

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Yüksel Demir, Selçuk Avcı (professional architect).

Number & Title of Course (total credits awarded):
MTZ 527, Construction Design in Architecture, 3 credits

Course Description (limit 25 words):
Construction of physical building components. Interaction of materials-technology-design. Building element systems, structural system, service systems as composition components in architectural design.

Course Goals & Objectives (list):
. Introduction of design principles of physical building components.
. Ability to use different methods for collecting information, setting design criteria, evaluation techniques, decision making techniques, design strategies and problem solving in the context of functional building element design.
. Ability to design building elements in the context of materialisation of the design idea, considering whole-detail relation.

Student Performance Criterion addressed (list number and title):
A.2. Design thinking skills
A.4. Technical documantation
A.6. Fundamental design skills
A.7. Use of precedents
B.3. Sustainability
B.9. Structural systems
B.10.Building envelope systems
B.12.Building materials and assemblies
C.7. Legal responsibilities

Topical Outline (include percentage of time in course spent in each subject area):
Building components – 40%
Building-elements design – 60%

Prerequisites:
None

Textbooks/Learning Resources:
Rich, P., Dean, Y., Principles of Building Element Design, Architectural Press, 1999.

Offered (semester and year):
Fall only; annually.

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
M. Cem Altun

Number & Title of Course (total credits awarded):
MTZ 528, Theory and Criticism in Architecture, 3 credits

Course Description (limit 25 words):
Development of awareness for architecture; ideas, discourses, theories, experiences, representations developed on architecture, and the medium, actors, and their relations with the society related to these.

Course Goals & Objectives (list):
1.To provide a medium for discussing different approaches to and paradigms in contemporary architectural design practice parallel to the themes and issues that determine the content of the design studios;
2.To enable multiple readings on theory-discourse-practice interactions and support discussions on the various practices through their discursive reflections;
3.To enable discussions on critical examples of architectural design, deign tools and paradigmatic transitions while highlighting their potentials for defining thresholds;
4.To analyze the characteristics of the professional architect through works and practices of prominent designers;
5.To allow a comparative discussion on the differences and similarities of the architect 'as the singular master of the design process' versus the architect 'as the team leader', through contemporary works within the discipline.

Student Performance Criterion addressed (list number and title):
A.1. Communication skills
A.2. Design thinking skills
A.5. Investigative skills
A.10.Cultural diversity
C.2. Human behavior
C.5. Practice management
C.8. Ethics and professional judgment
C.9. Community and social responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Criticism – 60%
Theory – 20%
Profession – 20%

Prerequisites:
None

Textbooks/Learning Resources:
No TB.
Readings assigned.
Building visit.

Offered (semester and year):
Fall only; annually.

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Arzu Erdem & Hüseyin Kahvecioğlu

Number & Title of Course (total credits awarded):
MTZ 529, Digital Design Methods in Architecture, 3 credits

Course Description (limit 25 words):
The roles of information, communication and knowledge technologies in architectural design. Rule based design strategies and generative systems. Algorithmic and parametric approaches. Shape grammars. Fractals and patterns. Evolutionary design. Performance based design.

Course Goals & Objectives (list):
. Developing and intensifying knowledge in the architectural design computing area
. Grasping the inter disciplinary interaction related in the area, interpreting and forming new ideas
. The ability to use the expert level theoretical and practical knowledge acquired in the area
. The ability to carry out a specialistic study independently in the area
. Using the information and communication technologies efficiently and according to the needs of the area.

Student Performance Criterion addressed (list number and title):
A.1. Communication Skills
A.2. Design Thinking Skills
A.3. Visual Communication Skills
A.5. Investigative Skills
A.6. Fundamental Design Skills
A.7. Use of Precedents
A.8. Ordering Systems Skills
B.8. Environmental Systems
C.1. Collaboration

Topical Outline (include percentage of time in course spent in each subject area):
Communication Skills 10%
Design Thinking Skills 10%
Visual Communication Skills 30%
Investigative Skills 20%
Fundamental Design Skills 10%
Use of Precedents 5%
Ordering Systems Skills 5%
Environmental Systems 5%
Collaboration 5%

Prerequisites:
None

Textbooks/Learning Resources:
No TB.
Readings assigned.

Offered (semester and year):
Fall only; annually.

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Prof. Dr. Gülen Çağdaş, Öğr. Gör. Dr. Hakan Tong

Number & Title of Course (total credits awarded):
MTZ 530E, Reading Istanbul Through Sections and Layers, 3 credits

Course Description (limit 25 words):
Primary concepts; Istanbul as a node of the global metropolitan network and large scale projects; publi c space; reflections of Istanbul on the discourse, works and products of other disciplines.
Course Goals & Objectives (list):
. To provide a medium for discussing original instances within the built environment which exemplify th e multi layered structure of Istanbul and to testify the effects of various layers and sections on the deve lopment of new structures in terms of content and formation;
. To increase awareness of urban facts and to be able to discuss conception of the city/urban experien ce through new projects designed at the cross-section of specific original cases, threshold periods and new contents;
. To enable empathetic urban readings through experience based on language, identity, boarder, temp orality, representation, topos, space, surface, mobility, communication, and interaction, and to discuss t heir potential emancipatory power;

Student Performance Criterion addressed (list number and title):
A.1. Communication Skills
A.2. Design Thinking Skills
A3. Visual Communication Skills
A.5. Investigative Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity
A.11. Applied Research

Topical Outline (include percentage of time in course spent in each subject area):
Mapping urban space – 60%
Readings of the other (art, literature, cinema, geography, sociology) – 40%

Prerequisites:
None

Textbooks/Learning Resources:
No textbook.
Readings assigned.

Offered (semester and year):
Spring only; annually.

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Aslıhan Şenel.

Number & Title of Course (total credits awarded):
MTZ 531, Relations of Theory, Discourse and Practice in Architecture, 3 credits

Course Description (limit 25 words):
Primary paradigms and discussions in architectural theory; starting with a retrospective of the past until 20th Century, followed by discussions on modernity, postmodernity, phenomenology, space, time, information revolution, consumption, economy, sustainability.

Course Goals & Objectives (list):
1. To introduce and discuss the ideational background of architecture with reference to different paradigms and approaches;
2. To understand and interpret architecture and its relationship to other disciplines, to relate the theoretical attempts in architecture with scientific and philosophical studies;
3. To be able to comprehend the developments and relations within the realm of architecture and design;
4. To be able to think critically and gain creative ways of thinking;
5. To lay the foundations of practicing architectural design by involving in skills gained here.

Student Performance Criterion addressed (list number and title):
A.1. Communication skills
A.2. Design thinking skills
A.5. Investigative skills
A.9. Historical traditions and global culture
A.11.Applied research
C.2. Human behavior
C.8. Ethics and professional judgment
C.9. Community and social responsibility

Topical Outline (include percentage of time in course spent in each subject area):
Theory – 80%
Criticism – 20%

Prerequisites:
None

Textbooks/Learning Resources:
No Textbook
Readings assigned

Offered (semester and year):
Spring only; annually.

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Belkıs Uluoğlu

Number & Title of Course (total credits awarded):
MTZ 599E, Term Project, 0 credits

Course Description (limit 25 words):
Preliminary design and design development projects; project report.

Course Goals & Objectives (list):
1. To realize the preliminary design and design development phases of an architectural design project.
2. Written and visual communication of the basic premises of the architectural design project.

Student Performance Criterion addressed (list number and title):
A.1. Communication skills, A.2. Design thinking skills, A.3. Visual communication skills, A.4. Technical documentation, A.5. Investigative skills, A.6. Fundamental design skills, A.7. Use of precedents, A.8.Ordering systems skills, A.9. Historical traditions and global culture, A.10.Cultural diversity, A.11.Applied research;
B.1. Pre-design, B.2. Accessibility, B.3. Sustainability, B.4. Site design, B.5. Life safety, B.6.Comprehensive design, B.7. Financial considerations, B.11. Building service systems;
C.1. Collaboration, C.3. Client role in architecture, C.4. Project management, C.6. Leadership, C.7.Legal responsibilities, C.8. Ethics and professional judgment, C.9. Community and social responsibility.

Topical Outline (include percentage of time in course spent in each subject area):
Preliminary design and design development – 80%
Representation – 20%

Prerequisites:
To be taken together w/ the final project.

Textbooks/Learning Resources:
No TB.
Readings assigned.

Offered (semester and year):
Fall and Spring.

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):
Yüksel Demir.

4.2 Faculty Résumés

CONTENTS

ASSIST. PROF.

- Meltem AKSOY
- M. Cem ALTUN
- İ.Hülya ARI
- Halet Almıla ARDA BÜYÜKTAŞKIN
- Ikbal CETINER
- Ömer EREM
- Zeynep ERES
- Yaşar Hanifi GEDİK
- Göksenin İNALHAN
- Gülten MANİOĞLU
- Luca ORLANDİ
- Ozan Önder ÖZENER
- Yıldız SALMAN
- Aslıhan ŞENEL
- Fatih SUTCU
- Nurgün Tamer BAYAZIT
- Gülsün TANYELİ
- Cemile TİFTİK
- Funda UZ
- Cenk ÜSTÜNDAĞ
- Fatih YAZICIOĞLU
- Dilek YILDIZ

PHD. LECTURER

- Şule Filiz AKŞİT
- Suat APAK
- Deniz ASLAN
- Gül CEPHANECIGIL
- Çiğdem DEMİREL EREN
- Elif Sezen YAĞMUR KİLİMCİ
- Sait Ali KÖKNAR
- Gülfer Topçu ORAZ
- Haluk SESİGÜR
- Hakan TONG
- Gökhan ÜLKEN
- Nuri SERTESER
- Gülseren EROL
- Mehmet Serkan YATAĞAN
- Mehmet Emin ŞALGAMCIOĞLU
- Oruç ÇAKMAKLI
- Aras NEFTÇİ
- Umut ALMAÇ

Name: Nihal ARIOĞLU

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):
Undergraduate Programs, Faculty of Architecture, ITU:
MİM 231, Building Materials , Department of Building Construction, (Compulsory), Fall Semesters
MİM 431, Construction Project, (Compulsory), Fall Semester
MİM 348, Material Selection in Construction, (Elective), Fall & Spring Semesters
İÇM 232, Building Materials II, (Compulsory), Department of Interior Desing, Spring Semester

Educational Credentials:
- BS ITU Faculty of Architecture, 1975.
- MS ITU Institute of Social Sciences, 1980.
- PhD YTU Institute of Sciences &Technology,1993.

Teaching Experience:
- Research and Teaching Assistant, (1977-1993)
- Assist. Prof. Dr., (1993-1998)
- Assoc. Prof. Dr., (1998-2006)

Prof. Dr. (2006-continue)

Professional Experience (some):
- Executive Board Member, 400 Houses, S.S. Yeşil Yamaç Housing Cooperative (1990-1996)
- Executive Board Member 60 Houses, S. S. Mimar Sinan Yamaç Housing Cooperative (1997-2004).
- Architectural Supervisor, 120 Houses, S. S. Mimar Sinan Yıldırım Kent Housing Cooperative (1997-2000)
- Material Consultant at the restoration of Haydarpasa Station
- Material Consultant at the restoration of Kucuk Mustafa Pasa Bath
- Material Consultant at the restoration of Kılıçalipaşa Bath

Licenses/Registration:
Turkish Chamber of Architects, Licensed architect (1975)

Selected Publications and Recent Researches (Some):

- Arıoğlu N., Kurt G., Arıoğlu E. Discussion on the paper entitled ”A correlation Between P-wave velocity,impact strength index,slake durability index and uniaxialcompressive strength “by Sharma and Singh Bull Eng Geol. Environ.(DOI 10.1007/s10064-007-0109-y),Bul.Of Eng.Geo.andEnv.Vol.69,Nr.3,August 2010.
- Acun S., Arıoğlu N. “A Method Concerning the Preservation and Restoration Works of the Stones Used in Historical Buildings”, Architectural Science Review, Vol 49.2, pp. 143-148, 2006, (Arts and Humanities Index).

Professional Memberships:
- Chamber of Architects, Turkey, 1975
- Taşkışla, Educational and Cultural Association, ITU, Faculty of Architecture,1993
- Association of Improvement Consumer Consciousness, 2000
- Member of IAHS.

Summary of expertise, recent research, or experience (limit 25 words or keywords)
Selection of Building Materials, Evaluation of Building&Building Materials Performance, Evaluation of High-Rise Buildings, Sustainability of Building Materials, Damage Analysis and Evaluation of Building Materials, Material Conservation Methods,

Name: Semra AYDINLI

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

Educational Credentials:
B.Arch., Istanbul Technical University, 1974
MSci., Istanbul Technical University, 1980
PhD., Istanbul Technical University, 1986

Teaching Experience:
Lecturer, Istanbul Technical University,1986-1988
Assistant Professor, Istanbul Technical University, Istanbul, 1988-1990
Associate Professor, Istanbul Technical University, Istanbul, 1990-2004
Professor, Istanbul Technical University,İstanbul, 2004-…

Professional Experience:
Project Architect, Turgut Cansever Architecture Office, Istanbul, 1986
Project Architect, Hadi Mimarlık A.Ş. Istanbul, 1986-1987

Selected Publications and Recent Researches:
- 2010 “Relational Thinking that Enhance the Critical Thinking: A studio case based on discovery of
  knowledge”, et al. Ozan Avcı, Educating Architects towards Innovative Architecture, ENHSA Conference, 2010 June, Istanbul
- 2009 “The Paradox of Historic Preservation in Global Cities”, Architecture and Phenomenology International Conference2, 2009June, Kyoto

Professional Memberships:
…

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Name: Gülen Çağdaş

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

Undergraduate Level:

- Information Technologies in Architecture
- Computer Applications in Architecture

Graduate Level:

Evolutionary Approches in Architectural Design
Decision Support Systems in Architectural Design
Generative Systems in Architectural Design
Knowledge Based Architectural Design
Computer Programming in Architecture
Graphical Programming in Architectural Design
Digital Design Methods in Architecture
Project I-II

Educational Credentials:

- BS ITU, 1971-1977
- MS ITU, 1977-1979
- PhD ITU, 1980-1986

Teaching Experience:

- Prof. Dr., ITU, 1997-
- Associate Prof., ITU, 1989-1997
- Assistant Prof., ITU, 1987-1989

Professional Experience:

- Birleşmiş Mimarlar Architectural Office (May 1977 - November 1980)

Selected Publications and Recent Researches:

- Gül L. F.,Wang X., Çağdaş G., Evaluationg the models of communication: a study of collaborative design in virtual environments, ITcon Vol. 17, Special Issue eLearning 2.0: Web 2.0 - based social learning in built environment, September 2012, p. 465-484, http://www.itcon.org/2012/30
- Güney, C., Girginkaya, S., Çağdaş. G., Yavuz, S., "Tailoring a geomodel for analyzing an urban skyline", Journal of Landscape and Urban Planning, Volume 105, Issues 1–2, 30 March 2012, p. 160–173.
- Zaman, Ç.H., Özkar, M., Çağdaş, G., "Towards Hands-on Computing in Design: An Analysis of the Haptic Dimension of Model Making", METU Journal of Faculty of Architecture, 28:2, 2011/2, p: 209-226.
- Ediz, Ö., Çağdaş, G., "A Computational Architectural Design Model Based on Fractals", Open House International, vol: 32, no: 2, 2007 (Architecture in the Digital Age: The Effects of Digital Media on Built Environment özel sayısı), p: 36-45.
- Sökmenoğlu, A., Çağdaş, G., "Transformations Created by ICKT on the Architectural Design and Its Education", A to Z: ITU Journal of the Faculty of Architecture, vol: 3, no: 1-2, 2006, p: 37-52.

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Architectural Design Computing

Name: Oğuz Cem ÇELİK

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- Statics
- Strength of Materials
- Theory of Structures
- Earthquake Resistant Building Design
- Structural Systems of Buildings
- Construction/Application Project
- Diploma Project

Educational Credentials:

- BS Istanbul Technical University, 1987
- MS Istanbul Technical University, 1990
- PhD Istanbul Technical University, 1996

Teaching Experience:

- Prof., Istanbul Technical University, 2010-
- Assoc.Prof., Istanbul Technical University, 2001-2010
- Asst.Prof., Istanbul Technical University, 1997-2001

Professional Experience:

- Design of New Buildings (many low-rise and high-rise buildings)
- Design of prestigious buildings (many in steel and concrete)
- Seismic Retrofit of Existing Buildings (many, including State and Government Buildings)
- Professional consulting and technical support to structural engineering offices
- Structural Assessment Reports for Damaged and Undamaged Buildings (many)
- Structural Assessment Reports for Historic Buildings (many, national and international)
- Seismic Retrofit of Historic Masonry Buildings (many, including Imperial Buildings, Mosques, and Churchs)

Licenses/Registration:

TMMOB (Turkish Chamber of Civil Engineers)

Selected Publications and Recent Researches:

- Celik, O.C. (2011) Guest Editor-Special Issue on Structural Rehabilitation of Historic Buildings, International Journal of Materials and Structural Integrity (IJMSI), Vol.5, No.2/3, Editorial-pp.115-117.
- Celik, O.C., Bruneau, M., (2011) " Skewed Slab-on-Girder Steel Bridge Superstructures with Bidirectional-Ductile End Diaphragms" Journal of Bridge Engineering, ASCE, Vol.16, No.2, March, pp.207-218.

Professional Memberships:

- TMMOB Turkish Chamber of Civil Engineers
- ASCE American Society of Civil Engineers
- EERI Earthquake Engineering Research Institute, California
- AISC American Institute of Steel Construction

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Structural Engineering,Earthquake Engineering, Steel and Reinforced Concrete Structures, Seismic Retrofit, Historic Masonry Buildings, Seismic Energy Dissipation Systems, Large Scale Testing, Façade Engineering, Advanced Materials

Name: Sevtap YILMAZ DEMİRKALE

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 242 Environmental Control Studio *(Turkish)*
- MIM 242E Environmental Control Studio *(English)*
- MIM 326 Acoustical Problems in Theatre and Concert Halls *(Turkish)*
- MIM 386 Sound-Absorbing Materials and Construction (Turkish)
- MIM 479 Sound Reduction Evaluation in Buildings (Turkish)

Educational Credentials:

- B.Arch., Istanbul Technical University, 1977
- M.Sc., Istanbul Technical University, 1979
- Ph.D., Istanbul Technical University, 1986

Teaching Experience:

- Assistant Professor, Istanbul Technical University, 1987–1988
- Associate Professor, Istanbul Technical University, 1988–1995
- Professor, Istanbul Technical University, 1996–present

Professional Experience:

- Projects through ITU Circulating Capital, on acoustical projects of halls, measurement and prediction of sound insulation, noise control, environmental noise, 1987-2014
- Consultant for Ministry of Environment and Forest, Environment General Directorate, 2008-2009

Selected Publications and Recent Researches:

- "A Model for Determining Excess Attenuation in Upwind Zones and a Sample of Its Implementation at Atatürk Airport", Architectural Science Review, 1996, Vo1.39, no.2, 65-73.
- "The Measurement and Analysis of the Noise Caused by Run-up Operations at Atalürk Airport", Architectural Science Review, 1996, vol. 39, no. 1,39-47.
- "Acoustical Performance of the Grand Hall of the Atatürk Cultural Center", Applied Acoustics. 1995. vol.45, no. 4, 297-3 19. (with Ayşegül Budak)
- “Sound transmission through facade walls designed for sound, heat and moisture control using brick with attached gypsum board”, Proceedings of Inter-Noise 2012, 19-22 August 2012, New York, U.S.A.. (with Mine Ascigil-Dincer, Gulten Manioglu, Leyla Tanacan)
- “Applicability of road traffic dose-effect relations to Turkish urban context”, Proceedings of Inter-Noise 2012, 19-22 August 2012, New York, U.S.A.. (with Aglaia Badino, Mine Ascigil-Dincer, Corrado Schenone)
- Environmental and Building Acoustics, Sevtap Yılmaz Demirkale, Birsen Publishing, Istanbul, 2007. (Published Book in Turkish
- Improvement of Wall Sound Insulation Value Database for Different Noise Zones in Turkey: Sound Insulation, Thermal Insulation, Moisture Control, and Building Material, I.T.U. Research Fund, (Prof.Dr. S. Y. Demirkale, Prof.Dr. L. Tanacan, Assist. Prof. Gülten Manioğlu, Res.Ass. Mine Aşcıgil Dincer)

Professional Memberships:

- 1993: Turkish Acoustical Society (founder member)
- 1993: European Acoustics Association
- 2010: Building Physics Society (Turkey) (founder member)

Summary of expertise, recent research, or experience (limit 25 words or keywords)

- Room acoustics of halls, Sound insulation of buildings, Environmental noise, Noise map, Action plan

Name: Hüseyin Atilla DIKBAS

Compulsory and Elective Courses (for last four academic years btw. 2008/09 fall – 2013/14 spring):

- Construction Project, BS
- Construction Management and Economics, BS
- Construction Project Management, MS
- Construction Scheduling and Cost Management, BS
- Crisis Management, Disaster Recovery and Business Continuity, MS
- Case Studies in Construction Management, MS
- Management Information Systems for Construction Management, MS
- Computer Application in Construction Management, MS

Educational Credentials:

- BS Istanbul Technical University, Faculty of Architecture, 1985
- MS Istanbul Technical University, Graduate School of Science, Engineering and Technology, 1988
- PhD Istanbul Technical University, Graduate School of Science, Engineering and Technology, 1995

Teaching Experience:

- Professor, Istanbul Technical University, Faculty of Architecture, Turkey, 2009- current,
- Visiting Professor, Construction Management Division, University of Reading, Reading, The UK, School of Construction Management and Engineering, May 2004-November 2004,
- Assoc. Professor, Istanbul Technical University, Faculty of Architecture, Turkey, 2003 – 2009,
- Visiting Researcher, Institute of Construction Informatics. Dresden University of Technology. Dresden, Germany, September 2002-December 2002,
- Assistant Professor, Istanbul Technical University, Faculty of Architecture, Turkey, 1998 - 2003
- Academic staff, Istanbul Technical University, Informatics Institute, Turkey, 1999 – current,
- Visiting Assist. Professor, Faculty of Architecture, Eastern Mediterranean University, TRNC, 1995-1997
- Research Assistant, Istanbul Technical University, Faculty of Architecture, Turkey, 1987-1998

Professional Experience:

- General Manager, TechnoBee, Project and Technology Management, Development, Consultancy and Training Serv. Ltd. (ITU Teknopark – Academic Firm), 2005-Current,
- Academic Coordinator, IT based Construction Management Graduate Program, 2000 - Current,
- Director, Istanbul Technical University, Project Management Center, 1999 - Current.

Licenses/Registration:

- TMMOB, Chamber of Architects of Turkey, 1985 – current.

Selected Publications and Recent Researches:

- Yilmaz, C., I., Dikbas, A., “A Data Mining Approach For Disputes In Turkish Public Construction Projects”, AJIT-e: Online Academic Journal of Information Technology, 2013 Fall/Güz – Cilt/Vol: 4 - Sayı/Num: 13, DOI: 10.5824/1309-1581.2013.4.005.x
- I3CON, Integrated, Intelligient, Industrialized Construction, EU 6th Framework Project“, Turkish Project Leader, 2011,

Professional Memberships:

- EAPPM, European Association Product and Process Modeling, 2002-current
- CIB 78, International Council for Research and Innovation in Building and Construction, 2001-current,
- ITU AYM, Center of Excellence for Disaster Management, 2000 - current,
- MIMED, Association of Architectural Education, 1995 – current.

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Project Management, Construction and Contract Management, Innovation, Process and Product Modeling.

Name: Yurdanur DÜLGEROĞLU

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

Architecture Program

- MIM Architectural Design 6 (compulsory, in english)
- MIM Architectural Design 7 (compulsory, in english)
- MIM Graduation Project (compulsory)

Architectural Design Graduate Program

- MTS Project 1-Architectural Design (compulsory, in english)
- MTS Project 2-Dissertation Design (compulsory)
- MTS Research methods in Architecture (compulsory)
- MTS Informal Housing (doctorate, elective, in english)

Housing and Earthquake Graduate Program

- KDP Housing Policy (compulsory)

Educational Credentials:

- BS Istanbul Technical University, Architecture 1975 (5 years program)
- MS Georgia Institute of Technology, Faculty of Architecture, Architectural Design Grad.program, 1977
- PhD University of California, Berkeley College of Environmental design,
- Fac. of Arch.,Design Theories & Methods Graduate Program, 1982

Teaching Experience:

- Prof.Dr., Istanbul technical University, 1996 -present
- Assoc. Prof.Dr., Istanbul technical University, 1987-1988
- Assistant Prof.Dr. Istanbul technical University, 1985-1987
- Instructor, Dr., University of California, Berkeley, 1983 (1 semester),
- Instructor, Dr., Diablo valley College, Oakland, California, 1983 (1 semester)
- Teaching Associate, University of California, Berkeley 1978-1982

Professional Experience:

- Student Commons Building, Istanbul Technical University Campus in Ayazağa, 2010-

Link project - Registration:

OIKODOMOS Project 2014-..

Selected Publications and Recent Researches:

- Dülgeroğlu, Yüksel, Özsoy, A., Pulat Gökmen, A., 2014, "Urban Transformation Developments Triggered by New Legal Regulations in Istanbul", International Journal for Housing Science and Its Applications, Vol: 38, No: 2, 2014, pp. 139-148.
- Dülgeroğlu-Yüksel, Yurdanur; Pulat-Gökmen, Gülçin; Özsoy, Ahsen, (2011-2014), Sürdürülebilir Mekansal ve Toplumsal Dönüşüm İçin Bir Model Araştırması, İ.T.Ü Bilimsel Araştırma Projeleri Birimi (A Sustainable Model for Spatial & Social transformation)

Professional Memberships:

- Chamber of Architects (1975-)
- ENHR (European Network for Housing Research, 1994-)
- EDRA (The Environmental Design Research Association, 2002-)
- MIMED (Association of Architectural Education)

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Housing Issues, Typology, Urban development, Culture and architecture, Informal housing, Architectural design theories and methods, sustainable cities, squatter settlements, ecology, architecture and geometry, architecture and philosophy

Name: Arzu ERDEM

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

undergraduate

- MIM 312E Architectural Design VI
- MIM 411E Architectural Design VII
- MIM492 Bitirme Ödevi/Diploma Project
- MIM425E Architecture Today
- MIM420E Logic and Theory of Design

graduate

- MBL536B Contemporary Theories of Design
- MBL537B Design Futures
- MBL514B Digital Architectural Design Studio
- MTZ511E Architectural Design II

Educational Credentials:

- BS Istanbul Technical University, Faculty of Architecture, 1983
- MS Istanbul Technical University, Institute of Social Studies, 1985
- PhD Istanbul Technical University, Institute of Science, 1995

Teaching Experience:

- Professor, ITU_Department of Architecture, 2009-
- Associate Professor, ITU_Department of Architecture, 1999-2009
- Assistant Professor, ITU_Department of Architecture, 1999-2009
- Associate Professor, ITU_Department of Architecture, 1996-1999
- Visiting Scholar, UCLA_GSAUP, 1991-1992
- Research/Teaching Assistant , ITU_Department of Architecture, 1988-1989

Professional Experience:

- Project Coordinator, STFA Building Development, Co., 1986-1988
- Project Architect, MAYA, Co., 1985-1986
- Curatorial Board Member, Fondazione MACC, Mangiabarche Gallery_Calasetta, Italy,2013-currently
- Rubicon Foundation, Netherlands, Board of Directors, 2010-currently

Licenses/Registration:

- Registered Architect, Turkish Chamber of Architects

Selected Publications and Recent Researches:

- **2013**, “Sibertektonik Mekan”, (S.Kut , S.Aydınlı, A.Erdem) tasarım+kuram, Vol:9, Sayı:15
- **2014**, ““Design Games: A General Framework for Evolutionary Design”” (O.N.Sönmez, A. Erdem), ITU A/Z, (accepted, in print)

Professional Memberships:

- Turkish National Chamber of Architects

Summary of expertise, recent research, or experience (limit 25 words or keywords)

contemporary design theories, strategies and tools. IT and its impact on architectural design, interdisciplinary practices.

Name: Kemal Kutgün EYÜPGİLLER

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

Undergraduate:

- 6. yarıyılda "Tarihi Çevre Koruma ve Restorasyon", 2 kredi/yyıl 1998-
- 8. yarıyılda "Rölöve ve Restorasyon Projesi" 2 kredi/yyıl 1998-2002
- 7. yarıyılda "Rölöve ve Restorasyon Stüdyosu" 3 kredi/yyıl 1998-

Graduate:

- "Koruma Projesi I" 3 kredi/yyıl 2002-
- "Conservation Project II" 3 kredi/yyıl 2002-
- "Anadolu Kent Tarihi" (Doktora) 3 kredi/yyıl 2004-
- "Türkiye'den ve Dünya'dan Tarihi Çevre Koruma Örnekleri 3 kredi/yyıl 2006-
- "Koruma Teknik ve Yöntemleri" 3 kredi/yyıl 2013

Educational Credentials:

- BS Gazi University, 1986
- MS Istanbul Technical University, 1988
- PhD Istanbul Technical University, 1995

Teaching Experience:

- Research Assist. ITU 1992-1998
- Assist.Prof.Dr. ITU 1998-1999
- Assoc.Prof.Dr. ITU 1999-2009
- Prof.Dr. ITU 2009-

Professional Experience:

...

Licenses/Registration:

...

Selected Publications and Recent Researches:

1. "Kastamonu'da 19. Yüzyıl Ticaret Yapıları, **METU Journal (JFA)**, 2008/2, s.1-20 (AHCI, The RIBA Index, ABZU, Avery Index)
2. "Saraylı Köyünde Geleneksel Ev Mimarisi ve Korunması", Arkitekt, Kasım-Aralık 2008, no. 2008/06 – 2009/01-02, year 76, s.32-44 (ISSN 1301-6121) (Avery Index)

Professional Memberships:

- **Chamber of Architects**

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Measured drawings, Restoration, Architectural Conservation, Urban Conservation, Urban History, Millitary Architecture (18th-19th century), Rehabilitation of historic buildings, Re-use of historic buildings, Rehabilitation of historic urban area.

Name: Prof.Dr. F. Heyecan Giritli

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):
Cumpulsory: Construction Management and Economics (3+2)
Elective: Human Resource Management in Building Construction (3+0)

Educational Credentials:
BS Istanbul Techical University, 1975
MS Istanbul Techical University, 1977
PhD Istanbul Techical University, 1982

Teaching Experience:
Assistant Prof.Dr., Istanbul Techical University, 1983-1987
Associate Prof.Dr. Istanbul Techical University, 1987-1993
Prof.Dr. Istanbul Techical University, 1993-
Professional Experience:
Feasibility studies, Reorganization projects

Licenses/Registration:
NIL
Selected Publications and Recent Researches:

- "**The interplay between leadership and organizational culture in the Turkish construction sector",** *International Journal of Project Management,* February 2013, 31 (2), pp. 228-238,
  (together with E.Öney, G.Topçu Orazand E.Acar)
- **"Personality Study of Construction Professionals in the Turkish Construction Industry",** *ASCE Journal of Construction Engineering and Management*, vol.134, no.8, August 2008, pp.630-634 (together with I.Civan)
- **"Organizational culture: the case of Turkish Construction Industry",** *Engineering, Construction and Architectural Management*, vol.12, no:6, 2007, pp.519-531(together with E.Öney, E.Acar and G.Topçu Oraz)
- **CILECCTA***(A user-oriented, knowledge-based suite of Construction Industry LifE Cycle CosT Analysis software for pan-European determination and costing of sustainable project options),* a large-scale integrating collaborative project co-financed by the European Commission under the 7th Framework Programme, Cooperation Work Programme
- **Evaluation on Competitiness of Turkish Construction Industry: A Cultural Perspective,** supported by ITU Research Fund

Professional Memberships:

- **CIB** (International Council for Building Research, Studies and Documentation) **W-055** (Building Economics), **W-065** (Organization and Management of Construction) and **W-112** (Culture in Construction) Working Commisions
- **CEEC** (Construction Economist European Committe)
- **ARCOM** (Association of Researches in Construction Management)
- **ASSISTANCE** (Association for International Scientific and Technical Communication and Cooperation),

Summary of expertise, recent research, or experience
International Construction, Organizational Behavior, Risk Management, Quantitative Decision Making, Financial Decision Making

Name: Gülçin PULAT GÖKMEN

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

Undergraduate:

Architectural Design Studio (5-6-7th semester) (ITU),Architectural Design Studio (5-6-7th semester), (Arel University), Housing and Space Use Evaluation (elective), (ITU), Housing in Developing Countries, (ITU),Housing Design Philosophies of Famous Architects (elective), (ITU), Change of Housing Concept (elective), (ITU), Graduation Project, (ITU), Graduation Project, (Arel Uiversity), Graduation Project, (Gebze Instittute of Tecnology), Graduation Project, (Mimar Sinan of Fine Arts University),

Graduate:

Architectural Design Theories, Qualitative and Quantitative Methods in Architecture, Project II,Housing and Change (elective), Housing for Urban Poors (elective), Architecture and Identtiy (elective)

Educational Credentials:

- BS Istanbul technical University, Faculty of Architecture
- MS Istanbul Technical University, Institute of Socal Science, Department of Architecture, Architectural Design Programmme
- PhD Istanbul Technical University, Institute of Science and Technology, Department of Architecture, Architectural Design Programmme

Teaching Experience:

- Professor, ITU Faculty of Architecture, Dept. Of Architecture, 2007- .
- Associate Professor, Assistant, ITU, Faculty of Architecture, Dept. Of Architecture, 1995,
- Assistant Professor, Assistant, ITU, Faculty of Architecture, Dept. Of Architecture, 1993,
- Doctor Assistant, ITU, Faculty of Architecture, Dept. Of Architecture, 1991,
- Research Assistant, ITU, Faculty of Architecture, Dept. Of Architecture, 1984,

Professional Experience:

- Anafartalar Primary School Project (capacity: 480 students) Design and İmplementation projects, İ.T.Ü. Döner Sermaye İşletmeleri, (A. Özsoy, G. Çağdaş , N. E. Altaş, G. P. Gökmen, F. Erkök), 2002, Istanbul.
- Re-design Project of İTÜ Multimedia Center, ITU Maslak Campus, Istanbul.
- Re-organization Project of some Labs and Research Asisstant Rooms at İTÜ Electric-Electronical Faculty, ITU Maslak Campus, 2002, Istanbul.
- Public Primary School Prototype Design Project (capacity: 240 students), 1998, Ministry of Education, İ.T.Ü. Döner Sermaye İşletmeleri, (A. Özsoy, G. Çağdaş , N. E. Altaş , G. P. Gökmen, L. A. Kocagil, F. Erkök).

Selected Publications:

- "Urban Transformation Developments Triggered by New Legal Regulations in Istanbul", (Y. Dülgeroğlu Yüksel, A. Özsoy, G. Pulat Gökmen), International Journal for Housing Science and Its Applications, Vol: 38, No:2, 2014, pp. 139-148.

- "Boundaries and Changing Urban Life in Istanbul", (Ö. Ataol, G. Pulat Gokmen, A. Ozsoy), the *paper in the 7th International Conference for Gated Communities Private Urban Governance (PUG 7), 26-28th, June, 2013, University of Brighton, Moulsecoomb Campus,* Brighton, UK (It has chosen to publish a book as a section and it is in the prepapation process) .

Reseaches:

- "Sürdürülebilir Mekansal ve Toplumsal Dönüşüm İçin Bir Model Araştırması", (Y.D.Yüksel, G.Pulat Gökmen, S.Yenel, A. Yıldırım), 2011- İTÜ Bilimsel Araştırma Proje Birimi (devam ediyor)

Professional Memberships:

- ENHR (European Network for Housing Research) (1994-)
- EDRA (The Environmental Design Research Association) (2002-)
- IAPS (International Association for People-Environment Studies) (2002-)
- Association of Education and Culture in Taskisla (1996-)
- Association of Architectural Education (1998-)

- TMMOB Chamber of Architects, İstanbul Brunch (1981-)
- Foundation of ITU (1988-)

Summary of expertise, recent research, or experience (limit 25 words or keywords)

- Architectural Design Theories and Methods,
- Architectural Design Education,
- Urban Housing, housing design for Urban Poor, squattering, transformation of housing in the cities, post occupancy evaluation of housing, user satisfaction in the housing settlements, Housing satisfaction with spatial and socio-cultural aspects, Quality and Housing.

Name: Işıl HACIHASANOĞLU

Compulsory and Elective Courses

Educational Credentials:

- B.Arch METU 1974-79
- MSci I.T.U. 1980-82
- PhD I.T.U. 1985-90

Teaching Experience:

Professional Experience:

Selected Publications and Recent Researches:

- Çekmiş, A., Hacıhasanoğlu, I., Ostwald, M. J., A computational model for accommodating spatial uncertainty: Predicting inhabitation patterns in open-planned spaces, Building and Environment, Volume 73, March 2014, Pages 115-126.
- Isil Hacihasanoglu, Orhan Hacihasanoglu, Cultural processes and physical change in Sisli—Istanbul Habitat International, Volume 30, Issue 4, December 2006, Pages 902-915
- Isil Hacihasanoglu, Orhan Hacihasanoglu, Assessment for accessibility in housing settlements Building and Environment, Volume 36, Issue 5, June 2001, Pages 657-666

Professional Memberships:

Summary of expertise, recent research, or experience (limit 25 words or keywords)
Architecture and urban utopia
Universal design,Accesibility in architecture
Health building design
Architecture, urban and cinema
Architectural education

Name: Arda İNCEOĞLU

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 211 E Architectural Design III *(English)*
- MIM 212 E Architectural Design IV *(English)*
- MIM 345 E Architectural Theory and Modernism *(English) - elective*
- MIM 377 E Architecture and Cities *(English) - elective*
- MIM 492 Graduation Project *(Turkish)*

Educational Credentials:

- B. Arch. Istanbul Technical University, 1989
- M. Arch. North Carolina State University, 1992
- Ph. D. Istanbul Technical University, 1999

Teaching Experience:

- Associate Professor, Istanbul Technical University, 2000 – 2012
- Professor, Istanbul Technical University, 2012 – present

Selected Publications and Recent Researches:

- Yurekli, I; Inceoglu, A: Urban Characteristics Of Istanbul: Problem Or Potential. AZ, journal of faculty of architecture ITU, volume 8 issue 1, spring 2011.

- Yurekli, I, Inceoglu, A, Turkey At The Threshold, pp:88-89, AD, Wiley, ISBN 978-0470-743-19-5, 2010.

- Inceoglu, A : A Morphological Analysis Of Urban Building Blocks Within The Context Of Urban Texture – Urban Block – Individual Building And Approaches Of Creating Building Blocks In Urban Design. Supported by TUBITAK, ongoing.

Professional Memberships:

- The Chamber of Turkish Architects

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Modern Architectural Theory; Architectural Design; Architectural Design Education; Urban Design; Inner City Urban Renewal.

Name: . Alaattin KANOĞLU

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM332E Construction Management and Economics
- MIM331E Building Production Systems
- MIM497 Yapı Üretiminde Süre Yönetimi (Time Management in Construction Projects)

Educational Credentials:

- BS Istanbul Technical University, Faculty of Architecture1984
- MS Istanbul Technical University, Institute of Science and Technology, Construction Management Program, 1987
- PhD Istanbul Technical University, Institute of Science and Technology, Building Science Program, 1992

Teaching Experience:

- Research Assistant, Istanbul Technical University, 1986 – 1993
- Assistant Professor, Istanbul Technical University, 1993 – 1997
- Associate Professor, Istanbul Technical University, 1997 – 2004
- Professor, Istanbul Technical University, 2004 – Present.

Professional Experience:

ARDAP Architectural Design Office, 1984-1986

Licenses/Registration:

Selected Publications and Recent Researches:

- **KANOĞLU, A**., ve **GÜLEN, S.,** "Model for Managing the Contractual Risks of Construction Firms Imposed by the Procurement System", *International Journal of Architecture Engineering and Construction*, Vol. 2, No. 1, 03/2013, s. 43-54, ISSN: 1911-1118, International Association for Sustainable Development and Management, http://www.iasdm.org/journals/index.php/ijaec/issue/view/5, DOI: 10.7492/IJAEC.2013.005.

Professional Memberships:

- Turkish Informatics Association

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Construction Projects Management, Information System Design and Development in Construction, Construction Administration, Construction Technology, Performance-based Construction,

Name: İlknur KOLAY

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM122 Ancient and Byzantine History of Architecture (*Turkish*)
- MIM 221E Turkish Architecture (*English*)
- MIM 410E Architect Sinan (*English*)
- MIT 513E European Architecture (*English*)
- MIT 511E Early and Classic Ottoman Architecture (*Turkish*)
- MIT 603 Studies on the Documents of Ottoman Architecture (*Turkish*)
- MIT 607 Architect Sina and Ottoman Culture (*Turkish*)
- STR 610 Islamic art and Architecture (*Turkish*)

Educational Credentials:

- B.Arch., Istanbul Technical University, 1977
- MSci., Istanbul Technical University, 1979
- PhD., Istanbul Technical University, 1989

Teaching Experience:

- Assistant Professor, Istanbul Technical University, 1982-1993
- Associate Professor, Istanbul Technical University, 1993–2011
- Professor, Istanbul Technical University, 2011–present

Professional Experience:

- Restoration of the Traian Temple at Bergama, German Archeological Institute of İstanbul, 1977-1985
- Safranbolu Conservation Plan, directed by Prof. Doğan Kuban, Prof. Dr. Metin Sözen, 1979-1981

Selected Publications and Recent Researches:

- "Süleymaniye Külliyesinde Açık Alanlar: Avlular ve Bahçeler" *Prof. Dr. Filiz Özer'e Armağan*, Sanat Tarihi Defterleri 13/14 Özel Sayısı, Ege Yayınları, İstanbul, **2010,** s. 69-86 (Open Spaces at Süleymaniye Complex: Courtyards and Gardens).
- "Ottoman Construction Materials and Terminological Change: Remarks Pertaining Bricks and Roof Tiles as Apparent in the Sources", Monuments, *Patrons, Contexts Papers on Ottoman Europe Presented to Machiel Kiel*, ed. M. Hartmuth and A. Dilsiz, Netherlands Institute for the Near East, Leiden, **2010,** pp. 143-151.
- "History of Public Fountains and Water Supply Systems of İstanbul", *Water Fountains in the Cityscape*, American Public Works Association, Essays in Public Works History:30, Kansas, **2011**, pp. 6-13, with H. Türkoğlu & C. Kolay.
- "Medrese Education in Islamic Society and its Value as a Heritage", *International Symposium on Seowon Heritage in Korea* 23-25.05.2013 Proceedings, Seoul, **2013**, pp. 77-104.

Summary of expertise, recent research, or experience (limit 25 words or keywords)
Ottoman architecture, building materials, construction techniques and public spaces.

Name: Oğuz MÜFTÜOĞLU

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- RTZ 501E, "Advanced Methods in Architectural Survey"
- RST 506, "Mimarlıkta Fotogrametrik Ölçmeler (Architectural Photogrammetry) "
- MIM 421, "Rölöve ve Restorasyon Stüdyosu (Architectural Survey and Restoration Studio)"
- MIM 438, "Aletli Rölöve"

Educational Credentials:

- BS ITU, 1974
- MS ITU, 1974
- PhD ITU, 1980

Teaching Experience:

- Res. Assist., ITU, 1974-1982
- Visiting Scholar, Aston University, 1975
- Lecturer, Reserve Officer School, 1976
- Visiting Scholar, University of Illinois, 1982-1983
- Inst. Dr., ITU, 1982-1984
- Asisst, Prof. Dr., ITU, 1984-1987
- Assoc. Prof. Dr., ITU, 1987-1990 (in Photogrammetry)
- Assoc. Prof. Dr., ITU, 1990-1996 (in Remote Sensing)
- Prof. Dr., ITU, 1996-2002 (in Remote Sensing)
- Prof. Dr., ITU, 2002- (in Restoration)

Professional Experience:

- Photogrammetric Recording and Elevation Drawing Works at Anastasiapolis (Dara) Land Walls, 2005, 2006.
- Photogrammetric Recording and Elevation Drawing Works at Historical Otoman Bank Building in Istanbul, 2006, 2007.
- Photogrammetric Recording and Elevation Drawing Works at Pera Land Walls in Istanbul, 2007.

Selected Publications and Recent Researches:

- Traceing the Geometry of an Active Fault Using Remote Sensing and Digital Elevation Model: Ganos Segment, North Anatolian Fault Zone, Turkey. International Journal of Remote Sensing, Vol. 25, No. 19, 3843 – 3855, 2004. (Ş. KAYA, O. TÜYSÜZ (2/3)

Professional Memberships:

- TMMOB Union of Chambers of Turkısh Engineers and Architects (since 1974)
- American Society of Photogrammetry and Remote Sensing (since 1980)

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Nominated for the “International Educational Literature Award” in 1990 and 1996.
Acknowledged expertise in Photogrammetry, Remote Sensing Methods and Survey of Historic Buildings.

Name: Gül KOÇLAR ORAL

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 335E Energy Efficient Housing
- MIM 431 Construction Project (Turkish)
- MIM 242 / MIM 242E Environmental Control Studio
- MIM 394 Solar Architecture (Turkish)

Educational Credentials:

- B.Arch., Istanbul Technical University, 1984
- MSci., Istanbul Technical University, 1986
- PhD., Istanbul Technical University, 1991

Teaching Experience:

- Assistant Professor, Istanbul Technical University, 1992-1998
- Associate Professor, Istanbul Technical University,1998-2004
- Professor, Istanbul Technical University, 2004-2013

Professional Experience:

Architect, Asya Arhitecture and Engineering co., 1985-1986, URAN co., 1986-1987

Selected Publications and Recent Researches:

1. Mangan, S., D., **Koçlar Oral, G**., "A Study on the Evaluation of Heating and Cooling Energy Efficiency in Residential Buildings for Climatic Zones of Turkey", Clima 2013-11th Rehva World Congress and the 8th International Conference on IAQVEC, Article number. _0792., 16-19 June 2013- Prague- Czech Republic.
2. **Koçlar Oral,G.,** Manioğlu, G., "Evaluation of Building Envelope Concerning Energy Efficiency For Heating And Cooling" 5th International Building Physics Conference, pp.585, May2012, Kyoto, Japan.

Professional Memberships:

- Building Physics Association, Founder member, Chairman of the Administrative Board
- TMMOB-The Chamber of Turkish Institute of Architects, Member
- ENHR (European Network for Housing Research), Member
- Association of Taşkışla Education and Culture, Member

Summary of expertise, recent research, or experience (limit 25 words or keywords)

PhD Thesis on "An approach for evaluation of the rooms as passive heating systems".
Keywords for research studies:
Energy Efficient Building and Settlement Design, Climate Responsive Design, Sustainability and Ecology in Architecture, Building Physics, Physical Environmental Control, Passive Solar Building Design

Name: Ahsen ÖZSOY

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

Architecture Program

- MIM351 Architectural Design 5 (compulsory)
- MIM312 Architectural Design 6 (compulsory)
- MIM492 Graduation Project (compulsory)
- Housing and Change (elective)

Architectural Design Graduate Program

- MTS527 Project 2-Dissertation Design (compulsory)
- MTS516 Theory and Methodology in Housing Studies (elective)

Housing and Earthquake Graduate Program

- KDP504 Housing Design Principles in Seismic Zones and Disaster Areas (compulsory)
- KDP515 Post-earthquake Housing Experiences: Comparative Analyses (compulsory)

Urban Design Graduate Program

- KET511 Urban Design Project 1 (compulsory)
- KET508E Urban Design Project 2 (compulsory)

Educational Credentials:

- BS -stanbul Technical University, Architecture 1974 (5 years program)
- MS-Istanbul Technical University, Fac. of Arch., Architectural Design-Housing Graduate Program, 1976
- PhDIstanbul Technical University, Fac. of Arch., Architectural Design Graduate Program, 1983

Teaching Experience:

- Prof.Dr., Istanbul technical University, 1995-present
- Assoc. Prof.Dr., Istanbul technical University, 1988-1995
- Assist. Prof.Dr. Istanbul technical University, 1986-1988
- Instructor, Dr., Istanbul Technical University, 1985-1986
- Res.Assistant, Dr. Istanbul Technical University, 1983-1985

Professional Experience:

Birleşmiş Mimarlar Architecture Firm 1975-1977

Selected Publications and Recent Researches:

- Dülgeroğlu, Yüksel, Özsoy, A., Pulat Gökmen, A., 2014, "Urban Transformation Developments Triggered by New Legal Regulations in Istanbul", International Journal for Housing Science and Its Applications, Vol: 38, No: 2, 2014, pp. 139-148.
- Ataol, Ö., Pulat Gökmen, G., Özsoy, A., 2013, "Boundaries and Changing Urban Life in Istanbul", the paper presented in the 7th International Conference for Gated Communities Private Urban Governance (PUG 7), 26-28th, June, 2013, University of Brighton, UK (also in publication process as a section in a book related with gated communities).

Professional Memberships:

- Chamber of Architects (1974-)
- ENHR (European Network for Housing Research, 1994-)
- IAPS (International Association of People-Environment Studies, 1994-)
- EDRA (The Environmental Design Research Association, 2002-)
- MIMED (Association of Architectural Education)

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Urban Housing Design, Housing and Modernism, Gated Communities, Squatter Settlements, Urban Transformation, post occupancy evaluation, user satisfaction and housing quality, Architectural Design, Typology,

Name: Turgut SANER

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring) – all given in Turkish:

- MIM122 Ancient and Byzantine History of Architecture
- MIM 221 Turkish Architecture
- MIM 452 Grand Projects in theHistory of Istanbul
- MIT 464 Architecture andSociety in Antiquity
- MIT 501 Encounters in Ottoman Architecture
- STR 613 Turkish Architecture in East-West Context
- STR 526 Decoration in Ancient Architecture
- STR 610 ArchaeologyandHistory of Architecture in Anatolia
- MIT 606 HagiaSophia: Design, Structure, Art

Educational Credentials:

- B.Arch., Istanbul Technical University, 1986
- MSci., Istanbul Technical University, 1988
- PhD., Istanbul Technical University, 1995

Teaching Experience:

- Assistant Professor, Istanbul Technical University, 1998-1999
- Associate Professor, Istanbul Technical University, 1999–2007
- Professor, Istanbul Technical University, 2007–present

Professional Experience:

Participation at archaeological-architecturalfielworks in Arykanda, Dara, Binbirkilise, Aya Tekla

Archaeological-architectural projects: KıranGölü 1995-2005 (with Prof. Z. Kuban); Zenonopolis 2008-0 9; Larisa (Buruncuk) 2010 – present

Selected Publications and Recent Researches:

- Archaeology in Istanbul. ArchivalDocuments of IstanbulArchaeologicalMuseums(1970-2010) (withZ. Kızıltan), Istanbul Bilgi Üniversitesi Publ., 2011.
- Hayal-Et Yapılar – GhostBuildings(ed.), Istanbul 2011.
- “The Aeolian-Style Polygonal Masonry in Larisa [Buruncuk] and its Regional Context”, R. Carvais, A. Guillerme, V. Nègre, J. Sakarovitch (eds), Nuts & Bolts of Construction History, Paris, Vol. 2, 2012, 427-434 (withK. Sağ).

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Reception of European Impacts in Late Ottoman architecture;ancient Greek construction techniques; a ncient Greek architecture

Name: Sinan Mert ŞENER

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MTZ 511E Architectural Design 2
- MTZ523E Theory and Criticism in Architectural Design
- MIM 463 Mimari Kompozistonda Geometri
- Geometry in Architectural Deisgn
- Mimari Tasarım ve Teknoloji
- 3D Animation in Architectural Design
- Digital Arch.Design and Modelling
- Deprem Bölgelerinde Konut Tasarımı
- Mimari Tasarım Proje Stüdyosu (5-6 ve 6-7
- Mimari Tasarım 3

Educational Credentials:

- B.Arch., Istanbul Technical University, 1978-1982
- MSci., Istanbul Technical University, 1982-1984
- PhD., Istanbul Technical University, 1988-1993
- Post doc. CARNEGIE MELLON UNIVERSITY, 1998-1999

Teaching Experience:

…

Professional Experience:

- 1982-85 Architect
- 1987-1988 Architect
- 1988-1994 Research Assistant ITU
- 1995-1997 Assist. Prof. ITU
- 1997-2010 Assoc. Prof. ITU
- 2010- PROF. Dr. ITU

Selected Publications and Recent Researches:

- A Shape Grammar Model To Generate Islamic Geometric Pattern, 12th Generative Art Conference GA2009, 2009.

Professional Memberships:

…

Summary of expertise, recent research, or experience (limit 25 words or keywords)

- Algorithm design
- Productive systems
- Endustrial Building desing
- Design with Prefabricate systems
- Wood prefabric systems
- Wood composite systems
- National disaster management systems design
- Damage reduction
- Security plan in schools

Name: Ayşe ŞENTÜRER

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 312 Architectural Design VI *(Turkish)*
- MIM 312.E Architectural Design VI *(English)*
- MIM 411 Architectural Design VII *(Turkish)*
- MIM 411.E Architectural Design VII *(English)*
- MIM 426 Recent Architectural Thoughts and their Reflection to Design *(Turkish)*
- MIM 492 Graduation Project *(Turkish)*

Educational Credentials:

- B.Arch., Istanbul Technical University, 1981
- M. Sci., Istanbul Technical University, 1983
- Ph. D., Istanbul Technical University, 1990

Teaching Experience:

- Visiting Professor, Eastern Mediterranean University, Gazimağusa, North Cyprus, 2008-2009.
- Visiting Professor, RMIT, School of Architecture and Design, 16 June - 25 November 2006.
- Prof. Dr., ITU Faculty of Architecture, Department of Architecture, 2004-Today
- Assoc. Prof. Dr., ITU Faculty of Architecture, Department of Architecture, 1994-2004.
- Visiting Professor,Eastern Mediterranean University, Gazimağusa, North Cyprus, 1996-1998.
- Visiting Research Fellow, Harvard University, Graduate School of Design, June-August 1995.
- Assist. Prof. Dr., ITU Faculty of Architecture, Department of Architecture, 1992- 1994.
- Visiting Research Fellow, University of Cincinnati, College of Design, Architecture, Art, Planning, 1991-1992.

Professional Experience:
Several Apartment Projects, 1988-2010
Project Competitions, 1983-2012

Selected Publications and Recent Researches:

"A view to Space and Design through PLAY: An architectural design studio research" in *The International Journal of Architectonic, Spatial, and Environmental Design*, **2014** (with Şebnem Şoher and Deniz Çetin).

t a a r l a: *İstanbul için Öngürüler (İTÜ – MTS [proje1] Mimari Tasarım Araştırma Laboratuarı)* [**d e r e l a:** Projections on Istanbul (ITU – MTS Architectural Design Research Laboratory] (ed. with Nurbin Paker Kahvecioğlu, Ozlem Berber, Aslıhan Şenel) Istanbul: İTÜ Vakfı Yayınları, **2014**.

Professional Memberships:

- The Chamber of Turkish Institute of Architects
- ITU-DER, The Foundation of Faculty Members of Istanbul Technical University
- MimED [ArchED] Architectural Education Association

Summary of expertise, recent research, or experience (limit 25 words or keywords)
Architectural Design, Theory, Critique [perception, representation, design relationship; inter-disciplinary approaches in representation and design – philosophy, metropolis, cinema, multi-media, complexity]; Urban Design and Architecture [urban reading, representation and design]; Aesthetic Phenomenon [formation, experience, poetics]; Architectural Education [architectural design studio]

- **The name of your working group**
  Architectural Design Theory Critique and Methodology

Name: Leyla TANACAN
Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- Building Materials
- Building Construction Project
- Contemporary Building Materials

Educational Credentials:

- BS University, year Mimar Sinan University of Fine Arts, 1983
- MS University, year İstanbul Technical University, 1985
- PhD University, year Istanbul Technical University 1993

Teaching Experience:
Prof. Dr. Istanbul Technical University, 2009.
Professional Experience:
Licenses/Registration:

- Turkey Chamber of Architects

Selected Publications and Recent Researches:

- Oztas Karaman S., **Tanacan L**., (2014), Development of Local Weighting Factors in the Context of LCIA, International Journal of Advanced Materials Research, Green Building Technologies and Materials III (ISSN: 1022-6680).
- Akgül, E., **Tanaçan L**., "*Evaluation of Pozzolanic Activity of Earth of Datça as a Building Material",* International Journal of Architectural Heritage, 5: 1, 2011, 1-26.
- **Tanaçan, L.,** Ersoy, H.Y., Arpacıoğlu, U., "*Effect of High Temperature and Cooling Conditions on Aerated Concrete Properties*", Construction and Building Materials, Volume 23, Issue 3, March 2009, p. 1240-1248.
- Yazici, S., **Tanacan, L**., 2012, Material in Performance-driven Architectural Geometry, Association of Collegiate Schools of Architecture (ACSA) 100th Meeting, Digital Aptitudes Conference, Massachusetts Institute of Technology (MIT), 1-4 March 2012,Boston-MA.

Professional Memberships:

- **...**
- **...**

Summary of expertise, recent research, or experience (limit 25 words or keywords)
Building Materials, Properties, Materials behaviour in Construction, Performance of Construction based on material properties.

Name: Necdet TORUNBALCI

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 253 Steel Structures *(Turkish)*
- MIM 232 Reinforced Concrete Structures *(Turkish)*
- MIM 431 Construction Project *(Turkish)*
- MIM 492 Graduation Project *(Turkish)*
- ICM 251 Principles of Structural Systems *(Turkish)*
- STA204E Statics&Strength of Materials *(English)*
- MTZ 507 Strengthening of Damaged Structures *(Turkish)*

Educational Credentials:

- B.Arch., Civil Engineering, Yıldız Technical University, 1984
- MSci., Structural Engineering, Istanbul Technical University, 1987
- PhD., Structural Engineering, Istanbul Technical University, 1994

Teaching Experience:

- Research Asistant, Istanbul Technical University, Istanbul, 1987-1998
- Associate Professor, Istanbul Technical University, Istanbul, 1999–2010
- Professor, Istanbul Technical University Istanbul, 2011–present

Professional Experience:

Project Engineer and Consultant, Istanbul, 1984–present

Licenses/Registration:

…

Selected Publications and Recent Researches:

- Strengthening a Heritage Structure with Self Compacting Concrete: An Experimental Study, Edited by S. Syngellakis, Retrofitting of Heritage Structures, Design and Evaluation of Strengthening Techniques, (WIT Press, UK, USA, 2013)
- An Experimental Study on Alternative CFRP Retrofitting Applications of Heritage Structures International Journal of Sustainable Development and Planning, (WIT Press, UK, 2011)
- A Comparative Experimental Study on Alternative Strengthening Methods for Historical Masonry Walls, 7th CUEE and 5th ICEE, Tokyo Institute of Technology, (TIT Press Tokyo, 2010)

Professional Memberships:

- Turkish Chamber of Civil Engineers
- European Network for Housing Research

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Retrofitting Applications of Reinforced Concrete Buildings,
Thesis on experimental study of Alternative Retrofitting Applications of Heritage Structures

Name: A. Nil TÜRKERİ

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- Introduction to Building Construction (in English)
- MIM 261E Building Construction Methods (in English)
- MIM 261 Yapı Elemanı Tasarımı- MIM 261E Building Element Design (both in English and in Turkish)
- MIM 431 Construction Project (in Turkish)
- MIM320E Roof Systems (in English)
- CKY596 Seminar (in Turkish)

Educational Credentials:

- *BS University, year:* ITU, 1987
- *MS University, year:* ITU, 1992
- *PhD University, year:* ITU, 2001

Teaching Experience:

- *Title, University, year:* Prof. Dr.; ITU; 23 years

Professional Experience:

- Several construction projects...

Licenses/Registration:

...

Selected Publications and Recent Researches:

□□ Kültür S, Türkeri N. Assessment of long-term solar reflectance performance of roof coverings measured in laboratory and in field. Building and Environment 2012; 48: 164-172.

□□ Sahal N, Lacasse MA. Proposed method for calculating of water penetration test parameters of wall
assemblies as applied to Istanbul, Turkey. Building and Environment 2008; 43-7: 1250-1260.

□□ Sahal N. Proposed approach for defining climate regions for Turkey based on annual driving rain index and heating degree-days for building envelope design. Building and Environment 2006; 41-4: 520-526.

□□ Sahal N, Lacasse MA. Water entry function of a hardboard siding clad wood stud wall. Building and Environment 2005; 40-11: 1479-1491.

□□ Sahal N, Ozkan E. Proposed performance-based laboratory test method for measuring vapor and water permeability of waterproofing membranes under hydrostatic pressure, Construction and Building Materials 2004; 18-9: 701-713.

Selected Researches

□□ Çevreyle Uyumlu Bitkilendirilmiş Çatı Sistemi, 2013.
N. Türkeri (Proje Yürütücüsü), M.C. Altun, C. Göçer.
Türkiye Bilimsel Ve Teknik Araştırma Kurumu, (TÜBİTAK), Bilimsel Araştırma Projeleri.
Bilimsel Araştırma ve Geliştirme Destekleme Programı (A tipi proje), Mühendislik Araştırma Grubu.
Proje No: 109M293.

□□ İstanbul için Yerel Koşullara Uygun Bitkilendirilmiş Çatı Teknolojisi, 2013.
N. Türkeri (Proje Yürütücüsü), M.C. Altun, C. Göçer.
İstanbul Teknik Üniversitesi, Bilimsel Araştırma Projeleri.
Bilimsel Araştırma ve Geliştirme Destekleme Programı (A tipi proje), Proje No: 32773.

□□ Çatı Kaplama Malzemelerinin Uzun Dönem Isıl Yanıtına Performanslarının Belirlenmesi, 2011.
N. Türkeri (Proje Yürütücüsü), Sinem Kültür.
İstanbul Teknik Üniversitesi, Bilimsel Araştırma Projeleri.
Lisansüstü Projeleri Destekleme Programı, Proje No: 33008.

Professional Memberships:

□□ Conseil International du Bâtiment (International Council for Building) – CIB.
□□ American Society for Testing and Materials (ASTM) – Technical Committe Member.
□□ Yapı Fizik Derneği

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Building element design and construction
Performance, durability and sustainability of building element systems
Waterproofing of building envelope
Facade systems

Name: Belkıs ULUOĞLU

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

AD undergraduate:

- MIM 312E & MIM 411E - Architectural Design VI & VII *(English).*
- MIM 351E & MIM 312E - Architectural Design V & VI *(English).*

AD graduation:

- MIM 492 - Graduation Project *(Turkish).*

AD graduate:

- MTZ 501 - Architectural Design I *(Turkish).*
- MTZ 511E - Architectural Design II *(English).*

Compulsory/graduate:

- MTZ 531 – Relations of Theory, Discourse and Practice *(Turkish).*
- MTS502E - Architecture-Design-Theory *(English).*
- MTS 511 – Architectural Design I *(Turkish).*

Elective/graduate:

- TBT522B - Cognition and Human-Computer Interaction *(English).*
- MBL535 – Architectural Design Knowledge *(Turkish).*
- MBL603 – Epistemology of Architecture in Cognitive Context *(Turkish).*

Educational Credentials:

- B.Arch., Istanbul Technical University, 1980
- M.Arch, University of California, Berkeley, 1982
- PhD., I.T.U., 1990

Teaching Experience:

- Assistant Professor, I.T.U., 1992–1995
- Associate Professor, I.T.U., 1995-2009
- Professor, I.T.U., 2009–present

Selected Publications and Recent Researches:

- Changing Paradigms in Space Theories: Recapturing 20th Century Architectural History, G.K.Erk, B.Uluoglu. *International Journal of Architectural Research*, vol.7, no.1, March 2013, pp. 6-20.
- Mimarlığın Ontolojisi ve Sözde Yıkımı Üzerine (Pseudo Destruction of Architecture's Ontology). *Arzu Mimarlığı: Mimarlığı Düşünmek ve Düşlemek*, N.A.Artun, R.Ojalvo, ed.s; pp.297-307 (İletişim, 2012).
- Contestations over a Living Heritage Site: The Case of Büyük Valide Han, A.Baykan, Z.İren Boynudelik, B.Uluoğlu, B.Sevingen. *Orienting Istanbul: Cultural Capital of Europe?*, D.Gokturk, L.Soysal, I.Tureli, ed.s, Chapter 4, pp.71-87 (Routledge, 2010).
- İ.T.Ü.Mimarlık Fakültesi'nin Kuruluş Yılları: Holzmeister, Bonatz, Diğerleri ve Mimarlık Eğitiminin Örgütlenmesinde Orta Avrupa'lı İzler. (Foundation Years of the Faculty of Architecture, I.T.U.: Holzmeister, Bonatz and others & footprints of the Middle Europeans in the construction of architectural education) *Bauhaus: modernleşmenin tasarımı*, **Türkiye'de Mimarlık, Sanat, Tasarım Eğitimi ve Bauhaus, A.Artun, E.Aliçavuşoğlu,(der.), pp.347-373 (İletişim Yayınları, İstanbul, 2009).**

Research:

1. *Büyük Valide Han: Kültürel ve Toplumsal Belleği İnceleme, Dokümantasyon ve Yazılım projesi (Büyük Valide Han: Documentation of its Cultural & Social Memory),* TUBITAK Project, 2006-2009. Prof.Dr.Ayşegül Baykan (coord.), Belkıs Uluoğlu, Zerrin İren Boynudelik, Burak Sevingen.
2. *Expertise of the Architect and Design Decision Making Process in Architectural Practice* August 1989 - January 1992; NSF project. Prof.Dr. Ö.Akın, Doç.Dr. N.Esin, Dr. B.Uluoğlu.

Professional Memberships:

- The Chamber of Turkish Institute of Architects

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Epistemology of architecture, *(Architectural Texts/Turkey-ontology, epistemology),* Architectural Design Education: Design Knowledge Communicated in Studio Critiques.

Name: Alper ÜNLÜ

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 492 Graduation Project *(Turkish)*
- MIM 312E: Architectural Design 6
- MIM 411E: Architectural Design 7

Educational Credentials:

- B.Arch., Istanbul Technical University, 1979
- M.Sci., Istanbul Technical University,1980
- PhD., Institute of Science,ITU, 1987

Teaching Experience:

- Teaching Assistant, ITU,1980-1988
- Research Fellow-Aga Khan Award, UWM-Milwaukee, 1984-1985
- Assistant Professor, ITU, 1988-1990
- Associate Professor, KFU,Saudi Arabia, 1991-1993,
- Associate Professor,ITU,1990-2002
- Professor,ITU,2002-present

Professional Experience:

- Consultant, Altinok Consulting and Engineering, 1997-2011
- Consultant, AU Architecture+Urban,2002-present

Selected Publications and Recent Researches:

- Alper Ünlü, Urban Regeneration,Renewal or Rehabilitation What for and for Whom ?, Open House International, vol.35 no.4, December 2010, pp.51-5,
- Ervin,Garip, Alper Ünlü, Visual evaluation of the store environments: A comparative study on intercultural differences ,A/Z ITU Journal of the Faculty of Architecture,Vol.9,No.2,2012-2, pp. 107-120
- Alper Ünlü, Erincik Edgü, M.Emin Salgamcioglu,Ashkan Mansouri, Traditional Shopping,A Syntactic Comparison of Commercial Spaces in Iran and Turkey, Space Syntax Symposium 8, 3-6 January 2012, Santiago, Chile,
- Alper Ünlü,Mehmet Emin Salgamcioglu,Sima Kunttas, Six Equal Commentary Award Project, published in, Organisation of Islamic Cooperation's Headquarters Building, Symbol of Light for the World, Amir Pasic (ed),published by IRCICA, s. 181-187,2013,

- Alper Ünlü, Mehmet Emin Şalgamcıoğlu,The Syntactic Role of "Lywan" in Northern Mesopotamian Houses, Space Syntax Conference 9, 30 October-3 November 2013, Seoul,Korea.

Professional Memberships:

- The Chamber of Turkish Institute of Architects

Summary of expertise, recent research, or experience (limit 25 words or keywords)
Space Syntax Theory, Orientation, Evacuation, Spatial Behavior, Perception, Visibility, Isovists

Name: Alpin KÖKNEL YENER

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 335E Energy Efficient Housing
- MIM 242/ MIM 242E Çevre Kontrolu Stüdyosu / Environmental Control Studio
- MIM 398 Kültür ve Sanat M. Aydınlatma
- MIM 431 Uygulama Projesi
- MIM 335E Energy Efficient Housing
- MIM 242E Çevre Kontrolu Stüdyosu / Environmental Control Studio

Educational Credentials:

- B.Sc. Istanbul Technical University, Architecture 1984
- M.Sc. Istanbul Technical University 1986
- Ph.D. Istanbul Technical University 1996

Teaching Experience:

- Res. Assist. Istanbul Technical University- Faculty of Architecture 1989-1996
- Dr. Res. Assist. Istanbul Technical University- Faculty of Architecture 1996-1998
- Assist. Prof. Dr. Istanbul Technical University- Faculty of Architecture 1998-2004
- Assoc. Prof. Dr. Istanbul Technical University- Faculty of Architecture 2004-2011
- Prof. Dr. Istanbul Technical University- Faculty of Architecture 2011-cont.

Professional Experience:

- ENKA Construction and Industry Co. Inc. 1983-1987
- Other (Architecture Offices) 1987-1989

Licenses/Registration:

-

Selected Publications and Recent Researches:

1. Yener, A.K., Güvenkaya, R., Şener, F., "Visual Comfort and Efficient Energy Use in Primary School Classrooms", *Arkitekt*, 2010.
2. Kutlu, R., Manav, B., Yener, A.K., Küçükdoğu, M.Ş., Daylight Analysis and Lighting Energy Management for Schools in Hot-Temperate Climates, A/Z ITU Journal of the Faculty of Architecture, pp: 149-164, Vol 9, No 1, Spring 2012.

Professional Memberships:

- Member of Chamber of Architects of Turkey (1984)
- Member of the Turkish National Committee on Illumination (1995-Founder member)
- Member of the Building Physics Association of Turkey (2010-Founder member)
- Member of Building Simulation Association of Turkey (2010-Founder member)

Summary of expertise, recent research, or experience (limit 25 words or keywords)

- Member of Physical Environmental Control Department at ITU Faculty of Architecture since 1989.
- Research areas are building physics, architectural lighting, lighting energy performance of buildings, solar control, sustainable lighting systems.
- General Secretary (since 2011) and founder member of the Turkish National Committee on Illumination.
- Vice president (since 2012) and founder member of the Building Physics Association of Turkey.

Name: Zerrin YILMAZ

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 460E, "Solar House"
- CKY 526E, "Climate and Building Envelope Design"
- YAB 616E, "Solar Architecture"

Educational Credentials:
B.Arch., Istanbul Technical University, 1977
MSci., Istanbul Technical University, 1979
PhD., Istanbul Technical University, 1983

Teaching Experience:
Associate Professor, Istanbul Technical University, Istanbul, 1987
Professor, Istanbul Technical University, 1993-…

Professional Experience:

Selected Publications and Recent Researches:

- Neşe Ganiç, A. Zerrin Yılmaz, "Adaptation of the Cost Optimal Level Calculation Method of Directive 2010/31/EU Considering the Influence of Turkish National Factors", Applied Energy, No. 123, 06/2014, s. 94-107, ISSN: 0306-2619, ELSEVIER
- A. Zerrin Yılmaz, Gözde Gali, Alpay Akgüç, Bülent Aydın, "A low cost plus energy building in Istanbul", The Rehva European HVAC Journal, Vol. 3, No. 50, 05/2013, s. 63-65, ISSN: 1307-3729
-

Professional Memberships:

- …

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Building Physic

Name: Emrah ACAR

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM332E Construction Management and Economy
- MIM431 Construction Project (Uygulama Projesi)

Educational Credentials:

- BS University, year 1996 Istanbul Technical University
- MS University, year 1998 Istanbul Technical University
- PhD University, year 2005 Istanbul Technical University

Teaching Experience:

- Bilgi University Construction Management Masters Program (since 2013)
- Associate Professor, Istanbul Technical University, since 2011
- Assistant Professor, Istanbul Technical University, 2005- 2010
- Visiting Scholar, Illinois Institute of Technology, 2003
- Research and Teaching Asistant, Istanbul Technical University, 1997-2004

Professional Experience:

- Serving as court expert for project management-related disputes (since 2005)
- Served as consultant for Building Industry Center (2002)
- Contract-based services for the Building Industry Center

Licenses/Registration:

...

Selected Publications and Recent Researches:

- Giritli, H., Öney-Yazıcı, E., Oraz, G. and Acar, E. (2012) "The Interplay between Leadership and Organizational Culture in the Turkish Construction Sector," International Journal of Project Management, Elsevier.
- Erbil, Y., Akıncıtürk, N. and Acar, E. (2012) "Interorganizational context of the innovation process and the role of architectural designers as system integrators: Case evidence from Turkey" Architectural Engineering and Design Management, Taylor & Francis.
- Acar, E. and Göç, Y. (2011) "Prediction of risk perception by owners' psychological traits in small building contractors"Construction Management & Economics, Routledge, 29(8):841-852.
- Acar, E., Wall, J., McNamee, F., Carney, M. and Öney-Yazıcı, E. (2008). "Innovative Safety Management Training Through E-learning," Int.Journal of Architectural Engineering and Design Management, Vol. 4, pp.239-250, Earthscan.
- Acar E; Koçak İ.; Sey Y.; Arditi D. (2005). "Use of information and communication technologies by SMEs in building construction," Construction Management & Economics, Routledge, 23(7): 713-722.

Summary of expertise, recent research, or experience (limit 25 words or keywords)

- Construction Project Management
- Organizational Issues
- Small and Medium Companies,

* Further information is available at acaremrah.blogspot.com

Name: Aygül AĞIR
Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):
Educational Credentials:
BS University, year (Compulsory Courses):

- MIT 221 Turkish Architecture (Turkish)
- MIT 513 European Architecture (Turkish)

MS University, year (Compulsory and Elective Courses):
Compulsory

- MIT 517 E Readings on History of Architecture I (English) (with Zeynep Kuban and İlknur Kolay)
- MIT 518 E Readings on History of Architecture II (English) (with Gül Cephanecigil and Luca Orlandi)
- MIT 521 E Quantitative Research Methods in History of Architecture (English) (with Gül Cephanecigil)

Elective

- MIT 502 Documentation Methods of Urban and Rural Cultural Heritage (Turkish)
- STR 522 Garden Art (Turkish)

PhD

- MIT 613 Historical port cities and architecture in the Mediterranean

Teaching Experience:

- Research Assistant, Istanbul Technical University, 1992-2002
- Assistant Professor, Istanbul Technical University, 2002-2009
- Associate Professor, Istanbul Technical University, 2009- present

Professional Experience:
SELECTED EDITORIAL WORK: *Special Section*: *Historic Gardens and Parks in and around the Mediterranean* (proceedings of the Symposium on Historic Gardens and Parks in and around Mediterranean held at Istanbul Technical University, 2010), *TÜBA-KED* [Turkish Academy of Sciences Journal of Cultural Inventory], 9, 2011, pp. 127-229.
Licenses/Registration:
...
Selected Publications and Recent Researches:

- . Osmanlı İmparatorluğu ile İtalyan Ticaret Devletleri Arasında Mimari Malzeme Değişimi (16. – 17. yy) *14th International Congress of Turkish Art*, Paris 19-21 September 2011, Proceedings, Ankara, 2013, pp. 35-43.
- **.** The Art of Eternal Rest: Ottoman Mausoleums and Tombstones, *Tra Quattro Paradisi*, "*Hilâl. Studi Turchi e Ottomani",* Venezia: Università Ca' Foscari, 2013, pp. 129-147 (with Tarkan Okçuoğlu).

Professional Memberships:

- . Chamber of Architects of Istanbul (1988-)
- . ICOMOS Turkey (2006-)
- . ICOMOS- International Scientific Committee on Cultural Landscapes (2006-)

Summary of expertise, recent research, or experience (limit 25 words or keywords)
Medieval architecture, Ottoman architecture, Renaissance Architecture, Garden History

Name: İpek AKPINAR

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- 2013-2014 Fall : *MIM312e, MIM352e Architectural Design Project 5-6*
- 2013-2014 Spring : MIM212E Architectural Design Project 4
- 2012-2013 Spring : *MIM312e,MIM352e Architectural Design Project 5-6*
- 2011 – 2012 Fall : *MIM312e,MIM352e Architectural Design Project 5-6*
- 2011 - 2012 Spring: *MIM312e,MIM352e Architectural Design Project 5-6*
- *MIM390e Methods for Environmental Analysis*: 'strolling through Istanbul', elective course in English
- 2010 - 2011 Fall: *MIM312e,MIM352e Architectural Design Project 5-6 , MIM 492Graduation Project (Turkish)*

- 2010 - 2011 Spring : *MIM312e,MIM352e Architectural Design Project 5-6*
- 2010 - 2011 Fall : *MIM212E Architectural Design Project 4*
- 2009 - 2010 Fall: *Design Studio 1 (Tasarım stüdyosu 1),*
- 2009 – 2010 Spring : *Tasarım stüdyosu 2 (Tasarım stüdyosu 2)*
- 2009 - 2010 Summer: MIM312e, MIM352e Architectural Design Project 5-6

Educational Credentials:

- B.Arch., Istanbul Technical University, Faculty of Architecture, 1990
- MSci., ITU Institute of Science, 1993
- PhD., University College London, Bartlett School of Graduate Studies, 2003

Teaching Experience:

- Research Assistant, ITU, 1992-1996
- Assistant Professor, ITU, 2003
- Associate Professor, ITU, 2012 -present

Professional Experience:

- Head of the Education Department, Building Industry Centre, 1990-1991
- Administrative Assistant, UCL Bartlett, 1997-2000

Selected Publications and Recent Researches:

- author of ***Sakıp Sabancı Museum, 10th year*. Sabancı University Sabancı Museum, Istanbul, 2013**
- ***Osmanli Başkentinden Küreselleşen İstanbul'a: Mimarlik ve Kent*** (ed.). Osmanlı Bankası Müzesi Arşivi Yayınları, İstanbul Aralık 2010.

Professional Memberships:

- Member of The Chamber of Turkish Institute of Architects

☐ ***The UCL Urban Laboratory*** (2005), membership of the advisory board http://www.ucl.ac.uk/urbanlab Since 2008

☐ *Member of Editorial Board at* ***THE JOURNAL OF ARCHITECTURE****/ Taylor Francis - Routledge* ISSN: 1360-2365; online ISSN: 1466-4410.Since 2003.

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Teaching and lecturing on Architecture & urban design theory & relations with politics; architectural & design studio; conducting research on urban histiography, everyday life in Istanbul.

Name: Yasemin ALKIŞER BREGGER

Compulsory and Elective Courses (Four academic years between 2008/09 fall – 2013/14 spring):

- MIM 112 Architectural Design II *(Turkish)*
- MIM 211 Architectural Design III *(Turkish)*
- MIM 211E Architectural Design III *(English)*
- MIM 212 Architectural Design IV *(Turkish)*
- MIM 212E Architectural Design IV *(English)*
- MIM 351E Architectural Design V *(English)*
- MIM 492 Graduation Project *(Turkish)*
- MIM 495E Housing in Developing Countries *(English)*
- MTS 505E Qualitative and Quantitative Research Methods in Architectural Education *(English)*
- MTS 502E Architecture, Design, Theory *(English)*
- MTS 511E Project 1 *(English)*
- SBP142 Principles of Architectural Design *(Turkish)*
- SBP142E Principles of Architectural Design *(English)*

Educational Credentials:

- B.Arch., Istanbul Technical University, 1989
- MSci., Istanbul Technical University, 1992
- PhD., Istanbul Technical University, 2003

Teaching Experience:

- Associate Professor, Istanbul Technical University, 2013 february-present
- Assistant Professor, Istanbul Technical University, 2012 february-2013 february
- Instructor, Istanbul Technical University, 2005-2012

Professional Experience:

- 1991-1992, Yazici Building and Interior Design Company working (design and practice)
- 1990, A villa project in Koşuyolu-Istanbul (design and practice).
- 1989-1991, Private Architectural Design Office (Four-Arc) workings (design and building) with the colleagues

Selected Publications and Recent Researches:

- 2009, Alkışer Y., Dülgeroğlu-Yüksel, Y., Pulat-Gökmen, G., "*An Evaluation Of Urban Transformation Projects"* Archnet-International Journal of Architectural Research", March 2009, Volume 3, Issue 1. ISSN 1994-6961. (US) ISSN 1938-7806. OCLC 145980807; LOC 2007212183. (Avery Index to Architectural Periodicals **and** EBSCO Host Art & Architecture Complete).

Professional Memberships:

- The Chamber of Turkish Institute of Architects

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Housing Policies, Social Housing, Housing and Legislative Regulations, Low-Income Housing, Squatter Settlements and Rehabilitation Studies, Sustainable Urban Transformation and Urban Renewal, Gated Communities, Urban Housing Design.

[limit one page per faculty member]

Name: Ahmet Murat ÇIRACI

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- PYY 505 Introduction to Project and Construction Management (Compulsory)
- MIM 332 Construction Management and Economy (Compulsory)
- MTZ 515 (Architectural) Professional Practice (Elective)
- PYY 510 Cost Management in Construction (Elective)
- MIM 493 Design Economics
- **Term** IPY 501-01 Introduction to Construction Project Management (Compulsory)
- **Term** IPY 506-01 Construction Bid & Contract Documents (Elective)
- **Term** IPY 523-01 Construction Contract Administration (Elective)

Educational Credentials:

- BS ITU Faculty of Architectur,(undergraduate) 1971-77
- MS ITU Institute for Science and Technology, Building Construction Management,(graduate) 1977-79
- PhD ITU Institute for Science and Technology,Construction Science and Technology (doctorate)1979-1985

Teaching Experience:

- ITU Faculty of Architectur,1979
- ITU Institute for Science and Technology, Project and Construction Management, (graduate)1985-
- ITU Institute for Science and Technology, Master of Architecture 2006-
- ITU Institute for Science and Technology,Construction Science and Technology (doctorate) 1985-

Professional Experience:

Licenses/Registration:

Türkish Chamber of Architects 1977

Selected Publications and Recent Researches:

- *Burcu DEDE, A.Murat ÇIRACI,* An Institutional Structuring Model For Successful Construction Projects In Turkey, İTÜ Dergisi/a,2010
- İkbal ERBAŞ,.A Murat ÇIRACI*, Yapımcı Yapım Yöneticisinin Görev ve Sorumluluklarının Türkiye`de KİK`na Göre Uygulanan Sözleşmelerdeki Yüklenici Görev ve Sorumlulukları İle Karşılaştırılması, 2. Proje ve Yapım Yönetimi Kongresi, 2012*
- Tayibe SEYMAN, A. Murat ÇIRACI, Danışman Yapım Yöneticisi'nin Temel Görevleri ve Bu Görevler İçin Gerekli Bilgi ve Becerilerin Yapım Yönetimi Öğretimine Yansıtılması İçin Öneriler, *2. Proje ve Yapım Yönetimi Kongresi, 2012*

Professional Memberships:

- Turkish Chamber of Architects 1977

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Expertises and Experiences:

Construction Claims, Construction Bid and Contract Documents Preperation for new and historic buildings,,unit price estimating, for new and historic buildings, Consultancy for Contract Administration, Consultancy for Owner – Architect Contracts

Recent Research;

BIM Contracts, Contracts for Sustainable Projects

Name: Yüksel DEMİR

Compulsory and Elective Courses:

ITU Faculty of Architecture, Department of Architecture:

- Architectural Design 6-7, (Undergraduate, Compulsory)
- Graduation Project (Undergraduate, Compulsory)
- Architectural Design Theory (Undergraduate, Elective)
- Urban Design Studio (Post Graduate, Compulsory)
- Architectural Design Studio 3, 4 (Post Graduate, Compulsory)
- Computer Applications in Architecture – (Post Graduate, Elective)
- Architecture, Design, Theory (Post Graduate, Compulsory)
- Art of Engineering (undergraduate, Compulsory)

- Architectural Design Studio 2 (Undergraduate, Compulsory)
- Urban Design Theory For A Sustainable Heritage (Post Graduate Elective)

Educational Credentials:

- BS: 1987, Architect, Istanbul Technical University. Faculty of Architecture, Department of Architecture, Istanbul.
- MS: 1990, Ms. Science, Istanbul Technical University, Institute of Science and Technology, Architecture Chair, Architectural Design Program, Istanbul.
- PhD:2001, PhD, Istanbul Technical University, Institute of Science and Technology, Architecture Chair, Architectural Design Program, Istanbul.

Teaching Experience:

- 1989-2002 Teaching Assistant, Istanbul Technical University. Faculty of Architecture Department of Architecture, Istanbul.
- 2002-2012 Assist. Prof. Istanbul Technical University. Faculty of Architecture, Department of Architecture, Istanbul.
- 2012- Assoc. Prof. Istanbul Technical University. Faculty of Architecture, Department of Architecture, Istanbul.
- 2009 - Adjunct Prof. Politecnico Di Milano Scuola Di Architettura E Societa Dipartimento Di Architettura E Studi Urbani

Professional Experience:

2009 "Mardin Artuklu University Faculty of Art & Architecture" (with Cem Altun, Zelal Z. Rahmanalı, ECF Architecture)

2009 "Denizli Governorate and City Center Architecture & Urban Design Competition", (with H. Esbah, F. Istegor, K. Cetin, G. Uzun, H. Senkal)

2008 "Tekirdağ Governorate Social Center for Women", (with Gamze Selçuk & Cem Altun)

Selected Publications and Recent Researches:
A. Publications (Articles)

"Şehir ve Değişim...", (with Dener, Tong, Falay and ITU Faculty of Architecture 2003-2004 Architectural Design Project 1 Students), Istanbul Magazine, July 2002, Nr.42, pp.62-67.

"Yerel İnisiyatif + Küresel Kaynak, MARDINT, İTÜ MARDİN DİSİPLİNLERARASI EĞİTİM, ARAŞTIRMA VE UYGULAMA MERKEZİ", Arkitekt Magazine, May- June 2008, pp 74 -77

Professional Memberships:

1987- Member, Chamber of Architecture, Istanbul

Summary of expertise, recent research, or experience (limit 25 words or keywords)
Architectural Design, Urban Design, Theories & Methods of Architectural Design, Art & Design, ICT in Architectural Design, Use of Local Data in Urban & Architectural Design, Architectural Design Education,

Name: Pelin DURSUN ÇEBİ

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 111 Mimari Proje1/Anlatım Teknikleri
- MIM 121E Basic Design and Visual Arts
- MIM 491 Mimarlıkta Morfoloji
- MTS 511 Proje 1
- MIM 112 Mimari Proje 2
- MIM 142E Perspective
- MIM 492 Bitirme Ödevi
- MIM 211 Mimari Proje 3
- MTS 527 Proje 2
- MIM 212 Mimari Proje 4
- MTS 502E Architectural Design Theory
- MIM 2001 Mimari Proje 3 (Uludağ Univ.)
- MTS 532 Beden ve Mekan

Educational Credentials:

- BS Istanbul Technical University, 1993
- MS Istanbul Technical University, 1995
- PhD Istanbul Technical University, 2002

Teaching Experience:

- Research Assist., ITU Faculty of Architecture, 1995-2002
- Dr. Research Assist., ITU Faculty of Architecture, 2002-2003
- Assistant Prof.Dr., ITU Faculty of Architecture, 2002-2011
- Affiliate Academic, UCL, Bartlett School of Graduate Studies, 2004-2005
- Associate Prof.Dr., by The Council of Higher Education of Turkey, 2011-

Professional Experience:

- ITU Kindergarten, 2009-2014
- ITU Dr. Orhan Ocalgiray Molecular Biology Genetic Research Centre, 2003-2004

Licenses/Registration:

- Software Licence, Space Syntax Laboratory, 2000

Selected Publications and Recent Researches:

- Dursun, P., Erkök, F., 2013, “Bedenin Mekanı”, Yapı, vol.375, February 2013, pp.72-77
- Saglamer, G., Dursun, P., Avci, O., 2013, “Kentsel Hub_Napoli”, Yapı, vol.384, November 2013, pp.66-73
- Dursun, P., 2012, “Dialog on Space, Spatial Codes and Language of Space”, AZ, vol.9, no.1, Spring 2012, pp.104-119

Professional Memberships:

- Chamber of Architects of Turkey

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Architectural Morphology, Space Syntax, Body and Space, Spatial Choreography, Performative Space, Architectural Design, Architectural Design Education, Creative City

Name: Fatma ERKÖK

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 115 Architectural Design I & Rendering Techniques *(Turkish)*
- MIM 112 Architectural Design II *(Turkish)*
- MIM 211 Architectural Design III *(Turkish & English)*
- MIM 212E Architectural Design IV *(Turkish & English)*
- MIM 492 Graduation Project *(Turkish)*

Educational Credentials:

- B.Arch., Istanbul Technical University, 1989
- M.Sci., Istanbul Technical University, 1992
- PhD., Istanbul Technical University, 2002

Teaching Experience:

- Research & Teaching Assistant, Istanbul Technical University, 1992-2009
- Assistant Professor, Istanbul Technical University, 2009–2013
- Associate Professor, Istanbul Technical University, 2013-

Professional Experience:

- Intern, MESA, Ataköy Emlak Kredi Bankası Housing Development, 1987
- Intern, Arolat Architects, 1988
- Project Architect, MARS Architectural Office, 1991-1992

Selected Publications and Recent Researches:

- *Waterfronts: Potentials for improving the quality of urban life, F.Erkök, (A|Z ITU Journal of Faculty of Architecture Volume 6 No 1, 2009, p.126-145)*
- *A Paradigm Shift in the First Year Design Studio, F. Erkök, S.Aydınlı, Ç. Eren, F.Uz Sönmez, (A|Z ITU Journal of Faculty of Architecture, Volume 2 No 3, spring 2006, p. 62-78)*

Professional Memberships:

- The Chamber of Turkish Institute of Architects

Summary of expertise, recent research, or experience (limit 25 words or keywords)

City, waterfront city, waterfront transformations, Istanbul, urban reading, creativity, city-creativity relations, body-space relations, body and movement in architecture, performance-space-body relations, new media in space creation, responsive environments, architectural education.

Name: Elmira GUR

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14):

- Architectural Design Project 2-3-4
- Theories of Architectural Design
- Qualitative and Quantitative Methods in Architectural Research
- Inclusive Design and Well-being
- Graduation Project

Educational Credentials:

- BS Istanbul Technical University, 1989
- MS Yıldız Technical University, 1992
- PhD Istanbul Technical University, 2001

Teaching Experience:

- Associate Professor, Istanbul Technical University, 2012-….
- Assistant Professor, Istanbul Technical University, 2005-2012
- Research Assistant (PhD), Istanbul Technical University, 2001-2005
- Research Assistant, Istanbul Technical University, 1992-2001
- Visiting Researcher North Carolina State University, Faculty of Architecture, USA, 1998-1999.

Professional Experience:

- Çırağan Palace and Hotel Tourism Development Project, 1990 – 1991, Kumagai - Gumi Co. Ltd. 1991 –1992.

Selected Publications and Recent Researches:

- **Gür, E**.,Dülgeroğlu Yuksel, Y., Squatter Housing as a Model for Affordable Housing in Developing Countries, Open House International -- Housing Affordability, Quality, and Life Style Theories Issue (ISI) , Vol.36, Issue 3, (2011), 119-129, Quarterly ISSN: 0168-2601, Urban International Press, SSCI, AHCI Index (başlıca eser).
- **Gür, E.**, Open and Cell-Type Design Studios: Their Impact on Architectural Education, ArchNet-IJAR: International Journal of Architectural Research, vol. 4, issues 2/3 (2010), Special Edition: Design Education: Explorations and Prospects for a Better Built Environment, 216-224, ISSN 1994-6961, elektronik hakemli dergi, Avery Index to Architectural Periodicals (başlıca eser).
- Erem, Ö., **Şener, E. Gür**; Complexity Versus Sustainability in Urban Space:The case of Taksim Square, Istanbul, ITU A|Z, Vol: 5 No: 1, 54-73, 2008-1, (2008), ISSN 1302-8324, Avery Index to Architectural Periodicals.

Ongoing Research Project: Evaluation of New Housing Developments in the North Belt of Istanbul in Terms of Density and Spatial Quality, Research Project Supervisor, ITU Scientific Research Projects.

Professional Memberships:

- ENHR European Network for Housing Research
- IABSE International Association for Bridge and Structural Engineering
- Taşkışla Foundation of Education and Culture
- MIMED Foundation of Arhitectural Design Education

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Architectural design theories and research methods, architectural design education, housing development and housing typology in Istanbul, affordable housing, squatter settlements, urban transformation, traditional environment, urban/public spaces, children spaces, elementary school, post disaster housing, shopping center design ,inclusive design.

Name: Hüseyin L. KAHVECIOĞLU

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- Architectural Design Studio VI (MIM 312)
- Architectural Design Studio VII (MIM 411)
  Theory and Criticism in Architecture (MTZ 528)
- Architectural Design – I (MTS 511E)
- Architectural Design&Rend. Tech. (116)
- Architectural Design II
- Project – 2 (MTS 527)
- Diploma Project (MIM 492)

Educational Credentials:

- BS Istanbul Technical University, 1986
- MS Istanbul Technical University, 1990
- PhD Istanbul Technical University, 1998

Teaching Experience:

- Research Assistant, ITU Faculty of Architecture, 1988 – 2002
- Assistant Professor, ITU Faculty of Architecture, 2002 – 2012
- Instructor (Architectural Design Studio), Istanbul Bilgi University, 2013
- Associate Professor, ITU Faculty of Architecture, 2012 – present

Professional Experience:

- ITU Student Dormitory, 2014 – H. Kahvecioglu, N. Paker, M.N. İhtiyar, (designed & constructed)
- ARI-3 Research Center Building, 2013 – H. Kahvecioglu, M.N. İhtiyar, (designed & constructed)
- Istanbul - Terkos Water Technologies Museum, 2011 – G. Tanyeli, A. Erdem, S. Akatay, H. Kahvecioglu, N. Paker, M. C. Altun, (design & constructed – National Architectural Award)
- Teknopark Istanbul – Science Park Buildings, 2014, H. Kahvecioğlu, N. Paker, M.N. İhtiyar, M. C. Altun, (Design)

Licenses/Registration:

Selected Publications and Recent Researches:

- 2010, Kahvecioğlu, H., "*Design of Public Space and Civil Intervention – Kamusal Mekanın Tasarımı ve Sivil Müdahale",* Small Scale Interventions in Public Space – Kamusal Mekanda Küçük Ölçekli Müdahaleler, Ed. Evren Uzer vd., İmkanmekan, İstanbul 2010 European Capital of Culture Agency, pp. 24-35, ISBN: 978-605-88153-1-5 (Türkçe ve İngilizce olarak Yayımlanmıştır) Aralık - 2010....
- Paker-Kahvecioğlu, N., Kahvecioğlu, H., "*Mimari Projeler Üzerinden Nurbin Paker ve Hüseyin Kahvecioğlu"*, Arkitekt(*), Temmuz-Ağustos-Eylül-Ekim 2006, yıl: 73, no. 506-507, s.50-65, İstanbul, ISSN. 1301-6121, 2006**.**

Professional Memberships:

- Chambers of Architects

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Architectural design education, architectural design process, architectural criticism, public space, environmental design, research buildings, museum buildings,

Name: Nurbin PAKER KAHVECİOĞLU

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 312: Architectural Design 6 *(Turkish)*
- MIM 411: Architectural Design 7*(Turkish)*
- MIM 492: Graduation Project *(Turkish)*
- MTS511: Master Program: Architectural Design Project1 *(Turkish)*
- MTS596: Master Program: Seminar *(Turkish)*

Educational Credentials:

- BS Istanbul Technical University, 1989
- MS Istanbul Technical University, 1992
- PhD Istanbul Technical University, 2001

Teaching Experience:

- Research Assistant, Istanbul Technical University, 1991–2002
- Assistant Professor, Istanbul Technical University, 2002-2012
- Associate Professor, Istanbul Technical University, 2012–present

Professional Experience:

- CARDO, University of Newcastle Upon Tyne, UK, 1996
- DAAP (College of Design, Art, Architecture, and Planning), University of Cincinnati, USA, 1998-2000

Selected Publications and Recent Researches:

- Paker-Kahvecioğlu, N., "Architectural Design Studio Organization and Creativity", A|Z ITU Journal of the Faculty of Architecture, vol:4, no.2, pp.6-26, ITU, Istanbul, ISSN. 1302-8324, 2007.
- Özsoy, A., Aksoy, M., Dursun, P., Paker-Kahvecioğlu, N., Erkök, F., Uz-Sönmez, F., Uzer, E., "Creative City, Creative University: creative discourses and activities at Istanbul Technical University", A|Z ITU Journal of the Faculty of Architecture, vol:4, no.2, pp.101-115, ITU, Istanbul, ISSN. 1302-8324, 2007.
- Paker, N. and Kahvecioğlu, H., "on Nurbin Paker and Hüseyin Kahvecioğlu's Architectual Design Projects ", Arkitekt, July-October 2006, yıl: 73, no. 506-507, s.50-65, İstanbul, ISSN. 1301-6121, 2006.
- Turgut, H., Aksoy, M., Paker, N., Dursun, P., İnceoğlu, A., Sağlamer, G., Home and Street: Relations of Home-Street in Squatter Settlements and Urbanization, International Journal for Housing Science and Its Applications, vol.20, No.4, pp.289-297, USA, ISSN. 0146-6518, 1996.

Professional Memberships:

- TMMOB (Turkish Chamber of Civil Engineers), 1989-present
- ITU Housing Research and Education Center (ITU-HREC), 1999-present
- IAPS-Practising Sustainability Network, 1996-1999

Summary of expertise, recent research, or experience (limit 25 words or keywords)
Architectural Design, City, Istanbul, Creativity, Architectural Design Education, Architectural Representation…

Name: Yegan KAHYA

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 322-'Tarihi Çevre Koruma ve Restorasyon' (Conservation of Historic Building and Sites)
- MIM 421- 'Rölöve ve Restorasyon Stüdyosu' (Architectural Survey and Restoration Studio) ITU
- R ST 501 'Koruma Projesi I' (Conservation Studio I)
- R ST 509 'Koruma Kuramı' (Conservation Theory)
- R ST 514E 'Conservation Studio II'

Educational Credentials:

- BS ITU, 1982
- MS ITU, 1984
- PhD ITU, 1992

Teaching Experience:

- I TU Faculty of Architecture, Department of Architecture, 1984

Professional Experience:

- UIA Intenational Union of Architects, Architectural Heritage Working Team, Turkey Secretary Membership (1990)
- TMMOB Chamber of Architects, Istanbul, Survey&Restoration Projects Preparation Rules and Technical Specifications Commission Membership (1999)
- Turkey Ministry of Culture and Tourism, Kayseri Cultural Heritage Conservation Board Membership, (1997-2007)
- Turkey Ministry of Culture and Tourism, Cultural Heritage Conservation High Council Membership (2005-2007)
- Divriği Ulucamii ve Darüşşifası Advisory Committee Mebership (2005-)
- UNESCO İstanbul Committee Membership (2006-2009)
- ICOMOS International Council on Monuments and Sites Turkey National Committee, board membership (1999-)
- ERÜ Kayseri Mimar Sinan Mimarlık ve Kültür Uyg-Ar Merkezi- Advisory Committee (2012-)
- İstanbul Presidency of Site Management, Advisory Committee (2011-)
- Turkey Ministry of Culture and Tourism, İstanbul IV. Cultural Heritage Conservation Board Membership, (2012-)

Licenses/Registration:

Selected Publications and Recent Researches:

- Yegan Kahya, "Garanti Kültür Binası : SALT Galata, Koruma ve Onarıma Yönelik Projelendirme Süreci", Arredamento Mimarlık, 02/2012, s. 54-62
- Z.Ahunbay, O.Müftüoğlu, K.Eyüpgiller, Y.Kahya, D.Mazlum, G.Tanyeli, Y.Salman, Z.Eres, N.Yöney, U.Almaç, "Geleneksel Yapılar ve Mühendislik Müdahaleleri", İTÜ Vakfı Dergisi, No. 59, 2012, s. 30-31, İstanbul

Professional Memberships:

- TMMOB Chamber of Architects, Istanbul, member
- MimED (Mimarlık Eğitimi Derneği), member
- Taşkışla Eğitim ve Kültür Derneği
- DOCOMOMO Turkey, National Working Party
- KOR-DER (Koruma Uzmanları Derneği), member
- ICOMOS Turkey National Committee, President of ICOMOS Turkey

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Architectural Conservation, Documetation and Inventory, Conservation Theory&History, Urban&Rural Conservation, Restoration Techniques, Traditional Building Materials&Conservation, Conservation and Presentation in Archaeological Areas

Name: MUSTAFA ERKAN KARAGÜLER

Education (degree, program, institution, year of completion):

PhD., Civil Engineering Program, ITU Institute of Sciences & Technology, (1988)

M.Sc., Civil Engineering Program, ITU Institute of Sciences & Technology, (1979)
B.Sc., Civil Engineering, ITU Civil Engineering Faculty, (1

Academic Positions held (title, institution, dates)

Assoc. Professor, ITU Faculty of Architecture Dept. of Architecture, (1991-2004)
Assist. Professor, ITU Faculty of Architecture Dept. of Architecture, (1990- 1991)
Research and Teaching Assistant, ITU Faculty of Architecture Dept. of Architecture, (1979-1990)

Academic Administration Positions held (position, institution, dates)

Member of Architecture Faculty Council, (1995-1998)
Administrator of Environmental Control and Building Technology Master Program, (2003-2006)
Administrator of Environmental Control and Building Technology PhD Program, (2003-2006)

Professional Positions held (title, firm name, dates)

Project Engineer, Engineering and Consultancy Firm of YALÇINKAYA, (1977-1979)

Courses Taught in the past five years (course number, course title, terms)

Graduate Programs, ITU :

CKY 520, Traditional Building Materials, Spring Semester
CKY 531, Performance of Building Materials, Fall Semester
CKY 527, Building Damage and The Principles of Building Protection , Fall Semester
YAB 606, Repair and Strengthening of Materials, Spring Semester
YAB 610 Composite Building Materials and Design Principles, Fall Semester
YAB 612 Properties and İnternal Structure of Material, Spring Semester
MIM 231, Building Materials, Fall Semester
MIM 368, Structural Building Materials, Selective

Paper presentations and invited lectures (title of presentation, conference institution, date, maximum 5

Yüksel, Ş.K., Karagüler, M., 2012, Durability of Concrete and Epoxy-Repair Mortar Used Systems, 7th Asian Symposium on Polymers in Concrete, ASPIC 2012, İstanbul-Turkey, 3-5 October 2012, pp. 405-414.

Yatağan, S., Karagüler, M., 2012, Effects of Polymer Additives On the Restrained Shrinkage of Concrete, 7th Asian Symposium on

Shah, S., P., Karagüler, M., 1991, Control of Cracking by Fibers and Admixtures, National Research Council, TRB (Transportation Research Board) Meeting, USA.

Memberships (name, date)

Member of the Union of Chambers of Civil Engineers in Istanbul, (1977-continue)
Member of the ACBM Center in USA, (1988-continue)

Professional and University Services (committees, public services; name, position, date,maximum 5)

Member of Central Laboratory Council of İTÜ

Professional and Academic Development and Other Activities (meetings, conferences attended, continuing education etc.; name, date, maximum 3)

" Alker-Adobe Stabilized With Gypsum " Properties and Application, Seminar on Earthquake Engineering, Organised by Turkish
Committee on Earthquake Engineering, İstanbul, September 30-October 6, 1985.

" Research Activities in Turkey on The Use of Finely Ground Natural Pozzolans as Replacement and Effect of Atmospheric Pressure
Steam Curing – Future Research Needs", Proceedings of the US-TURKEY Workshop, Fly Ash, Silica Fume, Slag and Natural
Pozzolans in Concrete, İstanbul- Turkey, May 1992, pp.36-40

Study areas (up to 7 keywords)

Shrinkage, Steam Curing, Fibers, Fracture, Repair Materials, Concrete, Building Materials.

Name: Zeynep KUBAN

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- Ancient and Byzantine Architecture (Turkish and English)
- European Architecture (Turkish)
- Layers of Istanbul (Turkish)
- Art of the 20th Century (Turkish)
- Readings in History of Architecture (I and II) (English)
- Qualitative and Quantitative Research methods in History of Architecture (English)
- Ancient Architecture and Cities (English and Turkish)
- Architecture of Turkey in the 20th Century (Turkish)
- Architecture and Image (Turkish)
- Architecture and Theory (English)
- Research Methods in History of Art (english)
- Analysis of Art Works (Turkish)
- Theories in History of Art
- Comtenporary Art
- Archaeology of Istanbul
- Art and Power

Educational Credentials:

- BS İstanbul University-Archaeology and History of Art, 1985
- MS İstanbul Technical University, History of Architecture 1988
- PhD İstanbul Technical University, History of Architecture 1997

Teaching Experience:

- Research and Teaching Assistant since 1987
- Assistant Professor Dr. since 1999
- Associated Professor Dr. since 2009
- BTU Cottbus 2001 and 2003 (guest professor)
- Berlin Technical University 1996/1998/2000/2005 (compact seminars)

Professional Experience:

- Excavations/Field Works (since 1982)
- Co-Director of Limyra Excavation (South Turkey) together with Austrian Archaeological Institute (since 2010)
- 1995-2004 together with Turgut Saner (architectural –archaeological filed survey in Caria Southern Turkey)

Licenses/Registration:

s.above

Selected Publications and Recent Researches:

- İdil Erkol ile birlikte Transforming Istanbul, A+U architecture and urbanism 3/13 130-135.
- Zu Diensten: Carl Humann, 71-80, in ed. Ünsal Yalçın, Anatolian Metal VI, Bochum 2013.

with Gul Cephanecigil, MİMAR, Der Architekt im osmanischen Reich ed. Winfried Nerdinger, Der Architekt, Geschichte und Gegenwart eines Berufsstandes, 313-333, München 2012.

Professional Memberships:

- **German Archaeological Institute**
- **Koldewey Association (Architectural Historians)**

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Architectural History- Antiquity- Istanbul as a Historical City-Education-Mediating History of Architecture to Non-Professionals

Name: Hülya KUS

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 162 Yapi Bilgisine Giris
- MIM 162E Introduction to Building Construction
- MIM 261 Yapi ve Yapim Yöntemleri
- MIM 261E Building Construction Methods
- MIM 244 Yapi Elemanlari Tasarimi

- MIM 244E Building Element Design
- MIM 431 Uygulama Projesi
- MIM 330E Vertical Circulation Systems (Elective)
- INS 328 Mimari Yapisal Tasarim (Elective)
- YAB 615E Performance of Building Elements under Environmental Effects (Doctorate)
- MTZ 504E Building Technology (Master)
- CKY 528E Users Requirements & Built Environment Standards (Master)

Educational Credentials:

- BS ITU, Istanbul, Turkey, 1989
- MS ITU, Istanbul, Turkey, 1992
- PhD KTH – Royal Institute of Technology, Stockholm,Sweden, 2002

Teaching Experience:

- Research Assisstant, ITU, 1992-2003
- Assisstant Prof. Dr., ITU, 2003-2005
- Assoc. Prof. Dr., University of Sharjah, UAE, 2010-2011 Fall Term
- Assoc. Prof. Dr., ITU, 2005-

Professional Experience:

...

Licenses/Registration:

...

Selected Publications and Recent Researches:

- Kus, H., Özkan, E., Göcer, Ö., Edis, E. (2013). Hot-box measurements of pumice aggregate concrete hollow block walls.*Construction and Building Materials*, *38*(1), 837-845.
- Kus, H., Norberg, P., Sjöström, C. (2013) "Durability Assessment of External Renderings on AAC Based on 10-year Long-term Monitoring Data", *6th Int. Conf. on Sustainable Construction Materials &Technologies*, Kyoto, Japan.
- Kus, H., Nygren, K., and Norberg, P. (2004) “In-use performance assessment of rendered autoclaved aerated concrete walls by long-term moisture monitoring”, *Building and Environment*, 39 (6), 677-687.
- Kus, H. and Carlsson, T. (2003) “Microstructural investigations of naturally and artificially weathered autoclaved aerated concrete”, *Cement and Concrete Research*, 33 (9), 1423-1432.

Professional Memberships:

- TMMOB – MO, Chamber of Architects of Turkey.

Summary of expertise, recent research, or experience (limit 25 words or keywords)

long-term performance and durability of building elements, natural and artificial weathering, microenvironment characterization, temperature and moisture monitoring, hygrothermal performance, building construction technology, sustainability in construction

Name: Deniz MAZLUM

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

Architectural Survey and Restoration Studio (Undergraduate, Compulsory)
Conservation of Historic Buildings and Sites (Undergraduate, Compulsory)
Restoration of Cultural Property (Undergraduate, Elective)
Koruma Kuramı (Graduate, Compulsory)
Koruma Projesi I (Graduate, Compulsory)
Conservation Studio II (Graduate, Compulsory)
World Experience in Restoration (Graduate, Elective)
Traditional Building Types and Potentialities for Their Re-Use (Graduate, Elective)
Mimaride Restorasyon Yöntemleri (at Istanbul University)
Mimari Koruma (at Istanbul University)
Mimarlık Mirası (at Istanbul University)

Educational Credentials:

- BS Istanbul Technical University, 1980
- MS Istanbul Technical University, 1983
- PhD Istanbul Technical University, 2001

Teaching Experience:

- Assist. Prof, Istanbul Technical University, 2002-2009

- Assoc. Prof. Istanbul Technical University, 2009- present

Professional Experience:

Licenses/Registration:

Selected Publications and Recent Researches:

- "Kız Kulesi'nin Uzun Tarihinden Bir Kesit: 18. Yüzyılda Kule-i Duhter", *ODTÜ Mimarlık Fakültesi Dergisi*, Cilt 24, Sayı 2007/1, pp. 35-47.
- *1766 İstanbul Depremi*, *Belgeler Işığında Yapı Onarımları,* İstanbul Araştırmaları Enstitüsü Yayınları 15, İstanbul, April 2011.
- Osmanlı Arşiv Belgeleri Işığında 18. Yüzyıl Osmanlı Mimarlığında Avrupa Kökenli Malzeme Kullanımı", *14th International Congress of Turkish Art*, Paris Collège de France, 19-21 September 2011, pp. 503-508.
- "Bir Fransızın Gözüyle 1830'lar İstanbul'u. Frédéric Lacroix'nın Guide du Voyageur à Constantinople et ses Environs Kitabı", in *Mimari ve Kentsel Koruma. Prof.Dr. Nur Akın'a Armağan* (K.K.Eyüpgiller ve Z. Eres, ed), pp. 57-70, İstanbul, 2013.

Professional Memberships:

- **Chamber of Architects of Turkey**
- **ICOMOS Turkey**

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Architectural conservation, Ottoman architecture, Ottoman construction techniques, Conservation theory, Conservation history, Ottoman construction terminology, Ottoman archives.

Name: Mine ÖZKAR

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 112 Mimari Proje II
- MIM 142E Perspective
- MIM 211E-212E Architectural Design III-IV
- MIM 420E Logic and Theory of Design
- MBL 596 Seminar
- MBL 514E Digital Architectural Design Studio
- MBL 605 E-güdülü Mimarlıkta Özel Konular
- MBL 606E Computational Theories and Models in Architectural Design
- MBL 609E Theories and Methods of Shape Computation in Design

Educational Credentials:

- B.Arch., Middle East Technical University, Ankara, Turkey, July 1997.
- M.S. in Architecture Studies, Department of Architecture, MIT, June 1999.
- Ph.D., Design and Computation Program, Department of Architecture, MIT, September 2004.

Teaching Experience:

- Visiting Associate Professor, MIT, January-June 2013
- Associate Professor, Istanbul Technical University, January 2011- present
- Coordinator, Architectural Design Technologies and Informatics Research Group, June 2013-present Visiting Assistant Professor, Istanbul Technical University, 2009-2011
- Assistant Professor, Middle East Technical University, 2006-2011
- Vice-chair, Department of Architecture, September 2007 – February 2009 Instructor, Middle East Technical University, 2004-2006

Licenses/Registration:

Chamber of Architects

Selected Publications and Recent Researches:

Journal papers

- Keles, H. Y., Özkar, M., Tari, S., (2012). “Weighted Shapes for Embedding Perceived Wholes,” *Environment and Planning B: Planning and Design*, 39(2): 360-375.
- Zaman, C. H., Özkar, M., Cagdas, G. (2011) “Towards Hands-on Computing: Investigating the Haptic Dimension of Conceptual Design Phases” *METU Journal of Faculty of Architecture*, 28(2): 209-226.
- Özkar, M., (2011). Visual Schemas: Pragmatics of Design Learning in Foundations Studios. *Nexus Network Journal* (24 February 2011), 1-18.
- Keles, H. Y., Özkar, M., Tari, S., (2010). “Embedding Shapes without Predefined Parts,” *Environment and Planning B: Planning and Design*, 37(4): 664-681.
- Özkar, M., Lefford, N., (2006). “Modal Relationships as Stylistic Features: Examples from Seljuk and Celtic Patterns,” Shlomo Argamon (ed.), *Journal of American Society of Information Science and Technology (JASIST)*, 57 (11): 1551-1560.
- Özkar, M., (2001). “Anarchic Uncertainty,” *Thresholds* 23: 24-29.

Professional Memberships:

- **eCAADe**

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Design computing, design education, shape studies

Name: Seden ACUN ÖZGÜNLER

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

Undergraduate Programs, Faculty of Architecture, ITU:

- MIM 231 Building Materials (Compulsory), Fall Semester
- ICM 231 Building Materials I (Compulsory), Fall Semester
- ICM 232 Building Materials II (Compulsory) Spring Semester
- MIM 431 Construction Project (Compulsory) Fall Semester
- MIM 358 Building Protective Materials (Elective) Fall Semester
- MIM 338 Detail Design and Principles (Elective) Spring Semester

Educational Credentials:

- BS Yıldız Technical University, Faculty of Architecture, 1997.
- MS Istanbul Technical University, Faculty of Architecture, Building Sciences, 2000.
- PhD Istanbul Technical University, Faculty of Architecture, Building Sciences, 2007.

Teaching Experience:

- Research and Teaching Assistant, 1999-2013
- Assoc. Prof. Dr., 2013-continue.

Professional Experience: (Some)

- Material Consultant at the restoration of Anemas Dungeons.
- Material Consultant at the restoration of Haydarpasa Station.
- Material Consultant at the restoration of Kucuk Mustafa Pasa Bath
- Material Consultant at the restoration of Uskudar Selimiye Bath

Licenses/Registration:

Turkish Chamber of Architects, Licensed architect (1997)

Selected Publications and Recent Researches (Some):

- Özgünler M., **Özgünler Acun S**., "A Research on Karamursel Region Volcanic Tuff as a Pozzolanic Additive in Repair Mortars Used for Historical Buildings", Scientific Research and Essays, Vol.6(3), pp.641-647, 4 February 2011, (SCI-Expanded index).
- **Özgünler Acun S.,** Gürdal E., Ersen A., Güleç A. "The Characterization Works of Traditional Materials of the Theodosian Wall in Istanbul; Case Study for Tower 4", Restoration of Buildings and Monuments, No.3/4, Vol.17, pp.239-250, 2011, (ICONDA index, CIB).
- **Acun S**., Arıoğlu N. "A Method Concerning the Preservation and Restoration Works of the Stones Used in Historical Buildings", Architectural Science Review, Vol 49.2, pp. 143-148, 2006, (Arts and Humanities Index).
- Arıoğlu N., **Acun S**., "A Research About a Method for Restoration of Traditional Mortars and Plasters: A Staging System Approach", Building and Environment 41, pp. 1223-1230, 2006, (SCI-Expanded Index).
- Güleç A., **Acun S**., Ersen A. "A Characterization Method for the Fifth-Century Traditional Mortars in the Land Walls of Constantinople, Yedikule", Studies in Conservation Vol. 50, sayı. 4, pp. 295-306, 2005, (Arts and Humanities Index).

Professional Memberships:

- ENHR, (European Network for Housing Research)
- CIB, (International Council for Building)

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Evaluation of Building&Building Materials Performance, Damage Analysis of Building and Materials, Material Conservation Methods, Sustainability of Traditional Building Materials, NDT and DT Methods of Building Materials.

Name: Begüm SERTYEŞiLIŞIK

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 332E Construction Management and Economics *(English)*
- MIM 431 Uygulama Projesi *(Turkish)*

Educational Credentials:

- B.Arch., Istanbul Technical University, 2001
- MSci., Istanbul Technical University, 2003
- PhD., Middle East Technical University, 2007

Teaching Experience:

- Instructor,International Cyprus University, 2004
- Instructor, Yasar University, 2005-2006
- Assistant Professor, Yildiz Technical University, 2007-2012
- Associate Professor, Istanbul Technical University, 2012-present

Professional Experience:

Selected Publications and Recent Researches:

- Sertyesilisik. B. (2010) "Dispute Management in Construction Industry", Yildiz Technical University
- Sertyesilisik. B. (2010) "Contract Management in Construction Industry", Yildiz Technical University
- Ross, A., Dalton, K., Sertyesilisik, B. (2013) "An investigation on the forecasting improvement of construction expenditure" Journal of Civil Engineering and Management (accepted for publication)
- Etchart, A., Sertyesilisik, B., G. Mill (2012) “Environmental effects of shipping imports from China and their economic valuation:the case of metallic valve components” Journal of Cleaner Production, 21, 51-61.
- Sertyesilisik, B., Tunstall, A., Mcloughlin, J. (2010) "An investigation of lifting operations on UK construction sites" Safety Science, 8(1), 72-79 (doi:10.1016/j.ssci.2009.06.001)

Professional Memberships:

- The Chamber of Turkish Institute of Architects

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Construction project management, construction contracts, sustainability, project management for sustainable construction, health and safety, lean and agile construction project management, human resources management, dispute resolution techniques, claims.

Name: Elçin Filiz TAŞ

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 331 Building Production Systems *(Turkish)*
- MIM 332 Construction Management and Economics *(Turkish)*
- MIM 431 Construction Project *(Turkish)*

Educational Credentials:

- B. Arch., Istanbul Technical University, 1984
- M. Sci., Istanbul Technical University, 1987
- Ph. D., Istanbul Technical University, 1994

Teaching Experience:

- Research Assistant, Istanbul Technical University, 1986 – 1997
- Assistant Professor, Istanbul Technical University, 1997 – 2009
- Associate Professor, Istanbul Technical University, 2009 – present

Selected Publications and Recent Researches:

- **T*he Use of Information Technology on Gaining Competitive Advantage in Turkish Contractor Firms*,** World Applied Sciences Journal, 18 (2), s.274-285, ISSN 1818-4952, DOI 10.5829/idosi.wasj. 2012.18.02.744
- **Strategic planning practices of contractor firms in Turkey, Procedia Social and Behavioral Sciences - Emerald Publishing Grp; Elsevier Ltd Publishing Grp.** (from Web of Science), Volume: **58** Pages: **40-46** DOI: **10.1016/j.sbspro. 2012.09.976** Published: **2012,** Book Editor(s): Ozsahin, M; Zehir
- **Determination of Behaviors in Building Product Information Acquisition for Developing a Building Product Information System in Turkey,** Journal of Construction Engineering and Management, 04/2013, ISSN, 0733-9364
- **Evaluation of the Conditions of the Contract used in the Turkish Construction Industry, I**nternational Journal of Academic Research, Part A, 6(2), 123-129,

Professional Memberships:

- **CIB - International Council for Research and Innovation in Building and Construction work group**
- **W065 Organisation and Management of Construction work group**
- **W113 Law and Dispute Resolution work group**

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Project management; construction management; Cost management , International Construction Management,
Law and Dispute Resolution, Construction Firm Management

- **The name of your working group**

Mimari Tasarımda ve Yapımda Yönetim Bilimleri Çalışma Grubu

Name: Aslıhan TAVIL

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 162E Introduction to Building Construction (in English)
- MIM 261E Building Construction Methods (in English)
- MIM 244E Building Element Design (in English)
- MIM 431 Construction Project (in Turkish and English)
- MIM 492 Graduation Project (in Turkish)
- MIM 370E Internal Subdivision Systems (in English)
- MTZ 504E Building Technology (in English)

Educational Credentials:

- B.Arch., Istanbul Technical University, 1986
- MSci., Istanbul Technical University, 1988
- PhD., Istanbul Technical University, 1996

Teaching Experience:

- Assistant Professor, Istanbul Technical University, Istanbul, 2000-2007
- Associate Professor, Istanbul Technical University, Istanbul, 2007-Present

Professional Experience:

- Project Architect, Turgut Cansever Architecture Office, Istanbul, 1986
- Project Architect, Hadi Mimarlık A.Ş. Istanbul, 1986-1987

Selected Publications and Recent Researches:

- A Database Model for Environmental Impact Assessment of External Wall Construction Techniques, American Transactions on Engineering & Applied Sciences, Volume 1, No.4, October 2012, pp.351-363.
- High Performance Window Selection Model, A/Z ITU Journal of the Faculty of Architecture, Volume 9, No1 Spring 2012, pp.165-174.
- Energy and Visual Comfort Performance of Electrochromic Windows with Overhangs, 2007, Building and Environment, Volume 42, No 6, pp.2439-2449.

Professional Memberships:

- The Chamber of Turkish Institute of Architects, TMMOB
- T.E.D. Ankara College Foundation Private High School Association
- Architecture Education Association - MİMED
- Physical Environment Control Association
- International Building Performance Simulation Association, Turkey - IBPSA Turkey - BinSimDer.
- International Council Research and Innovation in Building and Construction – CIB

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Performance of Advanced Façade Technologies, High Performance Windows, Building Performance Simulation, Sustainable Construction, Environmental Effects of Construction Process, Building Technology Education

- **The name of your working group**

Building and Construction Technologies in Architecture

Name: Hakan YAMAN

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 331 Building Production Systems *(Turkish)*
- MIM 332 Construction Management and Economics *(Turkish)*
- MIM 431 Construction Project *(Turkish)*

Educational Credentials:

- B. Arch., Istanbul Technical University, 1985
- M. Sci., Istanbul Technical University, 1988
- Ph. D., Istanbul Technical University, 1996

Teaching Experience:

- Research Assistant, Istanbul Technical University, 1987 – 2002
- Assistant Professor, Istanbul Technical University, 2002 – 2012
- Associate Professor, Istanbul Technical University, 2012 – present

Professional Experience:

Freelance Architect, 1985 – 1987

Selected Publications and Recent Researches:

- Meta-Analysis of Building Information Modeling Literature in Construction, International Journal of Engineering and Innovative Technology, Vol:3, No:4, October 2013, p.373–379
- *High performance window selection model - HiPerWin* (A|Z ITU Journal of the Faculty of Architecture, Vol:4, No:1, 2012, p.165–180)
- *A Comparative Input–Output Analysis of the Construction Sector in Turkey and EU Countries,* (Journal of Engineering, Construction and Architectural Management, Vol: 18, No: 3, Mayıs 2011, p.248–265)
- *Flagship Regeneration Project as a Tool for Post–Disaster Recovery Planning: The Zeytinburnu Case* (The Journal of Disaster Studies, Policy and Management, Disasters © Overseas Development Institute, Vol: 33, No. 2, Nisan 2009, p.180–202)
- *A Building Material Evaluation and Selection Model for Turkish Construction Sector,* (Journal of Engineering, Construction and Architectural Management, Vol: 15, No. 2, Mart 2008, p.149–163)
- An IFC-based Framework for Sustainable Construction (8 Mayıs 2012 – present) Continuing
- Multi-Dimensional Optimization in Project Networks which have Repetitive Activities (10 Nisan 2012 – present) Continuing
- A Constructor Selection Model for Construction Sector Using Multi Agent Systems (May 2013 – present) Continuing
- Social Media Model for Construction Sector – ConSO (10 Nisan 2012 – present) Continuing

Professional Memberships:

- CIB W78 Information Technology for Construction Commission – Associate Member

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Project management; construction management; IT in construction; Information systems in construction; Time management; Cost management

The name of your working group Mimari Tasarımda ve Yapımda Yönetim Bilimleri Çalışma Grubu

Name: İpek YÜREKLİ

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM115_Architectural Design 1
- MIM116_Architectural Design 2
- MIM211_Architectural Design 3
- MIM212_Architectural Design 4
- MIM351_Architectural Design 5
- MIM312_Architectural Design 6
- MIM492_Graduation Project

Educational Credentials:

- B.Arch., Istanbul Technical University, 1990
- MSci., Istanbul Technical University, 1993
- PhD., Istanbul Technical University, 2003

Teaching Experience:

- Assistant Professor, Istanbul Technical University, 2004
- Associate Professor, YÖK, 2011

Professional Experience:

Selected Publications and Recent Researches:

- 2011 A|Z ITU Journal Of the Faculty Of Architecture, vol.8 no.1,s.208-218
  Urban Characteristics Of Istanbul: Problem Or Potential
  İ Yürekli, A İnceoğlu
- 2011 ARCHTHEO 2011 International Symposium, MSU, Istanbul
  Concepts Of Modernity: Timelapse For Architecture
  A İnceoğlu, İ Yürekli
- 2011 ENHR 2011 International Symposium, Toulouse, s.9-14
  Urban Transformation In Istanbul: Potentials For A Better City
  A İnceoğlu, İ Yürekli
- 2011 Mimarlık, 358, s.43
  Çankaya Belediyesi Başkanlık Hizmet Binası, Sanat Merkezi ve Ulvi Cemal Erkin Konser Salonu Ulusal Mimari Proje Yarışması
  3. Mansiyon
  İ Yürekli, A İnceoğlu, S Birsen-Otay
- 2009 Altın Portakal Film Müzesi Mimari Proje Yarışması Kitabı
  Mimarlar Odası Yarışmalar Dizisi No: 24, s.23-30
  Ed. G Şener, Mimarlar Odası Yayınları, Ankara, Eylül 2009
  2. Ödül
  İ Yürekli, A İnceoğlu, S Birsen-Otay

Professional Memberships:

- The Chamber of Turkish Institute of Architects

Summary of expertise, recent research, or experience (limit 25 words or keywords)

- The uncertain, ambiguous, invisible features of architecture
- Architectural design education

Name: Meltem AKSOY

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14):
undergraduate

- MIM312 Architectural Design VI
- MIM351 Architectural Design V
- MIM492 Graduation Project

MIM 420E Logic and Theory of Design (2010-2011)
graduate

- MBL514B Digital Architectural Design Studio
- MBL596 Seminer

Educational Credentials:

- Ph.D., Istanbul Technical University, Istanbul, Turkey, 2001
- M.Sci., Architectural Design Graduation Program, Istanbul Technical University, Istanbul, Turkey, 1991
- B.Arch., Architectural Design Graduation Program, Istanbul Technical University, Istanbul, Turkey, 1988

Teaching Experience:

- Teaching and Research Assistant, 1992-2001
- Visiting Scholar, University of Newcastle Upon Tyne, UK (06.08-06.09.1994)
- Visiting Scholar, University of Newcastle Upon Tyne, UK (21.08-21.09.1995)
- Visiting Scholar, Carnegie Mellon University, USA (1999-2001)
- Assistant Professor, Istanbul Technical University, (2002-)

Licenses/Registration:

- Registered Architect, Turkish Chamber of Architects

Selected Publications and Recent Researches:

- **Aksoy, M.**, Bilgin, S., Baslo, M., "**Thoughts and Ideas on Ecological Sustainability and The Reflections on Architecture"***, International Journal for Housing Science and Its Applications*(*), vol.37, No.3, pp.151-160, USA, ISSN. 0146-6518, 2013.

- Onbay, E., **Aksoy M.**, "**The Transformation of The 'House' Designed for The 'Future'"**, *39th IAHS World Congress, Changing Needs, Adaptive Buildings, Smart Cities*, O. Ural, E. Pizzi, S. Croce (eds), september 17-20, Milan, Italy, pp.341-348, Volume 1: ISBN 978-886-493-013-8 (digital), 2013.

- **Aksoy, M.**, Kozikoğlu, N., **"Cultivating Transdisciplinary Creativity"**, DigitalThinking in Architecture, Civil Engineering, Archaeology, Urban Planning and Design: Finding the Ways, Proceedings of EuropIA'11: 11th International Conference on Design Sciences and Technology, G. De Paoli, K. Zreik, R. Beheshti (eds), Montreal, Kanada, Europia Productions, pp. 205-233, ISBN 978-2-909285-41-3, 2007.

Professional Memberships:

- The Chamber of Turkish Institute of Architects
- Turkish Association of Architecture Education
- European Association for Architectural Education (EAAE) (instituational membership through ArchED)

Summary of expertise, recent research, or experience (limit 25 words or keywords)
Research interests: contemporary architectural design process; the effects of information technologies on architectural design theory, practice and education.

Name: M. Cem ALTUN

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 162(E) Introduction to Building Construction *(Turkish& English)*
- MIM 244 Building Element Design *(Turkish)*
- MIM 261(E) Building Construction Methods *(Turkish& English)*
- MIM 360E Design Principles of Building Elements *(English)*
- MIM 431 Construction Project *(Turkish)*
- MIM 465E Building Sub-Structure and Ground *(English)*
- MIM 485E Building Construction Techniques *(English)*
- PEM 252E Landscape Construction and Materials *(English)*
- MTZ 504E Building Technology *(English)*
- MTZ 527 Construction Design in Architecture *(Turkish)*
- CKY 534E Building Element Alternatives *(English)*
- CKY 537E Research Methods in Architectural Technology *(English)*

Educational Credentials:

- B.Arch., Istanbul Technical University, 1986
- MSci., Istanbul Technical University, 1988
- PhD., Istanbul Technical University, 1997

Teaching Experience:

- Research Assistant, Istanbul Technical University, 1987–2003
- Assistant Professor, Istanbul Technical University, 2003–present

Selected Publications and Recent Researches:

- "Effect of Architectural Detailing of the Exterior Wall-Floor Slab Intersection Area on the Hygrothermal Performance", Proceedings of the Detail Design in Architecture 8 - Translating Sustainable Design into Sustainable Construction Conference 2009, pp. 91-98, Cardiff, UK, 04 Eylül 2009.
- "Architectural Detail Design Methods – Simplified and Analysed", Proceedings of the Detail Design in Architecture 8 - Translating Sustainable Design into Sustainable Construction Conference 2009, pp. 196-211, Cardiff, UK, 04.09.2009.
- "Approach Change In Building Technology Education; From "Typical" Details to Performance Based Design, Architectural Education Forum III - Global Area for Architectural Education**,** Proceedings CD – 10.2, İstanbul, 15-17.11.2006.
- "Environmentally Sensitive Green Roof Systems", Research Project, Funded by The Scientific and Technical Research Council of Turkey, 2012.

Professional Memberships:

- The Chamber of Turkish Institute of Architects

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Architectural detail design, Building element design, Building physics, Building technology

Name: İ.Hülya ARI

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- Architectural Design II-III-IV-V-VI
- Graduation Project
- Representation and Presentation in Architecture
- Spatial Analysis and Techniques in Architecture
- Architecture Today

Educational Credentials:

- BS Y.T.U, 1982
- MS I.T.U, 1985
- PhD I.T.U, 1994

Teaching Experience:

- Research Assist., I.T.U, 1987-1995
- Assist.Prof.Dr., I.T.U., 1995-2014

Professional Experience:

- Ates Arch.Eng./ BRD
- ENKA Holding ,1982-1987

Selected Publications and Recent Researches:

- "İlk Yıl Mimari Tasarım Stüdyosu Deneyimi", (Doç.Dr. N.E.Altaş v.d. ile birlikte), Mimari Proje Dersinin Sorgulanması Semineri, Y.T.Ü. Mimarlık Fakültesi, İstanbul Aralık 1994, Bildiri Kitabı MF-MIM 94.071, Y.T.Ü. Mimarlık Fakültesi Matbaası, İstanbul 1994; s. 73-78.
- "Impacts of Economical and Social Changes on Multy-Family Housing Blocks in Istanbul", CARDO- International Symposium on People, Place & Development, Newcastle upon Tyne-U.K. Dec. 1- 2, 1994, Proceedings, Newcastle upon Tyne- U.K. 1994; s. 118-123.
- "Teaching Design: Structuring the Critique in Architectural Design Education", (Y.Doç.Dr. B.Uluoğlu ile birlikte), DECON'94 – 7th International Conference on Systems Research, Informatics and Cybernetics, Baden Baden- Germany, Ağustos 1994; (Basılmak üzere kabul edilmiştir.)
- "İstanbul'da Bir Problem Bölge: Haliç", (Prof.Dr. G.Sağlamer ile birlikte), İstanbul'un Problem Noktaları ve Öğrenci Çalışmaları ile Çözüm Arayışları Sempozyumu, Sempozyum Bildirileri, İ.T.Ü. Mimarlık Fakültesi, İstanbul 1990; s. 82-85.
- "Comparison of Space Organizations of Dwelling Units", (Prof.Dr. G.Sağlamer ile birlikte), Quality for Building Users Throughout the World- XI. CIB Congress Paris/ FRANCE May 1989; Proceedings of the XI. CIB Congress, Theme I, Vol. III., Paris- Fransa 1989; s. 63-74.

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Architecturel Design, Morphology in Architecture, Design Studies, Architectural Design Methods, Space and Spatial Organizations in Architecture, Presentation and Representation in Architecture.

Name: Halet Almıla ARDA BÜYÜKTAŞKIN

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring)

- Compulsory Courses: Steel Structures, Reinforced Concrete Structures, Static, Construction Project, Graduation Project. Elective Courses: Tall Building Structures,

Educational Credentials:

- BS: University of Boğaziçi (Bosphorus)-Engineering Faculty-Civil Engineering Department, 1994
- MS: Istanbul Technical University – Civi Engineering Faculty./Structures, 1996
- PhD: Istanbul Technical University – Civil Engineering Faculty./Structures, 2000

Teaching Experience:

- Research Assistant, Istanbul Technical University, Architecture Department, 1995-2001
- Assist. Prof. Dr, Istanbul Technical University, Architecture Department, 2001-

Professional Experience:

- Consultancy reports in several projects.

Selected Publications and Recent Researches:

- **ARDA BÜYÜKTAŞKIN, H.A.**, MERİÇER F.C., ARDA T.S., "Experiments on Factors Affecting the Strength of Bolted Space Truss Members", Journal of Constructional Steel Research, Volume 46, Paper No. 238, p.482, No.1-3, April-June1998, ISSN:0143-974X, Great Britain.
- **ARDA BÜYÜKTAŞKIN, H.A.**, BÜYÜKTAŞKIN, M.I., ARDA T.S., "Comparision between Eurocode 8 and 1998 Turkısh Specifications in Earthquake Regions with respect to their Parts concerning Steel Buildings", Acta Polytechnica, p.137-146, Vol.39, No.5, 1999.
- **ARDA BÜYÜKTAŞKIN, H.A.,** ARDA, T.S, "Comparison of the Behaviours of in-situ Reinforced Concrete, Precast Concrete and Steel Structures at the Last 1999 Gölcük-İzmit Earthquake", Erdbeden und Brandschutz (Earthquake and Fire) Chapter, p.721-726, Theorie und Praxis im Konstruktiven Ingenieurbau-Festschrift zu Ehren von Prof. Dr.-Ing. Helmut Bode (Theory and Praxis in Structural Engineering-Commemorative Publication for Prof. Dr.-Ing. Helmut Bode), ISBN: 3-89821-055-3, ibidem-Verlag, Stuttgart, Germany, 2000.
- **ARDA BÜYÜKTAŞKIN** Halet Almıla, Principles for Fabrication, Assembly and Montage of Rectangular and Tubular Hollow Sections, Translation from English to Turkish, ISBN 975-97000-1-8, İstanbul, 2001.
- **ARDA BÜYÜKTAŞKIN H.A.,** "A School Building Construction in Steel under Seismic Events", 3rd. International Conference cost c26 on Livable Environments, Proceedings Book, p.791-793, Napoli-İtaly, 2010.
- **ARDA BÜYÜKTAŞKIN H.A**, EROL G., YATAĞAN S., TANAÇAN L., "A Modern Approach: Timber-Glass Composite Structural Elements for the Protection of Historical Buildings" **,** "Prohitech 2014-2nd International Conference on Protection of Historical Constructions Proceeding Book, Antalya-Turkey, 2014.
- **ARDA BÜYÜKTAŞKIN H.A.**(Managing Director), EROL G., YATAĞAN S., TANAÇAN L., Wood Wisdom Net – Eranet Bioenergy Research Project, "Application of Timber-Glass Composite Structures for Building Construction"(continuing).

Professional Memberships:

- Turkish Chamber of Civil Engineers
- Turkish Constructional Steelwork Association
- Association of Building Physics
- EU COST Action FP1101(Management Committee Turkey representative), Forests, Their Products And Services-,Assessment, Reinforcement And Monitoring Of Timber Structures.

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Steel Structures, Tall Building Structures, Timber and Glass Composite Structures, Steel and Architecture.

Name: Ikbal CETINER

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 162 Introduction to Building Construction *(Turkish)*
- MIM 261 Building Construction Technology *(Turkish)*
- MIM 244 Building Element Design *(Turkish)*
- MIM 380E External Wall Systems *(English)*
- MIM 431 Application Project *(Turkish)*

Educational Credentials:

- B.Arch., Istanbul Technical University, 1989
- MSci., Istanbul Technical University, 1992
- PhD., Istanbul Technical University, 2002

Teaching Experience:

Assistant Professor, Istanbul Technical University, 2004–present

Professional Experience:

- Yaptas Construction Firm Istanbul, July - September 1990, as project architect
- Karlıdag Construction Firm Istanbul, May - July 1991, as project architect
- Royal Istanbul Tourism Firm Istanbul, November 1991 – May 1993, as project architect

Selected Publications and Recent Researches:

- **Cetiner, I.,** Edis, E., 'An environmental and economic sustainability assessment method for the retrofitting of residential buildings', Energy and Buildings, Volume 74, May 2014, pp. 132–140 (available online at http://www.sciencedirect.com/science/article/pii/S0378778814000589). (Tarandığı Index: Science Citation Index Expanded, Architectural Periodicals Index).

- **Cetiner, I.,** Ceylan, N., ''Environmental consequences of rehabilitation of residential buildings in Turkey: A case study of Istanbul', Building and Environment, Volume: 69, November 2013, pp. 149-159 (available online at http://www.sciencedirect.com/science/article/pii/S0360132313002126) (Tarandığı Index: Science Citation Index).
- **Cetiner, I.,** Edis, E., ''Assessing the Effect of Facade Variations on Post-construction Period Environmental Sustainability of Residential Buildings', Sustainable Cities and Society, Volume: 6, February 2013, pp. 68-76 (available online at http://www.sciencedirect.com/science/article/pii/S2210670712000613).
- **Cetiner, I.,** Tavil, A., Yaman, H., Coskun, K., 'High Performance Window Selection Model – HiPerWin', İ.T.Ü. Journal of the Faculty of Architecture, Vol:9, No: 1, Fall 2012, Istanbul, pp. 165-74 (Tarandığı Index: Avery Index to Architectural Periodicals).

Professional Memberships:

- The Chamber of Turkish Institute of Architects
- The Member of CIB (The International Council for Research and Innovation in Building and Construction, the Netherlands)

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Building element design, Sustainable building technology, Sustainable facades, Sustainable building/building elements, Energy efficiency in building/building elements, Environmental assessment in building/building elements.

Name: NESİP ÖMER EREM

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- 2008/09 Fall: Architectural Design 6-7, Graduation Project
- 2008/2009 Spring: Architectural Design 6-7
- 2009/2010 Fall: Visiting scholar in Carnegie Mellon University, USA.
- 2009/2010 Spring: Visiting scholar in Carnegie Mellon University, USA.
- 2010/2011 Fall: Architectural Design 6-7
- 2010/2011 Spring: Architectural Design 2 (MA), Graduation Project
- 2011/2012 Fall: Architectural Design 5-6, Qualitative and Quantitative Research methods in Architecture (MA), Urban Design Research Methods (MA)
- 2011/2012 Spring: Architectural Design Theory (MA), Architectural Design 4-5
- 2012/2013 Fall (Visiting scholar in EUL, TRNC): Architectural Design ARCH 301-302, Construction Design ARCH 441, Philosophy in Design (MA), Computer Applications in Architecture (MA)
- 2012/2013 Spring (Visiting scholar in EUL, TRNC): Architectural Design ARCH 301-302, Place Studies of Cyprus (MA)
- 2013 Summer (Visiting scholar in EUL, TRNC): Architectural Design ARCH 301-302
- 2013/2014 Fall (Visiting scholar in EUL, TRNC): Architectural Design ARCH 301-302, Construction Design ARCH 441, Architectural Design ARCH 201-202
- 2013/2014 Spring (Visiting scholar in EUL, TRNC): Architectural Design ARCH 301-302, Architectural Design ARCH 201-202, Computer Applications in Architecture (MA)

Educational Credentials:

Degree	*Department*	**University**	Year
Under-graduate	Architecture	İstanbul Technical University	1991
Graduate	Architecture	İstanbul Technical University	1994
PhD	Architecture	İstanbul Technical University	2003

Teaching Experience:

- Conference on design for disabled people in sport halls, 2012.
- Microsoft Office package education in SEM, İTU, 2008.

Professional Experience:

- ITU Rectorate Ayazağa Campus Swimming Hall Revision Project with Prof. Dr. O. Hacıhasanoğlu & Prof. Dr. I. Hacıhasanoğlu, 2006
- T.R. Ministry of Education Primary School Preliminary and Application Projects with S.M. Şener & Elmira Gür, 1998.

Selected Publications and Recent Researches:

- Yıldız, D., Erem, Ö., Çekmiş, A., 2012. “Galata Köprüsünün İki Yakasına Kritik Bir Bakış: Yaşanabilir cevreler... kavramsal çözümler”, Mimar-ist Üç Aylık Mimarlık Kültür Dergisi, Yıl:12, Sayı:43, s. 83-94., ISSN 1302-8219, Istanbul, (DAAI).
- Akın, Ö.,Erem, Ö., 2011. “Architecture students’ spatial reasoning with 3-D shapes”, Journal of Design Research, 9(4), pp. 339 – 359, DOI: 10.1504/JDR.2011.043362, (DAAI).
- Çorapçıoğlu, K., Erem, Ö., Görgülü, H.C., 2011. Balikesir Kırsalında Yöresel Doku Ve Mimari Özelliklere Uygun Yapılaşmanın Yaygınlaştırılması: Tipoloji Çalışmaları Ve Uygulama Projeleri, T.C. Bayındırlık Ve İskan Bakanlığı, Teknik Araştırma Ve Uygulama Genel Müdürlüğü, MSGSÜ Döner Sermaye İşletmeleri Müdürlüğü, Ankara. (Book Author)

Professional Memberships:

- Chamber of Architects, İstanbul.

Summary of expertise, recent research, or experience (limit 25 words or keywords)

- Expertise: cognitive science, perception, tourism architecture, space syntax
- Recent research: computer science, grammar, shape grammars, language of design, vernacular

Name: Zeynep ERES
Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- Architectural Survey and Restoration Studio (Undergraduate, Compulsory)
- Conservation of Historic Buildings and Sites (Undergraduate, Compulsory)
- Arkeolojik Sitlerde Koruma Uygulamaları (Undergraduate, Elective)
- Antik Çağda Mimarlık ve Toplum (Undergraduate, Elective)
- Koruma Kuramı (Graduate, Compulsory)
- Koruma Projesi I (Graduate, Compulsory)
- Conservation Studio II (Graduate, Compulsory)
- Preservation and Restoration 1

Educational Credentials:

- BS Istanbul Technical University, 1995
- MS Istanbul Technical University, 1999
- PhD Istanbul Technical University, 2008

Teaching Experience:

- Instructor Dr. Istanbul Technical University, 2011-2012
- Assist. Prof, Istanbul Technical University, 2012-2013
- Assoc. Prof. Istanbul Technical University, 2013- present

Professional Experience:
Licenses/Registration:
Selected Publications and Recent Researches:

- Eres, Z., 2014. "Kırklareli Aşağı Pınar ve Kanlıgeçit Kazılarının 20. Yılında Koruma ve Alan Yönetimi Çalışmaları - Conservation and Site Management Studies in the 20th Year of the Kırklareli Aşağı Pınar and Kanlıgeçit Excavations", *MIRAS- Heritage in Context*: 89-130. Deutsches Archaeologisches Institut Istanbul, Ege Yay., İstanbul.
- Eres, Z., 2014. "Erken Cumhuriyet Dönemi'nde Çağdaş Kırsal Kimliğin Örneklenmesi: Planlı Göçmen Köyleri", *Mimarlık* 375: 58-63.
- Eres, Z., 2013."Arkeolojik Kazı, Koruma, Sergileme ve Toplum İlişkisi – Kırklareli'nde Tarihöncesi Arkeolojik Alanlar Üzerinden Bir Deneyim", Arkeoloji ve Sanat 144: 15-44.
- Özdoğan, M. ve Z. Eres, 2012. "Protection and Presentation of Prehistoric Sites: A Historic Survey from Turkey", *Origini* XXXIV: 467-484.
- Eres, Z. ve N. Yalman, 2012. "National Concerns in the Preservation of the Archaeological Heritage Within the Process of Globalization: A View from Turkey", (eds.) P. F. Biehl and C.Prescott, *Heritage in the Context of Globalization*: 31-39., Springer.
- Eres, Z., 2010. "Urfa Çevresindeki Kerpiç Kubbeli Yapıların Arkeolojik Açıdan Değerlendirilmesi", *TÜBA-AR* 13: 123-142.

Professional Memberships:

- **Chamber of Architects of Turkey**
- **ICOMOS Turkey**
- **ICOMOS – ICAHM International Scientific Committee**

Summary of expertise, recent research, or experience (limit 25 words or keywords)
Architectural conservation, archaeological heritage, rural architecture, urban architecture, modern architecture, cultural inventory, conservation theory, conservation history

Name: Yaşar Hanifi GEDİK

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- Statics & Strength of Materials
- Reinforced Concrete Structures
- Diploma Project

Educational Credentials:

- BS Dokuz Eylul University, 2005
- MS Istanbul Technical University, 2008
- PhD Nagoya University, 2011

Teaching Experience:

- Asst. Prof., Istanbul Technical University, 2013-
- Res. Assoc., Istanbul Technical University, 2011-2013

Professional Experience:

- Structural Engineer, BİMTAŞ, Istanbul Metropolitan Municapility
- Structural Assessment Reports (many)

Licenses/Registration:

...

Selected Publications and Recent Researches:

- Y. H. Gedik, H. Nakamura, Y. Yamamoto, N. Ueda, M. Kunieda, "*Effect of stirrups on the shear failure mechanism of deep beams*", Journal of Advanced Concrete Technology, Vol. 10, 2012, s. 14-30, JCI.
- Y. H. Gedik, H. Nakamura, Y. Yamamoto, M. Kunieda, "*Evaluation of 3-D Effects in Short Deep Beams using 3-D RBSM*", Journal of Cement and Concrete Composites, Vol. 33, 2011, s. 978-991, Elsevier.
- Nakamura, H., Yamamoto, Y., Gedik, Y.H., "*Advancement of seismic performance evaluation methods of concrete structures after Kobe earthquake",* Joint Symposium on Concrete Engineering, Istanbul, Turkey, June 2010.
- Y. H. Gedik, Z. Celep, "*Earthquake Analysis and Strengthening of the Historical Mehmet Aga Mosque in Istanbul",* The 14th World Conference on Earthquake Engineering, Beijing, China, October 12-17, 2008.
- Y. H. Gedik, O. C. Çelik, *"Seismic performance of buildings during the Van, Turkey Earthquake of October 23rd, 2011",* Vienna Congress on Recent Advances in Earthquake Engineering and Structural Dynamics & 13. D-A-CH Tagung, Vienna, Austria.
- Recent Research: *Evaluation of historic masonry bridges*
- Recent Research: *Effect of inwall wooden ties of historic masonry*

Professional Memberships:

- TMMOB Turkish Chamber of Civil Engineers
- JCI Japanese Concrete Institute

Summary of expertise, recent research, or experience (limit 25 words or keywords)

- Structural Engineering
- Earthquake Engineering
- Reinforced Concrete Structures
- Historic Masonry Buildings
- Fracture Mechanics

Name: Göksenin İNALHAN

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 212E Architectural Design IV *(English), Compulsory Course*
- MIM 211 Architectural Design V *(English), Compulsory Course*
- MIM 312E Architectural Design VI *(English), Compulsory Course*
- MIM 492 Graduation Project *(Turkish), Compulsory Course*
- SBP142E Principles of Archictural Design (For Regional Planning Students), *(English), Compulsory Course*
- MIM 480E The Changing Workplace *(English), Elective Course*
- MIM 461E Environmental Design for Disabled and Elderly *(English/Turkish), Elective Course*
- MTS505E Qualitative and Quantitative Research Methods in Architecture, *(English), Compulsory Course*
- MTS509 Architecture and Identity, (Turkish), Elective Course
- MTS530E Inclusive Design and Well-being, (English), Elective Course

Educational Credentials:

B.Arch., Istanbul Technical University, 1996 MSc., Istanbul Technical University, 1999 PhD., The University of Reading, 2006

Teaching Experience:

Teaching and Research Assistant	ITU, Dep. of Architecture, Architectural Design Programme, March 1998-May 2007
Assisstant Professor	ITU, Dep. of Architecture of Architecture, Architectural Design Programme, June 2007-

Professional Experience:

Vice Head of Architectural Design Programme	Istanbul Technical University, Department of Architecture, Architectural Design Programme 2007-2008
Vice Head of Department of Architecture	Istanbul Technical University, Department of Architecture, Architectural Design Programme, 2008-2012

Selected Publications and Recent Researches:

- **Inalhan G (2012)**, Teaching inclusive design: Can place-based learning provide access by design?, Access by Design: The journal of the Centre for Accessible Environments*, Autumn 2012 Issue 132.
- **Inalhan G (2009)**, Attachments: The unrecognised link between employees and their workplace (in change management projects) , Journal of Corporate Real Estate**, Vol. 11, No 1, pp 17-37
- **Inalhan G, Finch E.(2004)**, Place Attachment &Sense of Belonging, Facilities**, Vol. 22, No5/6, pp120-128

Professional Memberships:

- Turkish Chamber of Architects,
- EDRA, The Environmental Design Research Association
- IAPS, International Association for People-Environment Studies
- IAAP, International Association of Applied Psychology
- New Ways of Working Network, USA
- EDRA-Wen EXCHANGE Network, USA
- IAPS-CSBE, IAPS-Culture Space in Built Environment Network (1998-2008)

Name: Gülten MANİOĞLU

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

Undergraduate Program (I.T.U.)

- Application Project, Physical Environmental Control Studio, Building, Climate, Energy Relationship (*Architecture Department)*,
- Physical Environmental Control Studio, *Analysis of Installation Systems and Planning Principles (Interior Architecture Department)*

Graduate Program (I.T.U.)

- User's Requirement and Built Environment Standards
- Effects of Climate and Energy in the Settlement Design
- Energy Conservation in Built Environment
- Sanitary Installation Applications in Certain Building Types

Undergraduate Program (I.C.U)

Designing Wet Spaces in Buildings, Mechanical Systems in Buildings, Building Physics I, Building Physics II, Thinking Ecologically About Architecture (*Architecture Department*).
Lighting Systems, Building Physics I, Building Physics II *(Interior Architecture Department)*

Graduate Program (I.C.U.)

- Effects of Climate and Energy on Settlements Design

Educational Credentials:

- BS, Istanbul Technical University, 1991
- MS, Istanbul Technical University, 1995
- PhD, Istanbul Technical University, 2002

Teaching Experience:

- Research Assistant, Istanbul Technical University, 1991-2007
- Assistant Professor, Istanbul Technical University, 2007-
- Assistant Professor, International Cyprus University (Part-time stuffing), 2008-2014

Professional Experience:

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Licenses/Registration:

...

Selected Publications and Recent Researches:

- MANİOĞLU, G., YILMAZ, Z., "Energy efficient design strategies in the hot dry area of Turkey", Building and Environment, Volume 43, Issue 7, page 1301-1309, July 2008
- MANİOĞLU, G., YILMAZ, Z., "Economic Evaluation of the Building Envelope and Operation Period of Heating System in Terms of Thermal Comfort", Energy and Buildings, Energy and Buildings, Volume 38, pages 266-272, 2006.

Professional Memberships:

- Board Member of International Association of Building Physics

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Energy Efficient Building Design, Solar Energy Utilisation in Buildings, HVAC systems and sanitary application in Built Environment, Water Conservation in Building, Rainwater Harvesting in Built Environment.

Name: Luca ORLANDI

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 222E History of architecture
- MIM 437E Analysis cıpc. on conp. at world architecture

Educational Credentials:

- B.A. / M.A., History of Architecture Università degli Studi di Genova 1989 – 2000
- PhD. Politecnico di Torino Doctor of Philosophy (Ph.D.), History of Architecture 2002 – 2005

Teaching Experience:

- Teaching Assistant Politecnico Di Milano 2000 – 2002
- Assistant Professor Dr. Yeditepe University 2007 – August 2010
- Assistant Professor Dr. Istanbul Technical University 2010 – Present

Professional Experience:

…

Selected Publications and Recent Researches:

Professional Memberships:

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Architecture, Theory, Industrıal design, Matlab, Urban Planning, Lecturing, Architectural design

Name: Ozan Önder ÖZENER

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 351E Architectural Design V *(English)*
- MIM 312E Architectural Design VI *(English)*
- MIM 411E Architectural Design VII *(English)*
- MIM 420E Logic and Theory of Design *(English)*
- MIM 492 Graduation Project *(Turkish)*
- MBL 537E Architectural Design Futures *(English)*
- MTS 505E Qualitative and Quantitative Research Methods in Architecture *(English)*

Educational Credentials:

- B.Arch., Istanbul Technical University, 2000
- MSci., Istanbul Technical University, 2003
- PhD., Texas A&M University, 2009

Teaching Experience:

- Teaching Assistant, Texas A&M University, 2006–2009
- Adjunct Professor, Prairie View A&M University, TX, 2008-2009
- Assistant Professor, Istanbul Technical University, 2010–present
- Visiting Assistant Professor, Bahçeşehir University, 2013-present

Professional Experience:

- Director of Multimedia Design, ITU Computing Center, 2001-2004
- Research Fellow, CRS Center, Texas A&M University, 2007-2009

Selected Publications and Recent Researches:

- BIM-Based Off-Site Manufacturing Methods for Post-Disaster and Emergency Development
- Trends of Building Information Modeling adoption in the Turkish AEC Sector, ITU Research Fund
- BIM-Enabled Education for Building Systems and Technology Courses
- Landrenau, E., Özener, O., Pak, B., Akleman, E., and Keyser,J., (2006) Interactive Rule-Based Design - An experimental interface for conceptual design, Van Leeuwen, J.P. and H.J.P. Timmermans (eds.) Innovations in Design & Decision Support Systems in Architecture and Urban Planning, Dordrecht: Springer, pp. 433-446
- Özener, O., Akleman, E., Srinivasan, V. (2005) Interactive Rind Modeling for Architectural Design, International Journal of Architectural Computing vol. 3 - no. 1, pp. 93-106

Professional Memberships:

- The Chamber of Architects, Istanbul Chapter, UIA Section of Turkey
- ACADIA, eCAADe, FIATECH

Summary of expertise, recent research, or experience (limit 25 words or keywords)
Building Information Modeling, Sustainable Design Technology, Digital & Parametric Design, Design Computation, Design Methods, Architectural Education

- **The name of your workgroup**
  Informatics and Design Technologies in Architecture (Department of Architecture)
  Information Technologies in Construction (Department of Civil Engineering)

Name: S. Yıldız SALMAN

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

Conservation of Historic Building and Sites 2005 – present
Architectural Survey and Restoration Studio 2005 – present

- Elective courses

Modern Concepts of Architectural Conservation 2009 – present
Preservation Problems in Istanbul 2009 – present
Infill Problems in Urban Historical Sites 2010 – present
Conservation Studio I (MS) 2005 – present
Conservation Studio II (MS) 2005 – present
Korumanın Yasal Toplumsal Ekonomik Çerçevesi (Ph.D) 2010 – present
19.Yüzyıl istanbul'unda Kentsel Dönüşüm (Ph.D) 2008 – present

- Architectural Design I (compulsory)
- Theory and Criticism in Architecture (elective)
- Mimaride Malzeme Sorunları I-II
- Tarihi Yapı Çözümleme I-II
- Mimari Koruma ve Onarım Teknikleri I-II
- Tarihi Çevre Koruma ve Örnekleri I

Educational Credentials:

- BS ITU, 1989
- MS ITU, 1991
- PhD ITU, 2004

Teaching Experience:

- ITU Faculty of Architecture, Department of Architecture, 2005
- Batman University, Faculty of Science and Letters, Department of Preservation and Conservation of Cultural Properties, 2011

Professional Experience:

- Diyarbakır Dört Ayaklı Minare, scientific committee member, 2013
- Diyarbakır Landwalls Outskirts Landscape Project with Artı Mimarlık ve Kentsel Tasarım, 2013
- Beyoğlu Tubini Apartment Restoration Project (Advisor), 2013
- Diyarbakır Landwalls Function Analisyses and New-use Proposals Project, Advisor, 2013

Licenses/Registration:

Selected Publications and Recent Researches:

- Modern Mimarlık Mirasının Korunması ve DOCOMOMO_Türkiye" Betonart, v.36, pp.52-57, 2013
- "Turchia", Maledetti Vincoli, in La Tutela dell'Architettura Contemporenea, Parte Seconda (Ed. Ugo Carıghi & Massimo Visone), Umberto Allemandi & C., 2013, pp.366-368

Professional Memberships:

- TMMOB Chamber of Architects, Istanbul, member 1989-
- ICOMOS Turkey National Committee, member 2002-
- ICOMOS 20.th Century Scientific Committee, Turkey representative 2013-
- DOCOMOMO Turkey, National Working Party, co-chair 2002-
- DOCOMOMO International Executive Committee, member 2004 – (2006)
- mAAN (Modern asian Architecture Network), member 2005-
- KOR-DER (Koruma Uzmanları Derneği), member 2003-

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Theory of Preservation, Urban Preservation, Preservation of Modern Architectural Heritage, Urban development of Istanbul 19th & 20th centuries.

Name: Aslıhan ŞENEL

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 111E Architectural Design I and Rendering Techniques *(English)*
- MIM 112E Architectural Design II and Rendering Techniques *(English)*
- MIM 115E Architectural Design I and Rendering Techniques *(English)*
- MIM 116E Architectural Design II and Rendering Techniques *(English)*
- MIM 366 Mimarlıkta Serbest Anlatım Teknikleri - Freehand Drawing in Architecture *(Turkish)*
- MIM 366E Freehand Drawing in Architecture *(English)*
- MIM 429E Topographical Practices (English)
- MIM 492 Graduation Project *(Turkish)*

Educational Credentials:

- B.Arch., Istanbul Technical University, 1999
- MSci., Istanbul Technical University, 2002
- PhD., University College London, 2008

Teaching Experience:

- Teaching and Research Assistant, Istanbul Technical University, 2000-2003
- Teaching Fellow, University College London, 2003-2008
- Teaching and Research Assistant, Istanbul Technical University, 2008-2009
- Assistant Professor, Istanbul Technical University, 2009-present

Professional Experience:

- Intern, Swanke Hayden Connel Architects, London, 1998

Selected Publications and Recent Researches:

- 'Studio as a Critical Performance', Beyhan Bolak Hisarlıgil et. al. (ed), *MIMED Forum IV: Flexibility in Architectural Education* (Cambridge: Cambridge University Press, 2013)
- 'Reading Istanbul Guidebook as a Topographical Practice', Mimarlik Journal, 359 (2011).
- 'Performative Studio'*, Birinci Sınıf: İşler / First Year: Works* (Istanbul: ITU, 2009).
- 'Turkey and Greece' ve 'Middle East', *The Phaidon Atlas of 21st Century World Architecture* (Londra: Phaidon, 2008).
- 'Displacing Topographies: Making and Reading Istanbul Guidebooks', Mark Swenarton, Igea Troiani and Helena Webster (ed), *The Politics of Making* (Londra: Routledge, 2007).

Professional Memberships:

- The Chamber of Turkish Institute of Architects

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Performative Practices in Architecture and Urbanism, Performative Education
PhD thesis on Architectural and Urban Representation, Architectural theory, Feminist theory, Theories of Cultural Geography, Performance theory

Name: Fatih SUTCU

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

...

Educational Credentials:

- BS Yildiz Technical University, 2000
- MS Istanbul Technical University, 2003
- PhD Tohoku University (Japan), 2006

Teaching Experience:

- Research Associate, Istanbul Technical University, 2001-2006
- Research Associate PhD, Istanbul Technical University, 2007-2014

Professional Experience:

- Visitor researcher, Tokyo Institute of Technology, 2012-2013

Licenses/Registration:

...

Selected Publications and Recent Researches:

- Takeuchi T., Ozaki H., Matsui R., Sutcu F. (2014) Out-of-plane stability of buckling-restrained braces including moment transfer capacity. **Earthquake Engineering and Structural Dynamics** DOI: 10.1002/eqe.2376
- N. Torunbalcı, E. Onar, F. Sutcu (2011) An Experimental Study On Alternative CFRP Retrofitting Applications Of Heritage Structures **International Journal of Sustainable Development and Planning**, Volume 6, Issue 2.
- Honma M, Sutcu F, Hori N, Inoue N, (2007) "Energy Based Design Of A System Combined Of Damper And Displacement Controller For Seismically Excited Reinforced Concrete Structures", **Japanese Concrete Institute Proceedings** 29(2)1045-1050
- Sutcu F., Inoue N., Hori N. (2006) "Energy based damper design of a structure with a displacement controlled soft-story" **Structural Engineering Journal (Japan)** Vol. 52B. 255-260

Professional Memberships:

- Architectural Institute of Japan

Summary of expertise, recent research, or experience (limit 25 words or keywords)

The outline of research area : Passive control of buildings; Retrofitting existing buildings; Buchling Restrained Braces; Seismic Isolation; Energy Based Design.

Name: Nurgün TAMER BAYAZIT

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 325E Acoustical Design of Halls
- MIM 242E Environmental Control Studio
- MIM 431 Uygulama Projesi

Educational Credentials:

- B.Arch., Istanbul Technical University, 1988
- MSci., Istanbul Technical University, 1990
- PhD., Istanbul Technical University, 1999

Teaching Experience:

- Assistant Professor, Tstanbul Technical university, 2004 - Present

Professional Experience:

- Architectural designer – since 1988
- Acoustical Consultant – since 2000

Selected Publications and Recent Researches:

- Koçlar Oral, G., Yener, A.K., Bayazıt, N.T., 2004, Building Envelope Design with the Objective to Ensure Thermal, Visual and Acoustic Comfort Conditions, Building and Environment, No. 39, pp. 281-287.
- Bayazıt,N.T., 2003, An Approach for the Geometrical Design of Rectangular Concert Halls with Good Acoustics, Architectural Science Review, Vol. 46, pp 125-134
- Kurra, S., Tamer, N., 1993, Rating Criteria for Facade Insulation Against Transportation Noise Sources, Applied Acoustics, Vol.40, London, pp. 213-237.

Professional Memberships:

Founding Member of Building Performance Modeling and Simulation Society (Bin-Sim Der)	2010
Founding Member of the Building Physics Association	2010
Founding Member of Turkish Acoustical Society (TAS)	1992
Member of Turkish Chamber of Architects	1988

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Room acoustics, sound insulation and environmental noise control. Acoustic modeling with Room acoustic simulation programme ODEON.

Name: Gülsün TANYELİ
Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

Conservation of Historic Building and Sites
Architectural Survey and Restoration Studio
Conservation Studio I (MS)
Conservation Studio II (MS)
Conservation Techniques and Methodologies (MS)
Construction Techniques in Ottoman Architecture (MS)
Legal, Sociological and Economic Aspects of Conservation (Ph.D)
Industrial Archaeology (Ph.D)

Educational Credentials:

- BS ITU, 1979
- MS ITU, 1982
- PhD ITU, 1990

Teaching Experience:

- ITU Faculty of Architecture, Department of Architecture 1984-

Professional Experience:

- *Preparation of Project Reports of Cultural Properties in Antakya City Center* ITU Revolving Funds Project, 2011-
- *Historical Research and Preparation of Project Reports of Çinili Hamam* ITU Revolving Funds Project, 2011-
- *Preparation of Project Reports of Sümerbank Textile Factory Consignated to Abdullah Gül University (with a project group) 2012-13.*

Licenses/Registration:

TMMOB, Turkish Chamber of Architects XIIIth National Architecture Awards, Construction Branch, Preservation and Revitalization Prize for Istanbul Water Civilisations Museum-Terkos Water Pump Station, Çatalca-İSTANBUL; (Gülsün Tanyeli, Saltuk Akatay, Arzu Erdem, Nurbin Paker Kahvecioğlu, Hüseyin I. Kahvecioğlu, Cem Altun)

Selected Publications and Recent Researches:

- "Dünya Mirası Alanları ve Yönetim Planı İlişkisi", **Arkeolojik Alan Yönetimi** (ed.Feriştah Alanyalı), Anadolu Üniversitesi Yayını, No. 3006, Açık Öğretim Fakültesi Yayını No 1959, 2013, s. 178-209.
- "İstanbul'un Su Mirası Yapılarına Yönelik Tehditler: Balıklı Havuz Katması", **Osmanlı İstanbulu, Uluslararası Sempozyum- I**, 29 May-1 June 2013, İstanbul 29 Mayıs Üniversitesi, Üsküdar.

"**Professional Memberships:**

- Istanbul Site Management Advisory Committee ICOMOS Turkey representative
- Member of Nevşehir Regional Board on Preservation of Cultural and Natural Heritage 2004-2013
- Member of National Committee of Turkey-ICOMOS, 1999-
- Member of TMMOB, Turkish Chamber of Architects, 1979-
- DoCoMoMo-tr Working Group founder member 2002

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Architectural Conservation, Documentation and Inventory, Urban and Rural Conservation, Modern Architectural Heritage and Conservation, Conservation and Presentation in Archaeological Areas, Conservation Theory and History, Restoration Techniques, Traditional Construction Techniques and Structural Systems

Name: Cemile TİFTİK

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

Compulsory Courses:

- Architectural Design III-IV / V-VI
- Princible of Architectural Design

Elective Courses

- Generating Livable Environment
- Social Psychology
- Social Ecology and Built Environment
- Inculisive Design and Well-Being
- Architecture and Identity

Educational Credentials:

- BS & MS - Istanbul *State Academy* of Fine Arts (DGSA) Architectural Faculty 1974-1981
- PhD - Istanbul Technical University (ITU) Institute of Science 1985-1995

Teaching Experience:

- Teaching&Research Asst. Istanbul Technical University 1985- 2002
- Asst Prof. Istanbul Technical University 2002 - today

Licenses/Registration:

- TURKIYE

Selected Publications and Recent Researches:

- "The Concept of City Square in İstanbul - Past and Present",
  XXXII IAHS World Congress on Housing Sustainability of the Housing Projects September 21-25, 2004, Trento, Italy. (with Doç. Dr. Ayşe Tütengil)
- "Bir Toplum Yapısı Olarak Mevlevihaneler / Mawlawia as a Public Building",
  Uluslar arası "Düşünce ve Sanatta Mevlana Sempozyumu" / International Symposium on "Mevlana Jalal al-Din Rumi in Thought and art". Çanakkale, Türkiye, 25-28 Mayıs 2006.(with Dr. Ömer Erem)

Professional Memberships:

- 1994- Taskısla Eğitim ve Kültür Derneği, ITU Mimarlık Fakültesi, Taskısla, Istanbul.
- 1981- TMMOB Mimarlar Odası, Istanbul.
- 2008- Universiteler Konseyi

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Architectural / Environmental Design; Housing, Migration and Well-being; Environmental Psychology and Architecture; Inclusive Design and Well-being; Social Ecology and Built Environment; Healthy Buildings.

Name: Funda UZ

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- 2013-2014 Fall : MIM211, MIM212 Architectural Design Project 3-4,
- MIM 425e Architecture Today, MIM 492 Graduation Project (Turkish)
- 2012-2013 Spring: MIM211, MIM212 Architectural Design Project 3-4
- 2012-2013 Fall: MIM211, MIM212 Architectural Design Project 3-4, MIM 425e Architecture Today
- 2012 Summer: MIM211, MIM212 Architectural Design Project 3-4
- 2011 - 2012 Spring: MIM211, MIM212 Architectural Design Project 3-4
- 2011 – 2012 Fall : MIM211, MIM212 Architectural Design Project 3-4, MIM 425e Architecture Today
- 2011 Summer: MIM211e, Architectural Design Project 2-3
- 2010 - 2011 Spring: MIM111, MIM112 Architectural Design Project 1-2, MIM 492 Graduation Project (Turkish)
- 2010 - 2011 Fall: MIM111, MIM112 Architectural Design Project 1-2, MIM 425e Architecture Today
- 2010 Summer: MIM211e, Architectural Design Project 2-3
- 2009 – 2010 Spring : MIM111, MIM112 Architectural Design Project 1-2
- 2009 - 2010 Fall: MIM111, MIM112 Architectural Design Project 1-2
- 2008 – 2009 Spring : MIM111, MIM112 Architectural Design Project 1-2, Perspective
- 2008 - 2009 Fall: MIM111, MIM112 Architectural Design Project 1-2, Basic Design

Educational Credentials:

- B.Arch., Istanbul Technical University, Faculty of Architecture, 1996
- MSci., ITU Institute of Science, 1999
- PhD., ITU Institute of Science, 2008

Teaching Experience:

- Research Assistant, ITU, 1998-2009
- Assistant Professor, ITU, 2009
- Associate Professor, ITU, 2013 -present

Professional Experience:

Architect, Erginoğlu & Çalışlar Architectural Company, 1996-1998

Selected Publications and Recent Researches

Books / Papers / Chapter in Books

- **2009** "**BİRİNCİ SINIF:İŞLER 07-08 / FIRST YEAR: WORKS 07-08"** (with Dr. P. Dursun, Dr. B. Kürtüncü, Dr. A.Şenel, Dr. S.A.Köknar, Dr. S.Türkkan), İTÜ, Cenkler Matbaası, 2009, İstanbul ISBN: 978-975-561-349-9
- **2008 "Becoming İstanbul, An Encyclopedia"** (Ed. P. Derviş, B.Tanju, U. Tanyeli) in **Bakery** (p.30-31) and **Language** (p:166-167) Garanti Galery İstanbul 2008 (English, Turkish and Deutch editions are available)
  (Turkish Ed. "İstanbullaşmak,Olgular, Sorunsallar, Metaforlar", "Dil "(68-69) ve "Pastane" (225-226) parts, Garanti Galeri, 2009
- **2013 "Thinking in The Box: The Role of Thinking in constraints to provoke creative thinking",** (Dr. S.A. Köknar ve Dr. Ö. Berber ile birlikte) MIMED Forum IV: Flexibility in Architectural Education, 26-29 May 2009, Kayseri. Edited by Beyhan Bolak Hisarligil, Sevgi Lokce, Oktay Turan SBN (13): 978-1-4438-4265-5, p.196-211
- **2012 "An Architectural design studio experience: Research "Publicity" by designing an Urban-Spatial Niche in Istanbul"**, Uz, Funda, Theory by Design Conference Proceedings, October 2012, Antwerp, Belgium. p.225-234

Professional Memberships:

- The Chamber of Turkish Institute of Architects
- MİMED / ARCHED Association of Architectural Education

Summary of expertise, recent research, or experience (limit 25 words or keywords)

interdisciplinary approaches in architecture, popular culture, memory and discourse, modernist borders of Turkey and architectural education. Teaching and lecturing on Architecture & urban design theory & relations with politics; architectural & design studio.

Name: Cenk ÜSTÜNDAĞ

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- Statics & Strength of Materials
- Statics
- Strength of Materials
- Steel Structures
- Diploma Project

Educational Credentials:

- BS Istanbul Technical University, 1998
- MS Istanbul Technical University, 2000
- PhD University of Wuppertal, 2007

Teaching Experience:

- Res. Assist., Istanbul Technical University, 2000-2007
- Res. Assoc., Istanbul Technical University, 2007-2009
- Asst. Prof., Istanbul Technical University, 2009-

Professional Experience:

Structural Engineer, Structural Assessment Reports

Licenses/Registration:

...

Selected Publications and Recent Researches:

- Hanswille G., Porsch M., Ustundag C. (2010), "*Studies on the lifetime of cyclically loaded steel-concrete composite bridges*", Steel Construction, Vol. 3, Issue 3, September, pp. 140-148.
- Ustundag C., Sesigur H., Cili F. (2010), "*Seismic evaluation and retrofit of the 16th century Mihrimah Sultan mosque*", Proceedings of the 14th European Conference on Earthquake Engineering, Ohrid, Republic of Macedonia, August 30 - September 3.
- Yazici G., Ustundag C., Cili F. (2010), "*Evaluation of the steel liquid storage tank failures in the 1999 Kocaeli Earthquake*", Proceedings of the International Symposium Steel Structures: Culture and Sustainability, Istanbul, Turkey, September 21-23.
  Porsch M., Üstündag C., Hanswille G. (2011), "*Studies on the design and application of spherical and elastomeric bearings subjected to compression and uplift forces*", Proceedings of the Structural Engineers World Congress 2011, Como, Italy, April 4-6.
- Sesigur H., Ustundag C., Celik O.C., Cili, F. (2011), "*Numerical Investigation and Structural Rehabilitation of the Pantocrator Cistern in Istanbul*", Proceedings of the Sixth International Conference on Seismology and Earthquake Engineering, Tehran, Iran, May 16-18.
- Ustundag C., Yazici G. (2014), "*Assessment of the Seismic Performance of the Inclined Masonry Minaret of the Great Mosque of Sivas*", Proceedings of the 2nd International Conference on Protection of Historical Constructions, Antalya, Turkey, May 7-9.

Summary of expertise, recent research, or experience (limit 25 words or keywords)

- Structural Engineering
- Earthquake Engineering
- Steel and Composite Structures
- Reinforced Concrete Structures
- Historic Masonry Buildings

Name: Fatih YAZICIOĞLU

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- 2013/2014 spring:
- MIM 162 Introduction to Building Construction
- MIM 244E Building Element Design
- MIM 431E Construction Project
- INS 328 Architectural Detail Design

Educational Credentials:

- BS Istanbul Technical University, 2004
- MS Istanbul Technical University, 2007
- PhD Istanbul Technical University, 2013

Teaching Experience:

- Research and Teaching Assistant, Istanbul Technical University, 2005-2013
- Assistant Professor, Istanbul Technical University, 2013-...

Professional Experience:

- Architect - Construction supervisor, Kanlıca, İstanbul, 2004
- Architect - Construction supervisor, Arnavutköy, İstanbul, 2005
- Architect - Construction supervisor, Kanlıca, İstanbul, 2013

Licenses/Registration:

Turkish Chamber of Architects, member since 2004

Selected Publications and Recent Researches:

- *Yazicioglu, F. (2014). A Comparative Life Cycle Analysis of Wooden and Steel Structured Roof Systems In a Traditional Istanbul Mansion, a Case Study, ICAT - International Congress on Architectural Technology, Aberdeen, 6-8 November 2014*
- *Yazicioglu, F., & Kus, H. (2012). Evaluating the Teaching Of Sustainability Concept In Detailed Design, A Case Study From Turkey. Architecture Science, International Journal, No:3 June 2011,Sf.69-85*
- *Yazicioglu, F. (2013). Reflections on Teaching Architectural Detailing, the Case of ITU and*
- *Yazicioglu, F. (2013). A Comparative Analysis of Architecture and Architectural Technology Programs in UK. ICAT - International Congress on Architectural Technology, Sheffield, United Kingdom, 22 March 2013*
- *Yazicioglu, F., & Kus, H. (2012). A Comparative Analysis of Embodied and Operational CO2 Emissions from the External Wall of a Reconstructed Bosporus Mansion in Istanbul. SEB12 - International Conference Sustainable Energy in Buildings 12, Stockholm, Sweden, 3-5 September 2012,*
- *Yazicioglu F., & Halu Z. (2012). A Proposal For Integrated Buildıng Technology Education. Edulearn12 - International Conference on Education and New Learning Technologies, Barcelona, Spain, 2-4 July 2012...*

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Architecture education, architectural technology, detail design, building construction methods, life cycle assessment, detail design of traditional Istanbul mansions, comparison of embodied and operational energy usage of traditional buildings

Name: Dilek YILDIZ
Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 351 Architectural Design V *(Turkish)*
- MIM 312 Architectural Design VI *(Turkish)*
- MIM 415E Housing Design Philosophy of Contemporary Architects *(English)*
- MIM 492 Graduation Project *(Turkish)*

Educational Credentials:

- B.Arch., Istanbul Technical University, 1988
- MSci., Istanbul Technical University, 1992
- PhD., Istanbul Technical University, 2005

Teaching Experience:
Research/Teaching Assistant, Istanbul Technical University, 1995-2005
Assistant Professor, Istanbul Technical University, 2005–present

Selected Publications and Recent Researches:

- Yıldız, D., 2012. A Multi-Factor Model of Use Value for Enclosed Outdoor Spaces, Lap Lambert Academic Publishing, Germany, ISBN: 978-3-659-10323-0.
- Yıldız, D., Erem, Ö., Çekmiş, A. 2012. Galata Köprüsü'nün İki Yakasına Kritik bir Bakış: Yaşanabilir Çevreler...Kavramsal Çözümler (A Critical Approach for the Two Sides of the Galata Bridge: Livable Environments…Conceptual Soutions", Journal of Mimarist, Vol: 12, No: 43, pp.83-94 (in Turkish).
- Yıldız, D., Özgece, N. &Taluğ, M., 2009. Regeneration of a Traditional Residential Environment: Samanbahçe Social Housing in the Walled City of Nicosia, "Livenarch 2009" International Conference, Trabzon, vol III, pp. 1067-1082.

Professional Memberships:

- The Chamber of Turkish Institute of Architects
- International Association for People-Environment Studies (IAPS)
- Mimarlık Eğitimi Derneği (MIMED), (Architectural Education Association)

Summary of expertise, recent research, or experience (limit 25 words or keywords)
Architectural design theory and research methods; city-landscape-architecture interfaces, urban spaces, public spaces; urban design; environment-behavior studies; sustainability and housing environments; contemporary approaches in housing design.

Name: Şule Filiz AKŞİT
Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):
Undergraduate Program (I.T.U.)

- Application Project, Environmental Control Studio, Solar Architecture (*Architecture Department)*,
- Physical Environmental Control *(Urban and Regional Planning Department)*

Graduate Program (I.T.U.)

- User's Requirement and Built Environment Standards

Undergraduate Program (Maltepe University)

- Mechanical Systems in Architecture, Environmental Control Systems (*Architecture Department*).

Graduate Program (Arel University)

Energy Efficient Design, Mechanical Systems in Architecture

Educational Credentials:

- BS, Istanbul Technical University, 1989
- MS, Istanbul Technical University, 1993
- PhD, Istanbul Technical University, 2002

Teaching Experience:

- Research Assistant, Istanbul Technical University, 1991-2002
- Research Assistant, Dr., Istanbul Technical University, 2002-2005
- Instructor, Dr., Istanbul Technical University, 2005-

Professional Experience:
...
Licenses/Registration:
...
Selected Publications and Recent Researches:

- AKŞİT, Ş.F.,Designing opaque building façade components for cooling energy conservation, ITU AIZ, Vol:7, No:1 71-86 2010-1, ISSN 1302-8324.
- BÜYÜKTAŞKIN, H.A., AKŞİT, Ş.F.,Residential Building in Steel: Case Study for Stuctural System and Thermal Performance Approach, EUROSTEEL 2011, August 31-September 2, 2011, Budapest, Hungary.
- BÜYÜKTAŞKIN, H.A., AKŞİT, Ş.F.,Evaluation of Structural System and Thermal Performance for a Residential Building with Structural Steel Framing, International Symposium 'Steel Structures; Culture&Sustainability 2010',21-23 September 2010, İstanbul, Turkey, Paper no:66.
- ORAL, G.K., AKŞİT, Ş.F.,Housing and Urban Design by Ecological Approach, UIA, İstanbul, 3-7 Temmuz 2005.

Professional Memberships:

- Member of National Association of Building Physics

Summary of expertise, recent research, or experience (limit 25 words or keywords)
Energy Efficient Building and Settlement Design, Solar Architecture, HVAC systems in Buildings.

Name: Suat APAK

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- 2008/09 fall Architectural Design II-III, Graduation Project
- 2008/09 spring Architectural Design III-IV, Principle of Architectural Design
- 2009/10 fall Architectural Design II-III, Problems of Housing Planning and Design
- 2009/10 spring Architectural Design III-IV, Principle of Architectural Design
- 2010/11 fall Architectural Design II-III, Problems of Housing Planning and Design
- 2010/11 spring Architectural Design III-IV, Principle of Architectural Design
- 2011/12 fall Architectural Design II-III, Problems of Housing Planning and Design, Graduation Project
- 2011/12 spring Architectural Design III-IV, Principle of Architectural Design, Graduation Project
- 2012/13 fall Architectural Design II-III, Problems of Housing Planning and Design
- 2012/13 spring Architectural Design III-IV, Principle of Architectural Design, Graduation Project
- 2013/14 fall Architectural Design II-III, Problems of Housing Planning and Design

Educational Credentials:

- BS Istanbul Technical University, 1986
- MS Istanbul Technical University, 1990
- PhD Istanbul Technical University, 1998

Teaching Experience:

- Research assistant , Istanbul Technical University, 1988
- Research assistant Dr. , Istanbul Technical University, 1998
- Instructor Dr. , Istanbul Technical University, 2004

Professional Experience:

- 2nd prize ITU Rectorate Building
- 2nd prize Gaziantep 100thanniversary Ataturk Culture Park Architectural and Urban Design Competition
- 2nd prize Besiktas Square and Its Surroundings Urban Design Competition
- Mentionprize Gaziosmanpasa Municipal Office Building, Architectural and Urban Design Competition
- ITU Ayazaga Campus, Dormitory Building for Male Students
- ITU Ayazaga Campus, Dormitory Building for Female Students
- ITU Ayazaga Campus, Ali İhsan Aldogan Dormitory Building for Female

Licenses/Registration:

...

Selected Publications and Recent Researches:

- Suat Apak, Alper Ünlü, Gökhan Ülken, R. Garcia-Mira, David L. Uzzell, J.E.Real, J.Romay (Ed.), "An Evaluation of “The Feeling of Security in a New Mass Housing Compound in Istanbul”,Housing,Space and Quality of Life", 2005, England: Ashgate
- A Space Syntax Based Model in Evacuation of Hospitals
- As a pilot reagion “Rehabilitaiton Project for aktive use of Beyoglu Worn Areas”

Professional Memberships:

- TMMOB Chamber of Architects
- ITU Alumni Association
- Istanbul Technical University Foundation

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Design methods and presentation techniques, Post Occupancy Evaluation, Environment-Behavior Studies and Theories, Housing Planning and Design, Gated Communities

Name: Deniz ASLAN

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

Undergraduate_architecture

- MIM 312 Architectural Design VI
- MIM 411 Architectural Design VII
- MIM 111 Architectural Design I & Representation Technics
- MIM 112 Architectural Design II
- MIM 142E Perspective
- MIM 112 Architectural Design II
- MIM 211 Architectural Design III

Graduate-architecture

- MTZ 517 Architectural Design IV
- MTZ 599 Seminar

Undergraduate-landscape architecture

- PEM 152 Design With The Natural Systems
- PEM 241 Landscape Design Theories
- PEM 492 Landscape Application Technics
- PEM 492 Diploma Project
- PEM 212 Landscape Design I
- PEM 312 Landscape Design III

Educational Credentials:

- BSc Istanbul Technical University, Faculty of Architecture, 1986
- MSc Yıldız Technical University, Science Insitute, 1989
- PhD Istanbul Technical University, Science Insitute, 1999

Teaching Experience:

- Academic Staff/Instructor, Department of Architecture and Department of Landscape Architecture, 2004-
- Research/Teaching Assistant ,Department of Architecture, 1992-2004

Professional Experience:

- Landscape Design, Cendere-Hamidiye Water Tecnologies Museum Project, 2006
- Landscape Design, Istanbul Water Civilizations Museum Project, 2006-2010
- Architectural and Landscape Design, Pamukkale Tennis Club Project, 1998-1999
- Architectural and Landscape Design, Hasanpaşa Gasworks Renovation Project, 2000-2001

Licenses/Registration:

- Registered Architect, Turkish Chamber of Architects

Selected Publications and Recent Researches:

- 2014, Kent ve Meydanlar, İTÜ Vakıf Dergisi, Ocak-Mart 2014, s. 20-24
- 2012, Peyzaj Mimari Bir Uğrastır, Tasarım, 2012 Nisan, s.70

Professional Memberships:

- Turkish National Chamber of Architects
- ASLA / American Society of Landscape Architects

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Architectural and theories and practices, design strategies in architectural education, interdisciplinary studies: theories and practices in architecture and landscape design.

Name: Gül CEPHANECIGIL

Compulsory & Elective Courses (for the last four academic years)

- MIM 321 Contemporary Architecture (Turkish)
- MIM 478 Late Ottoman Architecture (Turkish)
- MIM 452 Grand Projects in the History of Istanbul (Turkish, with Prof. Dr. T.Saner)

Educational Credentials:

- B.Arch, Mimar Sinan University, 1997
- MSci, Istanbul Technical University, 1999
- PhD, Istanbul Technical University, 2009

Teaching Experience:

- Research Assistant, 2001-2011
- Lecturer, 2011-…

Professional Experience:

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Selected Publications and Recent Researches:

- G. CEPHANECİGİL, "Osmanlı Dönemi İstanbul Müzeleri", *İstanbul Tarihi*, C Yılmaz (ed), c., İSAM yay., (Museums in Istanbul during the Ottoman Era, under publication)
- G. CEPHANECİGİL, "Yüzyıl dönümü Türkiyesinde "Milli" Bir İlgi Alanı : Mimarlık Tarihi*", Geç Osmanlı Mimarlığı*, G. Çelik ve T. Saner (ed), İş Bankası Yay., (Architectural History: A "national" interest at the turnover of the century Turkey, under publication)
- G. CEPHANECİGİL, "Mimarlık Kariyeri – İngiltere Yılları", *William James Smith- Sultan Abdülmecid'in Mimarı*, TBMM Milli Saraylar Daire Başk. Yay., ("A Career in Architecture - Years in Britain", in W. J. Smith Architect of the Sultan Abdülmecid, under publication)
- G. CEPHANECİGİL, "İngiliz Elçiliği", *William James Smith- Sultan Abdülmecid'in Mimarı*, TBMM Milli Saraylar Daire Başk. Yay., ("The British Embassy", in W. J. Smith Architect of the Sultan Abdülmecid, under publication)
- G. CEPHANECİGİL, "St. Helena Şapeli", *William James Smith- Sultan Abdülmecid'in Mimarı*, TBMM Milli Saraylar Daire Başk. Yay., ("St Helena Chapel", ", in W. J. Smith Architect of the Sultan Abdülmecid, under publication)
- G. CEPHANECİGİL, "İngiliz Konsolosluk Yapıları", *William James Smith- Sultan Abdülmecid'in Mimarı*, TBMM Milli Saraylar Daire Başk. Yay., ("The Buildings of the British Consulate", ", in W. J. Smith Architect of the Sultan Abdülmecid, under publication)
- G. CEPHANECİGİL, "Osmanlı Mimarlığına Rasyonel Bir Bakış: Alphonse Gosset ve 'İstanbul'un Eski Kilise ve Camileri' ",*14th International Congress of Turkish Art, Paris-College de France, 19-21 September 2011*, Ankara: T.C. Kültür Bakanlığı Yay., 2013, s.263-271. (A Rational Regard to Ottoman Architecture: Alphonse Gosset and the ancient mosques and churches of Istanbul)
- Z. KUBAN & G. CEPHANECİGİL, "Mimar- Der Architekt im osmanischen Reich", *Der Architekt – Geschichte und Gegenwart eines Berufsstandes* , Munich/London/New York, 2012, s. 312-331.

Summary of expertise, recent research, or experience :

Architectural Historiography, Late Ottoman Architecture, Nationalism in architecture and architectural historiography .

Name: Çiğdem DEMİREL EREN

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

Undergraduate:

- MIM 312 Architectural Design VI
- MIM 411 Architectural Design VII
- MIM492 Graduation Project
- ICM322 Furniture Design
- MIM459 Ideological Dimension at Architectural Design
- MIM475 Design Concept of High-rise Buildings

Graduate:

- MTZ599 Graduation Project

Educational Credentials:

- BS Istanbul Technical University, Faculty of Architecture, 1983
- MS Istanbul Technical University, Institute of Social Studies, 1985
- PhD Istanbul Technical University, Institute of Science, 1996

Teaching Experience:

- Teaching Assist. , ITU_Department of Architecture, 1987-Present
- Assist. to Rector , ITU, 2009-2012
- Research/Teaching Assist. , MSGSU_Department of Architecture, 1984-1986

Licenses/Registration:

- Registered Architect, Turkish Chamber of Architects

Selected Publications and Recent Researches:

- **2005**, "Tasarım Eğitiminin İlk Yılı", National Article, (with S. Aydinli, F.Erkok ve F.Uz Sönmez), STUDYO Tasarım, Kuram, Eleştiri Dergisi, sayı:2, 2004-05
- **2005**, Learning Turkish "Modernist Houses By Architectural Drawings", Uluslararası Bildiri, (with S. Aydinli,F. Erkök ve F.Uz Sönmez), "Heritage at Risk" International conference Moscow ,Nisan 2006
- **2007**, "Open House as an Eco-System for Metropolis**",** Uluslararası bildiri **(with S. Aydınlı), 6TH China Urban Housing Conference, 2007, April**

Professional Memberships:

- Turkish National Chamber of Architects

Summary of expertise, recent research, or experience (limit 25 words or keywords):

- Contemporary theories and ideological dimensions of architectural design, Design concepts of high-rise buildings, Housing and modernism, New settlements and future architecture.

Name: Elif Sezen YAĞMUR KİLİMCİ

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

Elective Courses

- MBL 550E Design Cognition
- MBL 608E Visual-Spatial Cognition

Compulsory Courses

- MBL 531E Computer Programming in Architecture (Compusory course for M.Sc. in Architectural Design Computing)
- MTS 505E Qualitative and Quantitative Methods in Architectural Research (Compulsory course for M. Arch in Architecture)

Educational Credentials:

- B.Arch, Middle East Technical University, 2000
- M.Sc. in Building Science, Middle East Technical University, 2002
- Ph.D. in Architecture, Georgia Institute of Technology 2010

Teaching Experience:

- Teaching Asistant, School of Architecture, Georgia Institute of Technology, 2002-2004
- Research Assistant, School of Architecture, Georgia Institute of Technology, 2006-2010
- Instructor, Bahcesehir University Department of Architecture, 2010-2011
- Instructor, Istanbul Technical University, Department of Architecture, 2011- current

Selected Publications and Recent Researches:

- Balaban Ö., Yağmur Kilimci E.S., Çagdas G.(2012). "Automated Code Compliance Checking: Model for Fire Egress Codes", Proceedings of the 30th eCAADe Conference - Volume 2, Czech Technical University in Prague, Faculty of Architecture (Czech Republic) 12-14 September 2012, pp. 117-125.

- Balaban Ö., Yağmur Kilimci E.S., Çagdas G.(2012)."Otomatik Yönetmelik Uygunluk Kontrolü: Yangin Yönetmelikleri Uygunlugu Kontrolü için Gelistirilmis bir Sistem", Sayisal Tasarim 2012 Ulusal Sempozyumu Bildiri Kitabi, Uludag Üniversitesi, Bursa, 15 Mayıs 2012 pp. 111-119.

Professional Memberships:

Chamber of Architects of Turkey 2000

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Design Cognition; Visuospatial Cognition; Visual/Spatial Mental Representations; Mental Visualization; Individual Differences; Gestures and Thinking; Building Information Modeling, Building Product Models, Parametric Modeling, Qualitative Research Methods

Name: Sait Ali KÖKNAR

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 115 Architectural Design I and Representation techniques *(Turkish)*
- MIM 116 Architectural Design II and Representation Techniques *(Turkish)*
- MIM 420E Logic and Theory of Design *(English)*
- MIM 425E Architecture Today *(English)*
- MIM 482E Architecture, Cities and Cinema *(English)*
- MIM 492 Graduation Project *(Turkish)*
- MTZ 528E Theory and Criticism in Architecture *(English)*

Educational Credentials:

- B.Arch., Istanbul Technical University, 1992
- MSci., Istanbul Technical University, 2001
- PhD., Istanbul Technical University, 2009

Teaching Experience:

- Teaching Assistant, Istanbul Technical University, 2001-2012
- Affiliate Academic, UCL Bartlett School of Architecture, 2009-2010
- Lecturer, Istanbul Technical University, 2012-2013
- Lecturer, Bahcesehir University, 2012-present
- Assistant Professor, Istanbul Technical University, 2013-present

Professional Experience:

- Architect, Partner, MONO Mimarlık, 2001-2006
- Architect, Survey Analyst, DS Mimarlık, 1999-2001
- Architect, Karabey Limited, 1998-1999
- Junior Architect, Hakan Ezer Mimarlık, 1996-1998

Selected Publications and Recent Researches:

- 2007, KÖKNAR S. A. , ERDEM A.,"Can Creativity Be Institutionalized?", A-Z ITU Journal of theFaculty of Architecture, Vol. 4, No. 2, p. 27-37
- 2012, KÖKNAR S. A.,“İpera 25”, Betonart, no:34, summer, p.20-27.
- 2013, KÖKNAR S. A., BERBER Ö., UZ F., “Thinking in The Box: The Role Of Thinking in Constraints to Provoke Creative Thinking”, MIMED Forum IV: Flexibility in Architectural Education (Ed. Beyhan Bolak Hisarlıgil, Sevgi Lökçe, Oktay Turan) p. 196-211, Cambridge Scholars Publishing, Newcastle upon Tyne, 2013.

Professional Memberships:

- The Chamber of Turkish Institute of Architects

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Architectural Design, Design Philosophy, Design Pedagogy, First Year Architectural Design Studio, Architecture and Cinema, Commercial Buildings, Exhibition Curator.

Name: Gülfer TOPÇU ORAZ

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 332 Yapım Yönetimi ve Ekonomisi / *Construction Management and Economics (Turkish)*
- MIM 431 Uygulama Projesi / *Construction Project (Turkish)*
- MIM 455 Bina Yapımında İnsan Kaynakları Yönetimi / *HR Management in Constructon Management (Turkish)*
- MIM 493 Tasarım Ekonomisi / *Design Economics (Turkish)*

Educational Credentials:

- BS Istanbul Technical University, Faculty of Architecture,1986
- MS Istanbul Technical University, Institute of Science and Technology, Building Science Program, 1989
- PhD Istanbul Technical University, Institute of Science and Technology, Building Science Program, 1999

Teaching Experience:

- Research Assistant, Istanbul Technical University, 1988 – 2004
- Lecturer, Istanbul Technical University, 2004 – Present

Professional Experience:

...

Licenses/Registration:

...

Selected Publications and Recent Researches:

- Giritli, H., Öney-Yazıcı, E., **Topçu-Oraz, G.** and Acar, E. (2013). **"The Interplay between Leadership and Organizational Culture in the Turkish Construction Sector,"** *International Journal of Project Management,* Elsevier, Volume 31, Issue 2, Pages 165-322.
- Giritli, H., **Topçu-Oraz, G.,** and Kaya-Yılmaz, Ş., (2010). Behavioral Aspects of Communication in Construction, RICS, COBRA 2010, London, 2010.

Professional Memberships:

- The Chamber of Turkish Institute of Architects

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Construction project management, organizational culture, leadership, communication, design economics

Name: Haluk SESİGÜR

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

Statics, Strength of Materials, Theory of Structures, Reinforced Concrete Structures, Steel Structures...

Educational Credentials:

- BS Istanbul Technical University, 1992
- MS Istanbul Technical University, 1994
- PhD Istanbul Technical University, 2005

Teaching Experience:

- Research Assistant, Istanbul Technical University 1992-2006
- Lecturer, Istanbul Technical University, 2006

Professional Experience:

...

Licenses/Registration:

...

Selected Publications and Recent Researches:

- Sesigur, H., Cili, F. "Repair and Retrofit of a 17th Century Library Structure in Istanbul", 15th World Conference on Earthquake Engineering, September 24-28, 2012, Lisbon, Portugal.

- Sesigür, H., Çelik, O.C., Çılı, F., "Combination Coefficients For Yielding Structures Under Tri Directional Earthquake Excitations", 3rd ECCOMAS Thematic Conference on Computational Methods in Structural Dynamics and Earthquake Engineering, 25-28 June 2011, Corfu, Greece.

- Ustundag, C., Sesigur, H., Cili, F. "Seismic Evaluation and Retrofit of the 16th Century Mihrimah Sultan Mosque", 14th European Conference on Earthquake Engineering, August 30-September 03, 2010, Ohrid, Macedonia.

- Çelik, O.C., Sesigür, H., Çılı, F., "Importance of Wood and Iron Tension Members on Seismic Performance of Historic Masonry Buildings: Three Case Studies From Turkey", Conference on Improving the Seismic Performance of Existing Buildings and Other Structures, ATC&SEI Conference, 9-11 December 2009, San Francisco, CA, USA.

Professional Memberships:

Summary of expertise, recent research, or experience (limit 25 words or keywords)

....My special expertise about preservation and improvement of historical structures. Also i am interested in earthquake engineering. Nowadays i am studying about Behaviour of masonry buildings having flexible diaphragms under earhquake forces.

Name: Hakan TONG
Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):
Compulsory Courses

- Architectural Design II-III-IV-V-VI
- Graduate Project
- Digital Design Methods in Architecture (MTZ)

Elective Courses

- Information Technologies in Architecture
- Representatıon and Presentatıon in Architecture
- Computer Aided Landscape Design (PEM)
- Computer Aided Architectural Design (MBL)
- Animation in Architectural Design (MBL)
- Multimedia in Architectural Design (MBL)

Educational Credentials:

- BS İTÜ, 1985
- MS İTÜ, 1988
- PhD İTÜ, 2001

Teaching Experience:
Instructor, İTÜ, 25
Professional Experience:
...
Licenses/Registration:
...
Selected Publications and Recent Researches:

- Dinçer, A.E., Tong, H., Çağdaş, G., “An Interaction Form GenerationTool:EduDesign”, World Conference on Design, Arts and Education, May 2012.
- Dinçer, A.E., Tong, H., Çağdaş, G., “An Interactive Form Generation Tool: EDUDESIGN”, Architectural Education Forum 4, Erciyes University Faculty of Architecture, May 2009.
- Sağlamer, G., Kahvecioğlu, H., Tong, H., “Design of Housing Models for Regions With Priority in Development”, International Journal for Housing Science and Its Applications, International Association for Housing Science, Vol.21, No.3, pp.167-179. (ISSN 0146-6518)
- Çağdaş, G., Thorne, M.K., Özsoy, A., Atlaş, N.E., Tong, H., "Virtual Design Studio VDS2000 As a Virtual Construction Site: Digital Media is Design Media, not a Drawing Tool",International Journal of Design Computing, Volume 3, 2000, http://www.arch.usyd.edu.au/kcdc/iournal/vol3/dcnet/
- “İzdüşümler”,Gürer L., Tong H., Alimgil G.G.,İpçizade E., Birsen Yayınevi, İstanbul, ISBN 978-975-511-542-9

Professional Memberships:

- The Chamber of Architects of Turkey

Summary of expertise, recent research, or experience (limit 25 words or keywords)
Digital Architecture, Animation in Architecture, Computer Aided Architectural and Landscape Design, İnformation Technologies, Multimedia in Architectural Design, Perspective,

Name: Gökhan ÜLKEN

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- Architectural Design 3-4, Perspective

Educational Credentials:

- BS University, year ITU Faculty of Architecture 1984
- MS University, year ITU Graduate School of Science Engineering and Technology 1987
- PhD University, year ITU Graduate School of Science Engineering and Technology 1998

Teaching Experience:

- Research Assistant, ITU Architecture Faculty 1987-2004 - Instructor, 2004-2014

Professional Experience:

- İTU Dormitories

Selected Publications and Recent Researches:

- Ülken, G., Edgü, E.,"Social Dynamics of Urban Transformation", 5International Space Syntax Symposium, s.669-679, 13-17 June 2005, Delfth, Netherland
- *Apak, S., Ülken, G., Ünlü, A., " Housing, Space and Quality of Life", ed R. Garcia Mira and D.L. Uzell, J.E. Real, J. Romay, Ethnospace Series ed. D. Canter and D. Stea, Chapter 4, 29-39, Ashgate, Aldershot- Hampshire, 2005*
- *Ünlü, A., Ülken, G., Edgü, E., "A Space Syntax Based Model in Evacuation in Hospitals", 2005, Delfth, Netherland International Space Syntax Symposium, s.669-679, 13-17 June 2005, Delfth, Netherland*
- *Apak, S., Ünlü, A., Ülken, G., "Evaluation of 'Feeling of Security' in a New Mass Housing Compound in İstanbul", 17th Conference of the International Assocation for the People Environment Studies,23-27 july 2002*

Professional Memberships:

- Chamber of Architects of Turkey

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Transformation in Urban areas, Urban Renovation, Gentrification, Environmental Satisfaction

Name: Nuri SERTESER

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- Construction Project
-

Educational Credentials:
B.Arch., Istanbul Technical University, 1989
MSci., Istanbul Technical University, 1993
PhD., Istanbul Technical University, 2004

Teaching Experience:
Assist. Professor, Istanbul Technical University, Istanbul, 2013

Professional Experience:

Selected Publications and Recent Researches:

- Nuri Serteser, "Examination of Safe Boundary Distances: Dwelling Cases from Istanbul", AZ Journal, Vol. 5, No. 1, 2008, s. 1-11
- Nuri Serteser, "Yeni Yangın Yönetmeliği'nde Yapı Malzemelerinin Yanıcılık Sınıflarının Değerlendirilmesi", Yapı, No. 327, 2009, s. 98-101
- Mustafa Özgünler, Nuri Serteser, "Hangar Binalarında Yangın Güvenlik Önlemlerinin Uygulanması", TTMD, No. 63, 2009, s. 26-29

Professional Memberships:

- …

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Fire security, Fire simulation, Building aerodynamic, building system integration

Name: Gülseren EROL

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- Strength of Materials

Educational Credentials:

- BS Istanbul Technical University, 1998
- MS Istanbul Technical University, 2001
- PhD Istanbul Technical University, 2010

Teaching Experience:

- Lecturer, Istanbul Technical University, 2014-
- Research Assistant, Istanbul Technical University, 2000-2014
- Visiting Researcher, University of California Irvine, USA, 2006-2007

Professional Experience:

Structural Engineer, ONEL Onel İnşaat Sanayi ve Ticaret A.Ş., 1999-2000

Selected Publications and Recent Researches:

- Şenkardesler, O., **Erol, G**., Soyoz, S., 2014. Vibration-based FEM Updating and Seismic Reliability Estimation of a Historical Building in Istanbul, *2nd International Conference on Protectıon of Historical Constructions,* Antalya, Turkey, 7-9 May.
- Büyüktaşkın, H.A., **Erol, G.**, Yatağan, S., Tanaçan, L., Aslankaya, G., Dilmaghani, M., 2014. A Modern Approach: Timber-Glass Composite Elements for the Protection of Historical Buildings, *2nd Internationa Conference on Protection of Historical Constructions,* Antalya, Turkey, 7-9 May.
- Bal, İ.E., **Erol, G.**, Yüksel, E., Karadoğan, F., 2013. On The Seismic Performance of RC School Buildings In Van, *2013 International Van Earthquake Symposium,* Van, Turkey, 23-27 October.
- **Erol, G**., Karadoğan, H.F., Çılı, F., 2012. Seismic Strengthening of Infilled Reinforced Concrete Frames by CFRP, *15th World Conference on Earthquake Engineering*, Lisboa, Portugal, September 24-28.
- Karadoğan, H.F., Gülay, G., Bal, İ.E., **Erol, G.,** 2012. UNESCO-IPRED Van Dispatch : Post-earthquake Inspections, UNESCO-IPRED Workshop, Tokyo, Japan, June 25-29.
- Karadoğan, H.F., Yüksel, E., Şahin, A., **Erol, G**., 2011. Monotonic versus Cyclic Behavior of Asymmetric Precast Beam-to-Column Connections and Measures for Improved Behavior, *UNESCO-IPRED-PUC Workshop*, Santiago, Chile, 26-28 July.

Ongoing Research Project: Reseracher at “Application of Timber-Glass Composite Structures for Building Construction”, WoodWisdom-Net2 and ERA-NET Bioenergy Research Project.

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Structural Engineering
Seismic Strengthening of Structures
Historical Buildings
Glass-timber Composite Elements

Name: Mehmet Serkan YATAĞAN

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- Building Materials 1-2, Detail Design and Principles, Construction Project

Educational Credentials:

- BS Istanbul University, 1999.
- MS Istanbul Technical University,2003.
- PhD Istanbul Technical University,2011.

Teaching Experience:

- Research and Teaching Assistant, 2005-2013
- Prelector, 2013-

Professional Experience:

- Construction Supervisor at the restoration and restrcution of Sakip Sabanci Museum.
- Construction Supervisor at the repair and reinforcement of Bayrampasa Sport Center.

Licenses/Registration:

...

Selected Publications and Recent Researches:

- **Yatağan,M.S.,** "Damages and Failures Observed in Infill Walls of Reinforced Concrete Frame After 1999 Kocaeli Earthquake", A|Z ITU Journal of The Faculty of Architecture, Vol 8, No.1, Spring 2011, pp. 219-228. (A2-ICONDA,Avery İndex,DAAI).
- **Yatağan, M.S.,** "Sensitivity of Brittleness of The Concrete To The Pore Structure of The Cement Paste", 10.DBMC International Conference, Lyon, Paris, April 2005.
- **Yatağan, M.S**.," The Statistical Evaluation of The Concrete Samples of Laboratory of Turkey Highways Association", WonderGround - 2006 Design Research Society International Conference, Lisbon, 1-4 November 2006.
- **Yatağan, M.S., Arıoğlu, N.,** "Damage Observed in Infill Walls of Reinforced Concrete Frame",8th International Seminar on Structural Masonry,Issm 08, 5-7 Kasım 2008, Istanbul.
- **Yatağan, M.S., Karagüler, M.E.,**" Effects of Polymer Additives On The Restrained Shrinkage Of Concrete" ASPIC 2012 7th Asian Symposium on Polymers in Concrete, İstanbul,3-5 October 2012.

Professional Memberships:

- **...**

Summary of expertise, recent research, or experience (limit 25 words or keywords)

The topic of MS thesis is about the pore structure of the cement paste, the mechanical properties of the concrete and correlations between the properties. The topic of PhD thesis is about the shrinkage of cement based materials, durability, the mortar and the plaster. I study the properties of the wood-glass composite for the researc project.

Name: Mehmet Emin ŞALGAMCIOĞLU

Compulsory and Elective Courses (for last four academic years between 2010/11 fall – 2013/14 spring):

- MIM 492 - Graduation Project / Jury C (compulsory)
- MIM 115 - Architectural Design 1 & Rendering Technics (compulsory)
- MIM 116 - Architectural Design 2 & Rendering Technics (compulsory)
- MIM 312E - Architectural Design 6 (compulsory) (Res.Assist.)
- MIM 411E - Architectural Design 7 (compulsory) (Res.Assist.)

Educational Credentials:

- BS Istanbul Technical University, Faculty of Architecture - Architecture 2003
- MS Istanbul Technical University, Graduate School of Science, Engineering and Technology, Architectural Design MSc Prog., 2005
- PhD Istanbul Technical University, Graduate School of Science, Engineering and Technology, Architectural Design PhD Prog., 2013

Teaching Experience:

- **2007-2013 Research and Teaching Assistant** / Istanbul Technical University, Faculty of Architecture – Department of Architecture – "Architectural Design Studios 3-4-5-6-7" and "Graduation Project". Architectural Design MSc and PhD Programme Compulsory and Elective Courses: "Architecture, Design, Theory" MSc Course; "Architecture and Science" PhD Course.
- **2010 Visiting Scholar** / University of Michigan, A.Alfred Taubman College of Architecture and Urban Planning. (2009-10 Spring, 2010-11 Fall) Ann Arbor, Michigan, ABD.
- **2013-2014 Assistant Professor** / Istanbul Technical University, Faculty of Architecture – Department of Architecture – "Architectural Design Studios 1-2" course; "Graduation Project" course.Architectural Design MSc Compulsory Course: Seminar MSc Course.

Professional Experience:

- **2013** New Bridge of Avanos and Its Environment - National Architectural Competition. 1st honorable mention. (with A. Ünlü, O. Ö. Özener and Ö. Demirkuşak)
- **2009** Organizing Committee Member, The International Symposium on 'Revitalising Built Environments: Requalifying Old Places for New Uses' İstanbul (12-16 October 2009) (IAPS-CSBE; Culture and Space in the Built Environment, Network and the IAPS-Housing

Selected Publications and Recent Researches:

- **2014** Mehmet Emin Şalgamcıoğlu, Alper Ünlü "Understanding the transformation of low-rise apartment housing unit plans in Istanbul: An interpretation model and analysis of the changing syntax and semantics for housing space organization", ISBN: 978-84-9812-243-5, IAPS International Network Publication, in R.G. Mira, A. Dumitru (Ed.) "Sustainability: Innovative Urban Spaces, Vulnerabilities and Opportunities" - Institute of Psychosocial Studies and Research "Xoan Vicente Viqueira". Deputación Provincial de A Coruña. DL C 714-2014
- **2014** Mehmet Emin Şalgamcıoğlu, Alper Ünlü, "A comparative study of planned and spontaneous gentrification processes", Open House International, Vol. 4, No. 39, 10/2014, ISSN: 0168 – 2601, Urban International Press.

Professional Memberships:

- **2007** Member, Istanbul Culture Art Foundation
- **2005** Member, No: 1575, International Association for People & Environment Studies, IAPS Network
- **2003** Member, No: 31918, Turkish Chamber of Architects (TMMOB), Istanbul, Turkey
- **2003** Member, No: 6445, Istanbul Technical University / Alumni Association
- **1998** Member, No: 890, Beşiktaş Atatürk Anatolian High School / Alumni Association

Summary of expertise, recent research, or experience.

Works and has expertise on Architectural Design and Morphology, Space Syntax, Gentrification, Housing and Domestic Space Organisation.

Name: Oruç ÇAKMAKLI

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

Compulsory Courses:

MIM117E Basic Design and Visual Arts.....2008/09 fall– 2013/14 fall
SBP113 01 Temel Tasarım..... 2008/09 fall– 2013/14 fall
SBP113 01 Basic Design..... 2008/09 fall– 2013/14 fall
EUT121 01 Temal Tasarım.....2008/2009 fall

Elective Courses:
GSB 313 01 Mimarlıkta Desen (Drawing in Architecture)..... 2008/09- 2013/14 2008/09 fall / spring
GSB 313 02 Mimarlıkta Desen (Drawing in Architecture)..... 2008/09- 2013/14 fall / spring)

Educational Credentials:

BS University, year ... İstanbul Technical University Department of Architecture... 1976
MS University, year... Massachusetts İnstitute of Technology... MsArchS... 1981
PhD University, year... University of California Berkeley !989 PhD(c)

Teaching Experience:

1992 - 2014 ITU Dept.of Architecture / İndustrial Design / Urban and Reginal Planning... Lecturer
1989 - 1990 1989-1990 Bilkent Universitesi. Güzel Sanatlar fakültesi... Visiting Prof.
Professional Experience:
Licenses/Registration:

Selected Publications and Recent Researches:
- ...
- ...
- ...

Professional Memberships:
- ...
- ...
- ...

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Basic design / Art and Architecture / Painting / Poetry / Spontaneous Ceation Workshops
Traditional Design Concepts

Name: Aras NEFTÇİ

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

-

Educational Credentials:
B.Arch., Istanbul Technical University, 1987
MSci., Istanbul Technical University, 1991
PhD., Istanbul Technical University, 2002

Teaching Experience:
…

Professional Experience:

Selected Publications and Recent Researches:

- "Atıf Efendi Kütüphanesi Mimarisi", Vefa Semti Ulusal Sempozyumunda konulu bildiri, 2006.
- "Anadolu'nun Selçuklu ve Osmanlı Mimarisine İran Coğrafyasının Etkileri"Türkiye-İran Tarih ve Medeniyet Diyalogu toplantısında konulu tebliği, Tahran-İran, 2012.

Professional Memberships:

- …

Summary of expertise, recent research, or experience (limit 25 words or keywords)

Name: Umut ALMAÇ

Compulsory and Elective Courses (for last four academic years between 2008/09 fall – 2013/14 spring):

- MIM 421E, "Architectural Survey & Restoration Studio", Umut Almaç
- MIM 438, "Aletli Rölöve", Oğuz Müftüoğlu, Umut Almaç
- MIM 441, "Arkeolojik Sitlerde Koruma Uygulamaları", Zeynep Eres, Umut Almaç
- RST 506, "Mimarlıkta Fotogrametik Ölçme", Oğuz Müftüoğlu, Umut Almaç
- RST 515E, "Advanced Methods in Architectural Survey", Oğuz Müftüoğlu, Umut Almaç
- RST 501, "Koruma Projesi I", Çalışma grubunun tüm öğretim üyeleri
- RST 514E, "Conservation Studio II", Çalışma grubunun tüm öğretim üyeleri

Educational Credentials:
B.Arch., Istanbul Technical University, 1999
MSci., Istanbul Technical University, 2002
PhD., Istanbul Technical University, 2011

Teaching Experience:
…

Professional Experience:

Selected Publications and Recent Researches:

- Umut Almac, "Preliminary Observations on Structural Condition of a Byzantine Monument in Historic Peninsula of Istanbul: Pantokrator Church", Advanced Materials Research, Vol. 133 - 134, 10/2010, s. 555-560, ISSN: 10226680,
- Ricardo S. Barros, Umut Almaç, Daniel V. Oliveira, Andrea Grazzini, "Reforço sísmico da fachada de um palácio do Séc. XII", 2008, 4th CINPAR - International conference on Structural Defects and Repair, University of Aveiro, Portugal, 25.06.2008 - 28.06.2008
-

Professional Memberships:

- …

Summary of expertise, recent research, or experience (limit 25 words or keywords)

4.3 Visiting Team Report (VTR) from the previous visit

The current APR as well as the recent APRs and the recent VTR are available on the department's website:
http://www.mimarlik.itu.edu.tr/Icerik.aspx?sid=6736

4.4 Catalog (or URL for retrieving online catalogs and related materials)

The most recent catalog is available on the department's website:
http://www.mimarlik.itu.edu.tr/Icerik.aspx?sid=6736

LIST OF APPENDICES

APPENDIX 1: Student Survey Report

Student Survey

1. Introduction and Motivation

Istanbul Technical University (ITU) Department of Architecture decided to carry out specific course evaluation surveys in order to increase the overall quality of departmental courses using the feedback from the students, support quality assessments within the department, and provide sound evidence for departmental accreditation efforts such as NAAB and National Accreditation System.

2. Method and the Process

The students were asked to respond to 14 or 15 questions regarding the different quality dimensions of the given courses. The survey questions were consistent with the course evaluation surveys from the outstanding universities from the globe. The survey questions are given in Table 1.

The question types in the spring 2013 survey were the following:

- 12 for 5-point Likert scale evaluation
- 1 for grade expectation
- 1 yes/no question regarding the course language)
- 1 open-ended question for suggestions and thoughts

Considering the NAAB requirements and the quality dimensions of the courses, the question contents and the measured variables are the following:

- 2 focusing on the content, syllabus, and materials : NAAB I.1.3 and Sec. II-Descriptions
  Variables: Clarity of course criteria and scope, organization of the course syllabus
- 3 for student inclination toward the course and the level of learning: NAAB I.1.3 and Sec. II-Student Performance Criteria
  Variables: Level of learning, consistency of course content, effectiveness of the teaching material, presentations, and interest for the course
- 5 for instructor performance and teaching approach: NAAB I.1.3
  Variables: Effectiveness, style, motivation, and interest toward students
- 1 for adequate physical and technological infrastructure: NAAB I.2.3
- 1 for the student effort for the course: NAAB I.1.3 B and E
- Open-ended question for further improvement of the course: NAAB I.1.5

In order to avoid various problems of net-based data collection and ensure the high level of response rate, the survey was administered by paper and pencil in the last week of classes. The survey sheets were given in closed enveloped tagged with the course name and the instructor. Assigned assistants collected the surveys from students and returned to the department office. Collected surveys were digitalized and analyzed using MS Excel by the survey team. The course reports included response distributions for the each question, weighted means, and charts. Courses were analyzed with the overall weighted means in comparison with the particular course groups (Table 2).

General survey results were made accessible to the school by the departmental permission. Survey result from the each course was shared with the corresponding course instructor.

Table 1. Survey questions and their order

1. Content, requirements, and evaluation criteria were clearly stated at the beginning of the term.
2. The course syllabus was comprehensive, clear, and accurate.
3. Contents of the tests, projects, and assignments were consistent with lectures and materials.
4. The assignments and projects were valuable in helping me learn the subject matter.
5. The course included interesting topics for my career development.
6. The instructor was effective as a lecturer and discussion leader.
7. The instructor's presentations included sufficient and up-to-date visual materials.
8. The instructor's lectures and comments were clear and organized.
9. The instructor stimulated interest about the course subject.
10. The instructor was available and helpful to students outside of class.
11. The classroom or studio space was physically adequate and well equipped.
12. How do you rate your overall effort for this course?
13. What is your expected grade from this course?
14. The course was given in the language as listed in the course catalog.
15. What suggestions would you make for improving the course?

3. General Information

- In the survey study, the participation level stayed in 86% within the registered students in the spring 2013 semester.
- In order to have a reliable evaluation regarding the different parts of the course curriculum, the courses are grouped under area specializations. The statistical analyses were conducted with comparisons in three categories: the course, the group, and all the courses. The course groups and the number of related courses offered in the departmental curriculum are given in Table 2.

Table 2. Spring 2013 Groups of Courses

Architectural Design	Applied: 45	Theory: 14
Architectural and Urban Preservation	Applied: 2	Theory: 3
History of Architecture	-	Theory: 11
Management in Design and Construction	-	Theory: 4
Structural and Earthquake Engineering	-	Theory: 9
Building Construction Methods and Technology	Applied: 2	Theory: 5
Building Materials	-	Theory: 3
Building Physics and Environmental Control	Applied: 3	Theory: 2
Construction Project	Applied	-
Graduation Project	Applied	-

4. Survey Results for the Fall 2013 Semester

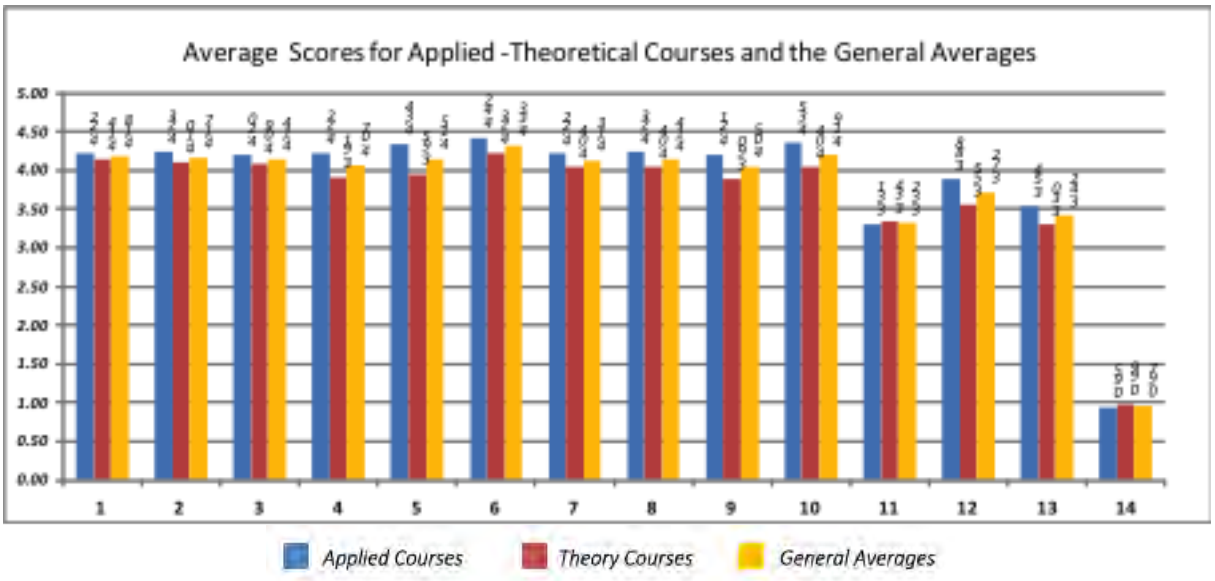

Figure 1: The general weighted averages for all courses

The general weighted averages and response distributions illustrate that student feedbacks largely have a positive character toward the offered courses within the department. Specifically, students returned significantly high satisfaction levels about the instructor expertise and the course qualities. However, survey responses point out the problems in physical and technical infrastructure and the limited availability of well-equipped studio spaces.

General weighted means for the each course group are given as the following charts:

Architectural Design Studios

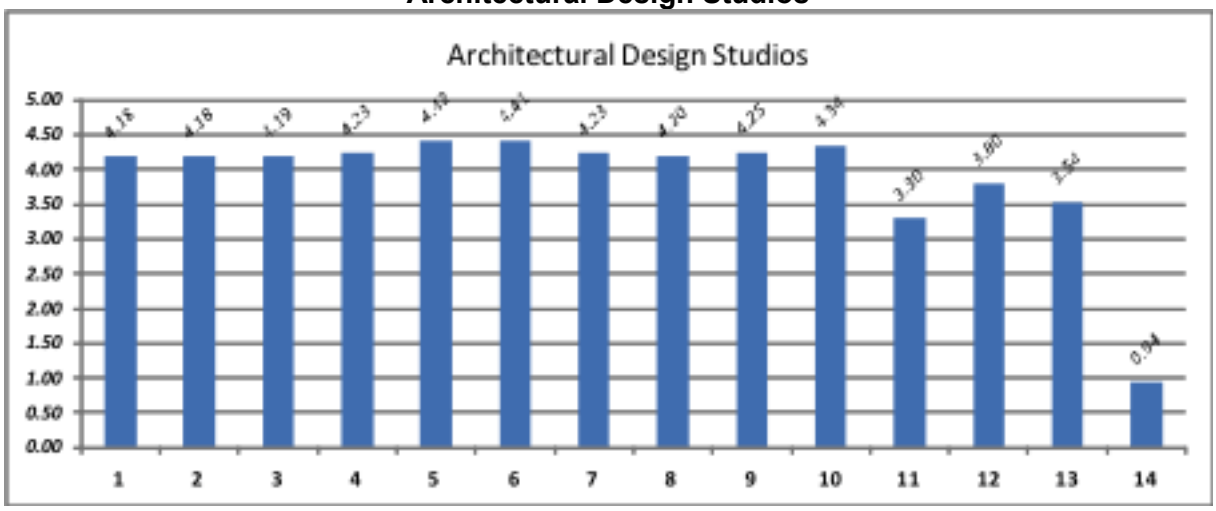

Figure 2: The general weighted averages for architectural design studios

Architectural Design: Compulsory and Elective Theoretical Courses

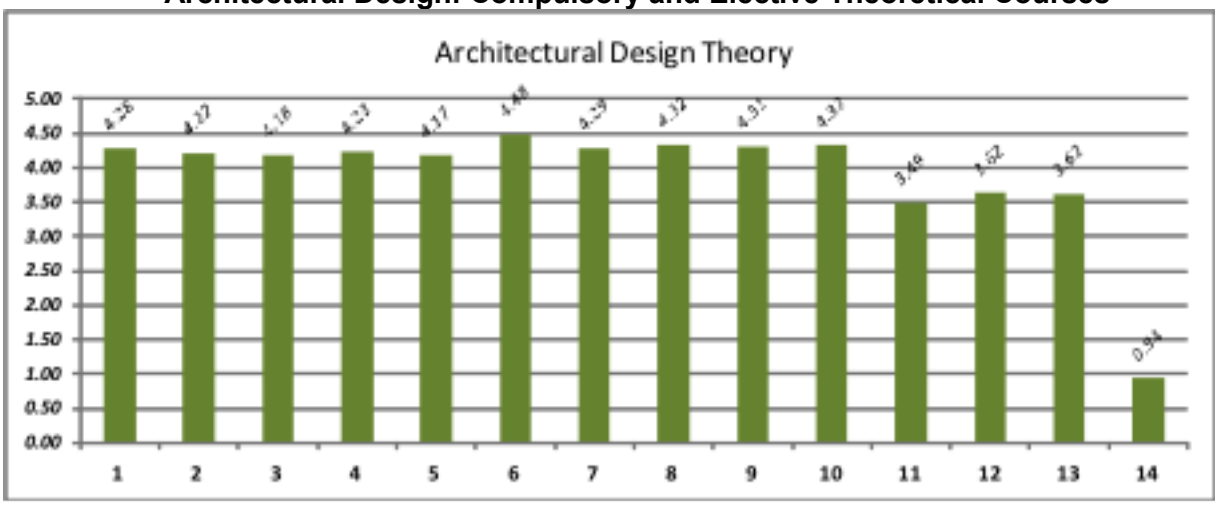

Figure 3: The general weighted averages for the theoretical courses of architectural design

History of Architecture: Compulsory and Elective Theoretical Courses

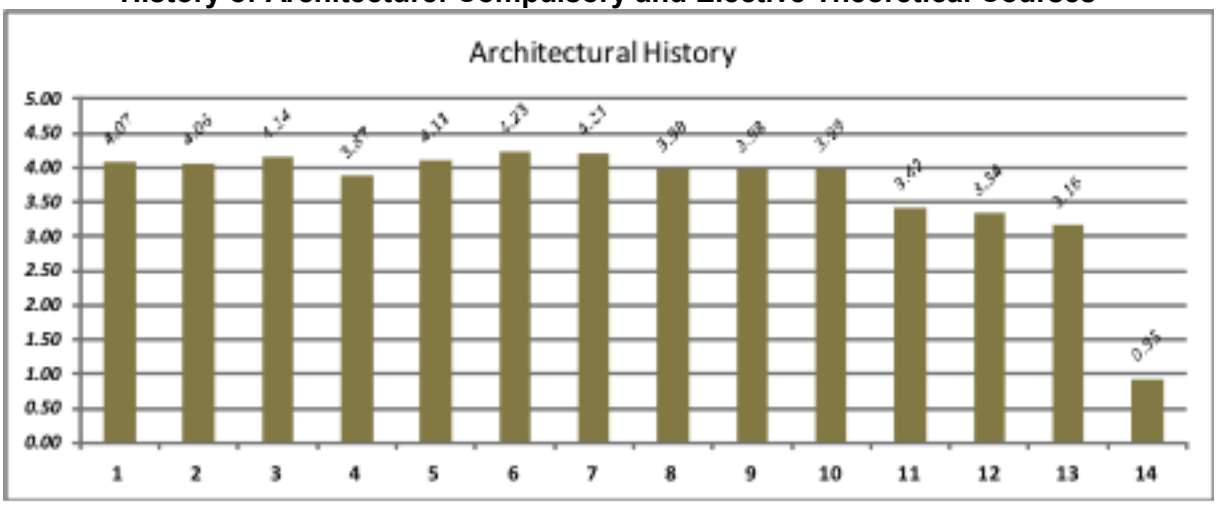

Figure 4: The general weighted averages for the theoretical courses of history of architecture

Architectural and Urban Preservation: Applied and Theoretical Courses

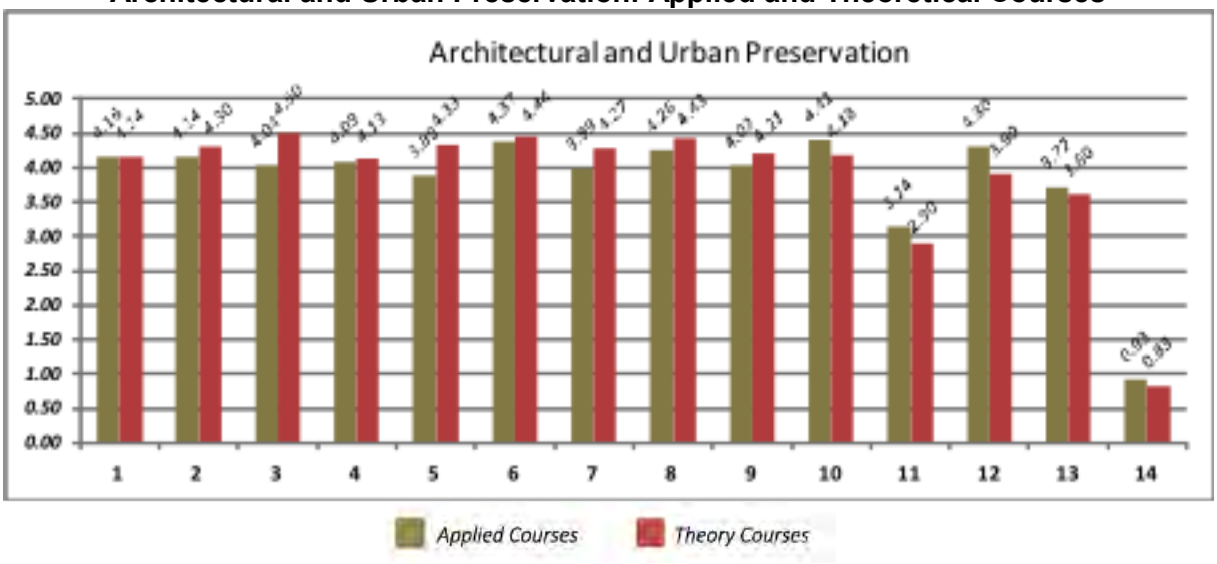

Figure 5: The general weighted averages for the courses of architectural and urban preservation

Management in Design and Construction

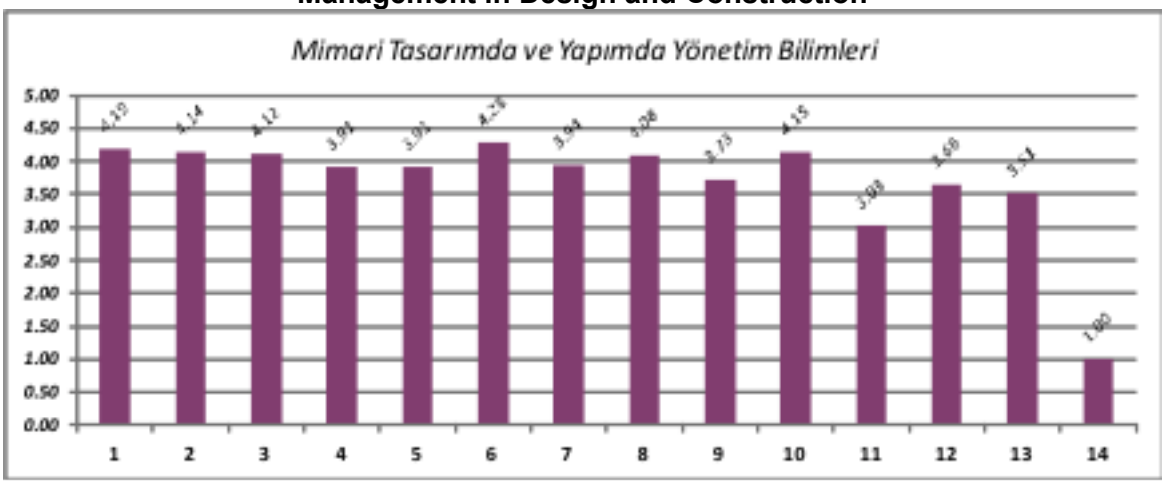

Figure 6: The general weighted averages for the courses of management in design and construction

Structural and Earthquake Engineering Theoretical Courses

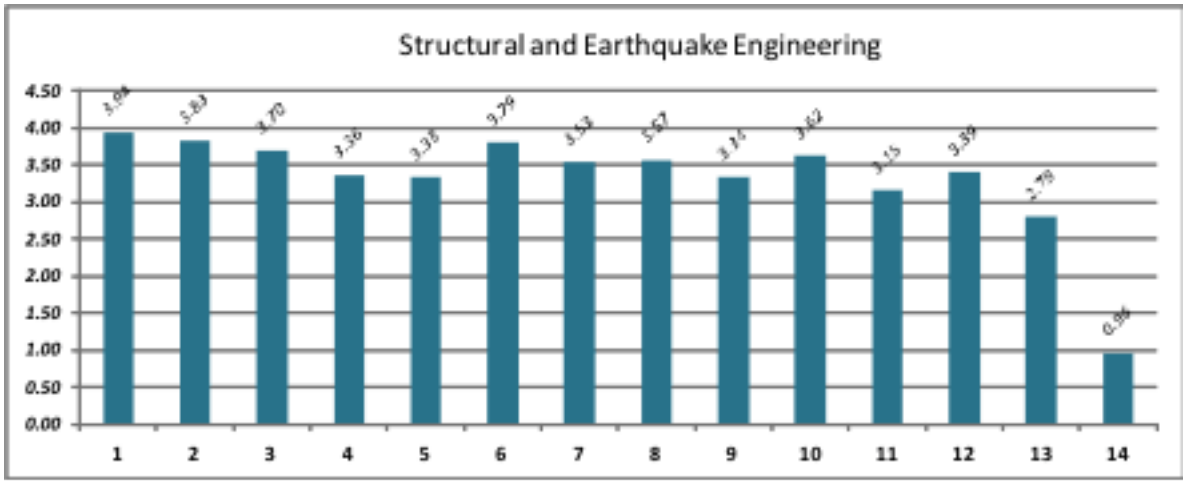

Figure 7: The general weighted averages for the courses of structural and earthquake engineering

Building Construction Methods and Technology: Applied and Theoretical Courses

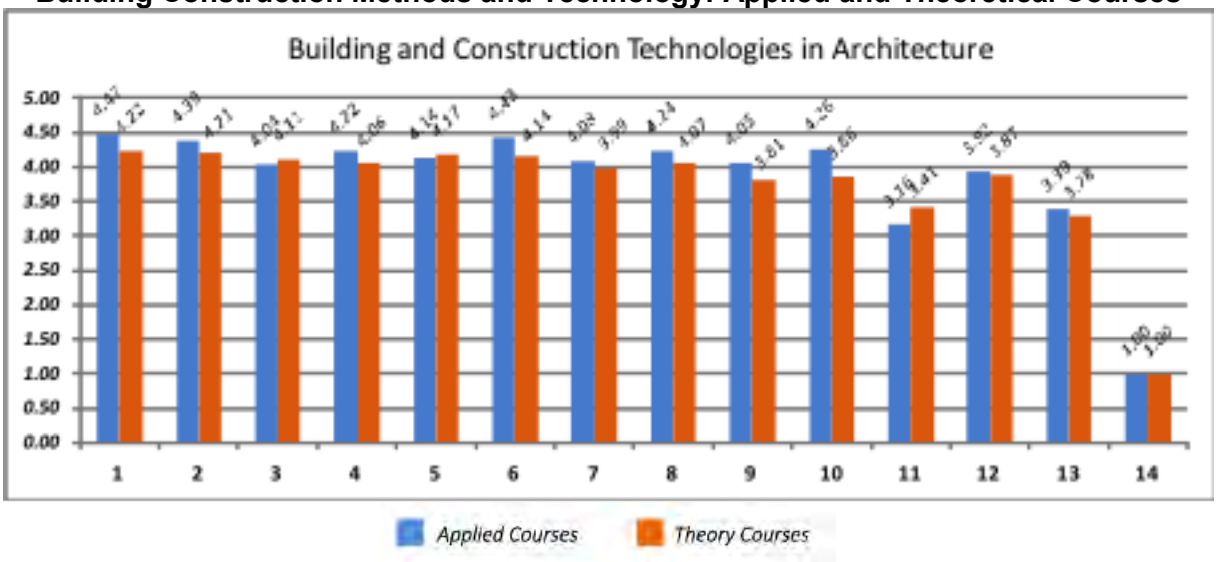

Figure 8: The general weighted averages for the courses of building construction methods and technology

Building Materials

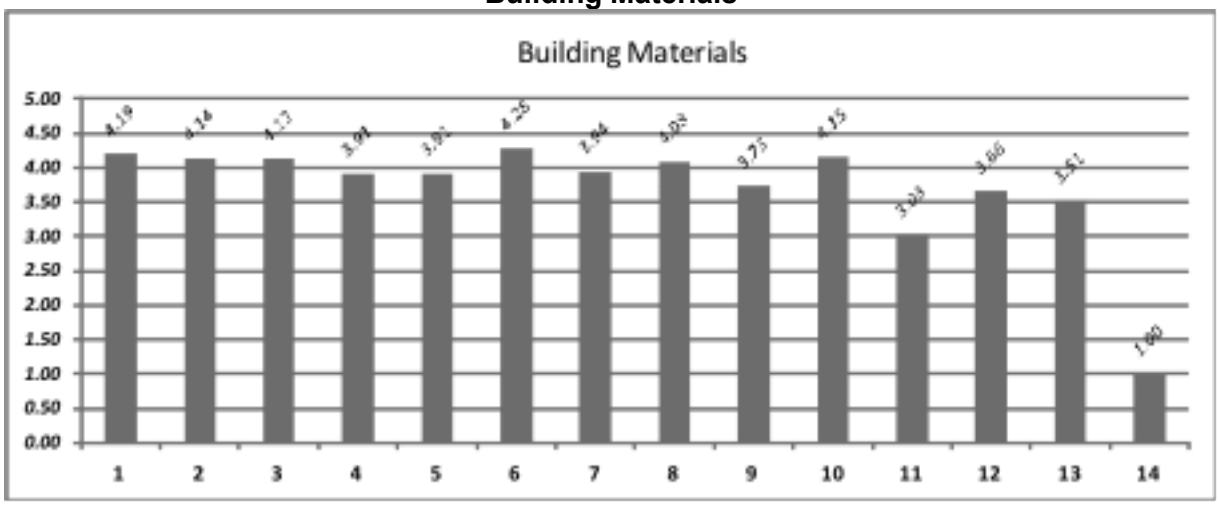

Figure 9: The general weighted averages for the courses of building materials

Building Physics and Environmental Control: Applied and Theoretical Courses

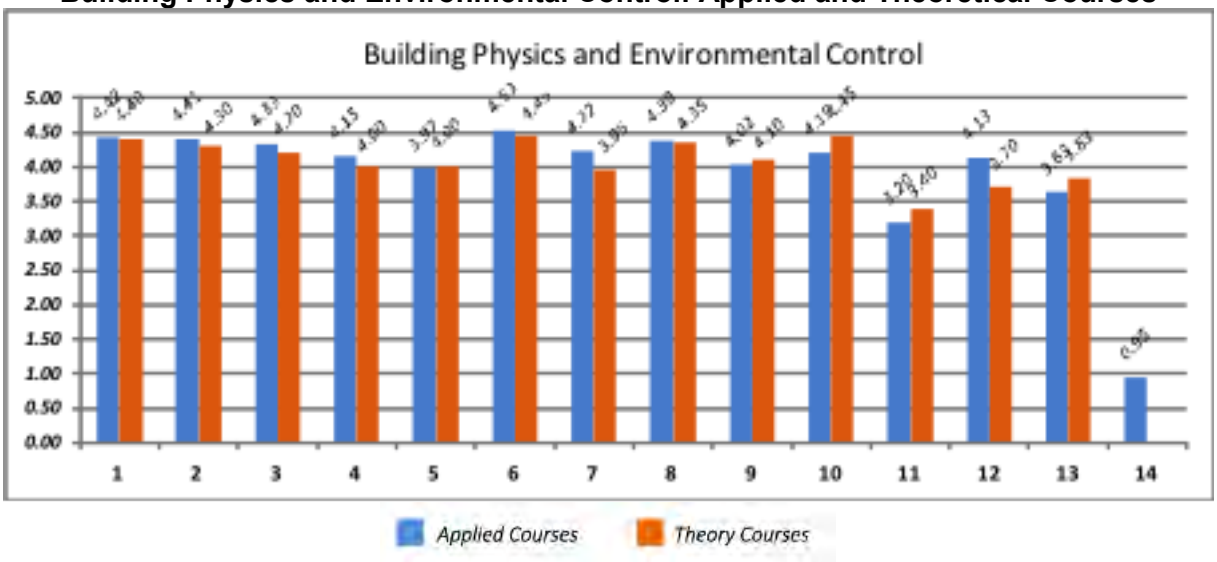

Figure 10: The general weighted averages for the courses of building physics and environmental control

Construction Project

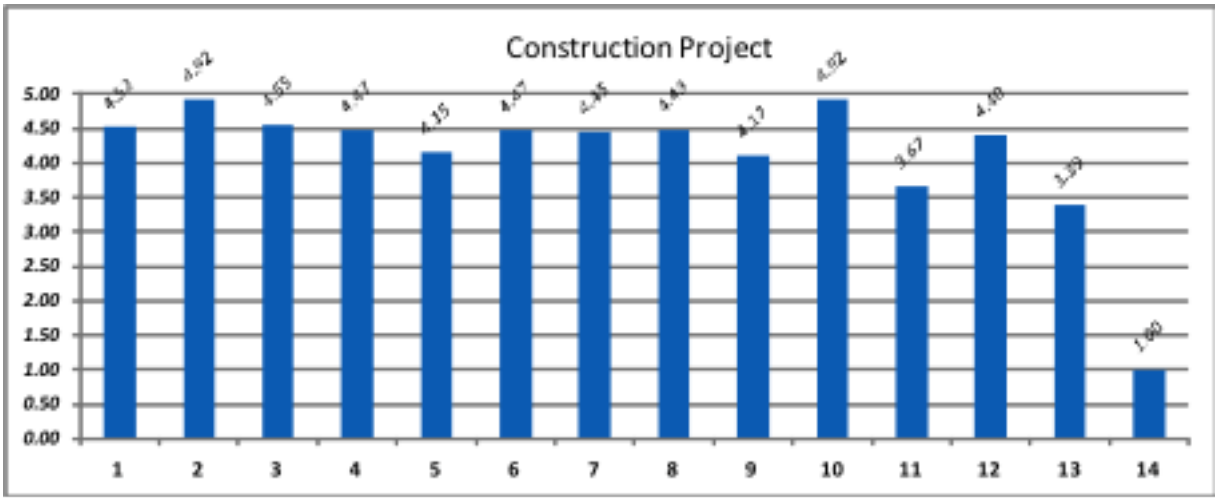

Figure 11: The general weighted averages for construction project

5. Suggestions

- A different version of the survey can be devised for design studios because the studio environment has its own teaching and learning dynamics.
- Survey method is a common technique for course evaluations in higher education programs. However, the nature of architectural education has many differences and unique quality dimensions. In order to capture these insights, such qualitative studies can be conducted such as focus groups regarding course groups, especially design studios.

Fall 2013 Course Evaluations

Following the Fall 2013 Semester the same survey was conducted with the similar methodology and scheme. The overall participation was 76% within the registered students in the spring 2013 semester with a slight decrease compared to the previous semester.

Table 3. Fall 2013 Groups of Courses

Architectural Design	Applied: 43	Theory: 15
Architectural and Urban Preservation	Applied: 2	Theory: 5
History of Architecture	-	Theory: 4
Management in Design and Construction	-	Theory: 4
Structural and Earthquake Engineering	-	Theory: 11
Building Construction Methods and Technology	Applied: 2	Theory: 5
Building Materials	-	Theory: 5
Building Physics and Environmental Control	-	Theory: 3
Construction Project	Applied	-
Graduation Project	Applied	-

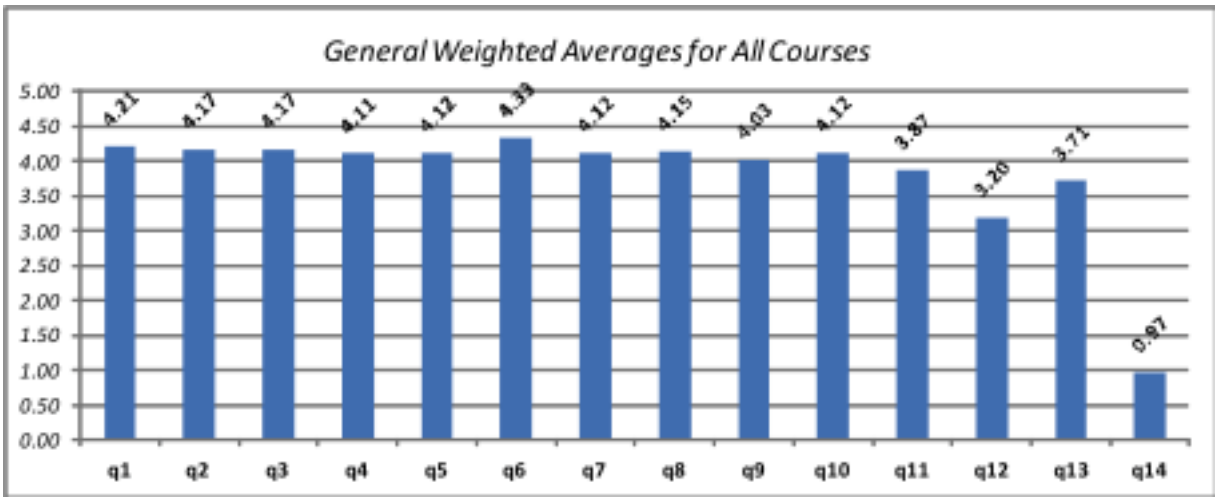

Figure 12: The general weighted averages for all courses

Similar to the Spring 2013 analyses, the general weighted averages and response distributions illustrate that student feedbacks largely have a positive character toward the offered courses within the department. The satisfaction level for education quality and the instructor stayed as high which confirmed the findings from the previous semester survey. Due to large renovation activities within the school building returned significantly increased satisfaction levels for the physical infrastructure in studios and classrooms.

General weighted means of the responses for the each course group are given as the following charts:

- The responses according to the 5-point Likert scale are rated from 0 to 5.
- All course groups include both compulsory and elective courses.

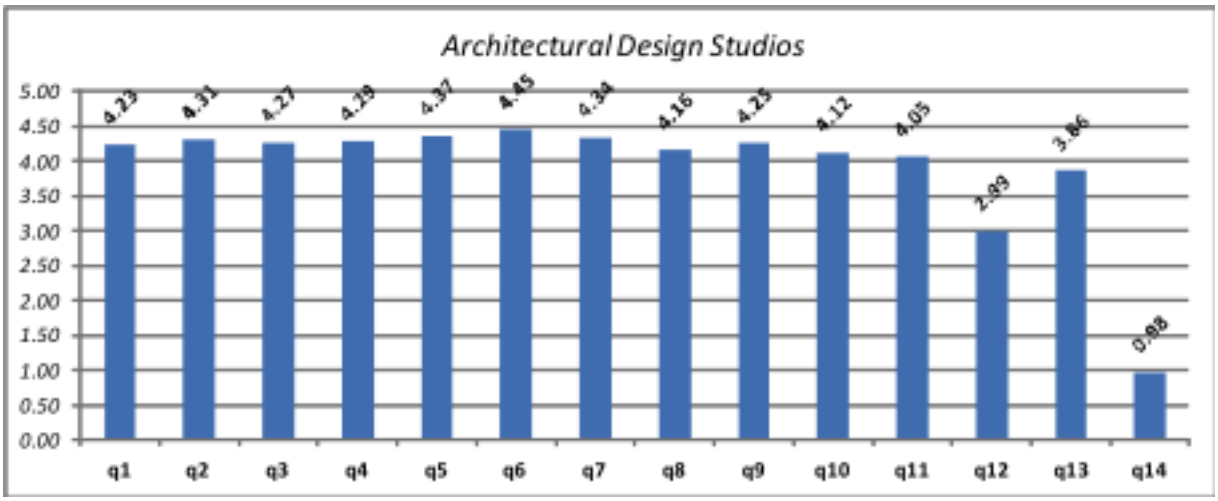

Figure 13: Weighted averages for Design Studio Courses

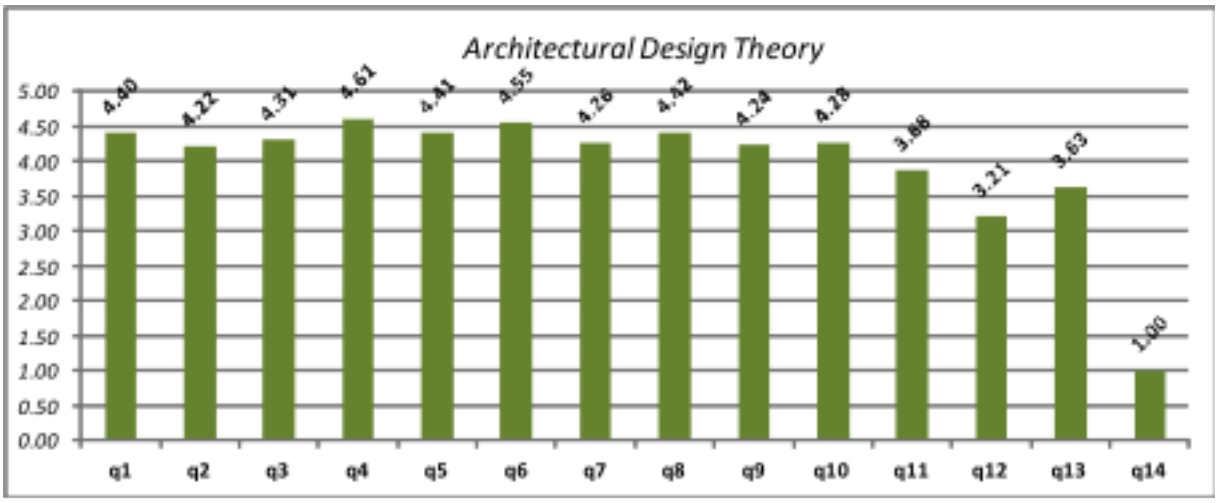

Figure 14: Weighted averages for Design Theory Courses

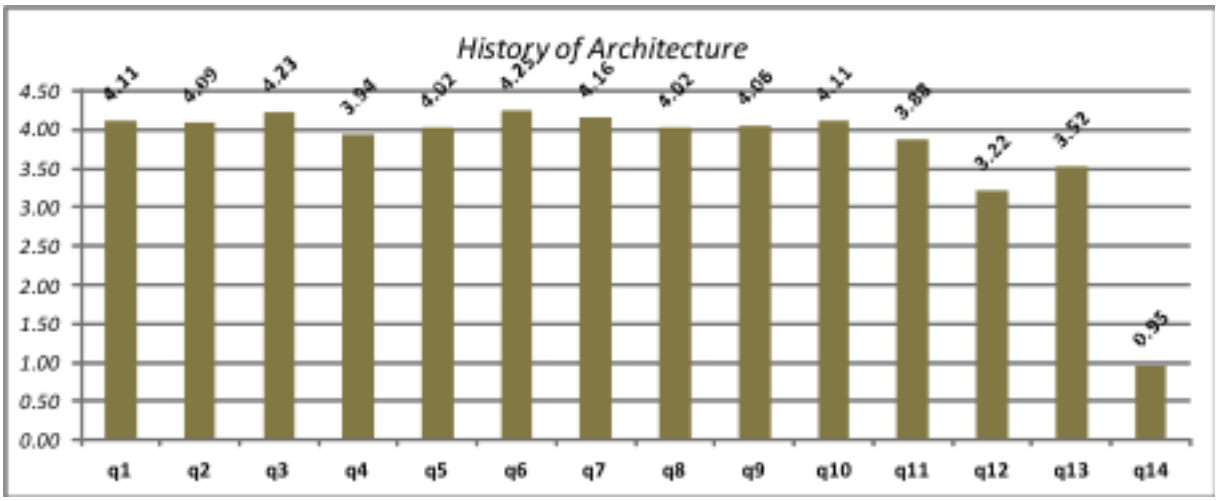

Figure 15: Weighted averages for History of Architecture Courses

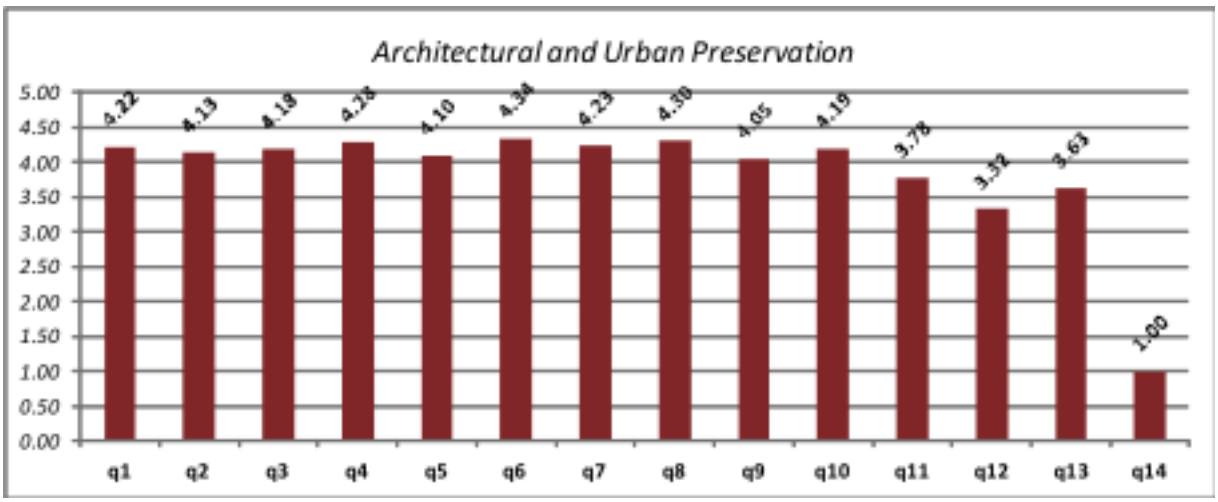

Figure 16: Weighted averages for Preservation Courses

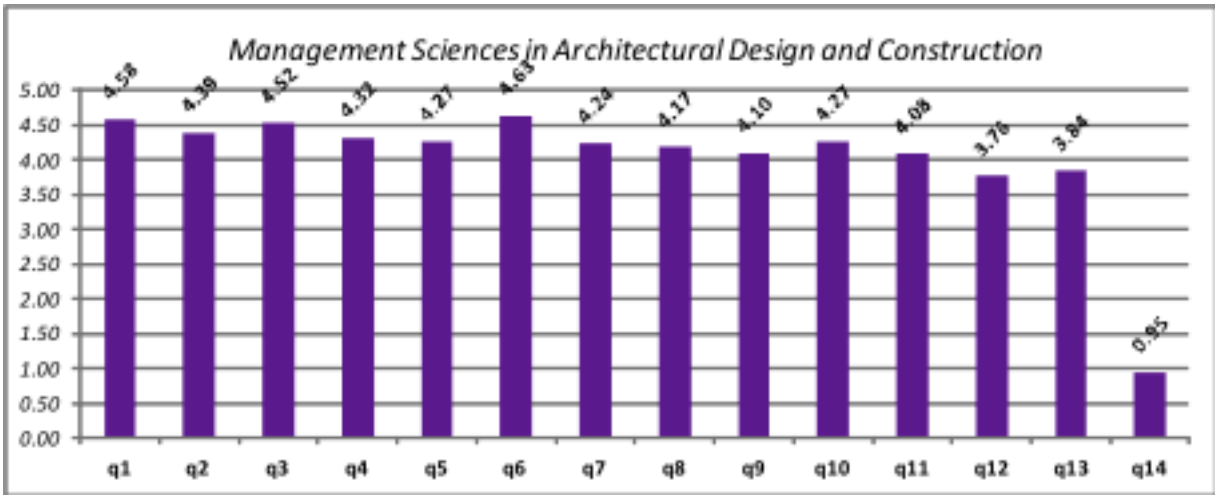

Figure 17: Weighted averages for Project Management Courses

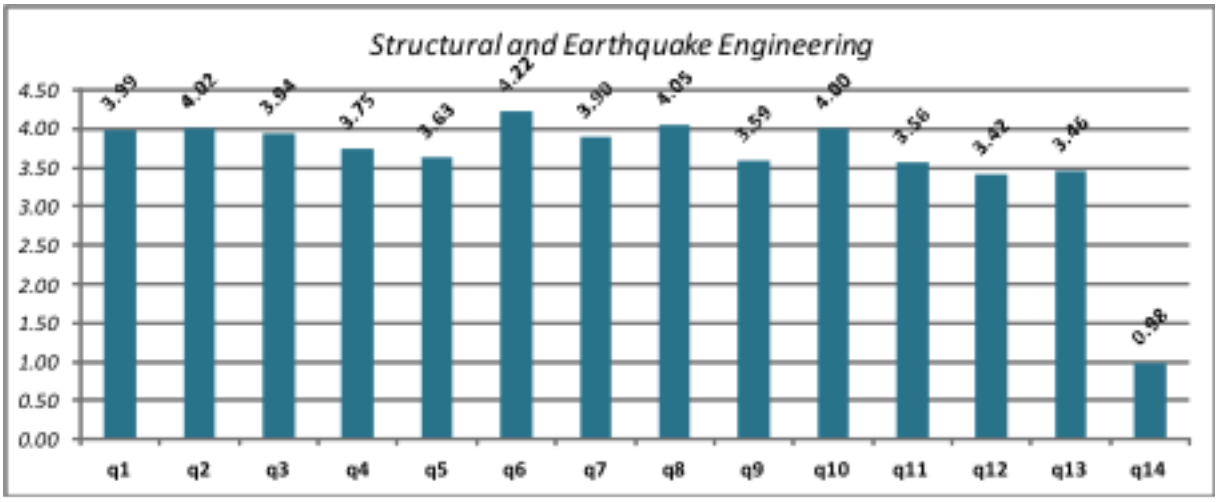

Figure 18: Weighted averages for Structure Courses

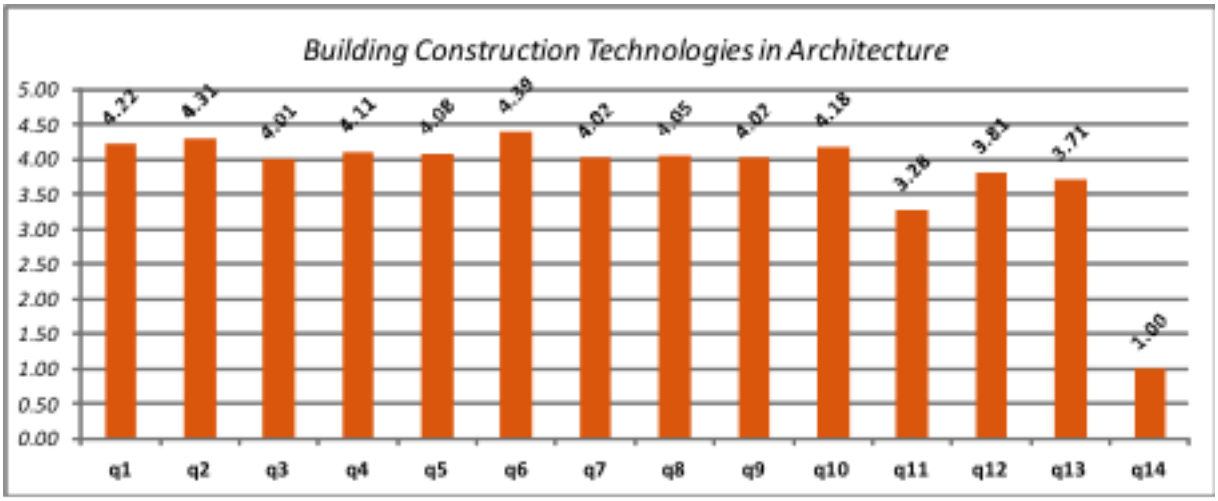

Figure 19: Weighted averages for Structure Courses

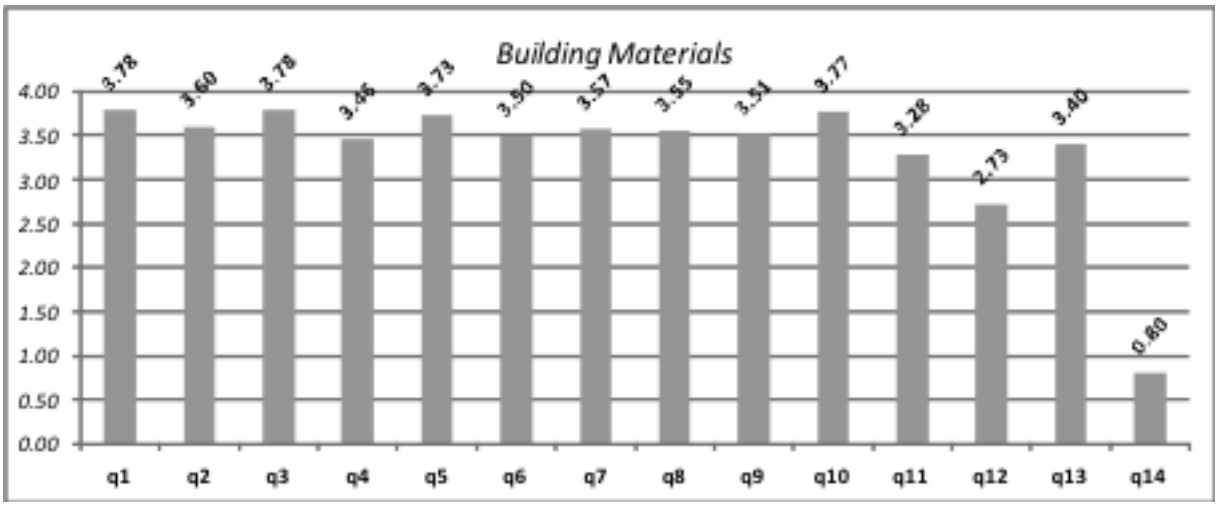

Figure 20: Weighted averages for Structure Courses

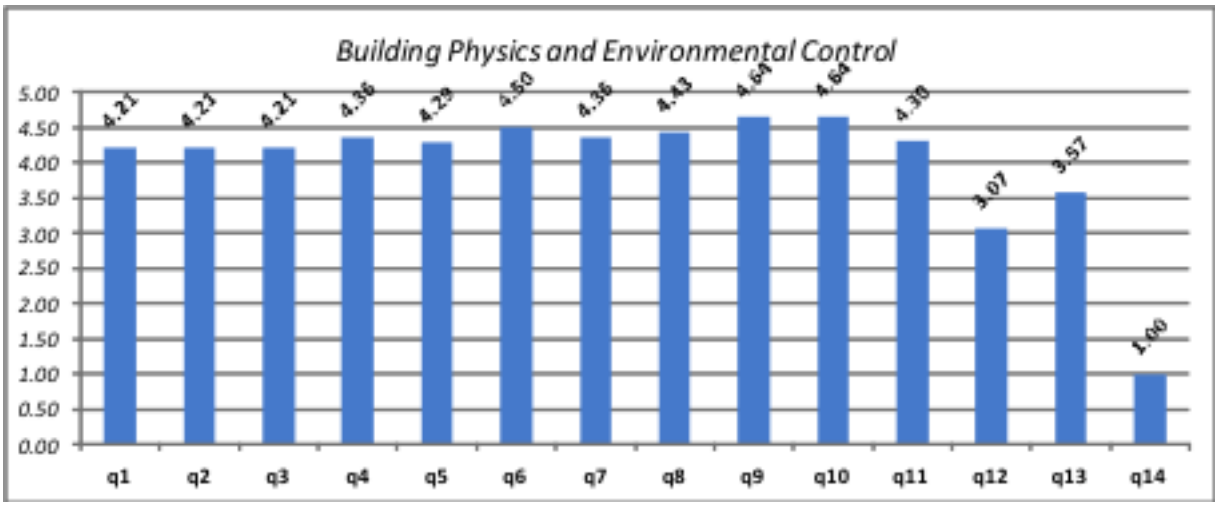

Figure 21: Weighted averages for Structure Courses

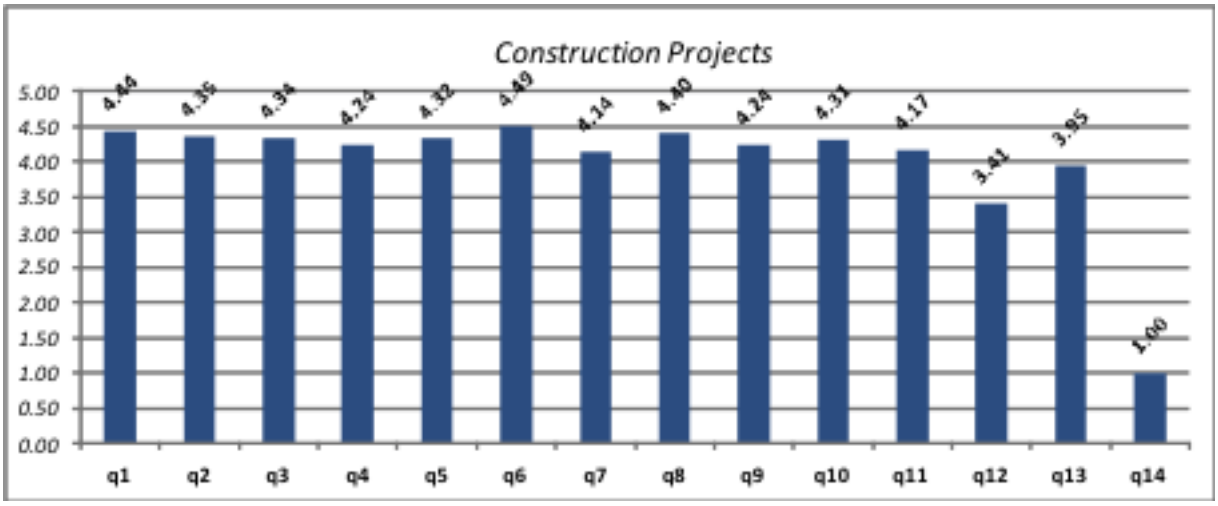

Figure 22: Weighted average for Construction Project Course

The results were made available to the faculty members through the department.

Observations and Suggestions

The statistical analyses for the surveys were made using basic descriptive statistics for the course, course group and the overall courses. Dean's office and the college accreditation committee is working towards a sophisticated course evaluating scheme with complex statistical methods which will be available in the 2014-2015 academic year. The first pilot study of the new course evaluation framework was conducted in the Spring 2014 Semester.

The diploma project course is a distinct course with its own culture and history for decades. A customized survey for further improvement of the course was suggested by the department.

Spring 2014 Course Evaluations

Starting from 2014 Spring Semester the School of Architecture initiated a new course evaluation system in order to provide a long-term and robust assessment for institutional purposes. The new initiative included all the departments within the school and included several updates to the existing course evaluation system.

The new method is based on optical forms and included specific questions for particular course groups. Using a inter-departmental course classification scheme the courses were organized under four initial groups as: Projects, Compulsory Courses, Elective Courses and Diploma-Graduation Projects.

The survey questions were devised using the previous two surveys but improved with specific questions about the student profile, student motivation, course content and instructor performance. Using the feedback from the previous two surveys a specific version was devised for the design studios.

The initial results from the survey are summarized in the following charts. The extensive statistical analyses techniques like standard deviation graphs, group distributions etc. are being conducted as of July 2014.

Question list and the weighted averages are as follows;

Project Courses

1. The course syllabus was comprehensive, clearly and accurately stated at the beginning of the term
2. Content, requirements, and evaluation criteria were clearly stated at the beginning of the term.
3. The classroom or studio space was physically adequate and well equipped.
4. I regularly participated the course and I was not noticed for the presence in the course
5. I had positive views towards the course at the beginning of the term
6. Extra-class work were consistent with the course content and objectives
7. I believe my work effort was enough for this class
8. Project topics were consistent with the course content and objectives
9. Jury reviews were effective
10. Jury comments were valuable for further developing my project
11. Comments and knowledge of the guest jurors were satisfying
12. Studio resources and accessibility were adequate
13. My final project included the required deliverables in the project syllabus
14. The class helped me to improve my English vocabulary about the class content
15. The instructor lectured in English all the time
16. The instructor used effective and proper English
17. What is your expected grade from this course?
18. The instructor participated the classes regularly
19. The instructor was knowledgeable about the class subject
20. The instructor's presentations included sufficient and up-to-date visual materials.
21. The instructor's lectures and comments were clear and organized.
22. The instructor stimulated interest about the course subject.
23. The instructor was available and helpful to students outside of class.
24. Exam results were announced on time without any delay
25. Please state your thoughts about the instructor before the class
26. Please state your thoughts about the instructor after the class

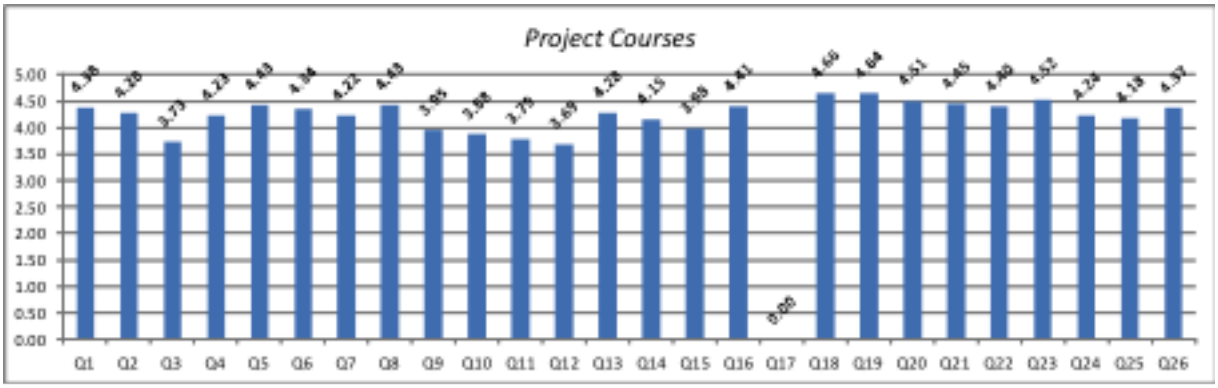

Figure 23: Weighted averages for Project Courses

Compulsory Courses

1. The course syllabus was comprehensive, clearly and accurately stated at the beginning of the term
2. Content, requirements, and evaluation criteria were clearly stated at the beginning of the term.
3. The classroom or studio space was physically adequate and well equipped.
4. I regularly participated the course and I was not noticed for the presence in the course
5. I had positive views towards the course at the beginning of the term
6. Contents of the mid-term exam were consistent with lectures and materials.
7. Midterm questions were consistent with my expectations
8. Extra-class work were consistent with the course content and objectives
9. I believe my work effort was enough for this class
10. Contents of the projects, and assignments were consistent with lectures and materials.
11. The assignments and projects were valuable in helping me learn the subject matter.
12. The course included interesting topics for my career development.
13. Students were motivated to participate to the class
14. Regular feedback was provided about the assignments
15. The class helped me to improve my English vocabulary about the class content
16. The instructor lectured in English all the time
17. The instructor used effective and proper English
18. What is your expected grade from this course?
19. The instructor participated the classes regularly
20. The instructor was knowledgeable about the class subject
21. The instructor's presentations included sufficient and up-to-date visual materials.
22. The instructor's lectures and comments were clear and organized.
23. The instructor stimulated interest about the course subject.
24. The instructor was available and helpful to students outside of class.
25. Exam results were announced on time without any delay
26. Please state your thoughts about the instructor before the class
27. Please state your thoughts about the instructor after the class

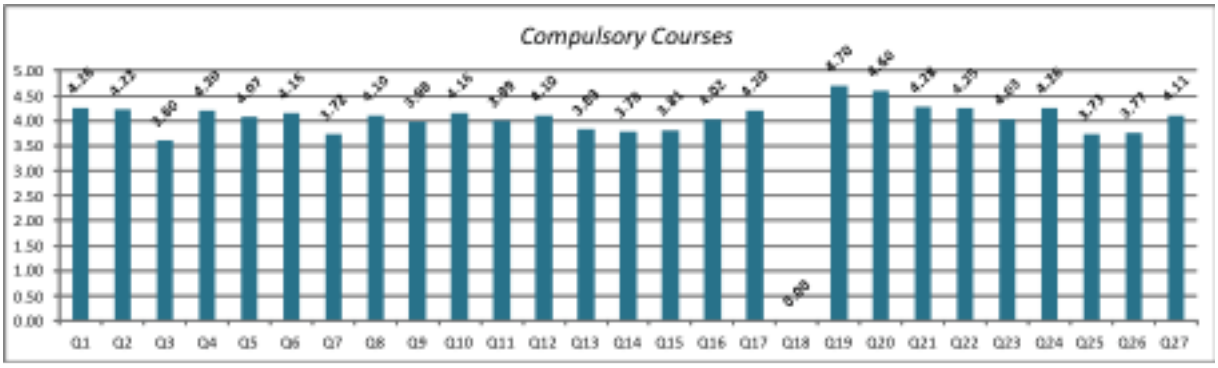

Figure 24: Weighted averages for Project Courses

Elective Courses

1. I signed-up because the course fit to my schedule
2. I signed-up because I could not able to pick another
3. I signed up because the course seemed interesting
4. I signed for the instructor
5. The course syllabus was comprehensive, clearly and accurately stated at the beginning of the term
6. Content, requirements, and evaluation criteria were clearly stated at the beginning of the term.

7. The classroom or studio space was physically adequate and well equipped.
8. I regularly participated the course and I was not noticed for the presence in the course
9. I had positive views towards the course at the beginning of the term
10. Contents of the mid-term exam were consistent with lectures and materials.
11. Midterm questions were consistent with my expectations
12. Extra-class work were consistent with the course content and objectives
13. I believe my work effort was enough for this class
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15. The assignments and projects were valuable in helping me learn the subject matter.
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19. The class helped me to improve my English vocabulary about the class content
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23. The instructor participated the classes regularly
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26. The instructor's lectures and comments were clear and organized.
27. The instructor stimulated interest about the course subject.
28. The instructor was available and helpful to students outside of class.
29. Exam results were announced on time without any delay
30. Please state your thoughts about the instructor before the class
31. Please state your thoughts about the instructor after the class

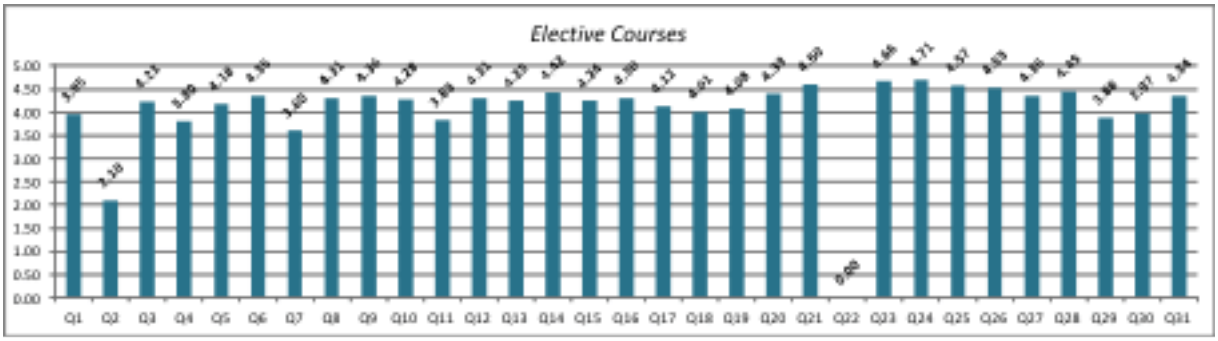

Figure 25: Weighted averages for Project Courses

The reports for the each course were automatically generated with a software and made available to the faculty members through the department. Each report includes the response distributions and comparative charts. An example of the Optical Survey Form and The Instructor Feedback Report are given in Figures 26 and 27.

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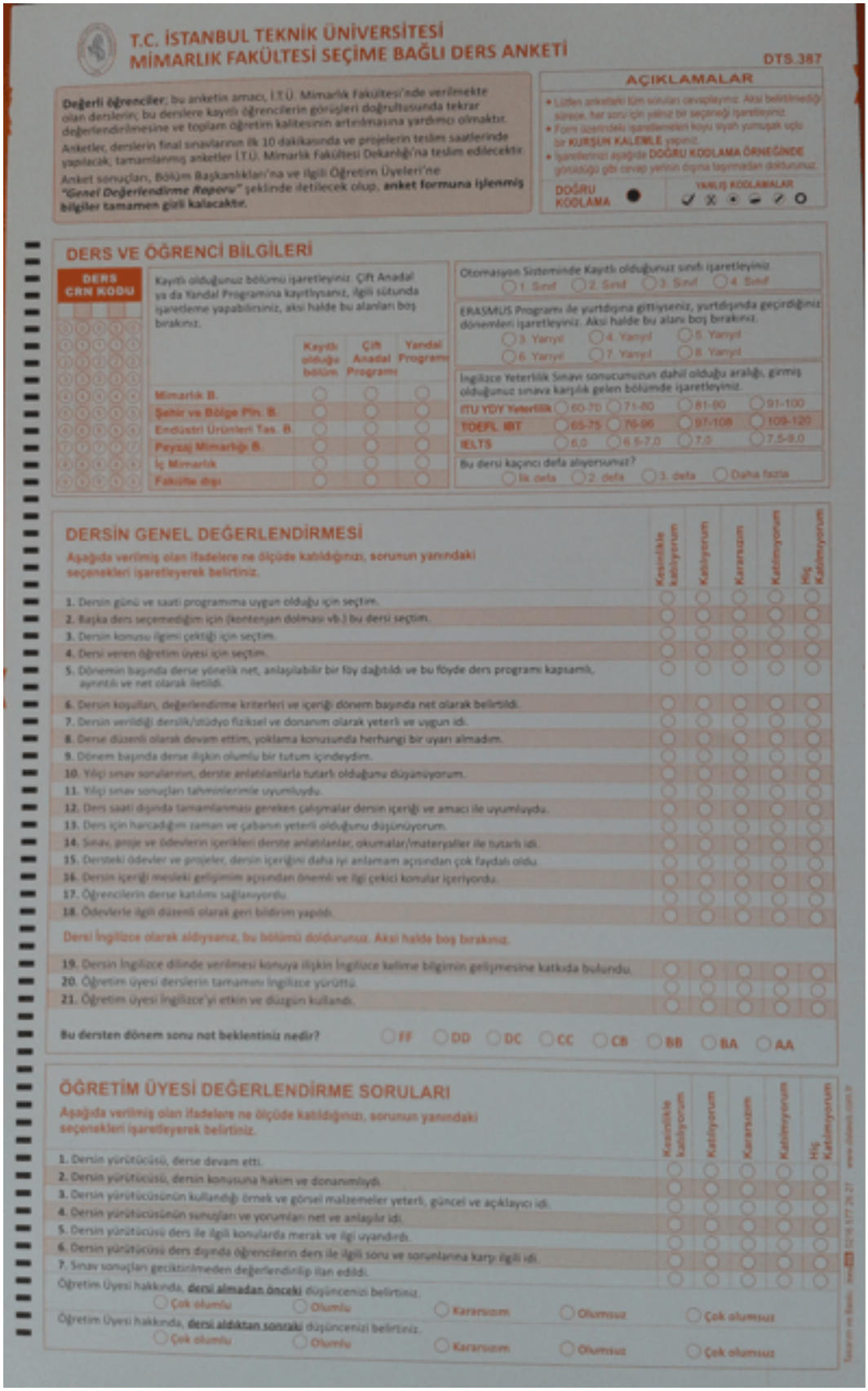


T.C. İSTANBUL TEKNİK ÜNİVERSİTESİ
MİMARLIK FAKÜLTESİ SEÇİME BAĞLI DERS ANKETİ

DTS.387

Değerli öğrenciler, bu anketin amacı, İ.T.Ü. Mimarlık Fakültesi'nde verilmekte olan derslerin; bu derslere kayıtlı öğrencilerin görüşleri doğrultusunda tekrar değerlendirilmesine ve toplam öğretim kalitesinin artırılmasına yardımcı olmaktır.

Anketler, derslerin final sınavlarının ilk 10 dakikasında ve projelerin teslim saatlerinde yapılacak; tamamlanmış anketler İ.T.Ü. Mimarlık Fakültesi Dekanlığı'na teslim edilecektir.

Anket sonuçları, Bölüm Başkanlıkları'na ve ilgili Öğretim Üyeleri'ne ***"Genel Değerlendirme Raporu"*** şeklinde iletilecek olup, **anket formuna işlenmiş bilgiler tamamen gizli kalacaktır.**

AÇIKLAMALAR

- Lütfen anketteki tüm soruları cevaplayınız. Aksi belirtilmediği sürece, her soru için yalnız bir seçeneği işaretleyiniz.
- Form üzerindeki işaretlemeleri koyu siyah yumuşak uçlu bir **KURŞUN KALEMLE** yapınız.
- İşaretlerinizi aşağıda **DOĞRU KODLAMA ÖRNEĞİNDE** görüldüğü gibi cevap yerinin dışına taşırmadan doldurunuz.

DOĞRU KODLAMA ● | YANLIŞ KODLAMALAR ✓ X ⊙ ⊖ ⊘ ○

DERS VE ÖĞRENCİ BİLGİLERİ

DERS CRN KODU

Kayıtlı olduğunuz bölümü işaretleyiniz. Çift Anadal ya da Yandal Programına kayıtlıysanız, ilgili sütunda işaretleme yapabilirsiniz, aksi halde bu alanları boş bırakınız.

	Kayıtlı olduğu bölüm	Çift Anadal Programı	Yandal Programı
Mimarlık B.	○	○	○
Şehir ve Bölge Pln. B.	○	○	○
Endüstri Ürünleri Tas. B.	○	○	○
Peyzaj Mimarlığı B.	○	○	○
İç Mimarlık	○	○	○
Fakülte dışı	○	○	○

Otomasyon Sisteminde Kayıtlı olduğunuz sınıfı işaretleyiniz
○ 1. Sınıf ○ 2. Sınıf ○ 3. Sınıf ○ 4. Sınıf

ERASMUS Programı ile yurtdışına gittiyseniz, yurtdışında geçirdiğiniz dönemleri işaretleyiniz. Aksi halde bu alanı boş bırakınız.
○ 3. Yarıyıl ○ 4. Yarıyıl ○ 5. Yarıyıl
○ 6. Yarıyıl ○ 7. Yarıyıl ○ 8. Yarıyıl

İngilizce Yeterlilik Sınavı sonucunuzun dahil olduğu aralığı, girmiş olduğunuz sınava karşılık gelen bölümde işaretleyiniz.

ITU YDY Yeterlilik	○ 60-70	○ 71-80	○ 81-90	○ 91-100
TOEFL IBT	○ 65-75	○ 76-96	○ 97-108	○ 109-120
IELTS	○ 6.0	○ 6.5-7.0	○ 7.0	○ 7.5-9.0

Bu dersi kaçıncı defa alıyorsunuz?
○ İlk defa ○ 2. defa ○ 3. defa ○ Daha fazla

DERSİN GENEL DEĞERLENDİRMESİ

Aşağıda verilmiş olan ifadelere ne ölçüde katıldığınızı, sorunun yanındaki seçenekleri işaretleyerek belirtiniz.

	Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç Katılmıyorum
1. Dersin günü ve saati programıma uygun olduğu için seçtim.	○	○	○	○	○
2. Başka ders seçemediğim için (kontenjan dolması vb.) bu dersi seçtim.	○	○	○	○	○
3. Dersin konusu ilgimi çektiği için seçtim.	○	○	○	○	○
4. Dersi veren öğretim üyesi için seçtim.	○	○	○	○	○
5. Dönemin başında derse yönelik net, anlaşılabilir bir föy dağıtıldı ve bu föyde ders programı kapsamlı, ayrıntılı ve net olarak iletildi.	○	○	○	○	○
6. Dersin koşulları, değerlendirme kriterleri ve içeriği dönem başında net olarak belirtildi.	○	○	○	○	○
7. Dersin verildiği derslik/stüdyo fiziksel ve donanım olarak yeterli ve uygun idi.	○	○	○	○	○
8. Derse düzenli olarak devam ettim, yoklama konusunda herhangi bir uyarı almadım.	○	○	○	○	○
9. Dönem başında derse ilişkin olumlu bir tutum içindeydim.	○	○	○	○	○
10. Yıliçi sınav sorularının, derste anlatılanlarla tutarlı olduğunu düşünüyorum.	○	○	○	○	○
11. Yıliçi sınav sonuçları tahminlerimle uyumluydu.	○	○	○	○	○
12. Ders saati dışında tamamlanması gereken çalışmalar dersin içeriği ve amacı ile uyumluydu.	○	○	○	○	○
13. Ders için harcadığım zaman ve çabanın yeterli olduğunu düşünüyorum.	○	○	○	○	○
14. Sınav, proje ve ödevlerin içerikleri derste anlatılanlar, okumalar/materyaller ile tutarlı idi.	○	○	○	○	○
15. Dersteki ödevler ve projeler, dersin içeriğini daha iyi anlamam açısından çok faydalı oldu.	○	○	○	○	○
16. Dersin içeriği mesleki gelişimim açısından önemli ve ilgi çekici konular içeriyordu.	○	○	○	○	○
17. Öğrencilerin derse katılımı sağlanıyordu.	○	○	○	○	○
18. Ödevlerle ilgili düzenli olarak geri bildirim yapıldı.	○	○	○	○	○
Dersi İngilizce olarak aldıysanız, bu bölümü doldurunuz. Aksi halde boş bırakınız.					
19. Dersin İngilizce dilinde verilmesi konuya ilişkin İngilizce kelime bilgimin gelişmesine katkıda bulundu.	○	○	○	○	○
20. Öğretim üyesi derslerin tamamını İngilizce yürüttü.	○	○	○	○	○
21. Öğretim üyesi İngilizce'yi etkin ve düzgün kullandı.	○	○	○	○	○

Bu dersten dönem sonu not beklentiniz nedir? ○ FF ○ DD ○ DC ○ CC ○ CB ○ BB ○ BA ○ AA

ÖĞRETİM ÜYESİ DEĞERLENDİRME SORULARI

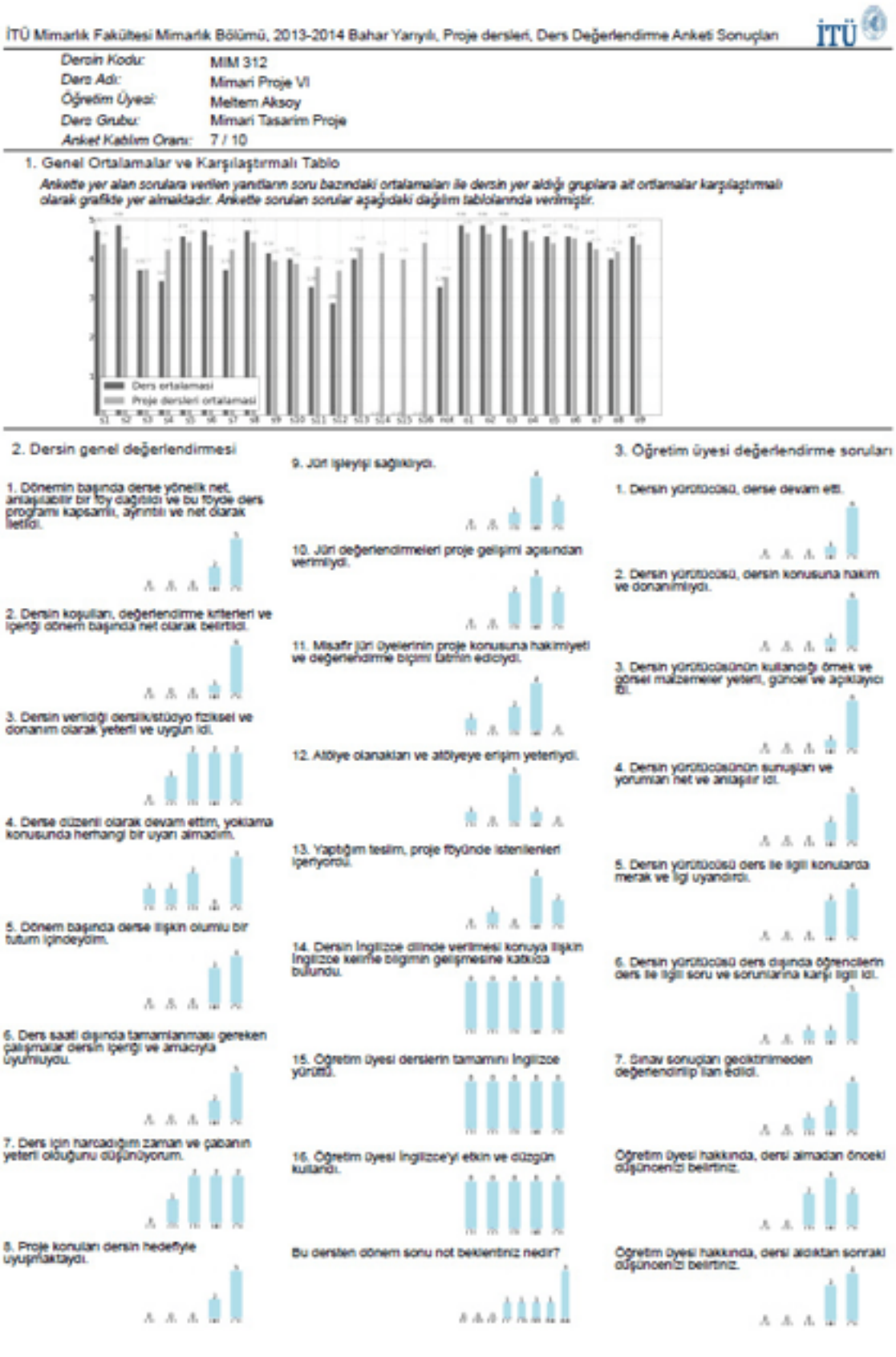
Aşağıda verilmiş olan ifadelere ne ölçüde katıldığınızı, sorunun yanındaki seçenekleri işaretleyerek belirtiniz.

	Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç Katılmıyorum
1. Dersin yürütücüsü, derse devam etti.	○	○	○	○	○
2. Dersin yürütücüsü, dersin konusuna hakim ve donanımlıydı.	○	○	○	○	○
3. Dersin yürütücüsünün kullandığı örnek ve görsel malzemeler yeterli, güncel ve açıklayıcı idi.	○	○	○	○	○
4. Dersin yürütücüsünün sonuçları ve yorumları net ve anlaşılır idi.	○	○	○	○	○
5. Dersin yürütücüsü ders ile ilgili konularda merak ve ilgi uyandırdı.	○	○	○	○	○
6. Dersin yürütücüsü ders dışında öğrencilerin ders ile ilgili soru ve sorunlarına karşı ilgili idi.	○	○	○	○	○
7. Sınav sonuçları geciktirilmeden değerlendirilip ilan edildi.	○	○	○	○	○

Öğretim Üyesi hakkında, **dersi almadan önceki** düşüncenizi belirtiniz.
○ Çok olumlu ○ Olumlu ○ Kararsızım ○ Olumsuz ○ Çok olumsuz

Öğretim Üyesi hakkında, **dersi aldıktan sonraki** düşüncenizi belirtiniz.
○ Çok olumlu ○ Olumlu ○ Kararsızım ○ Olumsuz ○ Çok olumsuz

Figure 26: Example of Optical Survey Form for Elective Courses (in Turkish)



İTÜ Mimarlık Fakültesi Mimarlık Bölümü, 2013-2014 Bahar Yarıyılı, Proje dersleri, Ders Değerlendirme Anketi Sonuçları

İTÜ

Dersin Kodu: MIM 312
Ders Adı: Mimari Proje VI
Öğretim Üyesi: Meltem Aksoy
Ders Grubu: Mimari Tasarım Proje
Anket Katılım Oranı: 7 / 10

1. Genel Ortalamalar ve Karşılaştırmalı Tablo

Ankette yer alan sorulara verilen yanıtların soru bazındaki ortalamaları ile dersin yer aldığı gruplara ait ortlamalar karşılaştırmalı olarak grafikte yer almaktadır. Ankette sorulan sorular aşağıdaki dağılım tablolarında verilmiştir.

Ders ortalaması
Proje dersleri ortalaması

2. Dersin genel değerlendirmesi

1. Dönemin başında derse yönelik net, anlaşılabilir bir föy dağıtıldı ve bu föyde ders programı kapsamlı, ayrıntılı ve net olarak belirtildi.

2. Dersin koşulları, değerlendirme kriterleri ve içeriği dönem başında net olarak belirtildi.

3. Dersin verildiği derslik/stüdyo fiziksel ve donanım olarak yeterli ve uygun idi.

4. Derse düzenli olarak devam ettim, yoklama konusunda herhangi bir uyarı almadım.

5. Dönem başında derse ilişkin olumlu bir tutum içindeydim.

6. Ders saati dışında tamamlanması gereken çalışmalar dersin içeriği ve amacıyla uyumluydu.

7. Ders için harcadığım zaman ve çabanın yeterli olduğunu düşünüyorum.

8. Proje konuları dersin hedefiyle uyuşmaktaydı.

9. Jüri işleyişi sağlıklıydı.

10. Jüri değerlendirmeleri proje gelişimi açısından verimliydi.

11. Misafir jüri üyelerinin proje konusuna hakimiyeti ve değerlendirme biçimi tatmin ediciydi.

12. Atölye olanakları ve atölyeye erişim yeterliydi.

13. Yaptığım teslim, proje föyünde istenilenleri içeriyordu.

14. Dersin İngilizce dilinde verilmesi konuya ilişkin İngilizce kelime bilgimin gelişmesine katkıda bulundu.

15. Öğretim üyesi derslerin tamamını İngilizce yürüttü.

16. Öğretim üyesi İngilizce'yi etkin ve düzgün kullandı.

Bu dersten dönem sonu not beklentiniz nedir?

3. Öğretim üyesi değerlendirme soruları

1. Dersin yürütücüsü, derse devam etti.

2. Dersin yürütücüsü, dersin konusuna hakim ve donanımlıydı.

3. Dersin yürütücüsünün kullandığı örnek ve görsel malzemeler yeterli, güncel ve açıklayıcı idi.

4. Dersin yürütücüsünün sunuşları ve yorumları net ve anlaşılır idi.

5. Dersin yürütücüsü ders ile ilgili konularda merak ve ilgi uyandırdı.

6. Dersin yürütücüsü ders dışında öğrencilerin ders ile ilgili soru ve sorunlarına karşı ilgili idi.

7. Sınav sonuçları geciktirilmeden değerlendirilip ilan edildi.

Öğretim üyesi hakkında, dersi almadan önceki düşüncenizi belirtiniz.

Öğretim üyesi hakkında, dersi aldıktan sonraki düşüncenizi belirtiniz.

Figure 27: Example of Instructor Feedback Report (in Turkish)

APPENDIX 2: Faculty Survey Report

Faculty Survey

Student assessments focus on evaluating educational outputs and performance of the curriculum through NAAB criteria in the main heading and obtaining results through the surveys with students, lecturers, and alumni. In this direction, a survey for lecturers including questions that reveal achievements of students during the lectures is prepared by the “lecturer surveys” group. Besides, the questions about the achievements, questions about forming and conducting the lectures, sharing the educational products and their environments, present skills of the students and the practices of the lecturers for their professional development took part in the survey. Thereby, it would be possible to obtain the views on expected general and professional achievements of students, the opinions about students’ skills, the position and contribution of the lecturer in the process as a trainer. Finally, these opinions could be evaluated as if they correspond to NAAB criteria and if not what kind of gaps might surface. For this reason, survey questions are not only focused on students and lectures, but also, they are formed as relevant and separate questions on both subjects.

Another issue decided by the commission during the survey preparations was letting the responder respond with an open-ended answer with an option of “other” in each question in order to indicate their alternative remarks to the questions. It is observed after receiving the answers that this option was used very effectively by the responders. When the statistic effect of this situation is considered, the rate how many times the answers were chosen in total have been decided as a base.

Surveys were expected to be answered considering the undergraduate and graduate (no thesis program only) courses by the lecturers. Some of the lecturers answered the survey for one of their courses and the others answered for two to three courses. Answering the survey for compulsory courses enabled to evaluate different opinions for the same course (such as architectural design studio, steel structures, etc.) by different lecturers. Beside these courses, survey for elective courses that are executed by the lecturers on their own, were considered particularly important and received a certain (36 surveys) amount of feedback.

In the evaluation process, the commission decided to sort the courses among their types and evaluate them as subgroups. The courses instructed by the architecture department consist of compulsory theoretical courses, compulsory studio courses and electives. Among these, compulsory studio courses include architectural design studio courses and other studio courses. This sorting was formed by the rates of the surveys. For example, there are 28 surveys for architectural design studio course and 17 surveys for other studio courses; thus, a separate group can be formed for architectural design studio course. Therefore, the surveys were evaluated firstly as four separate types of courses and secondly among each other.

- Architectural Design Studio Course
- Other compulsory studio courses
- Compulsory theoretical courses
- Electives

Survey questions were also sorted according to some topics, thus topic groups formed as a base for evaluation. There are 11 questions in the survey, 11th question was marked as 12 accidentally, however in order not to create confusion, the codification of the 11th question similarly will be named as question 12. Topics are listed as;

- Evaluations of the lecturer about physical conditions (question 1)
- Products and sharing of the course by the lecturer (question 2)
- Revisions of the lecturer about the course content and program (questions 3 and 4)
- Feedback from students retrieved by the lecturer (question 5)
- Evaluation of the students by the lecturer (questions 6 and 7)
- Professional and academic relations of the lecturer with students (question 8)
- Practices of the lecturer for his/her personal development (question 9)
- Expected achievements of students during their architectural education (question 10)
- Evaluation of the lecturer about the position of his/her course in architectural education (question 12)

Another issue is the position of the sub working groups within the department (architectural design, architectural history, restoration, and technology groups) in the evaluations. The working groups were automatically separated in compulsory courses in accordance with their teaching areas; however, the electives were evaluated as a whole. Accordingly, during the evaluations, compulsory courses (especially architectural design studio) form already separate groups. Evaluating the similarities and differences between groups, for only elective courses, were also considered meaningful by the commission.

Survey questions and answers, the results that constitute the evaluation basis are outlined in sections 6, 7, and 8, respectively. In the following, sections 1 to 4 present the evaluation of the data and section 5 presents the discussions.

1. THE EVALUATION OF THE ARCHITECTURAL DESIGN STUDIO

In the “studio weighted courses” group, which is about the studio education and mainly including architectural design studio, we have 28 answered surveys and they were evaluated together for all of the design studios from 1st years to graduate studios. The majority of the surveys include Architectural Design Studio 5, 6, and 7; however, no distinct differences were observed among different studio years. For this reason, all of them were evaluated together and the results are as shown below.

Evaluations of the lecturer about physical conditions (question 1)

The remarks about the sufficiency of physical conditions and equipment are limited in the answers concerning the physical conditions of the courses (question 1). Only 8 of the 46 marked options show that physical conditions and equipment are sufficient; the other 38 options show that the lecturer finds solutions personally or with the help of administration.

Products and sharing of the course by the lecturer (question 2)

According to the answers of the second question of the survey, it can be accepted that the sharing and the production within the works of design studio are quite advanced. Especially, about the sharing, participation in semester exhibitions (26/29) is the most common method, whereas organizing exhibitions and seminars for the outputs of the course (24/29) is the second. Beside these, different media are used for sharing in the Internet environment (17/29). Scientific publications about studio

works are not common enough as sharing of studio outputs; however, it has a remarkable rate (11/29). In addition to these, printing the studio outputs as books, workshops, competitions, and international activities (3/29) are other activities of this title.

Revisions of the lecturer about the course content and program (questions 3 and 4)

The third and fourth questions in the survey were about preparing and developing the course content. According to these questions, almost all of the lecturers (27/28) indicate that the content of the courses are renewed every year. Almost half of the lecturers (13/28) remark about the alterations during the semester because of the feedback from students. It can be said that the schedule of the course is formed dynamically in accordance to the student profile, performance, and evaluations. About this subject, 28 of 29 answers remark that “If necessary, revisions can be done weekly as becoming familiar with the student profile" or "supplementation to the content can be done depending on the interest of the students.”

Feedback from students retrieved by the lecturer (question 5)

All of the lecturers indicate in the fifth question of the survey that they do oral discussions with students for having feedback of students’ opinions about the content and methodology of the course. In addition to this, final surveys (13/29) and following the critics and views on social media (6/29) are other methods being used.

Evaluation of the students by the lecturer (questions 6 and 7)

The sixth and seventh questions of the survey are about the general evaluation of the students. According to the answers, lecturers mostly think that (25/28) “their students follow the agenda, they are curious and open-minded” and “they don't have any problem with the active participation in class” (28/28). Lecturers rarely remark that the students are uninterested and their participation is not enough (8/28). In general, the view that the students are critical, enriching the content of the course (11/28), it is believed that the rate of students receiving the course context without any critic is very low (5/28). The answers of both questions show that the lecturers have positive views about the students' contribution, participation, interest, curiosity and way of thinking.

Professional and academic relations of the lecturer with students (question 8)

The answers to the eight question show that the lecturers continue professional and academic dialogues with students beside the field of their course. This dialogue mostly intends to encourage the students for participating workshops and professional activities (24/29) and support their activities for further studies academically or professionally (27/29).

Practices of the lecturer for his/her personal development (question 9)

In the ninth question that was aimed to discover the additional trainings of the lecturers for developing themselves as trainers beside their general specialties and academic works, no significant method was referred. Attendance to technical excursions (9/29), pedagogical formation (3/29), or various personal development programs (4/29) were some of these methods. Despite the rise in international relations in studio education, none of the lecturers indicates that they are developing the foreign languages they know. Other methods used are following related literature, activities, and participating national and international activities and gaining experience through them.

Expected achievements of students during their architectural education (question 10)

The common view of the lecturers about expected achievements of students in the design studio course is primarily “ability of critical thinking and relating different fields” (28/30). Being up-to-date (24/30) and gaining experience and skills about group work (19/30) are other priorities that are regarded by lecturers. The results show that lecturers regard their students to have a mindset enabling a constant progress rather than having only professional knowledge.

Evaluation of the lecturer about the position of his/her course in architectural education (question 12)

According to the last question of the survey, there is not any significant problem about the semester of the course and its relations with other courses (26/28). An important subject that is underlined with other options of the question is the role of architectural design studio becoming a base within the general program. A second issue beside this is relating the studio courses to applied courses.

2. OTHER COMPULSORY STUDIO COURSES (CONSTRUCTION PROJECT, ENVIRONMENTAL CONTROL STUDIO, BUILDING ELEMENTS DESIGN, AND RESTORATION STUDIO)

13 lecturers answered the survey within this course group. There are 16 compulsory studio courses conducted by the lecturers.

Evaluations of the lecturer about physical conditions (question 1)

The question about physical environment and conditions of the courses is mostly answered as “sufficient” (10/16). 6 of 16 answered as “I would fix the conditions if they are not sufficient” and 7 of 16 as “I would apply the administration for deficiencies.” These answer rates show that the lecturers find solutions if necessary.

Productions and sharing of the course by the lecturer (question 2)

When the sharing and the activities were asked, considering the last three years, publishing of the course content and the outputs on the Internet (5/16), organizing exhibitions during or at the end of the semester (6/16), participating in the faculty exhibitions (3/16), using these outputs in scientific and academic publishing (3/16), and organizing technical excursions (3/16) were marked. According to these results, lecturers share their course work through Internet or faculty exhibitions with a rate of 50%.

Revisions of the lecturer about the course content and program (questions 3 and 4)

The answer of “updating the course every semester with the information of the previous year or new research” (14/16) to the question “how often and why they change the content of the course” from the beginning shows that the lecturers follow up-to-date developments. Other answers are “making changes as a result of students' feedback” (5/16) and “never needed to make any changes” (1/16).

The question “if the lecturers revise the syllabus of the lecture based on enrolled student profile” was answered as “I change it weekly as I get to know students” (7/16) and “I do not change the schedule; however, I may add new topics and homework in accordance with the interest of the students” (7/16). These answers show that the lecturer is willingly reviewing the syllabus of the course according to the knowledge and interest of the students. Other remarks on the subject are the answers of “I would discuss with students and do revisions if necessary at the beginning of the term” (5/16) and “without doing any changes, I would remind students to maintain with the process” (4/16).

Feedback from students retrieved by the lecturer (question 5)

The answer rate of “doing oral discussions with students, taking feedbacks” (15/16) shows that the lecturers are having oral discussions with students constantly as a method for understanding students’ opinions about their course content. “Doing a survey at the end of the semester” (7/16) and “following forums and social media” (2/16) are the other approaches to the topic.

Evaluation of the students by the lecturer (questions 6 and 7)

Most of the lecturers indicate that the enrolled students to their course actively participate and follow the lecture considering the last three years (14/16). They also remark that the students participate actively with proposals (7/16). The lecturers state that they find the students sufficient in their professional skills and knowledge and that they follow the agenda (11/16). The other results of this topic are “general acceptances are adopted” (8/16) and “students have difficulty to concentrate and make time for the education because of their personal interest for different fields” (2/16).

Professional and academic relations of the lecturer with students (question 8)

When it is asked to the lecturers about their professional and academic relations with students the most common answer is “writing a reference letter” (15/16). In this case, this answer might be interpreted that the lecturers undertake a nonvisible secretariat assignment. “Providing internship opportunities” (9/16) and “inviting them for workshops, encouraging for participating to professional activities” (5/16) are the other results of this question.

Practices of the lecturer for his/her personal development (question 9)

There is also a question about the personal development of the lecturers asked in the survey. The most common answer to the question is “participating technical excursions" (6/16). Only one of the lecturers is trained in pedagogic formation. The answer about developing foreign languages is also limited (2/16).

Expected achievements of students during their architectural education (question 10)

The question about expected achievements of students during architectural education is answered as “obtaining the ability for critical thinking, seeing the whole picture, relating different fields in architecture” (11/16) and “learning that architecture is a team work” (11/16) by most of the lecturers. These options are followed by the answer of “following the actual developments about architecture intensively” (10/16). Other important topics for lecturers are “gaining experience and knowledge profoundly on a specific subject in architecture,” “learning to practice the role of architect as a coordinator,” and “achieving basic knowledge of my specialty” (6/16 for each).

Evaluation of the lecturer about the position of his/her course in architectural education (question 12)

The lecturers of construction studios remark that the position of this course in architectural education is widely appropriate for the semester, conditions, and other courses (11/16). Two of the lecturers think that changing the preconditions may contribute to the course content and process. Most of lecturers also remark that relating these courses with “architectural design studios” would bring more successful results.

3. COMPULSORY THEORETICAL COURSES:

Evaluations of the lecturer about physical conditions (question 1)

The answers to the first question show that majority of the lecturers (17/28) find physical conditions and equipment of the halls sufficient. Nine lecturers out of 28 find solutions personally or with the help of the administration to the inadequacy. The two comments made under the "other" option are the following: "Lecture halls are insufficient both as open and close spaces, for the 1/1 scale practices" and "Although lecture halls are sufficient physically, larger halls are needed in parallel to the increase in the amount of students."

Productions and sharing of the course by the lecturer (question 2)

The answers of this question are distributed into two as following: 13 lecturers out of 31, "share lecture content, output, and student projects online as a web site/blog," 9 lecturers out of 30, "organize excursions." The comment made under the "other" option is the following: "the student does system solution with his/her data."

Revisions of the lecturer about the course content and program (questions 3 and 4)

Revisions of the lectures are marked mainly as "Each term, I would change content and program with attention to feedbacks of previous terms and/or novelties related to the topic of the lecture" (24/30); 4 lecturers out of 30, state that they do revisions during the term.

Similarly, almost half of the lecturers answered with "is it likely for you to revise, change, develop the syllabus of the lecture based on the enrolled student profile to your lecture?" as "I wouldn't do revisions on the program but, based on students' interests, I would change evaluations, homework, add new topics, etc." One quarter of the lecturers marked "I would discuss with students and do revisions if necessary at the beginning of the term."

Feedback from students retrieved by the lecturer (question 5)

Majority of the lecturers marked "doing direct discussions with students, taking feedbacks" option and more than one third of the lecturers (13/34) marked "have students evaluate the lecture by polls, etc., at the end of each term" option.

Evaluation of the students by the lecturer (questions 6 and 7)

Majority of the lecturers evaluated students as participating actively (18/28). Other evaluations are the following: "students are uninterested, participation is low," "some are very interested and most of those students would like to do masters in our area, meanwhile some of them are uninterested only participating for compulsory reasons."

The question "based on the last three years, what is your evaluation about the professional skills and interests of the students that are enrolled to your lecture?" was asked to get information about professional and academic relationships between the lecturer and students. More than half of the lecturers (18/33) answered "by adopting the general acceptances, students work for meeting the requirements in the referred way," one-third of the lecturers (11/33) answered "students follow the agenda, they are curious, interested and open-minded." Only three of the lecturers answered "students have difficulty to concentrate and make time for the education because of their personal interests for different fields." The comment for this question is as follows: "discussions are held due to personal interests."

Professional and academic relations of the lecturer with students (question 8)

The question was asked to highlight professional and academic relationships between the lecturer and students. Almost half of the lecturers answered this question as, “writing reference letters for their applications.” Other answers are distributed as the following: “invitation for workshops, encouragement for participating professional activities,” “providing internship opportunities,” and “providing work opportunities in professional or academic projects that I instruct.”

Practices of the lecturer for his/her personal development (question 9)

The question highlighting lecturer’s personal development on being a lecturer is answered by large amount of lecturers (18/27) as “I participate technical excursions.” Almost one third of the lecturers left different comments as follows: “I read books and articles on the topics that are emphasized above,” “I talk with my colleagues and graduates to keep my knowledge updated,” “I study on pedagogy,” “sometimes I read books and articles,” and “I examine international lectures about my topic, I benefit from professional critics.”

Expected achievements of students during their architectural education (question 10)

One third of the answers (20/60) to this question is “obtaining the ability for critical thinking, seeing the whole picture, relating different fields in architecture.” “Gaining experience and knowledge profoundly on a specific subject in architecture,” “Learning that architecture is a team work and gaining skills for it,” and “achieving basic knowledge of my specialty” answers are marked with the same ratio (10/60).

Evaluation of the lecturer about the position of his/her course in architectural education (question 12)

Most of the lecturers (22/29) answered this question as “the term, the requirements and the connections with other courses of the lecture is appropriate.” Only two of the lecturers (2/29) answered as “changing the requirements of the lecture would affect better to the content and the operation of the lecture.” Comments left to this question are as follows: “adding a second term to the lecture would be beneficial for the Interior Design graduating projects,” “lecture duration and credits should be increased,” “this lecture should be conjoined with the course ‘MIM 162 Introduction to Building Construction,’” “the lecture is given at the second term; therefore, students fail to communicate with terms and to relate the lecture with professional practices,” and “Increasing lecture duration could help students to participate actively in the events, activities relating to the lecture.”

4. ELECTIVE COURSES:

Surveys related to elective courses group are based on 36 elective courses answered by 31 lecturers. These 36 lectures are distributed in the Department of Architecture as follows: Architectural Design (20), Technology (12), History of Architecture (3), and Restoration (1).

Evaluations of the lecturer about physical conditions (question 1)

Among 42 answers to the question relating to physical sufficiency of the lecture halls, 18 of the lecturers find physical conditions and equipment of the halls sufficient, 13 of the lecturers find solutions personally, 8 of the lecturers find solutions to the inadequacy by requesting help from the administration. Other 3 answers are about finding timely solutions to inadequacies, having halls too small for the class population and suggesting bank space for an elective course with workshops. An evaluation could be done based on the units of the lectures. In lectures related to Technology, majority of the lecturers (9/14) find physical conditions and equipment of the halls sufficient. In lectures related to Architectural Design, majority of the lecturers (10/23) find personal solutions to the inadequacy of

lecture halls. In lectures given by History of Architecture group, almost all the lecturers (3/4) find physical conditions and equipment of the halls sufficient.

Productions and sharing of the course by the lecturer (question 2)

Among 62 answers to this question relating to the productions, sharings, and activities of the lecture, 15 lecturers choose to share lecture content, output, and student projects online as a website/blog, 15 lecturers choose to organize excursions, 13 lecturers choose to organize exhibitions/seminars during or at the end of each term, 11 lecturers choose to write research papers from the productions of the class, sharing results with academic and practical worlds, and 4 lecturers choose to participate in exhibitions and seminars that are held each term at the faculty. Four other answers are as follows "sharing content with students online," "doing practical workshops with firms, constructing walls, ceilings as a practice," "watching movies relating to the content of the lecture," "bringing together students with distinguished designers." The distribution of the answers among the units highlights a critical point, 13 answers among 15 about sharing lecture content, output and student projects online as a website/blog are from Architectural Design group, showing a tendency in using virtual space.

Revisions of the lecturer about the course content and program (questions 3 and 4)

The third and fourth questions are related to lecture content establishment. The question related to the revision frequencies from the first term onward is answered by 55 choices, 35 choices reveal that lecturers do revisions each term, change content and program with attention to feedbacks of previous terms, and/or novelties related to the topic of the lecture, 17 lecturers do revisions in content and program with the feedbacks from students during the term, and 2 lecturers stated that they didn't need any change from the first term onward. Other than that, one lecturer commented that, one lecture within Technology unit needs certain revisions because of the requirements of the firm that is worked. Results show that most of the lecturers do revisions and change content of the lectures based on varied parameters.

Other question is related to the revisions based on the student profile. Among 51 answers, 20 state that that they wouldn't do revisions on the program, but based on students' interests, they would change evaluations, homework, add new topics etc., 15 state that if necessary, they would do revisions weekly as they become familiar with the student profile, 12 state that they would discuss with students and do revisions if necessary at the beginning of the term, and 4 state that they proceed without doing any changes, and remind students to maintain with the process. Results similarly show that lecturers do revisions and change content of the lectures based on student profile; no differences are stated about this question among the answers from different units.

Feedback from students retrieved by the lecturer (question 5)

This question is related to the methods chosen to understand enrolled students' evaluations about the content of the lecture. Among 55 answers, 36 state that they do evaluations by doing oral discussions with students and taking feedbacks, 16 state that they do evaluations by doing polls and have students evaluate the lecture at the end of each term, 3 state that they follow social media, forum websites in order to have an opinion about students' evaluations. Results show that lecturers generally prefer doing oral discussions and taking feedbacks.

Evaluation of the students by the lecturer (questions 6 and 7)

Survey contains two questions asked with an aim of getting information about professional and academic relationships between the lecturer and students. First question is about a general evaluation of the students. Forty-nine answers are distributed as follows: 32 evaluated students as participating actively, 12 evaluated students as criticizing the content of the course, suggesting new ideas, and 1

stated that students are uninterested to the topic and participation is low. Four other comments are made for this question stating that participation of the students is very low, only one or two students are participating actively each term, some of the students hesitate to speak in English, therefore, stay inactive, in lectures that are held in English and have a huge population, students tend to hesitate participating in discussions although they produce successful homework, articles, and although some students are uninterested, most of the students in the lecture are interested. No significant differences are stated about this question among the answers from different units.

The other question is related to the evaluation of students in the aspect of their professional skills and interests. Among 43 answers, 26 state that students follow the agenda, they are curious, interested, and open-minded, 12 state that students work for meeting the requirements in the referred way by adopting the general acceptances, and 3 state that students have difficulty to concentrate and make time for the education because of their personal interests for different fields. Among 41, 2 added answers state the impossibility of evaluating students generally and adding that there are students suitable for all the options to the question and state that interest and being "open-minded," capacity and background cannot always be correlated. More than half of the answers evaluate students actively in the aspect of their professional skills and interests, almost 30 percent evaluate students more passively. Lecturers that evaluate students as active in professional skills mostly lecture in the Architectural Design unit (16/26), and least in Technology unit (7/26).

Professional and academic relations of the lecturer with students (question 8)

The question was asked to highlight professional and academic relationships between the lecturer and students. Seventy-eight answers are distributed into options as follows: 35 lecturers state that they write reference letters for students' applications, 27 lecturers state that they invite students for workshops and encourage them for participating professional activities, 8 lecturers state that they provide internship opportunities, 7 state that they provide work opportunities in professional or academic projects that they instruct, and 1 lecturer informs students of the developments and opportunities in academic field, studies, universities, etc.

Practices of the lecturer for his/her personal development (question 9)

The question highlighting lecturer's personal development on being a lecturer is answered by 37 lecturers. Among 37, 16 state that they participate technical excursions, 7 state that they participate in personal development courses (focused on communication skills, human relations, problem solving etc.), 3 state that they educate themselves in foreign languages. 12 of the lecturers choose the "other" option and state their answer as follows: wanting to participate in personal development courses but have no time, studying on pedagogy, participating in international conferences and professional seminars, attending to fairs, participating in abroad programs on education, attending to multidisciplinary workshops and seminars, experiencing scientific meetings and discussions, following pedagogical articles and books to keep themselves updated, holding discussions among colleagues on pedagogical approaches and communication, lecturing in different academic environments, and being a member of distinguished associations. No significant differences are stated about this question among the answers from different units.

Expected achievements of students during their architectural education (question 10)

This question aims to highlight expected achievements of students during their architectural education. 108 answers are distributed as follows; 35 lecturers want students to obtain the ability for critical thinking, see the whole picture and relate different fields in architecture; 25 lecturers want students to follow the current developments about architecture intensively; 20 lecturers want students to learn that architecture is a team work and gain skills for it; 11 lecturers want students to achieve basic knowledge of lecturer's specialty; 8 lecturers want students to gain experience and knowledge

profoundly on a specific subject in architecture; 7 lecturers want students to learn to practice the role of the architect as a coordinator. 2 lecturers commented in the "other" option as follows; wanting students to gain profound knowledge and experience on a specific subject and to improve designing and representation/ communication skills. Distribution of the answers in relation to units show that, Technology unit mainly focuses on skills such as learning to practice the role of architect as a coordinator and achieving basic knowledge of lecturer's specialty; Architectural Design unit mainly focuses on skills such as obtaining the ability for critical thinking, see the whole picture and relate different fields in architecture and gaining experience and knowledge profoundly on a specific subject in architecture.

Evaluation of the lecturer about the position of his/her course in architectural education (question 12)

This question aims to highlight evaluations about the situation of the lecture in the curriculum and its significance. Answers are related to the term that the lecture is given, conditions of enrollment and relations with other lectures. Majority of the answers show that lectures are found appropriate in the way they are related to curriculum and other courses (34/39). 2 other answers state that conditions of enrollment should be changed and conjoining lecture with other lectures would be effective. Results are distributed among units rationally.

5. Discussion

Surveys are evaluated comparatively with regarding many aspects by the commission. The evaluations within the course groups are presented in appendices as tables and graphs. In addition, the percentage distributions of all responses, which are not distributed to course groups, are presented in appendix 3.

As a result of this evaluation, in spite of the variety of lecturer opinions on the courses and students, some evaluations and approaches are common.

- Most of the lecturers find physical conditions and the equipment of lecture halls/studios sufficient. In the case of deficiency regarding the physical environment of the classrooms, lecturers tend to find solutions personally.

- Lecturers share outcomes of the lectures both within the university and abroad through exhibitions and social media. This process enables to achieve the "national leading institution" and "internationally recognized institution" goals.

- Results show that lecturers do revisions and change content corresponded to recent academic activities and progress. Also lecturers tend to do revisions based on the student profile and participation. Lecturers tend to evaluate their lecture and its content mostly by doing oral discussions. Common ground of all the lectures; studio, compulsory, elective, is their dynamic and contemporary structure.

- Results related to the participation of students, their interests and curiosity, ambition and thinking related to studio-based education are found positive by the lecturers. Emphasizingly, Architectural Design unit finds students motivation as positive.

- Results show that professional and academic relations of the lecturers with students are mostly based on referencing or suggesting working and studying opportunities. This clearly shows that students place lecturers as a trusted advisor and supporter. Other relations could be stated as inviting them to workshops and suggesting places for internships.

- Results related to personal development of the lecturer mostly focused on the lecturer's academic progress. Attending to conferences and excursions, following recent architectural activities etc. are the most common methods. Answers related to foreign languages clearly show that, lecturers' capability on using foreign languages are adequate.

- The most common result from the expected achievements of students could be stated as obtaining the ability for critical thinking. ITU emphasizes this idea in its curriculum fundamentally. This is the main distinction from other universities. Other achievements are expected to be gained by relating to critical thinking.

- Results show that there are different opinions about lectures in the survey related to their place in the curriculum. Most of the lecturers state, "The term, the requirements and the connections with other courses of the lecture is appropriate." This is not a surprising fact; curriculum is formed through many years of study, frequently revised with ITU mission and vision, discussed and critically thought in education commissions. Other than these results, it is important to strongly emphasize the necessity of Architectural Design studios as the spine of the curriculum.

ITU Faculty of Architecture has a permanent goal, which is to be a leader institution of constant progress, of strong international relations, of a balanced research, education, and community work potential.

The necessity for this permanent goal is related to lecturers, who are creative; open-minded; aiming for an international reputation; following recent international trends and progresses; responsive to social projects and teaching students to become responsive. Results show that lecturers of the Department of Architecture have this potential.

6. Questionnaire

This questionnaire is a study for the preparation of the NAAB Report 2013 of ITU Faculty of Architecture, Department of Architecture. It aims to obtain the views of lecturers on the relation between architectural education and students of architecture. The upper heading of the study is "Student Assessments." Thank you for your contribution . . .

Name of the lecturer: .....
Course Name: ……..
Since how long have you given this course? ……. Has it been given by someone else before?
How many reference books does the course have?
Do you take contribution, such as consultant and assistant, for the course?

(You can mark more than one choice in the following questions)

1. ***What is your evaluation about the physical conditions and sufficiency of equipment of lecture halls/studios?***

- ☐ *Physical conditions and equipment are sufficient.*
- ☐ *Because of insufficient physical conditions and equipment, I would try to find solutions on my own.*
- ☐ *I would request sufficient physical conditions and equipment from the administration.*
- ☐ *Other: ……..*

2. ***What are your productions, sharings, and activities related to your lectures given in the last three years?***

- *Sharing lecture content, output, and student projects online as a website/blog.*
- *Organizing exhibitions/seminars during or at the end of each term.*
- *Participating in exhibitions and seminars that are held each term at the faculty.*
- *Writing research papers from the productions of the class and sharing results with academic and practical worlds.*
- *Organizing excursions.*
- *Other: ……..*

3. ***How often and by which reasons do you change content and syllabus of your lecture from the first term onward?***

- *From the first term onward, I needn't any change.*
- *Each term, I would change content and program with attention to feedbacks of previous terms and/or novelties related to the topic of the lecture.*
- *I would change content and program with the feedbacks from students without waiting the term to end.*
- *Other: ……..*

4. ***Is it likely for you to revise, change, and develop the syllabus of the lecture based on the enrolled student profile to your lecture?***

- *Without doing any changes, I would remind students to maintain with the process.*
- *If necessary, I would go revisions weekly as I become familiar with the student profile.*
- *I wouldn't do revisions on the program, but based on students' interests I would change evaluations and homeworks, add new topics, etc.*
- *I would discuss with students and do revisions if necessary at the beginning of the term.*
- *Other: ……..*

5. ***What are the methods you choose to understand enrolled students' evaluations about the content of the lecture?***

- *Doing direct discussions with students and taking feedbacks*
- *Following social media and forum websites in order to have an opinion about students' evaluations*
- *Have students evaluate the lecture by polls, etc. at the end of each term*
- *Other: ……..*

6. ***Based on the last three years, what is your evaluation about the students that are enrolled to your lecture?***

- *Students critic the content of the course, suggest new ideas.*
- *Students participate actively.*
- *Students are uninterested, participation is low.*
- *Other: ……..*

7. ***Based on the last three years, what is your evaluation about the professional skills and interests of the students that are enrolled to your lecture?***

- *Students follow the agenda are curious, interested, and open-minded.*

- *By adopting the general acceptances, students work for meeting the requirements in the referred way.*
- *Students have difficulty to concentrate and make time for the education because of their personal interests for different fields.*
- *Other: ……..*

8. What are your professional and academic relations with students apart from the field of lecture?

- *Invitation for workshops, encouragement for participating professional activities,*
- *Writing reference letters for their applications,*
- *Providing internship opportunities,*
- *Providing work opportunities in professional or academic projects that I instruct,*
- *Other: ……..*

9. Is there any training for developing your instructor side apart from your general specialties and academic works?

- *I learn a foreign language.*
- *I get lectures for pedagogic formation.*
- *I attend personal development programs for supporting subjects (communication skills, personal relations, problem solving, etc.).*
- *I participate technical excursions.*
- *Other: ……..*

10. Please indicate the achievements of students that you regard most important in architectural education.

- *Obtaining the ability for critical thinking, seeing the whole picture, and relating different fields in architecture.*
- *Gaining experience and knowledge profoundly on a specific subject in architecture.*
- *Learning that architecture is a team work and gaining skills for it.*
- *Learning to practice the role of architect as a coordinator.*
- *Achieving basic knowledge of my specialty.*
- *Following the current developments about architecture intensively.*
- *Other: ……..*

12. Where do you position this lecture in the curriculum, how do you think the lecture contributes?

- *The term, the requirements, and the connections with other courses of the lecture are appropriate.*
- *If the term of the lecture will be changed, the lecture will have better connections with other courses.*
- *Changing the requirements of the lecture would affect better to the content and the operation of the lecture.*
- *If the lecture will relate more to the courses of ……., the results will be better.*
- *Other: ……..*

7. Documentation of the answers to questionnaires

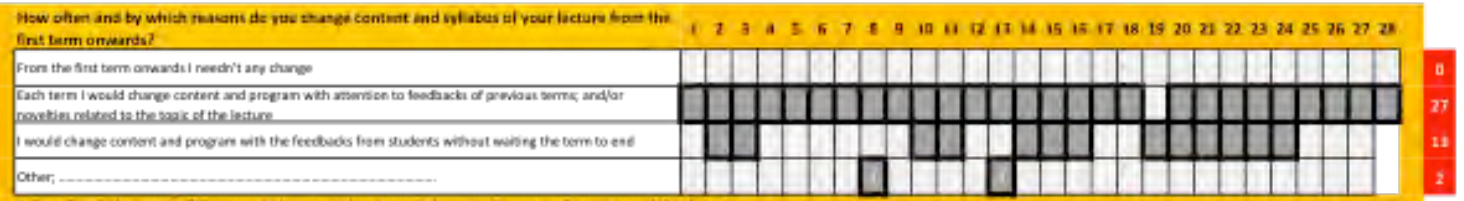
Numbers in columns indicate each questionnaire filled for one course. Gray boxes are the chosen answers to the questions. More than one choice could be selected, as the intention was not to direct the lecturers to only one particular answer. Gray boxes act as a sort of mapping of the answers. Questionnaires are grouped in types of courses such as Architectural Design Courses, Other Compulsory Project Courses, Compulsory Theoretical Courses, and Elective Courses.

QUESTIONARIES OF ARCHITECTURAL DESIGN COURSE

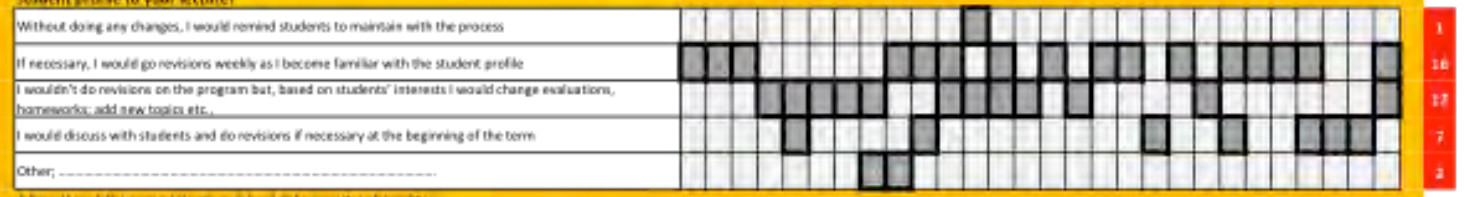
1 What is your evaluation about the physical conditions and sufficiency of equipment of lecture halls/studios?

2 What are your productions, sharings and activities related to your lectures given in the last three years?

3 How often and by which reasons do you change content and syllabus of your lecture from the first term onwards?



4 Is it likely for you to revise, change, develop the syllabus of the lecture based on the enrolled student profile to your lecture?



5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	Total
What are the methods you choose to understand enrolled students' evaluations about the content of the lecture?																													
Doing direct discussions with students, taking feedbacks	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	28
Following social media, forum web sites in order to have an opinion about students' evaluations					X	X			X													X		X				X	6
Have students evaluate the lecture by polls, etc. at the end of each term				X	X		X	X	X		X		X			X			X	X		X	X		X				13
Other;		X																											1

1: Some short-term activities that I can evaluate how the program proceeds.

6	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	Total
Based on the last three years, what is your evaluation about the students that are enrolled to your lecture?																													
Students critic the content of the course, suggest new ideas			X					X					X			X				X	X	X	X	X	X			X	11
Students participate actively	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	28
Students are uninterested, participation is low																													0
Other;												X	X								X								3

1: They follow my course with interest, and for problem solving. Critical and conceptual discussions are dominant in my course. We try doing intellectual discussions.
2: Diverse social groups involve, but the general level is quite satisfactory.
3: Third choice (students are uninterested, participation is low) is also sometimes [illegible]

7	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	Total
Based on the last three years, what is your evaluation about the professional skills and interests of the students that are enrolled to your lecture?																													
Students follow the agenda, they are curious, interested and open-minded	X	X	X			X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	25
By adopting the general acceptances, students work for meeting the requirements in the referred way				X	X						X			X							X								5
Students have difficulty to concentrate and make time for the education because of their personal interests for different fields		X									X	X			X					X	X			X	X				8
Other;											X	X	X								X				X				4

1: There are students in all three categories.
2: There is problem in following the agenda.
3: I generally work with interested, curious and productive students.
4: There is a small number of professionally working (outside) students, there can be concentration problem in them.

8	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	Total
What are your professional and academic relations with students apart from the field of lecture?																													
Invitation for workshops, encouragement for participating professional activities	X	X	X	X	X		X	X	X	X	X		X		X	X	X	X	X		X	X	X	X	X	X	X	X	24
Writing reference letters for their applications	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	28
Providing internship opportunities		X	X		X				X				X	X										X	X				8
Providing work opportunities in professional or academic projects that I instruct							X		X		X	X										X		X					6
Other;									X							X													2

1: Carrying common workshops, panel-conference participation, competition.
2: Informing about architectural education schools approached in the world.

9	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	Total
Is there any training for developing your instructor side apart from your general specialities and academic works?																													
I learn a foreign language																												X	1
I get lectures for pedagogic formation	X	X		X																									3

I attend personal development programs for supporting subjects (communication skills, personal relations, problem solving et.)		4
I participate technical excursions		0
Other;		11

1: Participating as much possible international activities -city trip-
2: Scientific meetings, sharing experience in discussion groups
3: Following professional advances & literature
4: I have membership to related institutions (AIA, ACSA, EAAE etc)
5: I read on education. I have past scientific project experience
6: Teaching & research at various leading universities in the world.
7: Conference (national, international)
8: I read on the subject
9: Following current literature and meetings on pedagogical concepts, discussion with colleagues
10: Read & write on fields of education/psychology, educational philosophy

10 **Please indicate the achievements of students that you regard most important in architectural education**

	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	
Obtaining the ability for critical thinking, seeing the whole picture, relating different fields in architecture		28
Gaining experience and knowledge profoundly on a specific subject in architecture		9
Learning that architecture is a team work and gaining skills for it,		19
Learning to practice the role of architect as a coordinator,		4
Achieving basic knowledge of my speciality		8
Following the current developments about architecture intensively		24
Other;		4

1: Cognitive and analytical thinking, comprehensive concept development and application
2: Developing design, representation/communication skills
3: Developing understanding of ethics, interpersonal development, self representation skills
4: Gaining professional knowledge and experience in a certain field in architecture

12 **Where do you position this lecture in the curriculum, how do you think the lecture contributes?**

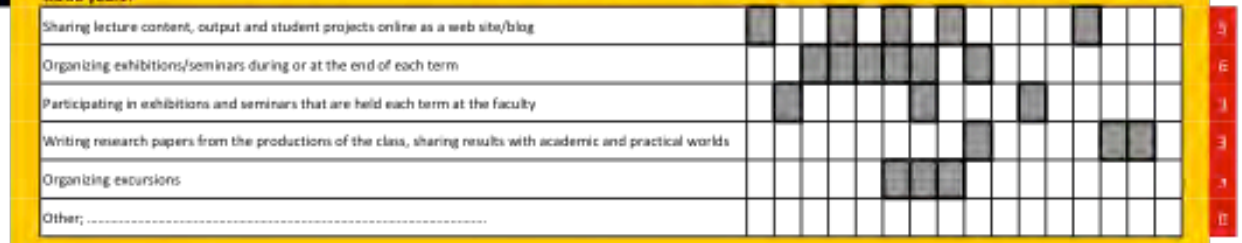
	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	
The term, the requirements and the connections with other courses of the lecture are appropriate.		26
If the term of the lecture will be changed, the lecture will have better connections with other courses		0
Changing the requirements of the lecture would affect better to the content and the operation of the lecture.		1
If the lecture will relate more to the courses of ....., the results will be better.		4
Other;		6

1: Architectural Project course should become the main/main course by increasing its dominance and credit. Main courses in the program should become modules directly related to the project course in an interactive way. Especially Environmental/ Control studio courses influence project course in a positive way.
2: It is useless to say anything unless education has a main spine.
3: I find to give architecture design 2,3 and 4 this term, it is better to support one and separate groups for Architectural design 2.
4: Environmental/ Control and construction courses
5: Other applied and professional courses
6: Credits (ECTS) of the course in the program should be increased and studio centered education model should be adopted.
7: Increasing credit and hours of the course might be proposed.
8: Credits and importance of the course should be increased
9: Change "relations & establishes with other courses"
10: Especially exterior and environmental control group courses

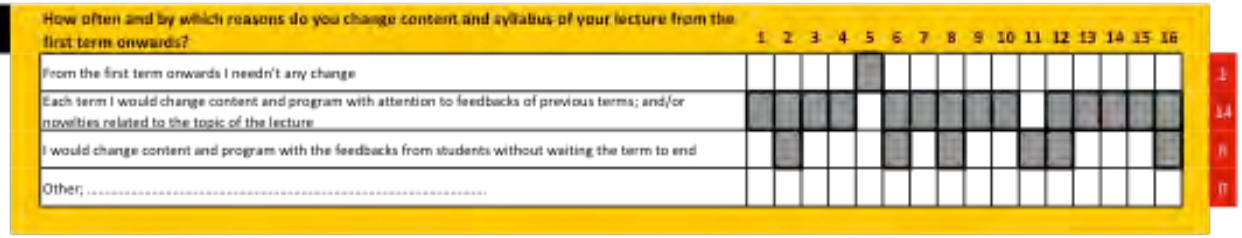
QUESTIONARIES OF OTHER COMPULSORY PROJECT COURSES

1 What is your evaluation about the physical conditions and sufficiency of equipment of lecture halls/studios?

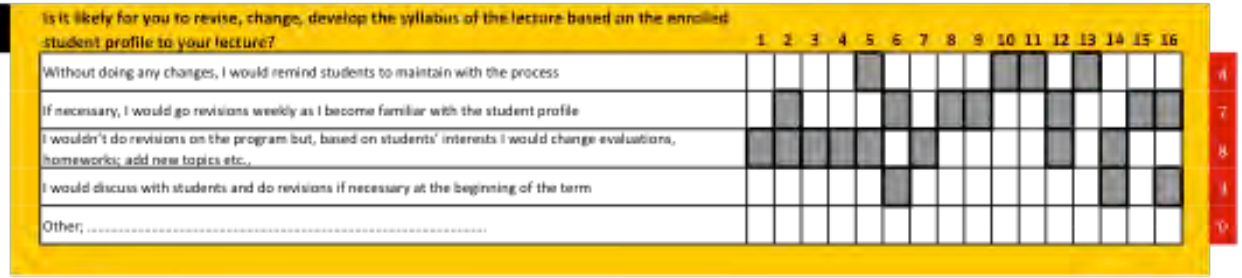
2 What are your productions, sharings and activities related to your lectures given in the last three years?



3 How often and by which reasons do you change content and syllabus of your lecture from the first term onwards?

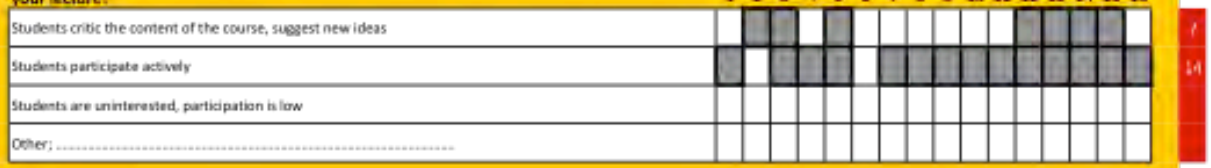


4 Is it likely for you to revise, change, develop the syllabus of the lecture based on the enrolled student profile to your lecture?

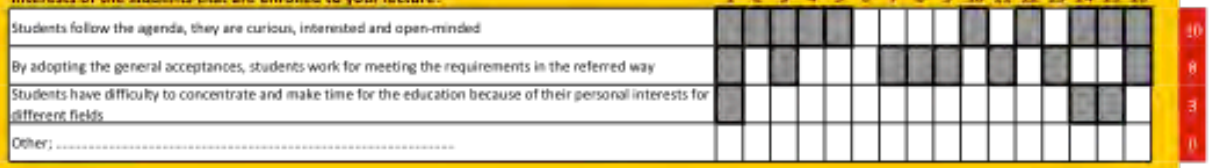


5 What are the methods you choose to understand enrolled students' evaluations about the content of the lecture?

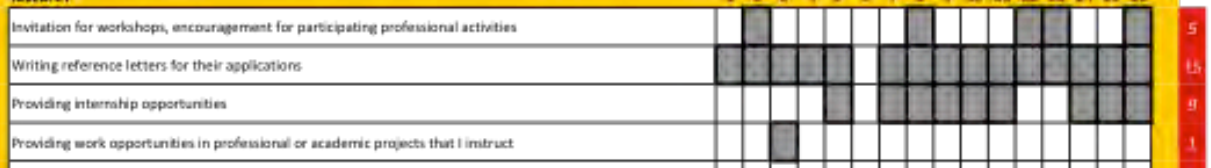
6 Based on the last three years, what is your evaluation about the students that are enrolled to your lecture?



7 Based on the last three years, what is your evaluation about the professional skills and interests of the students that are enrolled to your lecture?



8 What are your professional and academic relations with students apart from the field of lecture?



9 Is there any training for developing your instructor side apart from your general specialties and academic works?

I get lectures for pedagogic formation	1
I attend personal development programs for supporting subjects (communication skills, personal relations, problem solving et.)	0
I participate technical excursions	6
Other;	3

2: I try participating educational programs offered
2: Interdisciplinary project works contribute a lot
3: Following professional advances and literature

10 **Please indicate the achievements of students that you regard most important in architectural education**

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Obtaining the ability for critical thinking, seeing the whole picture, relating different fields in architecture	■	■	■		■			■	■	■	■			■	■	■	11
Gaining experience and knowledge profoundly on a specific subject in architecture	■		■		■							■	■			■	6
Learning that architecture is a team work and gaining skills for it,	■	■		■				■	■	■	■			■	■	■	10
Learning to practice the role of architect as a coordinator,	■	■								■	■	■				■	6
Achieving basic knowledge of my speciality	■	■			■		■		■			■	■			■	8
Following the current developments about architecture intensively	■	■			■		■	■		■	■			■	■	■	10
Other;																	0

12 **Where do you position this lecture in the curriculum, how do you think the lecture contributes?**

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
The term, the requirements and the connections with other courses of the lecture are appropriate.	■	■			■		■		■		■	■	■	■	■	■	12
If the term of the lecture will be changed, the lecture will have better connections with other courses											■						1
Changing the requirements of the lecture would affect better to the content and the operation of the lecture.					■										■		2
If the lecture will relate more to the courses of ....., the results will be better.				■	■					■							3
Other;			■		■			■									3

1: Project, architectural project
2: With project courses
3: With project courses
4: Application project can turn to an architectural project studio
5: Application project can turn to an architectural project studio
6: Developing relations with external stakeholders who are in need of design is essential

QUESTIONARIES OF COMPULSORY THEORETICAL COURSES

1 What is your evaluation about the physical conditions and sufficiency of equipment of lecture halls/studios?

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
Physical conditions and equipment are sufficient	X	X	X	X	X		X	X	X	X	X	X		X	X		X	X				X	X	X		X	19
Because of insufficient physical conditions and equipment, I would try to find solutions on my own						X							X						X	X					X		5
I would request sufficient physical conditions and equipment from the administration				X			X						X								X						4
Other;	1															2											2

1. Open and closed space requirements for 1/1 scale applications for building elements course are not completely satisfied
2. Even though physical conditions and equipment are sufficient, due to the excessive number of students, the course has to be executed in big lecture halls.

2 What are your productions, sharings and activities related to your lectures given in the last three years?

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
Sharing lecture content, output and student projects online as a web site/blog									X	X	X	X			X	X		X	X	X	X		X	X		X	13
Organizing exhibitions/seminars during or at the end of each term			X																	X							2
Participating in exhibitions and seminars that are held each term at the faculty																				X		X					2
Writing research papers from the productions of the class, sharing results with academic and practical worlds	X						X													X							3
Organizing excursions					X	X	X				X	X							X	X			X	X			9
Other;		1						2									3								4		4

1. None
2. Assignments, written presentation
3. Not valid for theoretical courses
4. Students doing system solving with their supervisors

3 How often and by which reasons do you change content and syllabus of your lecture from the first term onwards?

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
From the first term onwards I needn't any change				X																						X	2
Each term I would change content and program with attention to feedbacks of previous terms; and/or novelties related to the topic of the lecture	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		25
I would change content and program with the feedbacks from students without waiting the term to end			X										X									X			X		4
Other;																											0

4 Is it likely for you to revise, change, develop the syllabus of the lecture based on the enrolled student profile to your lecture?

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
Without doing any changes, I would remind students to maintain with the process	X	X			X			X									X								X		6
If necessary, I would go revisions weekly as I become familiar with the student profile				X									X								X	X					4
I wouldn't do revisions on the program but, based on students' interests I would change evaluations, homeworks; add new topics etc..			X			X	X	X	X	X	X	X		X		X		X	X	X		X	X	X		X	17
I would discuss with students and do revisions if necessary at the beginning of the term			X					X			X	X	X		X			X									7

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
Other;																											0

5 What are the methods you choose to understand enrolled students' evaluations about the content of the lecture?

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
Doing direct discussions with students, taking feedbacks			X	X	X	X	X	X			X	X	X		X			X	X	X	X	X	X	X	X		18
Following social media, forum web sites in order to have an opinion about students' evaluations																			X	X	X						3
Have students evaluate the lecture by polls, etc. at the end of each term	X	X	X			X			X	X				X		X	X	X					X	X	X	X	14
Other;																											0

6 Based on the last three years, what is your evaluation about the students that are enrolled to your lecture?

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
Students critic the content of the course, suggest new ideas			X		X																				X		3
Students participate actively	X	X	X				X	X	X	X	X	X	X	X		X	X	X	X	X	X	X				X	19
Students are uninterested, participation is low				X				X																	X		3
Other;						X									X								X	X			4

1. They generally are not willing to participate the course
2. Some are very interested, some come only for the pass. Most of the interested students come to our Master's programme
3. They come to the course; they follow but not actively
4. They come to the course; they follow but not actively

7 Based on the last three years, what is your evaluation about the professional skills and interests of the students that are enrolled to your lecture?

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
Students follow the agenda, they are curious, interested and open-minded			X			X					X		X				X	X				X	X	X	X		10
By adopting the general acceptances, students work for meeting the requirements in the referred way	X	X	X	X	X		X	X	X	X		X	X	X	X	X			X	X	X	X				X	19
Students have difficulty to concentrate and make time for the education because of their personal interests for different fields								X															X	X			3
Other;							X																				1

1. Tools and research could vary to diversified interests

8 What are your professional and academic relations with students apart from the field of lecture?

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
Invitation for workshops, encouragement for participating professional activities				X			X				X	X	X	X				X				X	X	X			10
Writing reference letters for their applications	X	X	X	X	X	X	X	X			X	X	X	X	X		X	X	X	X	X		X	X	X	X	22
Providing internship opportunities						X	X	X	X	X			X			X	X			X					X	X	11
Providing work opportunities in professional or academic projects that I instruct								X			X	X											X	X			5
Other;																											0

9	Is there any training for developing your instructor side apart from your general specialties and academic works?	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
	I learn a foreign language								X																			1
	I get lectures for pedagogic formation																											0
	I attend personal development programs for supporting subjects (communication skills, personal relations, problem solving et.)															X												1
	I participate technical excursions				X		X	X	X	X	X	X	X		X		X	X		X	X	X	X			X	X	17
	Other;	1	2	3	4		5	6						7					8									8

1. Work in pedagogical field
2. Work in pedagogical field
3. Work in pedagogical field
4. Following literature
5. Following literature
6. Trying to renew myself by talking to my academician friends and colleagues at other faculties
7. I follow current developments
8. I examine international course curriculums. Benefit from professional critical environment

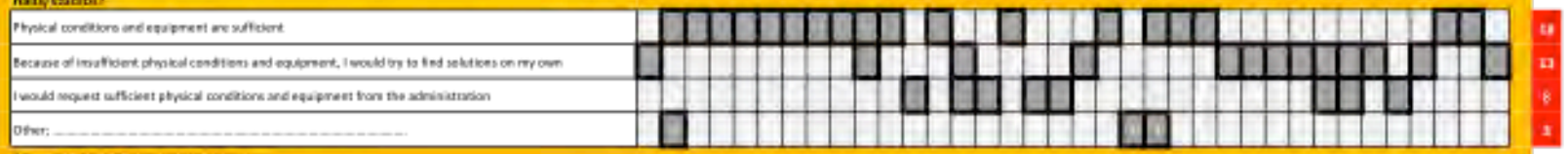
10	Please indicate the achievements of students that you regard most important in architectural education	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
	Obtaining the ability for critical thinking, seeing the whole picture, relating different fields in architecture	X	X	X	X			X		X	X	X	X	X	X	X	X	X	X	X		X	X			X	X	20
	Gaining experience and knowledge profoundly on a specific subject in architecture	X		X			X	X						X		X			X	X				X	X			10
	Learning that architecture is a team work and gaining skills for it.						X		X			X	X	X	X	X		X						X	X			10
	Learning to practice the role of architect as a coordinator,													X		X								X	X			4
	Achieving basic knowledge of my speciality		X			X	X	X	X			X	X	X	X	X					X							11
	Following the current developments about architecture intensively								X					X	X	X			X		X							6
	Other;																											0

12	Where do you position this lecture in the curriculum, how do you think the lecture contributes?	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
	The term, the requirements and the connections with other courses of the lecture are appropriate.			X	X	X	X	X	X	X	X	X		X	X		X	X	X	X	X	X		X	X	X	X	21
	If the term of the lecture will be changed, the lecture will have better connections with other courses												X															1
	Changing the requirements of the lecture would affect better to the content and the operation of the lecture.																											0
	If the lecture will relate more to the courses of ...., the results will be better.								X							X												2
	Other;	1	2	3					4				5										6					6

1. The course has to integrate with the course MIM 162-Introduction to Construction Knowledge
2. The course has to integrate with the course MIM 261-Construction and Construction Methods
3. The credit and hours of the course should increase
4. The course lasting another semester would be useful for interior design diploma studies.
5. Not correctly course. As students have not yet taken additional courses, is communication problem occurs
6. Increase of course hours will be possible for creating activities which will enable students to participate the course actively

QUESTIONARIES OF ELECTIVE COURSES

1 What is your evaluation about the physical conditions and sufficiency of equipment in lecture halls/studios?



2 What are your productions, sharings and activities related to your lectures given in the last three years?

3 How often and by which reasons do you change content and syllabus of your lecture from the first term onwards?

4 Is it likely for you to revise, change, develop the syllabus of the lecture based on the enrolled student profile to your lecture?

5	What are the methods you choose to understand enrolled students' evaluations about the content of the lecture?	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
	Doing direct discussions with students, taking feedbacks	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	34
	Following social media, forum web sites in order to have an opinion about students' evaluations																				X														X	X		3
	Have students evaluate the lecture by polls, etc. at the end of each term			X					X		X							X	X	X			X	X	X					X	X	X	X	X	X			15
	Other:																																					0

6	Based on the last three years, what is your evaluation about the students that are enrolled to your lecture?	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
	Students critic the content of the course, suggest new ideas			X		X	X					X						X								X	X	X	X	X				X		X		12
	Students participate actively	X	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X	X	32
	Students are uninterested, participation is low										X																											1
	Other:																					1						2					3	4				4

1. Participation is low in general. They generally are reluctant in talking in English, that's why only 1-2 students participate [illegible]
2. It is a course with [illegible] students. [illegible]
3. Participation to discussions in English is quite low, but online submissions are successful.
4. There can be a very dedicated group, sometimes also a disinterested group can be present.

7	Based on the last three years, what is your evaluation about the professional skills and interests of the students that are enrolled to your lecture?	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
	Students follow the agenda, they are curious, interested and open-minded		X	X	X		X	X				X		X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X		X	X		X	X	26
	By adopting the general acceptances, students work for meeting the requirements in the referred way					X		X	X	X	X		X								X					X	X	X				X			X			12
	Students have difficulty to concentrate and make time for the education because of their personal interests for different fields										X																	X	X									3
	Other:	1	2																																			2

1. It is difficult to generalize all students. There are students suitable to all types.
2. Interest and 'commercial' lines does not always coincide with [illegible]

8	What are your professional and academic relations with students apart from the field of lecture?	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
	Invitation for workshops, encouragement for participating professional activities	X		X		X	X	X				X	X		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	X	27
	Writing reference letters for their applications	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	35
	Providing internship opportunities		X		X														X							X	X	X						X	X			8
	Providing work opportunities in professional or academic projects that I instruct		X																			X	X	X	X			X			X							7
	Other:																													1								1

1. Informing about advisors, jobs and scholarships in the academic field

9	Is there any training for developing your instructor side apart from your general specialities and academic works?	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
	I learn a foreign language																				X	X														X		3
	I get lectures for pedagogic formation																																					0
	I attend personal development programs for supporting subjects (communication skills, personal relations, problem solving et.)																X				X										X	X	X		X	X		7

I participate technical excursions	X		X		X	X	X			X	X	X					X	X	X		X								X	X	X	X					16
Other: ………………………………………………					1			2	3	4		5	6				7					8					9	10	11				12				12

1. Not being able to participate personal development programs due to lack of time
2. Study in pedagogy
3. Study in profession
4. Participating international conferences
5. Participating professional seminars, expositions
6. Participating educational programs abroad
7. Participating workshops and seminars of diverse disciplines
8. Sharing experiences in scientific meetings, discussion groups
9. Read & write on fields of educational psychology, educational philosophy
10. Following current literature and meetings on pedagogical formation, discussion with colleagues
11. Taking place and teaching at diverse academic environments
12. Memberships to associations

10 **Please indicate the achievements of students that you regard most important in architectural education.**

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
Obtaining the ability for critical thinking, seeing the whole picture, relating different fields in architecture	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	35
Gaining experience and knowledge profoundly on a specific subject in architecture					X	X											X											X				X	X	X		X	8
Learning that architecture is a team work and gaining skills for it,	X		X	X			X			X		X	X	X	X	X				X		X			X	X		X		X	X	X	X		X		20
Learning to practice the role of architect as a coordinator,				X			X						X			X														X	X	X					7
Achieving basic knowledge of my speciality			X		X	X		X	X					X	X			X															X	X		X	11
Following the current developments about architecture intensively	X			X			X			X			X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X		X	X		25
Other: ………………………………………………																											1		2								2

1. Gaining profound knowledge and experience in common fields in architecture
2. Developing design representation/communication skills

12 **Where do you position this lecture in the curriculum, how do you think the lecture contributes?**

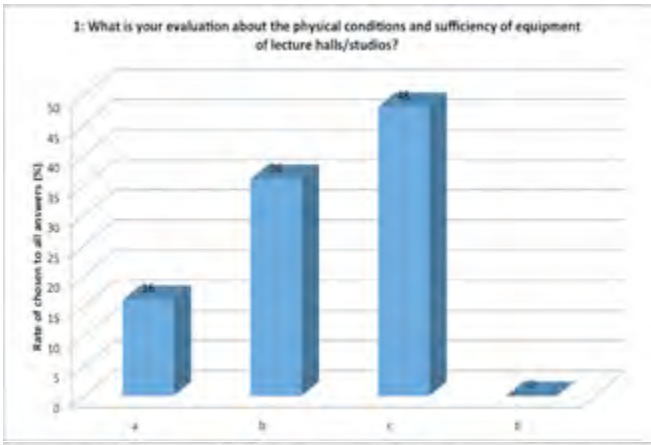
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
The term, the requirements and the connections with other courses of the lecture are appropriate.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		34
If the term of the lecture will be changed, the lecture will have better connections with other courses																																					0
Changing the requirements of the lecture would affect better to the content and the operation of the lecture.																			X									X									2
If the lecture will relate more to the courses of ……………, the results will be better.				1																													2				2
Other: ………………………………………………																															3						1

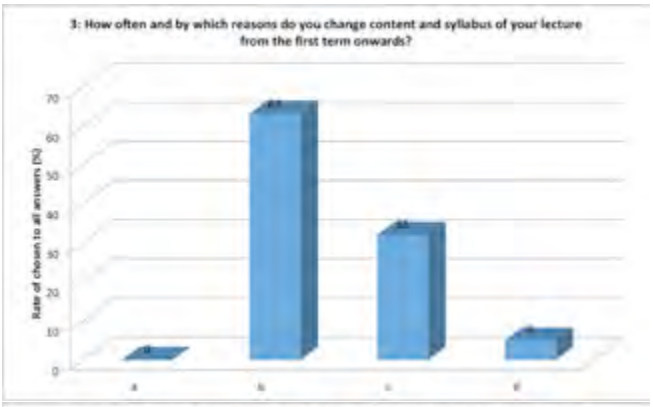
1. Architectural project, if the themes are relevant
2. As it is a professional course, in relation to other courses in the field
3. Elective courses

8. Answers to each question of the questionnaire

Answers of each question are indicated in percentages of the chosen answers (e.g., if 3 answers out of 10 were selected for choice “a” or first choice in question 3, then 30 % to answer “a” for question 3). Questionnaires are again grouped in types of courses. Each chart is for one question. The percentage is calculated as the rate of the chosen answer over all answers. At the end, all the answers regardless of grouping in type of course are collected and turned into charts.

CHARTS FOR THE ANSWERS OF QUESTIONNAIRES: ARCHITECTURAL DESIGN COURSE




3: How often and by which reasons do you change content and syllabus of your lecture from the first term onwards?
Rate of chosen to all answers (%)
70
60
50
40
30
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a
b
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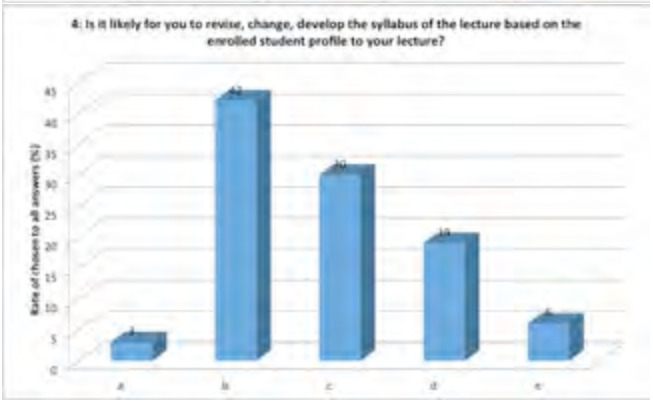
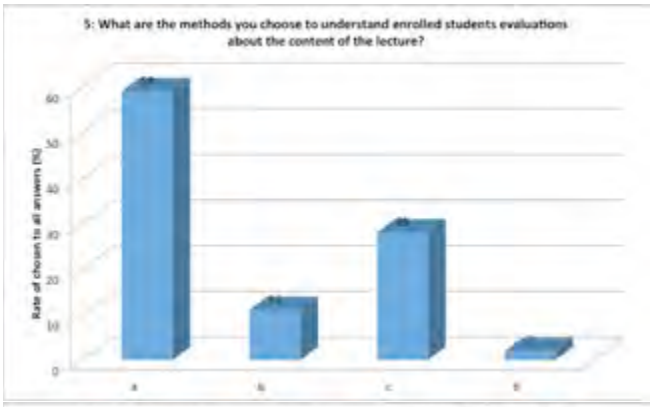
d


4: Is it likely for you to revise, change, develop the syllabus of the lecture based on the enrolled student profile to your lecture?
Rate of chosen to all answers (%)
45
40
35
30
25
20
15
10
5
0
a
b
c
d
e


5: What are the methods you choose to understand enrolled students evaluations about the content of the lecture?
Rate of chosen to all answers (%)
60
50
40
30
20
10
0
a
b
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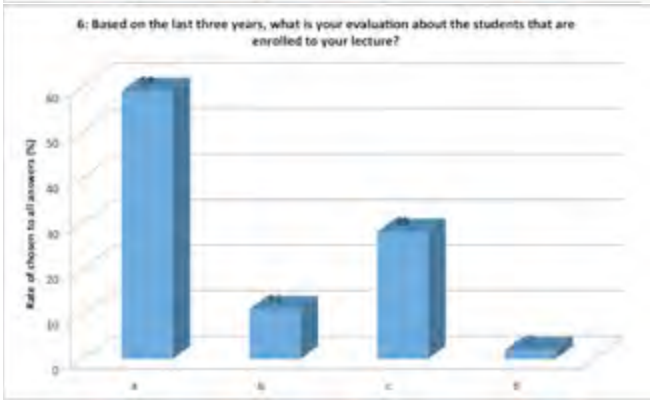
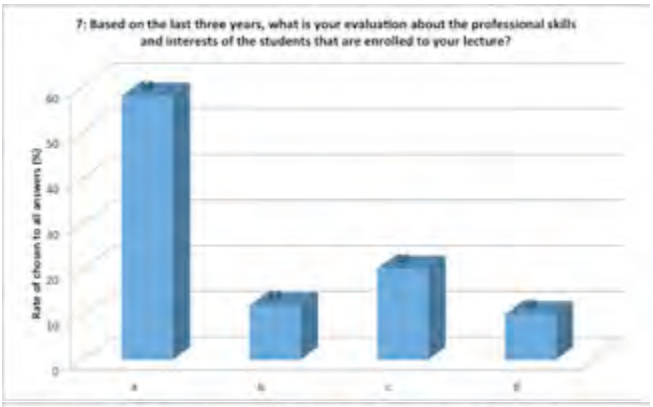
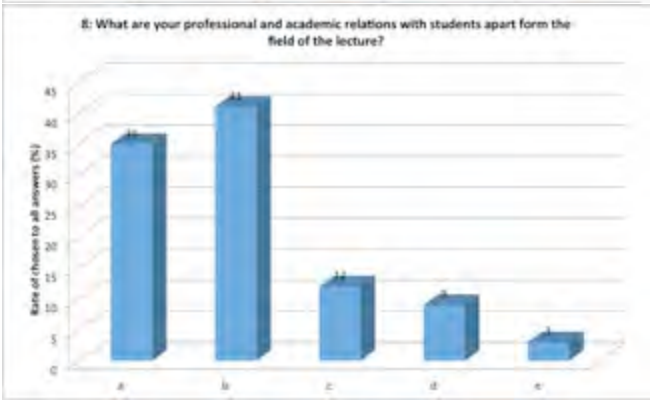
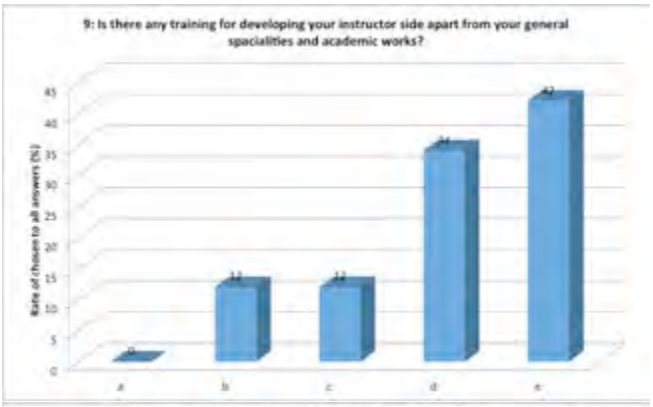

6: Based on the last three years, what is your evaluation about the students that are enrolled to your lecture?
Rate of chosen to all answers (%)
60
50
40
30
20
10
0
a
b
c
d


7: Based on the last three years, what is your evaluation about the professional skills and interests of the students that are enrolled to your lecture?
Rate of chosen to all answers (%)
0
10
20
30
40
50
60
a
b
c
d


8: What are your professional and academic relations with students apart form the field of the lecture?
Rate of chosen to all answers (%)
0
5
10
15
20
25
30
35
40
45
a
b
c
d
e


9: Is there any training for developing your instructor side apart from your general spacialities and academic works?
Rate of chosen to all answers (%)
0
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45
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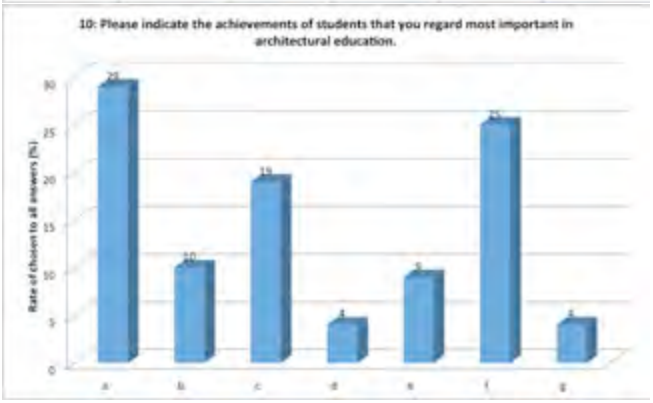
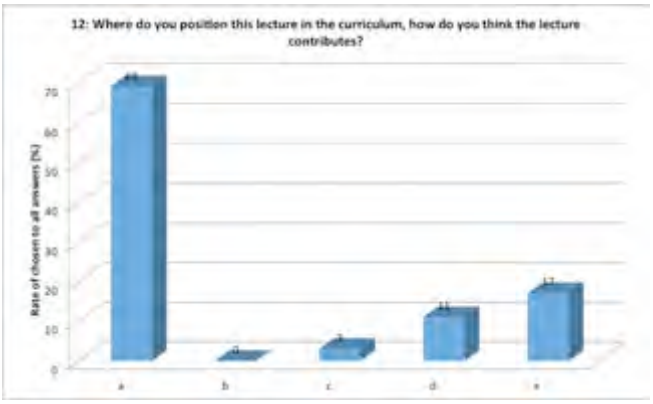
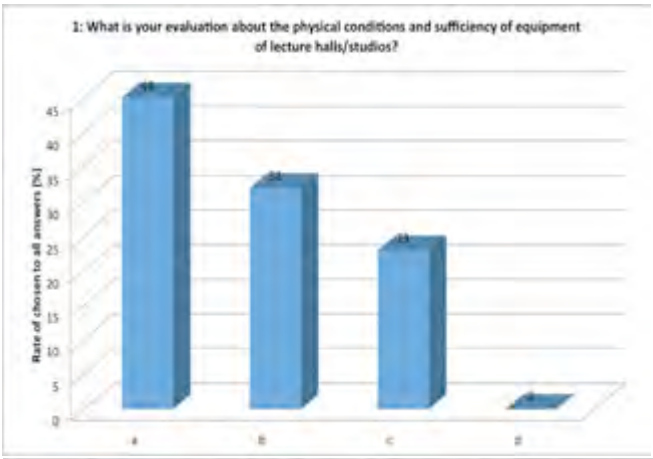
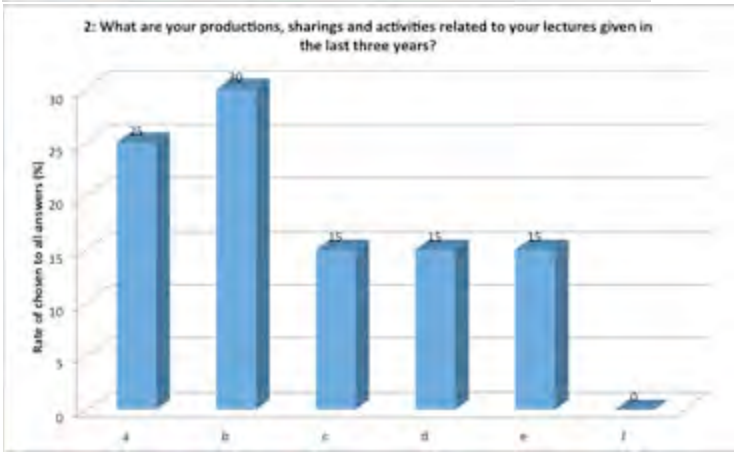
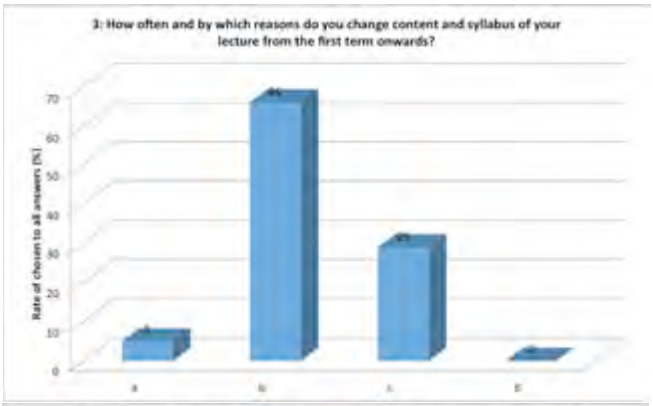

10: Please indicate the achievements of students that you regard most important in architectural education.
Rate of chosen to all answers (%)
0
5
10
15
20
25
30
a
b
c
d
e
f
g



CHARTS FOR THE ANSWERS OF QUESTIONNAIRES: OTHER PROJECT COURSES






3: How often and by which reasons do you change content and syllabus of your lecture from the first term onwards?
Rate of chosen to all answers (%)
70
60
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40
30
20
10
0
a
b
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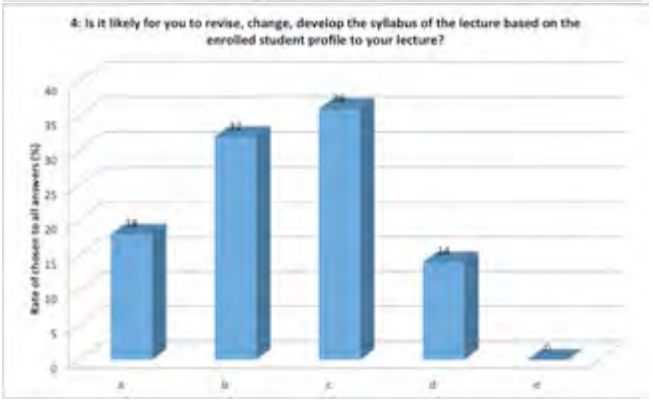
4: Is it likely for you to revise, change, develop the syllabus of the lecture based on the enrolled student profile to your lecture?
Rate of chosen to all answers (%)
40
35
30
25
20
15
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5
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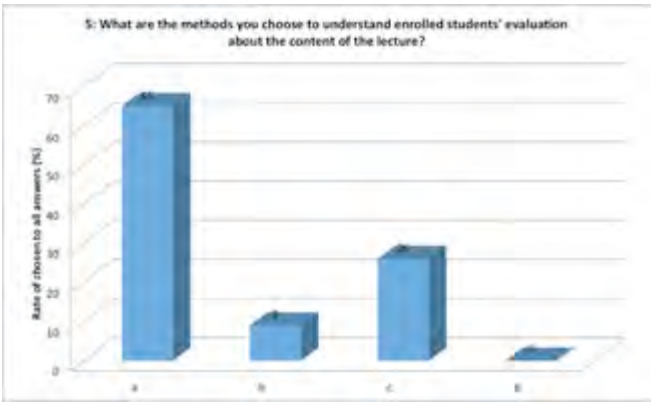
5: What are the methods you choose to understand enrolled students' evaluation about the content of the lecture?
Rate of chosen to all answers (%)
70
60
50
40
30
20
10
0
a
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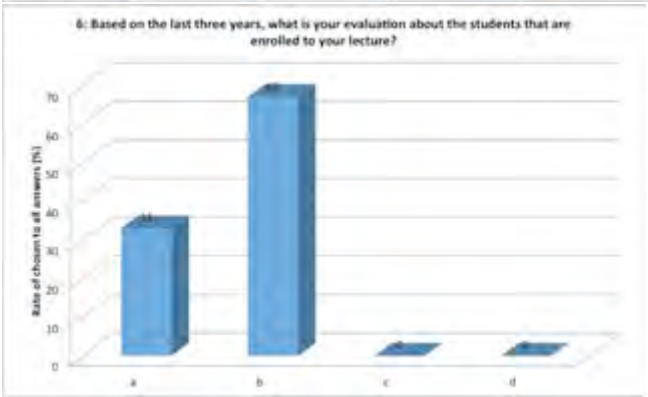
c
d


6: Based on the last three years, what is your evaluation about the students that are enrolled to your lecture?
Rate of chosen to all answers (%)
70
60
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40
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20
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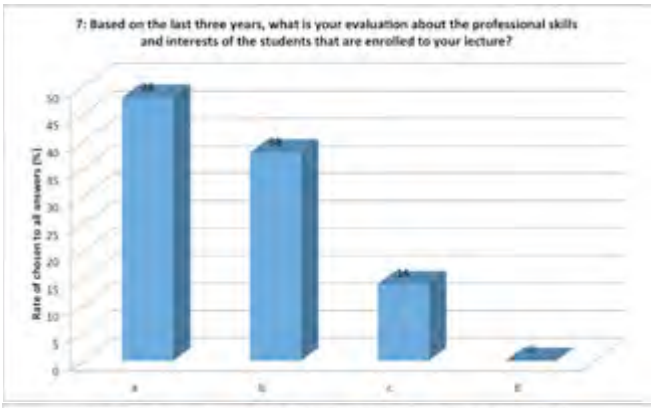
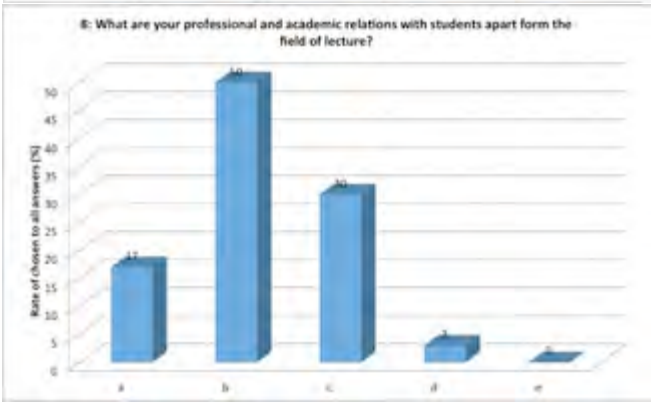
d


7: Based on the last three years, what is your evaluation about the professional skills and interests of the students that are enrolled to your lecture?
Rate of chosen to all answers (%)
a
b
c
d


8: What are your professional and academic relations with students apart form the field of lecture?
Rate of chosen to all answers (%)
a
b
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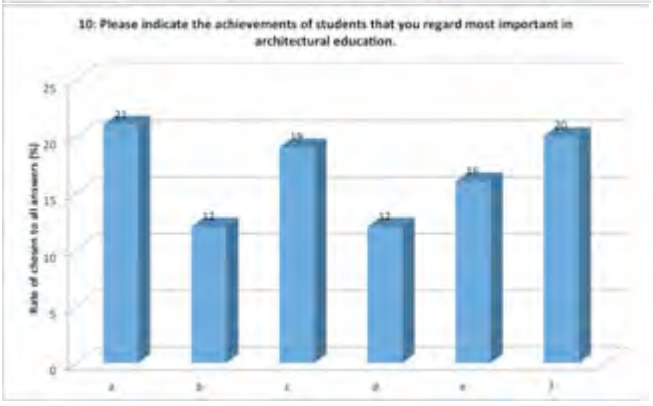
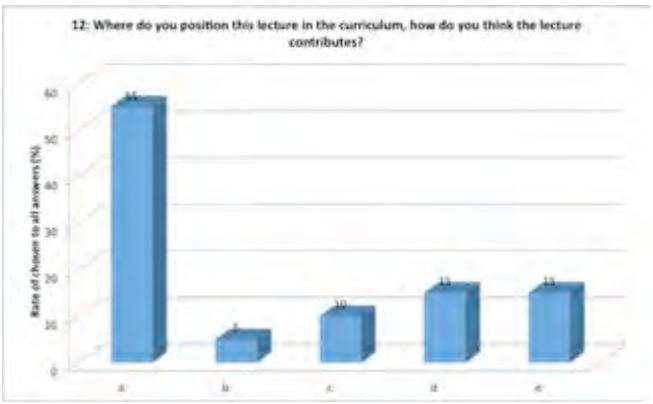
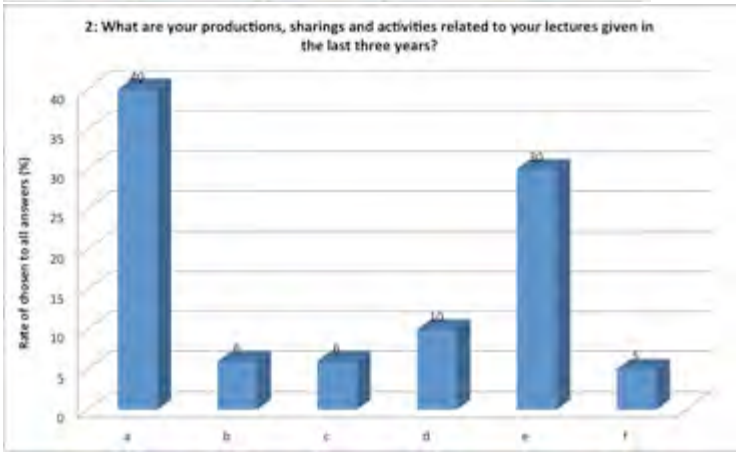
d
e

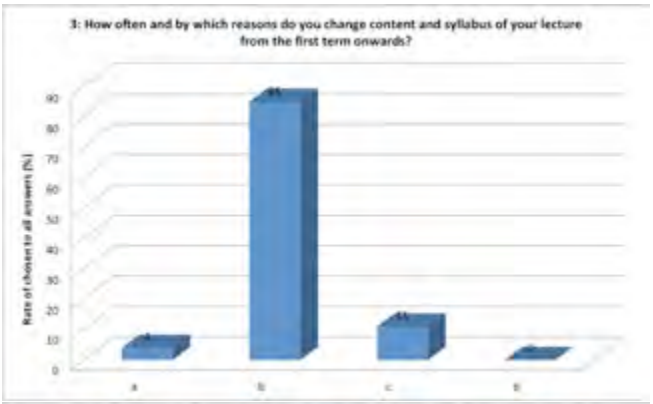

9: Is there any training for developing your instructor side apart from your general specialties and academic works?
Rate of chosen to all answers (%)
a
b
c
d
e

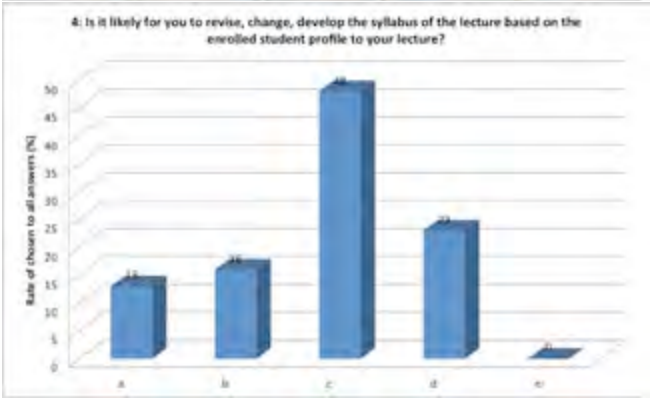

10: Please indicate the achievements of students that you regard most important in architectural education.
Rate of chosen to all answers (%)
a
b
c
d
e
f

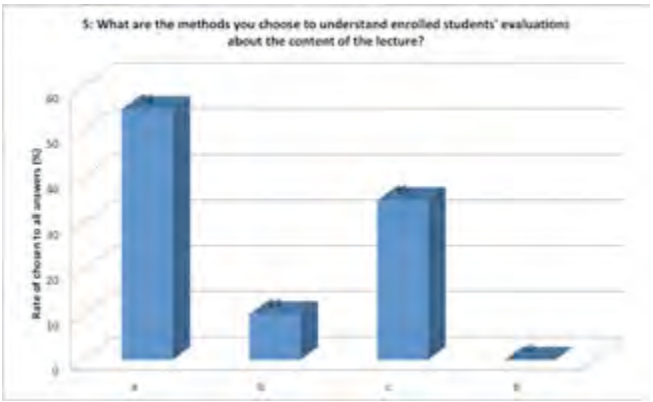


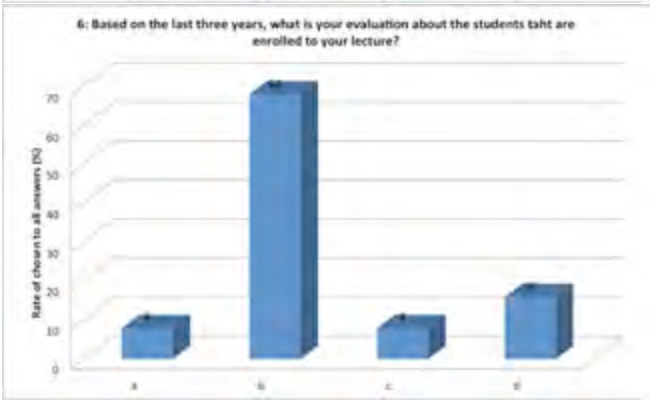
CHARTS FOR THE ANSWERS OF QUESTIONNAIRES: THEORETICAL COURSES

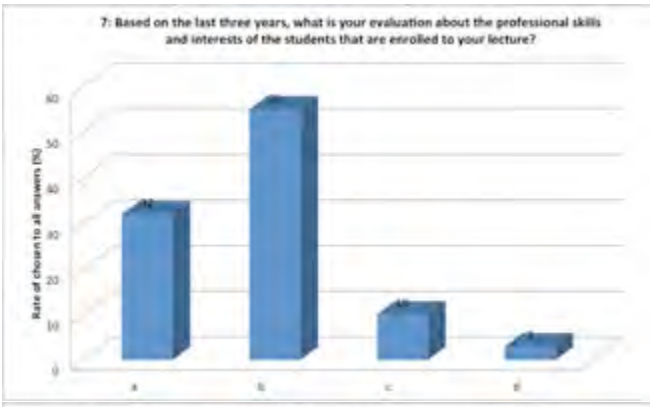



3: How often and by which reasons do you change content and syllabus of your lecture from the first term onwards?
Rate of chosen to all answers (%)
0
10
20
30
40
50
60
70
80
90
a
b
c
d


4: Is it likely for you to revise, change, develop the syllabus of the lecture based on the enrolled student profile to your lecture?
Rate of chosen to all answers (%)
0
5
10
15
20
25
30
35
40
45
50
a
b
c
d
e

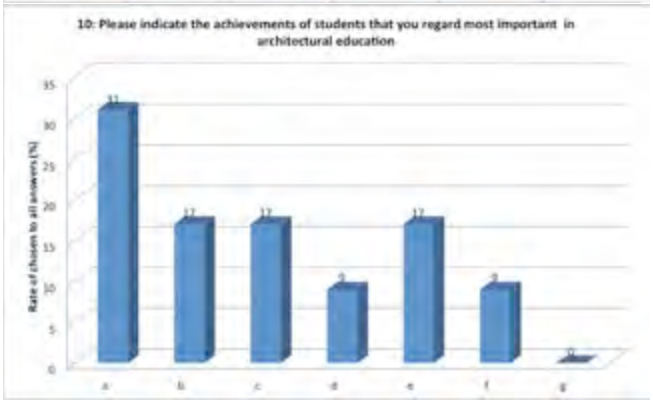

5: What are the methods you choose to understand enrolled students' evaluations about the content of the lecture?
Rate of chosen to all answers (%)
0
10
20
30
40
50
60
a
b
c
d

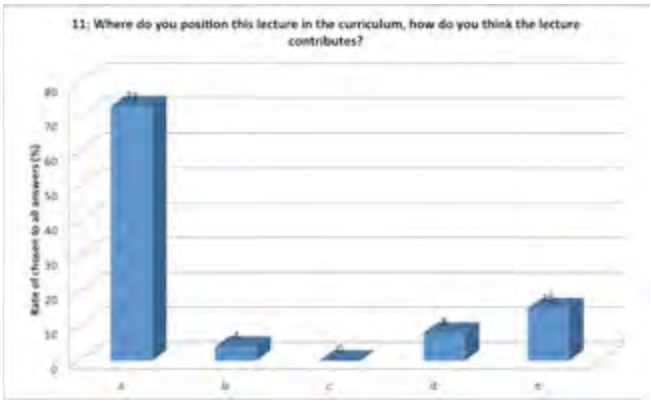

6: Based on the last three years, what is your evaluation about the students taht are enrolled to your lecture?
Rate of chosen to all answers (%)
0
10
20
30
40
50
60
70
a
b
c
d


7: Based on the last three years, what is your evaluation about the professional skills and interests of the students that are enrolled to your lecture?
Rate of chosen to all answers (%)
60
50
40
30
20
10
0
a
b
c
d

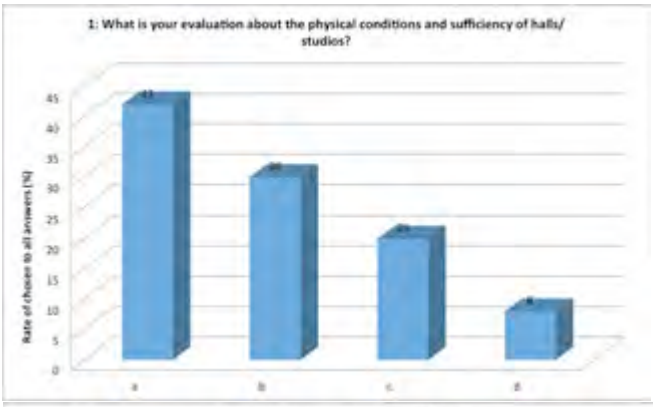

8: What are your professional and academic relations with students apart from the field of lecture?
Rate of chosen to all answers (%)
45
40
35
30
25
20
15
10
5
0
a
b
c
d
e

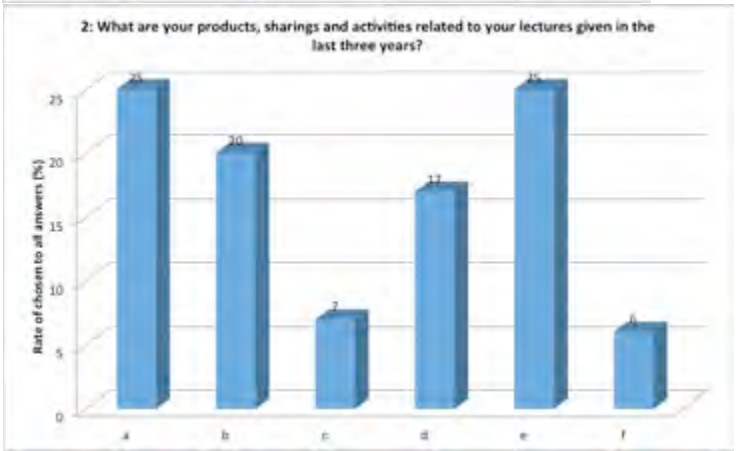

9: Is there any training for developing your instructor side apart from your general spacialties and academic works?
Rate of chosen to all answers (%)
70
60
50
40
30
20
10
0
a
b
c
d
e

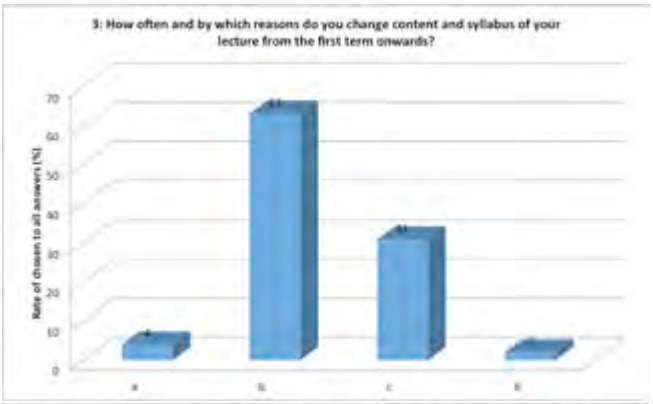

10: Please indicate the achievements of students that you regard most important in architectural education
Rate of chosen to all answers (%)
35
30
25
20
15
10
5
0
a
b
c
d
e
f
g

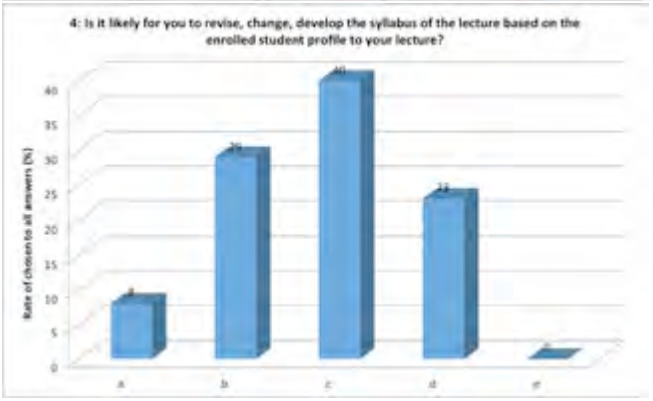


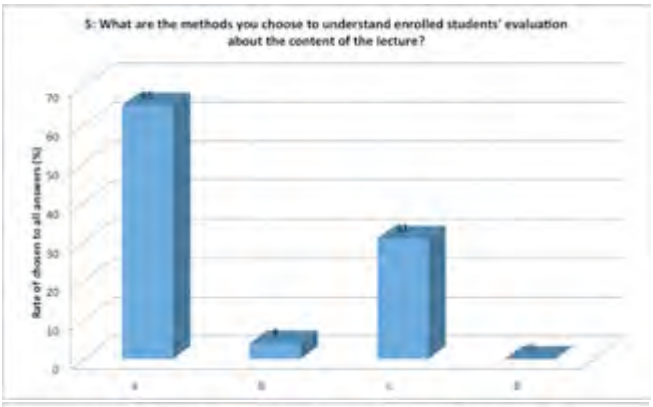
CHARTS FOR THE ANSWERS OF QUESTIONNAIRES: ELECTIVE COURSES

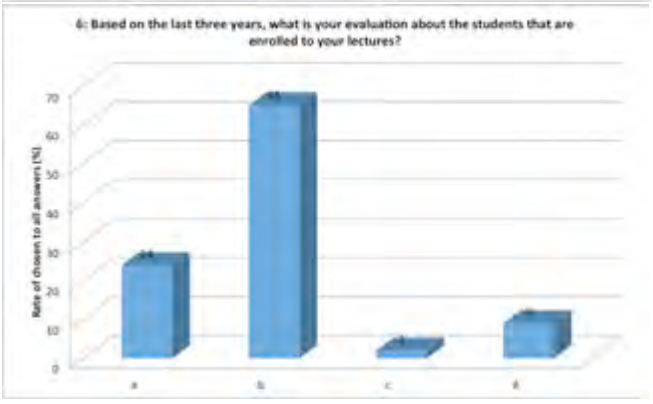


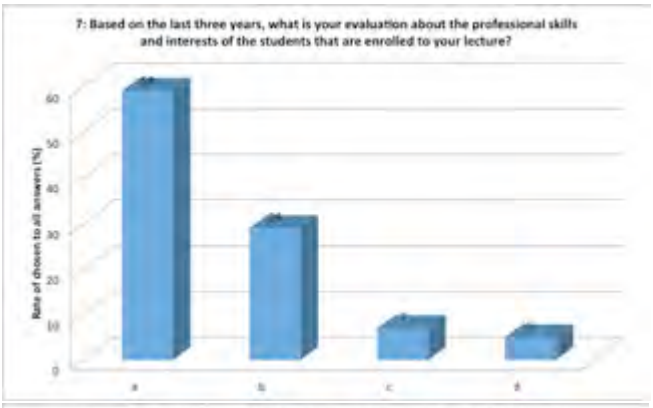


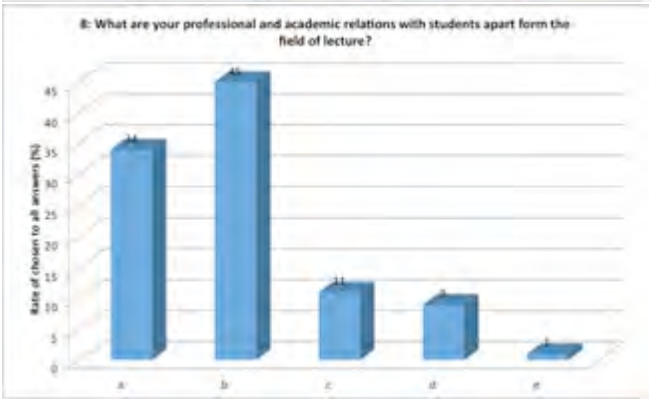

3: How often and by which reasons do you change content and syllabus of your lecture from the first term onwards?
Rate of chosen to all answers (%)
70
60
50
40
30
20
10
0
a
b
c
d


4: Is it likely for you to revise, change, develop the syllabus of the lecture based on the enrolled student profile to your lecture?
Rate of chosen to all answers (%)
40
35
30
25
20
15
10
5
0
a
b
c
d
e


5: What are the methods you choose to understand enrolled students' evaluation about the content of the lecture?
Rate of chosen to all answers (%)
70
60
50
40
30
20
10
0
a
b
c
d


6: Based on the last three years, what is your evaluation about the students that are enrolled to your lectures?
Rate of chosen to all answers (%)
70
60
50
40
30
20
10
0
a
b
c
d


7: Based on the last three years, what is your evaluation about the professional skills and interests of the students that are enrolled to your lecture?
Rate of chosen to all answers (%)
60
50
40
30
20
10
0
a
b
c
d


8: What are your professional and academic relations with students apart form the field of lecture?
Rate of chosen to all answers (%)
45
40
35
30
25
20
15
10
5
0
a
b
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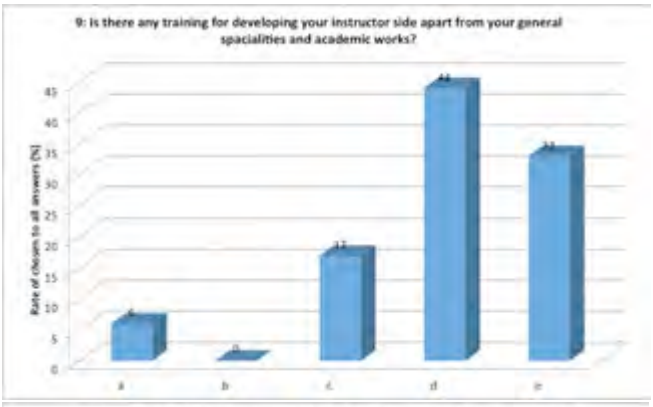
9: Is there any training for developing your instructor side apart from your general spacialities and academic works?
Rate of chosen to all answers (%)
45
40
35
30
25
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10
5
0
a
b
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d
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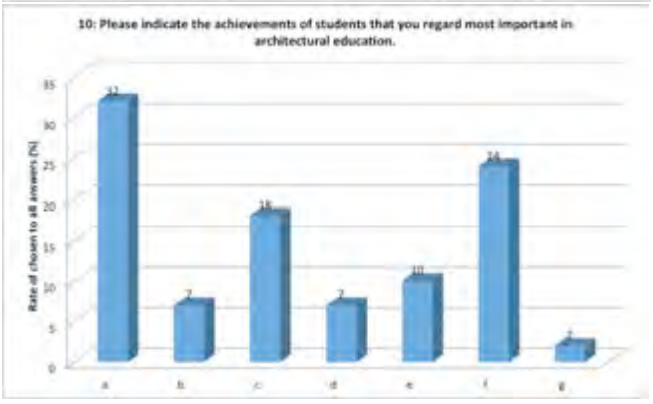
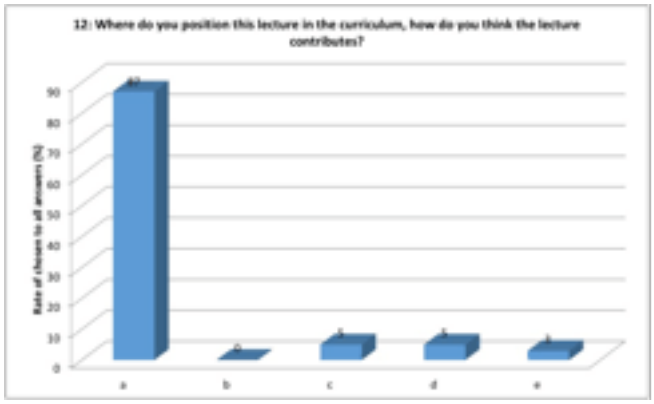

10: Please indicate the achievements of students that you regard most important in architectural education.
Rate of chosen to all answers (%)
35
30
25
20
15
10
5
0
a
b
c
d
e
f
g


12: Where do you position this lecture in the curriculum, how do you think the lecture contributes?
Rate of chosen to of answers (%)
90
80
70
60
50
40
30
20
10
0
a
b
c
d
e

APPENDIX 3: Alumni Survey Report

Alumni Survey

1. Remarks on the ITU alumni profile

The Department of Architecture aims to increase the awareness of the graduates about the different architectural projects within different geographies, sociocultural contexts, and local-global relationships. Following their undergraduate education, in accordance with the above-mentioned aims, the İTÜ graduates undertake different roles, such as project manager, designer team participant, and architectural consultant, in national and international offices (such as Herzog and de Meuron, Zaha Hadid, Norman Foster, Jean Nouvel, etc.). ITU graduates also work as editor general of leading national architectural magazines (YAPI, XXI, Arrademento Mimarlık). The graduates, preferring to continue their master and doctoral studies abroad, also get their acceptance from leading North American and European universities (Columbia, Harvard, Toronto, Delf, Bartlett, etc.) and continue working in various academic institutions, both in Turkey and other countries.

Furthermore, the Department of Architecture emphasizes the development of critical thinking throughout the architectural education and gives priority to skills of questioning the role of the architect in privileging public good. As such, the graduates are aimed to develop a sense of ethics and become aware of their social responsibilities through their architectural practices. The department encourages the students to gain participatory and collaborative working skills in order for the graduates to cooperate in groups and initiate participatory and socially-driven design projects. In this context, some of the ITU graduate initiatives are Arkitera Architectural Center, an independent association which promotes the advancement of architectural production; *Herkes için Mimarlık* (Architecture for All), an association which works in public participation in architectural and urban processes; TAK (Design Atelier Kadikoy) which is an organization formed by the collaboration of public, private, and civil society institutions in order to develop management strategies and design notions for local spatial problems.

2. Methodology and results of the alumni assessment

In order to understand the performance of graduating students from ITU Faculty of Architecture, Undergraduate Program of Architecture in a broader time span including approximately the graduating students of the last 15 years, a survey is prepared and administered to 108 nondistinguished graduated individuals. The purpose of the survey was to generalize an alumni point of view from a sample of 108 individuals. The sampling of 108 graduating students was multistage, which is termed clustering. Because it was impossible to compile a list of all graduating students, one or two graduating students from each year were randomly selected. A total of 108 were selected as a result of the multistage sampling. The prepared questionnaire comprised 34 questions, the majority of which consisted of the three main students performance criteria (SPC), which are “Realm A: Critical Thinking and Representation,” “Realm B: Integrated Building Practices, Technical Skills, and Knowledge,” and “Realm C: Leadership and Practice” of 2012 NAAB Conditions of Substantial Equivalency. The SPC are organized by NAAB into realms to more easily understand the relationships between individual criteria. For the purpose of substantial equivalency, graduating students must demonstrate these understandings or abilities.

Graduating students were asked to answer 34 questions including each individual understanding or ability including Communication Skills, Design Thinking Skills, Visual Communication Skills, Technical Documentation, Investigative Skills, Fundamental Design Skills, Use of Precedents, Ordering Systems Skills, Historical Traditions and Global Culture, Cultural Diversity, Applied Research of "Realm A: Critical Thinking and Representation"; Pre-Design, Accessibility, Sustainability, Site Design, Life Safety, Comprehensive Design, Financial Considerations, Environmental Systems, Structural Systems, Building Envelope Systems, Building Service Systems, Building Materials and Assemblies of "Realm B: Integrated Building Practices, Technical Skills, and Knowledge"; Collaboration, Human Behavior, Client Role in Architecture, Project Management, Practice Management, Leadership, Legal Responsibilities, Ethics and Professional Judgment, and Community and Social Responsibility of "Realm C: Leadership and Practice" of 2012 NAAB Conditions of Substantial Equivalency. Participating alumni were asked to evaluate and give a single grade from "1" to "5" to each skill including understanding or ability on a scale, where "1" is the lowest grade and "5" is the highest. They may be able to choose from 1, 2, 3, 4, or 5 as a grade.

The questions included in the alumni survey are as follows:

1. *Communication Skills: Ability to read, write, speak and listen effectively (related with SPC: A.1).*

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 (related with SPC: A. 2.).*

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 (related with SPC: A. 3.).*

4. *Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes and Applied Research: Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior. (related with SPC: A. 5. and SPC: A. 11.)*

5. *Ordering Systems Skills Regarding Form: Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design (related with SPC: A. 8.).*

6. *Fundamental Design Skills: Ability to effectively use basic architectural and environmental principles in design (related with SPC: A. 6.).*

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

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

9. *Historical Traditions and Global Culture (Nonwestern): Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples*

of indigenous, vernacular, local, regional, and national settings from the Eastern, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors (related with SPC: A. 9.).

10. *Historical Traditions and Culture (local and regional): Understanding of parallel and divergent canons and traditions of architecture, landscape, and urban design including examples of local, regional, and national settings from the Eastern, Northern, and Southern hemispheres in terms of their heritage factors (related with SPC: A. 9.).*

11. *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 (related with SPC: A. 7.).*

12. *Human Behavior: Understanding of the relationship between human behavior, the natural environment, and the design of the built environment (related with SPC: C. 2.).*

13. *Individual Differences and 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 (related with SPC: A. 10.) including community and social responsibility: Understanding of the architect's responsibility to work in the public interest and to improve the quality of life for local and global neighbors (related with SPC: C. 9.).*

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

15. *Sustainable Design - 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 (related with SPC: B. 3.).*

16. *Predesign: 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 (related with SPC: B. 1.).*

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

18. *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 (related with SPC: B. 9.).*

19. *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 (related with SPC: B. 8.).*

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

21. *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 (related with SPC: B. 10.).

22. *Building Service Systems: 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 (related with SPC: B. 11.).*

23. *Building Systems Integration: Ability to produce a conceptual architectural project that demonstrates each student's capacity to make design decisions across scales while integrating Design Thinking Skills with structural systems, building envelope systems, environmental systems, and life safety systems (related with SPC: B. 6.).*

24. *Building Materials and Assemblies: 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 (related with SPC: B. 12.).*

25. *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 (related with SPC: B. 7.).*

26. *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 (related with SPC: A. 4.).*

27. *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 (related with SPC: C. 3.).*

28. *Comprehensive Design: Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating Design Thinking Skills, Technical Documentation, Investigative Skills, Ordering Systems, Historical Traditions and Global Culture, Accessibility, Sustainability, Site Design, Life Safety, Environmental Systems, and Structural Systems (related with SPC: B. 6.).*

29. *Project Management (the manager role of the architect): Understanding of the methods for competing for commissions, selecting consultants, and assembling teams, and recommending project delivery methods (related with SPC: C. 4.).*

30. *Practice Management (Architectural Practice): Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, negotiation, mediation, and arbitration, and recognizing trends that affect practice.• 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 (related with SPC: C. 5.).*

31. *Improvement of the profession: Understanding of the architect's responsibility to the interns working professionally and the relationship with the interns regarding social and legal issues.*

32. *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 (related with SPC: C. 6.).*

33. *Legal Responsibilities: Understanding of the architect's responsibility to the public and the client as determined by local or national ordinances or laws regarding: registration or licensure,*

building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and preservation and accessibility laws (related with SPC: C. 7.).

34. *Ethics and Professional Judgment: Understanding of the ethical issues involved in the formation of professional judgment regarding social, political, and cultural issues in architectural design and practice (related with SPC: C. 8.).*

After the survey was conducted, we analyzed the given answers. Figures 1, 2, and 3 show the answers given to questions 1–11, 12–22, and 23–34, respectively. Figure 4 shows the answers given to all questions in the survey. Figure 5 shows the average values of the answers given to each of the questions.

In this analysis, majority of the answers, including the investigation of all A, B, and C realms are seen to take the grades higher than “3.0” for each question. The most striking finding is that skills and abilities like “Communication Skills,” “Design Thinking Skills,” “Visual Communication Skills,” “Technical Documentation,” “Investigative Skills,” “Fundamental Design Skills,” “Use of Precedents,” “Ordering Systems Skills,” “Historical Traditions and Global Culture,” “Cultural Diversity,” “Applied Research,” “Predesign,” “Site Design,” “Structural Systems,” “Collaboration,” and “Human Behavior” are all answered with the grades higher than an average of 3.5 for each criterion, even reaching 4.0 for some of them. Besides these, some specific investigations had taken comparatively lower average grades. These specific themes and their average grades are taken into account as 3.1 for “Integration of all building systems,” 2.9 for “Client Role in Architecture,” 2.4 and 2.6 respectively for Project Management and Practice Management, and 2.6 for Legal Responsibilities. Practice Management, especially in terms of construction cost and control, was emphasized as an average grade of 2.5. Finally, “Understanding global culture, especially the historical traditions of local and regional settings of nations other than the western culture” emphasized with an average grade of 2.9 through 108 participants in the context of “Historical Traditions and Global Culture.”

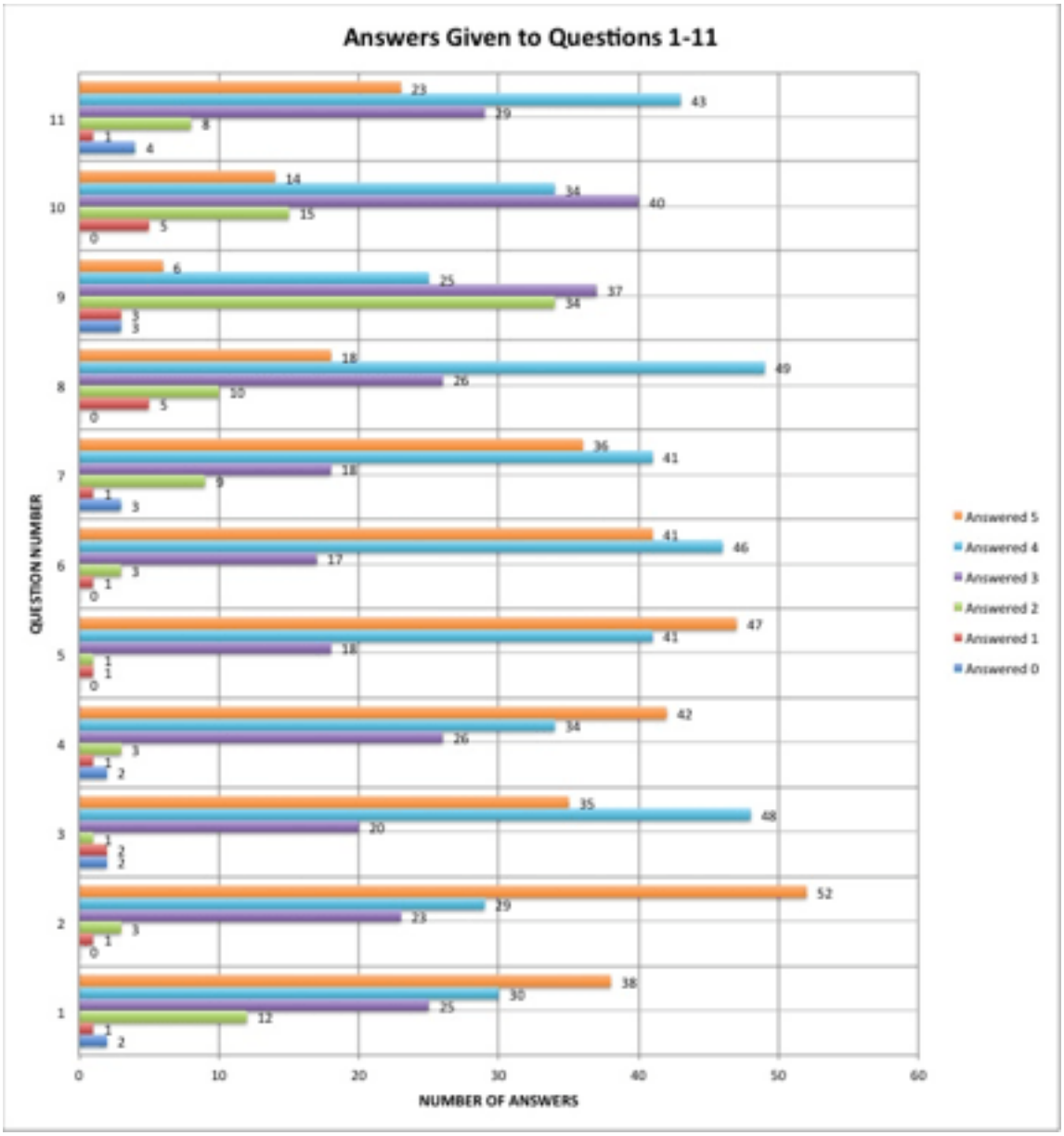


Figure 1 Answers given to questions 1-11

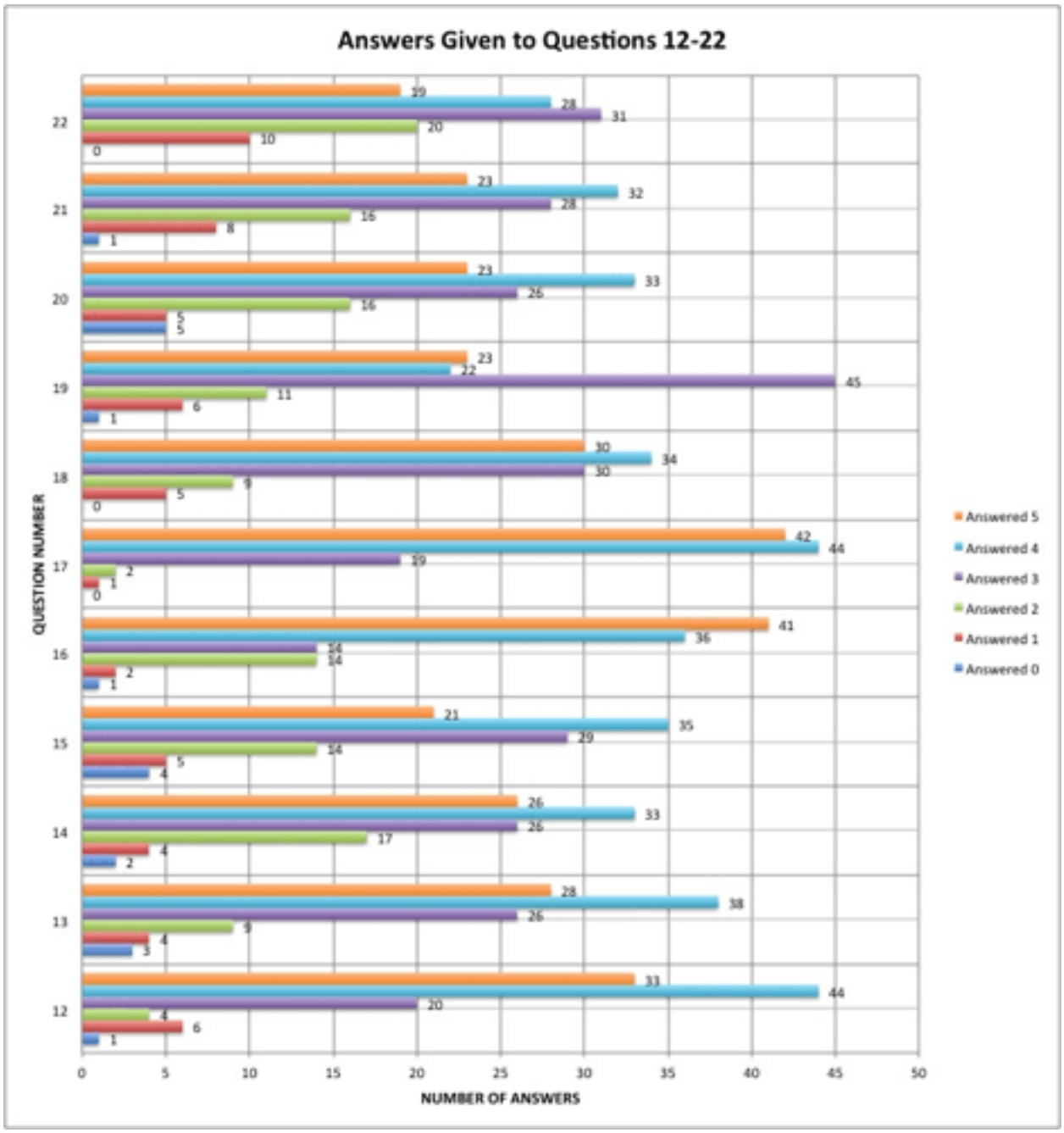


Figure 2: Answers given to questions 12–22

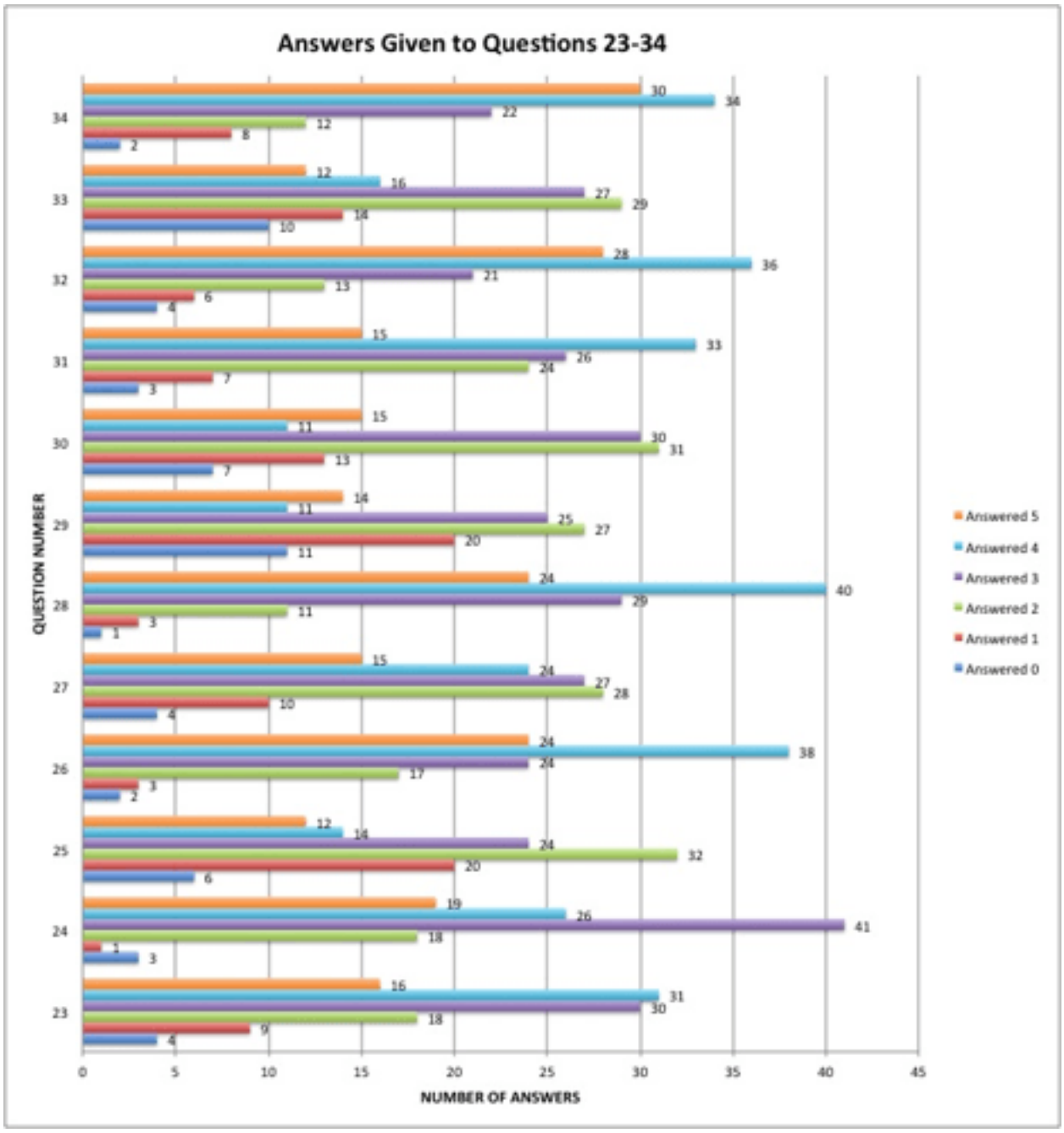


Figure 3: Answers given to questions 23–34

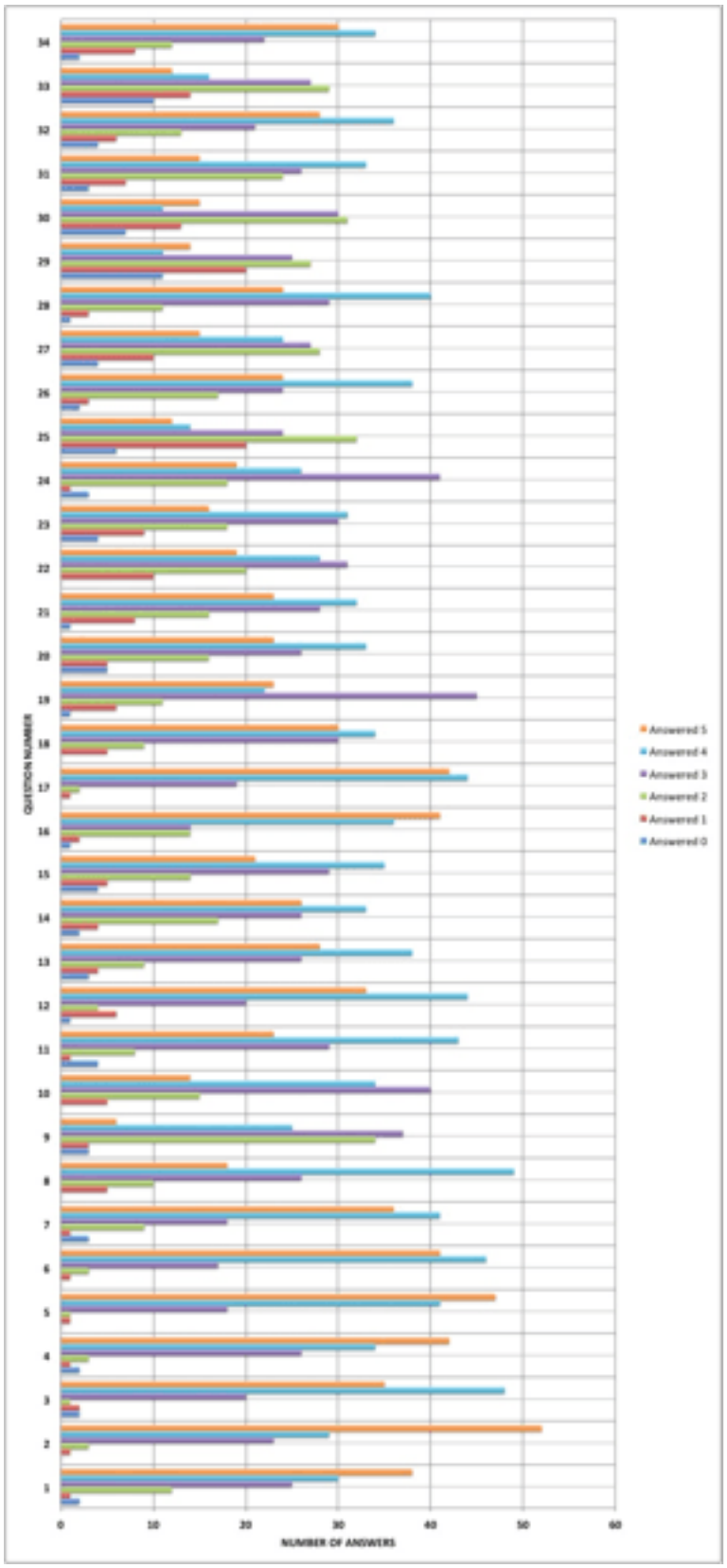


Figure 4: Answers given to all questions

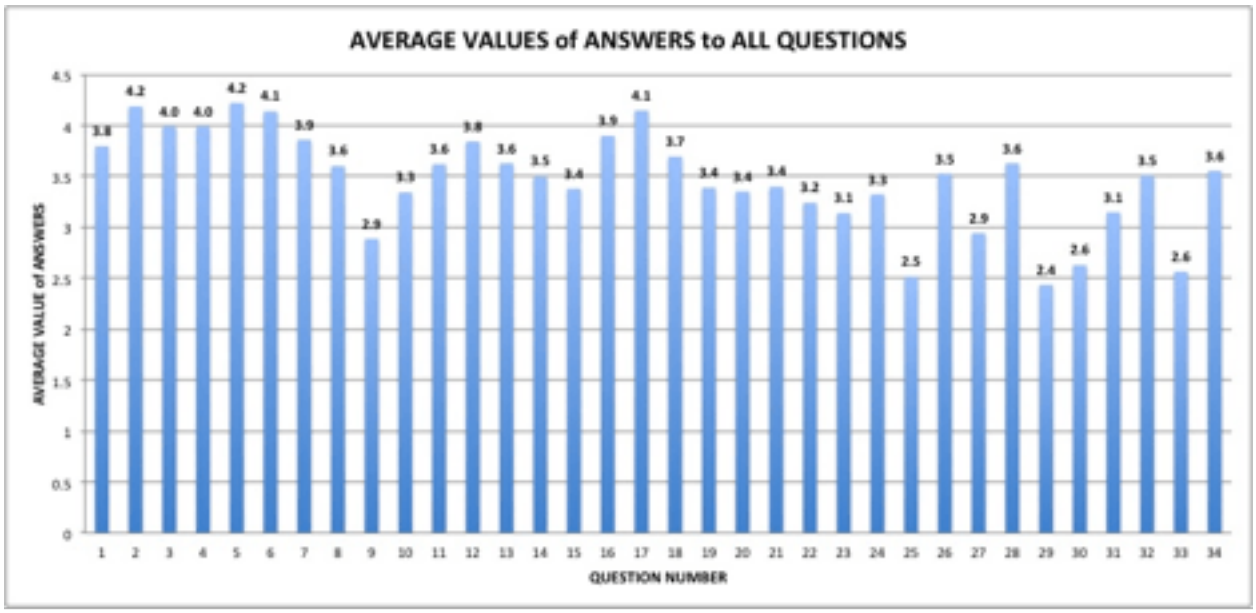


Figure 5: Average values of answers to all questions

APPENDIX 4: Mimadek Related Proceedings

Academic Evaluation and Quality Improvement Studies in Higher Education: MIMADEK Platform

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Abstract

Academic evaluation and quality improvement (ADEK) aiming at improving academic and administrative processes in higher education institutions, should adopt a strategic management approach that will ensure execution of approaches such as internal control, accreditation and total quality management in a resource-effective, participatory and coordinated manner. Information and communication technologies facilitate the realization of a strategic management approach. In this study, the fiction and implementation experiences of MİMADEK are presented, which is a database purposes to make the relationship between strategic targets and tactical level activities of ITU Faculty of Architecture at individual/unit/department/faculty level as easily visible and traceable. MİMADEK aims to build a web-based institutional memory simplifying sustainable, flexible, modular and organizational learning through adoption of process management approach. MİMADEK experience is expected to be guidance also for other higher education institutions which have adopted a strategic management approach.

Keywords: *Information and Communication Technologies, Institutional Memory, MİMADEK, Strategic Management.*

Introduction

A strategic viewpoint, which will ensure the execution of management approaches such as academic evaluation and quality improvement (ADEK), internal control, accreditation and total quality management in a resource-effective, participatory and coordinated manner, should be adopted by a higher education institution for all kind of daily activities fulfilled in short term can serve the objectives in long term. Realization of strategic management approach doesn't concern only managerial decisions, but at the same time it is important in gathering all kind of information resources through integration with activities of the institution, their regulation, and delivery to relevant employees on time, therefore contributing individual and institutional efficiency.

Information and communication technologies cause drastic changes in learning and studying forms. Institutions' knowledge capitals increasingly gain importance. Survival of an institution is closely associated with reaching new information, spreading know-how rapidly, utilization of specialization areas in an effective manner and preservation of the capacity. In this context, the issues like knowledge obsolescence, know-how and disappearance of competencies are the risks required to be taken into account by institutions (Leblanc and Abel, 2008). In most institutions, the experiences gained disappear before conveying to other stakeholders. This problem can be eliminated through the transition of institutions to the learning organization model. The consequences of individual learning remain within individual memories. However, organizational learning can be mentioned when individual memories are made a component of organizational memory (Cohen, 1991). The developments in information and communication technologies facilitate the building of institutional memory, organizational learning and realization of strategic management approach.

The purpose of this study is to convey the fiction of web-based MİMADEK platform which is being developed in ITU Faculty of Architecture. MİMADEK is being designed so as to build a web-based institutional memory that will support sustainable, flexible, modular and organizational learning through adoption of process management approach. Therefore, it is aimed to form a sustainable and traceable technical infrastructure that will enable the relationship between the institution's strategic targets and all kind of daily activities carried out within the institution be visible by stakeholders; to follow easily the institutional performance at individual/unit/department/faculty level and to report them when necessary. It is thought that MİMADEK experience might contain guiding tips also for other higher education institutions which have adopted strategic management approach. Management scientific background of this topic has been presented in the paper entitled "Academic Evaluation and Quality Improvement Studies in Higher Education: A Strategic View" (Çakmak et al., 2014). There is ADEK model, which has been prepared by Higher Education Institutions Academic Evaluation and Quality Improvement Commission (YÖDEK), in the background of MİMADEK. (see YÖDEK, 2007). For this reason, first the ADEK model was briefly mentioned at below.

Academic Evaluation and Quality Improvement (ADEK)

The approaches utilized for improving academic and administrative processes in higher education institutions, simplify the achievement of desired goals by forming infrastructure for strategic management. One of these approaches is "Academic Evaluation and Quality Improvement in Higher Education Institutions" regulations (YÖDEK, 2007) which is coordinated by Higher Education Institutions Academic Evaluation and Quality Improvement Commission

(YÖDEK) for the creation of quality standards in higher education and to ensure international compatibility in this field. ADEK process was developed that can be implemented in higher education institutions within the framework of this regulations (Figure 1). The most fundamental feature of the ADEK process, which is a process based on institutional mission and vision, is its flexibility, and formation of a hierarchical integrity due to its feasibility in institutions' academic and administrative units with their sub-units level as well as can be applied at institutional level in higher education institutions. It is envisaged that it will detect the current status of the institution through self-assessment studies and external factors affecting the institution through environmental assessment studies during institutional evaluation studies which are basic elements of the process, and by taking them into account to determine distinctive strategies and targets (YÖDEK, 2007).

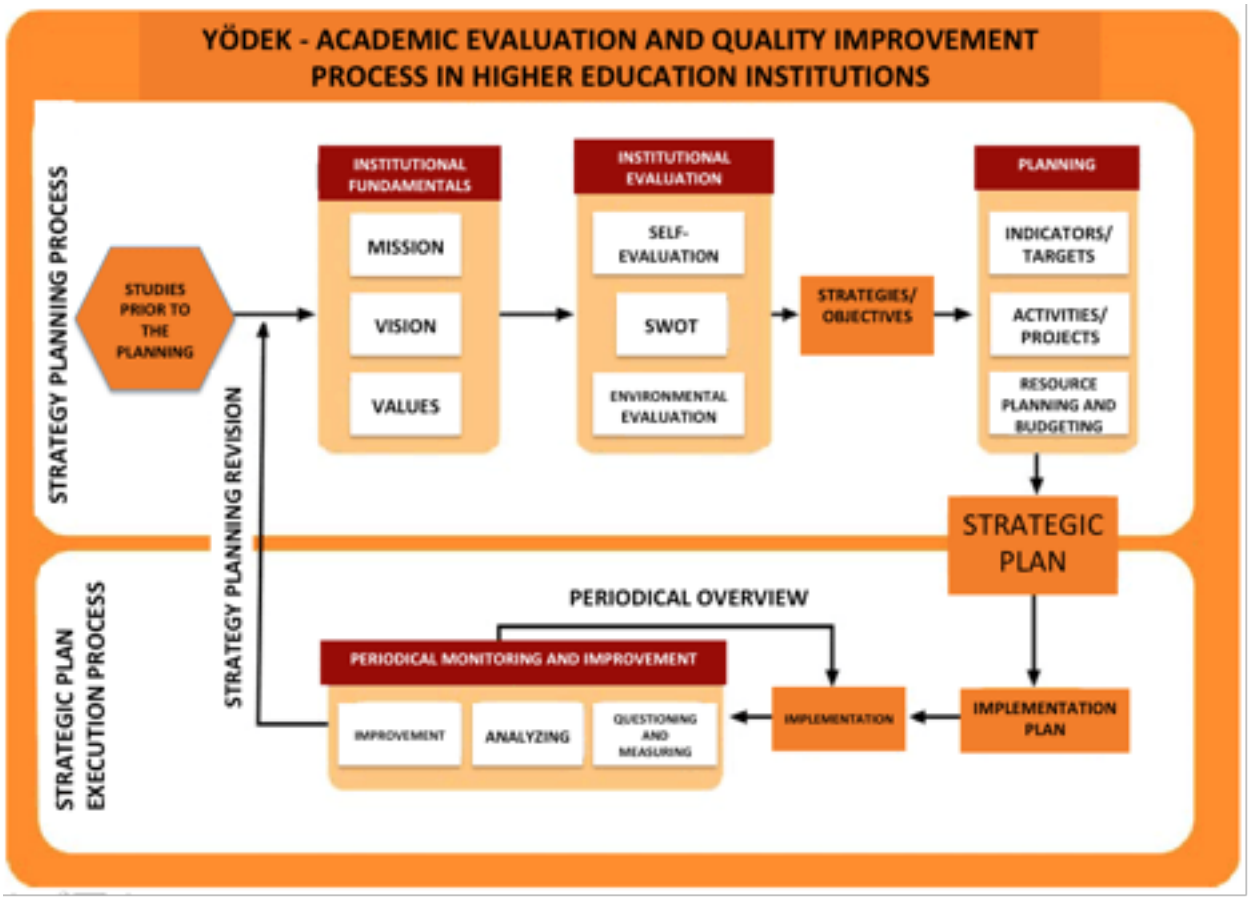

Figure 1. Academic Evaluation and Quality Improvement Process in Higher Education Institutions (YÖDEK, 2007)

Measurable and clearly understandable unit or subunit targets are created within the institution for the achievement of each strategy and/or objective determined. Those responsible in process are expected to achieve these targets by associating the targets of units and the targets of relevant processes, in higher education institutions that have adopted process management approach. After determination of the targets (activities and projects) belonging to units, sub-units and/or processes, both the realization and monitoring of these targets are ensured, by transforming these targets into the targets of individuals working in relevant units and/or processes. This approach necessitates the formation of *implementation plans* in all stages

during the reduction of strategies and objectives designated for higher education institutions' units and sub-units until individual targets, the identification of performance indicators showing to what extent the targets are reached as a result of the studies and the improvement of them by monitoring at regular intervals. It is explicitly expressed that what the activities are for realization of the relevant target in each action plan, in whose responsibility the activities are carried out and starting and ending times of each activity (YÖDEK, 2007). This entire process can't be executed in a healthy manner without an institutional memory.

Institutional Memory

Institutional memory is referred in terminology as 'information pool' (Kogut and Zander, 1992), 'information storage' (Hedlund, 1994), 'company (corporate) memory' (Beckett, 2000) and 'institutional memory information system' (Wang, 1999). Institutional memory is defined as utilization of the information acquired from past experiences in current activities and decisions by the institution (Walsh and Ungson, 1991; Stein and Zwass, 1995).

Institutional memory is the presentation of in-house knowledge and information in a clear and constant manner so as to facilitate the reaching and using them by stakeholders in connection with daily activities (Dieng et al. 1998). Wexler (2002) summarizes the institutional memory models in four categories (Table 1).

Table 1. Institutional Memory Models (Wexler, 2002)

Model	Description
(Storage Bin)	Where the institutional memory will be stored
(Narrative)	How the institutional memory will be motivated, accessed and used
(Innovative)	Which information and/or experience will be used when in the solution of which problem
(Political Resource)	Who will gain or lose power in the use of institutional memory

Institutional memory contains components such as memory processes, Information and Communication Technologies (BİT)-based memory, personal memory, system and procedures, cultural memory, structural memory and external memory (Wang and Ahmed, 2003).

These components are concerned with 'where the institutional memory is kept', whereas performance criteria listed in Table 2 focus on the response of the question 'How the institutional memory system is managed effectively?'

Institutional memory must be designed in such a manner that will allow the storage of relevant, accurate, sufficient and current information on people and/or technologies as recallable if needed for the purpose of using in the future and this information can be easily used so as to achieve the goals of the institution. The memory created, must assist in managing and storing systematically the processes and procedures used in the institution, alongside traditions and values of the institution. In this respect, institutional memory underlies the strategic planning.

Table 2. Institutional Memory Performance Indications (Wang and Ahmed, 2003)

Factor	Explanation
(Goal aligning)	Institutional memory must align with strategic goals and contain strategic goal definitions and activities.
(Relevance and accuracy)	Relevant and accurate information and knowledge must be kept in institutional memory.
(Availability)	Sufficient information and knowledge must be available for usage in institutional memory.
(Accessibility)	Institutional memory must be accessible for the use and access of knowledge and information.
(Forward looking)	The elements of institutional memory must be functional in terms of developing forward looking solutions.
(Contextualisation)	It must be defined that in which contexts the systematic information will be benefited that is present in the institutional memory system.

MİMADEK Platform

MİMADEK platform, which has been developed in an attempt to build a web-based institutional memory that will facilitate the sustainable, flexible, modular and organizational learning, and serve as a component of the technical infrastructure needed for being able to implement a strategic management approach in ITU Faculty of Architecture, is a database which aims at rendering the relationship between strategic level targets and tactical level activities of the Institution easily visible and traceable at individual/unit/department/Faculty level. MİMADEK is designed as a modular and flexible database in order to allow the accurate, consistent and current information generated within institution to be saved in core folders on the web, to be shared with all relevant individuals/units/departments, to receive performance reports when needed and from a holistic perspective to provide input to strategic planning by building institutional memory. MİMADEK is based on a strategic viewpoint aiming at the Faculty's continuous development and maintaining its activities in line with its mission and vision. MİMADEK is developed based on the components of higher education institutions ADEK process as explained in previous chapters. (see Çakmak et al., 2014). Databases in MİMADEK (*institutional foundations, institutional assessment, strategic objectives, planning, periodical monitoring and improvement*), have been created according to the steps of ADEK's strategic planning process. As illustrated in Figure 2, this system allows the information once produced within the institution to be saved in relevant folders on the web and to generate different kind of reports by recalling it for strategic reports, annual activity reports, internal control reports, accreditation reports and other report templates required. For example, when the institution's mission and vision is updated, the file in the related folder is also updated and this information is conveyed by giving links to all reports containing mission-vision definitions. Every kind of

information, belonging to all Faculty commissions, scientific working groups, process management studies and the projects conducted at Faculty level, except of databases taking their names from ADEK process, thought to provide input for the strategic management is kept in MİMADEK.

MİMADEK infrastructure is developed through supporting the Mosaic Content Management System (Mozaik İYS) offered by ITU Department of Data Processing with technical possibilities of Google Drive cloud storage system. Mosaic İYS is a web-based content management system, and offers the facilities such as capability of updating information frequently and rapidly, publishing announcement via web, capability of sharing institutional documents through web pages, possibility to access from everywhere anytime and the authority for updating information, authorizing the employees of the institution on page operation in line with their duties, capability of defining group-based access permission to the accessed pages, capability of preparing a web page reflecting the institutional principles and a multi-language web-site simultaneously in accordance with the needs of the institution, devising frequently asked questions and accepting and replying inquiries online. (Url-1).

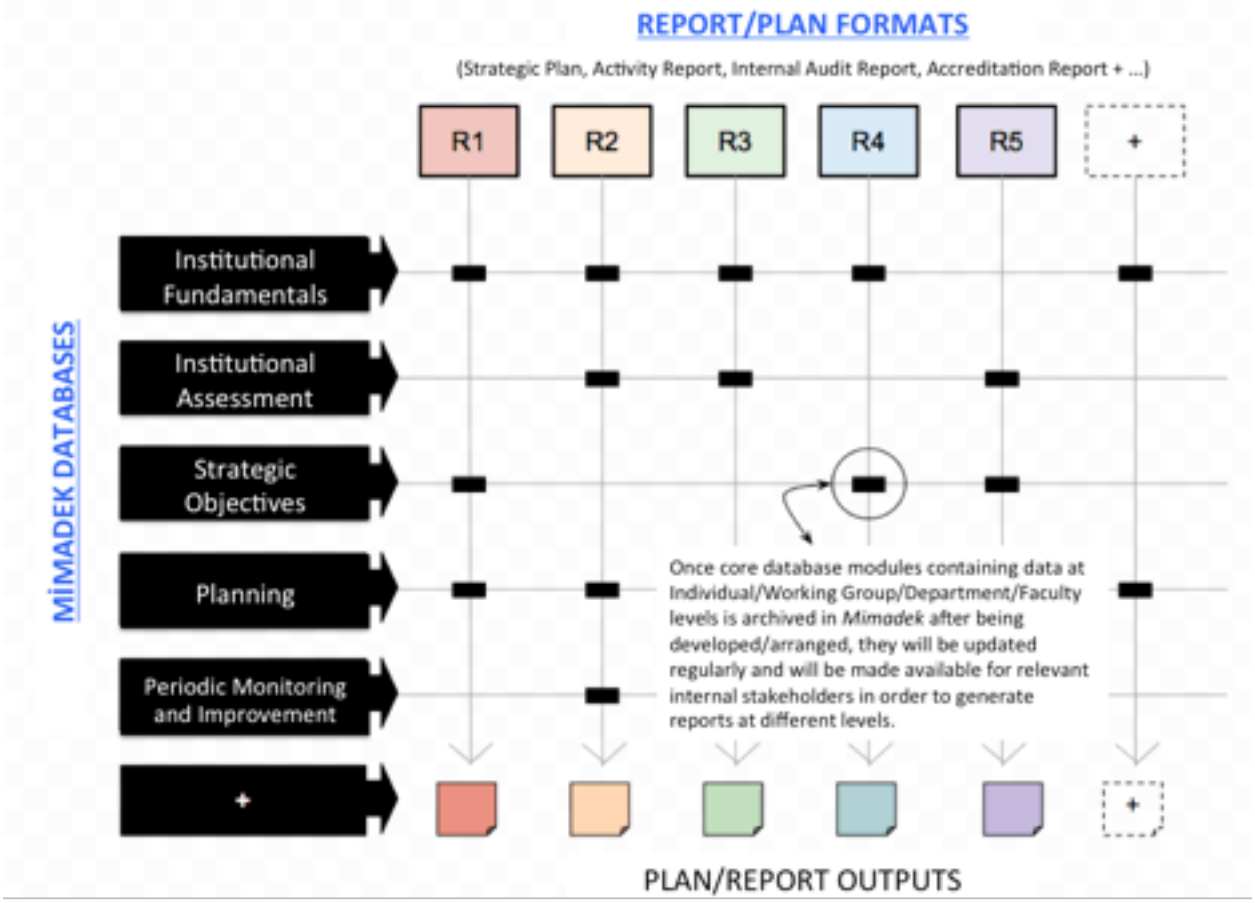

Figure 2. MİMADEK Reporting Fiction

All entrance interfaces to MİMADEK have been created with *Mosaic İYS,* because of being an institutional platform technically supported and developed by BİDB, which can be integrated with other solutions and in which is logged with ITU user names and passwords. Figure 3 illustrates MİMADEK home page. On the other hand, the *Google Drive,* which is a file storage and

synchronization service provided by Google and offering opportunities such as cloud storage, file sharing and co-editing, provides an area that can be accessed via Internet or mobile applications. Writings, drawings, tables, and forms and so on files which are uploaded to the cloud system or opened through the system can be made open to anybody desired with the loader permission (Figure 4). Cloud storage enables personnel, time and energy savings for the organizations. Meanwhile the system's disadvantage is the possibility of important institutional information passing into the hands of undesired people via Internet vulnerableness. Therefore, it is advised to keep the information, which may be deemed confidential or important for the institution, in the own servers of the institution.

MİMADEK platform is based on the integration of Google Drive with ITU Mosaic İYS from a technical perspective. The users, who log in the system via Mosaic İYS, can access to Google Drive folders and files they need. The users are not required to have any Gmail account for the folders and files that are open to anybody and can be accessed by all individuals. However, all organizational units have been enabled to create a Gmail account. Thus, it is ensured that certain folders and files can only be accessed by relevant administrative and academic units depending on pre-defined access permissions. The changes made on the files by the people who are authorized to access the files and their dates can be traced retrospectively. Technical facilities of Google Drive storage system allow the entire filed data to be updated easily by the people authorized and to be converted into graphical expressions. An individual, who has left the unit/institution for any reason whatsoever, transfers the user name and password of the relevant unit's Gmail account to the unit officer appointed after him/her.

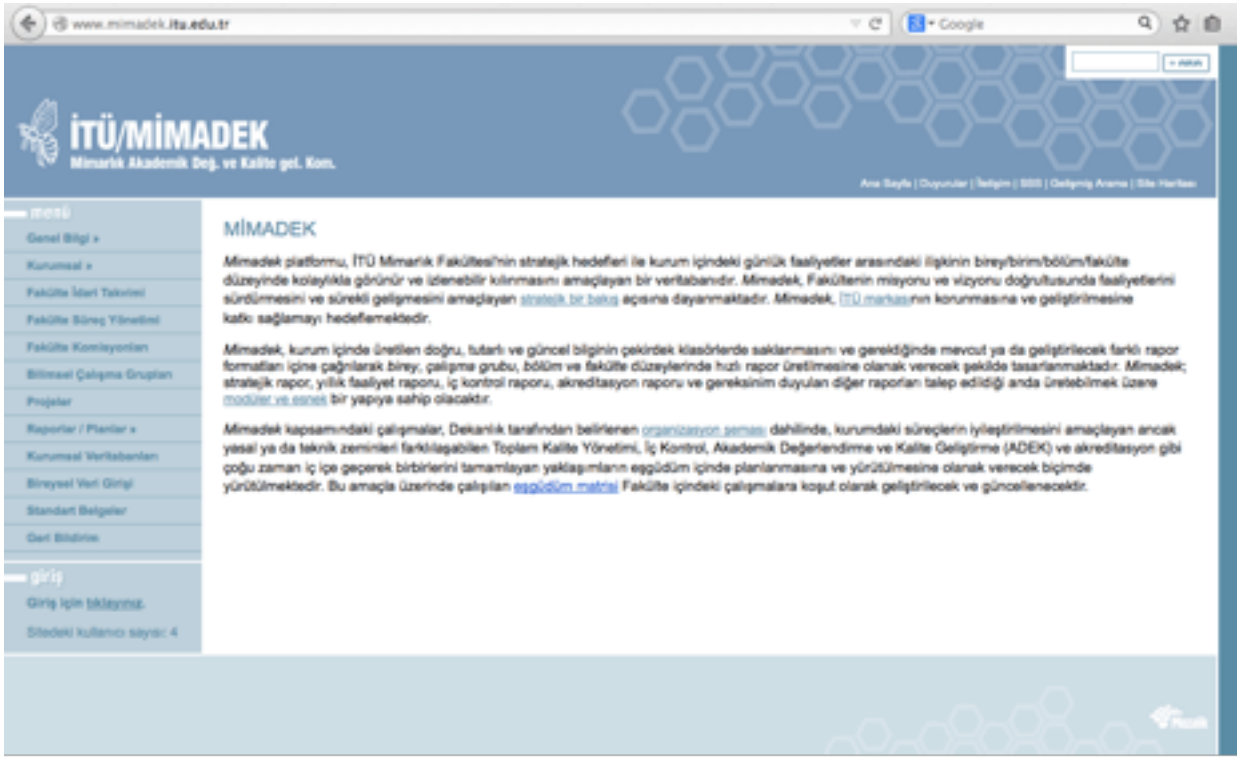

Figure 3. MİMADEK Home Page

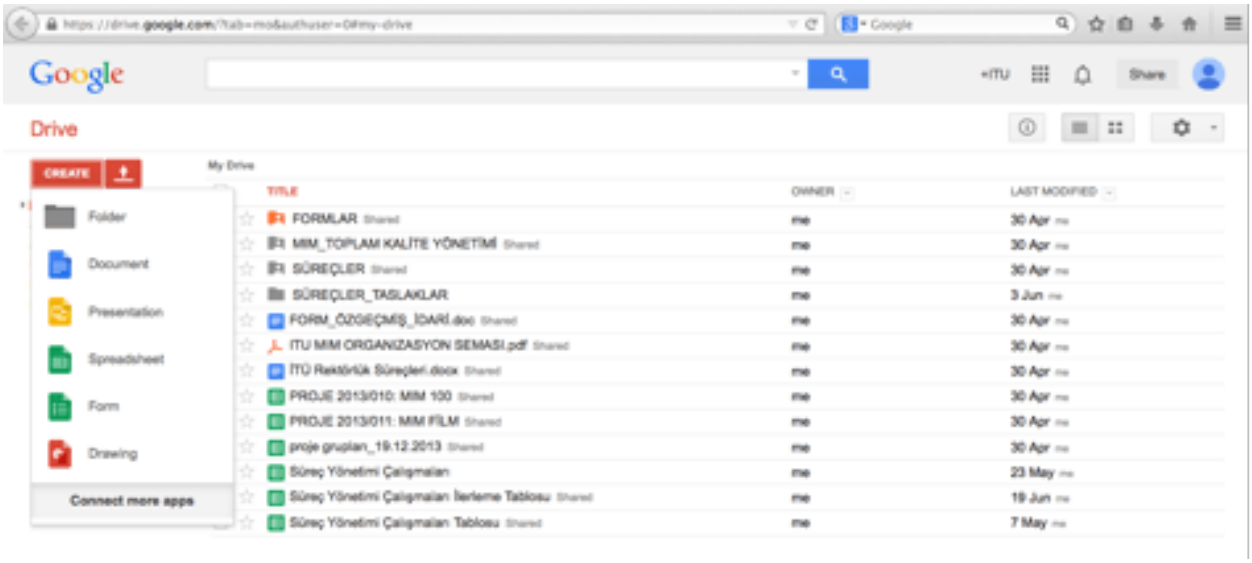

Figure 4. Google Drive Home Page

(i) the data which establishes input to the strategic planning entries summarized in Figure 2 and convenient for managerial reporting in different formats; (ii) process management documents of all administrative and academic processes in the institution (work flow charts, duty definition with interrelated relevant process steps and so on. –see Çakmak et al., 2014) and (iii) identification tags of the projects intended for improving processes within the institution and other data are kept in MİMADEK. Thus while an institutional memory is created on one hand, it is aimed to make the energy/labor spent by employees for certain various projects visible, traceable and consequently transparent to all internal stakeholders on the other hand.

For which purpose the modules in MİMADEK platform, which have been developed in order to build an institutional memory, are created and their scopes are explained in Table 3.

It is also struggled to build memories of the projects executed at Faculty level within the structure of MİMADEK. A special importance is attached to transferring the information coming from the projects executed with temporary teams gathered for one time due to its nature, into the institution's memory before they break up. To this end, the identification tags are formed for each project in Google Drive Cloud Storage System, meeting notes are kept and projects' outputs are made accessible to all stakeholders. As an example to these projects, MİM-METOT Research Methods Seminars Project whose identification tag is given in ANNEX-1 can be shown. The blog which is under preparation as an output of the project can be accessed from Url-2 (Figure 5).

At current stage, the function of MİMADEK is limited with storage ('storage bin') among the institutional memory models summarized in Table 1. Next stages of the project envisage advanced level usage of the memory. For example, a database has been built in which a maximum of five specialization keywords belonging to all academic staff are collected within the scope of Determination of Specialization Keywords of MIM-UZ Academic Staff (see ANNEX-2), which is one of THE MİMADEK projects.

The purposes of the project comprises the determination of expertise fields distribution within the institution; performing 'appropriate' matching when there are demands (expert witness,

relationships with media, circulating capital works) requiring expertise and coming from external stakeholders; encouraging in-house interdisciplinary studies through making the academic personnel aware of study fields of each other and providing a tool which will facilitate to identify the most 'suitable' jurors from inside the institution in graduate thesis studies

Table 3. MİMADEK Modules

Module	Explanation
Institutional	The module in which general information and documents concerning the institution are present
Administrative Schedule	The module containing common administrative schedule for coordination and where the employees can monitor administrative activities carried out in the institution (It has been devised with Google Calendar)
Process Management	The module in which all process managements, basic processes and supporting processes within the institution are present and interrelated
Working Groups	The module through which the data regarding the working groups clustered according to specialization fields within the institution is accessed
Projects	The module through which the project identification tags developed/proposed by students, academic staff, administrative staff or Deanery are accessed
ADEK	Databases and reporting modules developed within the scope of ADEK model (see Figure 1)
Individual Data Entry	The module developed for collecting information by means of forms
Standard Documents	The module into which all standard documents (table, form etc.) used in the institution within the scope of Process Management studies are gathered
Feedback	The module which has been developed for questionnaire and similar applications and gathering opinions and suggestions of employees about MİMADEK

A large portion of keywords have been gathered. In the second stage, proposals will be developed by examining the predisposition of existing human resources profile to the institution's strategic targets through a network analysis with these keywords. Consequently, the use of institutional memory in this and similar formats, means that MİMADEK turns into an

“innovative” memory model indicating “which information and/or experience will be used when in solution of which problem” as specified in Table 1. On the other hand, it is believed that the system fictionalized is a system suitable for the use of performance indicators summarized in Table 2.

Figure 5. MİM_METOT Research Methods Seminars Project

Conclusion

MİMADEK aims to ensure the relationship between strategic targets and tactical level activities of ITU Faculty of Architecture to be visible by all stakeholders. The approach followed in MİMADEK is based on the integration of already existing Google Drive Cloud Storage system with technical facilities of ITU Mosaic İYS in a fast and low-cost way for the purpose of facilitating the strategic management. Google makes large investments in order to improve technical possibilities of Google Drive. Resource planning software etc. solutions, which have been developed to meet the needs of companies in various sectors, are not in a situation directly applicable to this sector when specific requirements of academic institutions are taken into account. Within this framework, MİMADEK can also be regarded as a pilot study that may set up the infrastructure of a resource planning software, specific to an academic institution.

MİMADEK should not only function as mere storage, it must be turned into a tool supporting innovativeness and continuous improvement. This target will be concentrated on primarily in the forthcoming stages of MİMADEK studies. Strategic planning studies are provided inputs by analyzing the information collected in the system with quantitative and qualitative methods. The important thing is being able to create continuous improvement culture within the institution; this is what will ensure the continuity. In this context, information about functioning of the process is imparted to the employees by holding meetings both through narrow participation with small groups, and through broad participation at Faculty level. Particularly the 'process management' studies facilitate to create awareness on the fiction and goals of MİMADEK due to being a study conducted with participation of all employees (Çakmak et al., 2014).

Although within the institution there are employees regarding the project as 'a process causing bureaucracy', the feedback of both academic and administrative personnel are mainly positive and encouraging. The idea for not losing the information once it is generated within the institution and its distribution to all relevant stakeholders, is considered adequately motivating with respect to facilitate more efficiently use of the institution's resources and employees' energy. In the forthcoming stages, when the relationship between the knowledge in MİMADEK and daily routines become more clear observable, employees' support will further enhance.

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ANNEX-1

MIM_METOT: ITU Faculty of Architecture Research Methods Seminars

[Proje 2013/015] MIM_METOT: Faculty of Architecture Research Methods Seminars

Purpose of the Project

Main purpose of the project, the basic purpose of the project executed within the scope of Quality Management-Internal Control and Strategic Planning studies conducted by ITU Faculty of Architecture Deanship, is to create appropriate platforms that will ensure graduate students and academicians in ITU Faculty of Architecture to realize different research experiences and to share experiences gained by them with each other. Other objectives of the project were described as below:

- To create awareness on research methods in researchers coming from different disciplines and
- To set up a technical infrastructure for interdisciplinary studies by presenting these methods to the attention of researchers in the Faculty of Architecture;
- To build a web-based digital database for research methods within the Faculty and to offer it to the use of researchers.

Steps of the Project

The project consists of 3 basic steps:

- Testing the system which has been devised in pilot seminars to be carried out in 2014 Spring Semester;
- To make the invitation announcement after preparation of project identification tag and collection of seminar suggestions according to the format designed from the people who wish to contribute to the project ;
- Turning the guests/subjects to be chosen among the proposals to be evaluated in terms of the project's objectives into seminar programs of the related semester and sharing the relevant information on the project blog.

The Method to be Followed

The project is based on the conveyance of research processes, which have been experienced personally by the researchers from inside and outside of the Faculty, to the participators of related events within the fiction of 'research method period'.

Invited researchers may give weight deemed suitable to the contents of usually intertwining/telescoping research steps, which are not required to be linear and listed below depending on the nature of researches or the research, the processes of which they want to share.

However, invited guests are expected to mention in detail about the tools utilized particularly

during the stage of data analysis of their researches, due to the project aims at imparting information at ‘capability’ level.

- Detection of the motivation/Research problem behind the research
- Determination of the objective and scope of the research
- Literature review
- Development of research plan
- Acquiring fund for the research
- Gathering the research data
- Analyzing the research data
- Preparation of research report
- Dissemination of research results
- Implementation

The content generated/shared by invited researchers during the events will be published on the project blog in order to be used as integrated with the project’s database if they give written approval.

Project Team

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Çiğdem Kaya
Elif Sezen Yağmur Kilimci
Emine Görgül
Emrah Acar (Project Coordinator)
Seda Kundak
Senem Deviren

Responsible Vice Dean

Assoc. Prof. Özlem Özçevik

Project Outputs:

Will be announced on MİMADEK and other related platforms. Project blog can be accessed via the following link.

arastirmametodu.blogspot.com

ANNEX-2

MIM_UZ: Determination of Specialization Keywords belonging to the Academic Personnel of ITU Faculty of Architecture

[Proje 2013/003] MIM_UZ: Determination of Specialization Keywords belonging to the Academic Personnel of ITU Faculty of Architecture

Purpose of the Project

The main purpose of the project is to form inventory for the keywords expressing the specialization fields of the academic personnel charged in ITU Faculty of Architecture within the scope of Quality Management and Strategic Planning studies which is being executed by ITU Faculty of Architecture Deanery. The project is a part of the efforts for building institutional memory/strengthening the present one so as to provide input to the strategic planning. Sub-purposes of the project were defined as follows:

>> To determine expertise fields within the institution;

>> To make 'suitable' matching when there are demands (for example, expert witness, circulating capital affairs, relationships with media etc.) necessitating expertise and coming from external stakeholders;

>> To encourage in-house interdisciplinary studies through making the academic personnel aware of study fields of each other;

>> To provide a tool which will facilitate to identify the most 'suitable' jurors from inside the institution in graduate thesis studies.

Steps of the Project

This project consists of 4 basic steps:

STEP 1: Collection of keywords expressing specialization areas from the academic personnel;

STEP 2: Classification of the collected keywords hierarchically by making 'content analysis';

STEP 3: Making necessary revisions in accordance with criticisms/suggestions by distributing again the classification emerged during step 2 to the academic personnel;

STEP 4: Sharing the inventory prepared on Mimadek and updating at intervals to be determined by Deanery.

*** Project Team**
Belgin Gümrü Berrak Karaca-Şalgamcıoğlu Ceyda Sungur Doğa Dinemis Kuşuluoğlu Emrah Acar İlgi Hacıhasanoğlu Mehmet Güren Meliz Akyol Mete Başar Baypınar (Project Coordinator) Miray Boğa Ozan Avcı Özlem Özçevik Sibel Yasemin Özgan * All related academic and administrative units/academicians, Department/Working group representatives classifying the keywords of Departments/Working groups. Their names were stated in relevant database file.
Responsible Vice Dean
Assoc. Prof. Özlem Özçevik
Project Outputs:
https://docs.google.com/spreadsheet/ccc?key=0Au6upb4OsaVmdHE0UFJvTHUtSkVvVHdlbDNMbHBmRUE&usp=drive_web#gid=6

Academic Evaluation and Quality Improvement Studies in Higher Education: A Strategic View

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Abstract

Developments in information and communication technologies necessitate the restructuring of academic and administrative processes in higher education institutions with systematic and strategic approaches. In this context, the efforts for adapting contemporary management approaches to higher education system strike the eye. Total Quality Management (TQM) applications, internal control studies coordinated by Ministry of Finance, Higher Education Institutions Academic Evaluation Quality Improvement Commission (YÖDEK) regulations coordinated by the Board of Higher Education and accreditation studies are the examples of restructuring efforts in higher education. Inefficient use of resources is resulted from not planning and conducting these approaches in coordination, which aims to improve processes in public institutions however most of the time complement each other by intertwining though the legal or technical grounds differ. In this study, necessary technical infrastructure is proposed for a strategic management approach which will ensure the resource-effective, participatory and coordinated execution of approaches aiming at improvement of academic and administrative processes in higher education institutions. This proposed infrastructure has a project-based, modular, flexible and traceable structure serving the entire management functions. In this article, experiences concerning the fictionalization of this proposed infrastructure in ITU Faculty of Architecture are explained. These experiences are believed to be guiding also for other higher education institutions aiming at improving the quality and efficiency in academic and administrative processes.

Keywords: *Academic Evaluation, Quality Improvement, Strategic Management, Higher Education.*

Introduction

Survival and competitiveness of any institution in its environment can be possible through adoption of strategic management approach. All kind of daily activities fulfilled in education and research services with administrative services in the short term, should serve the institution's strategic targets in the long term and be compatible with its vision, in compliance with the mission of a higher education institution. However, a technical infrastructure is required for the implementation of a strategic management approach at tactical level. The common points of various approaches such as Total Quality Management (TQM), internal control, Higher Education Institutions Academic Evaluation Quality Improvement Commission (YÖDEK) regulations and accreditation which has many common points, must be explored and coordination must be provided in the practice for being able to constitute this infrastructure.

In this study, the fiction of a project is explained, which contains the efforts for constituting the technical infrastructure for being able to implement a strategic management approach, by utilizing managerial tools, described in TQM, internal control, YÖDEK and accreditation processes, in a resource-effective, participatory and coordinated manner, in accordance with mission, vision and values of higher education institutions. This project, carried out in Istanbul Technical University (ITU) Faculty of Architecture, has the characteristics of a pilot study for development of a model that can be implemented in other faculties of ITU and other higher education institutions.

Strategic Management and Planning

Strategic management can be defined as a management process enabling an organization to develop correct strategies for reaching its target, to implement these strategies in an effective manner and to find out whether it is proceeding towards its target or not by evaluating the implementation results (Thompson et al., 1999). This process contains all of the 'information gathering, analysis, identification, selection, implementation and control activities' for an institution's survival in long term and competitiveness in its environment (Ülgen and Mirze, 2004). Strategic management concept has expanded in such a way to cover an institution's management style, structure, culture, behavioral elements with execution and control functions, as well as planning processes (Ülgen and Mirze, 2004). Strategic planning is the fundamental element of strategic management approach. Planned strategies are put into practice, implementation results are reviewed, inspected and they make up the input of new planning processes. The essential thing is not plan, but planning as often underlined in management sciences literature. This approach emphasizes the continuity of strategic planning process. Strategic management process typically includes the steps enumerated below (Ülgen and Mirze, 2004) :

- *Information gathering:* Information required for strategy studies is gathered and assessed.
- *Analysis:* Involves the determination of the institutions' core purpose and mission through the analysis of the environment in which the institution is situated in the light of gathered information and the research what can be done to achieve them.
- *Determination of strategies:* Necessary alternative strategies are identified after the analysis process and existing strategy options for the institution are researched. It is determined that the institution will perform which operation before beginning to carry out the work and in which direction it will proceed.
- *Strategic decision:* The most appropriate one among the strategic alternatives is chosen for the institution.

- *Implementation of the strategies:* Selected strategies are realized by developing plans.
- *Control and evaluation:* Implementation results are evaluated; evaluations results constitute input for planning cycle.

Figure 1 illustrates the main components of a typical strategic plan. The strategic plan of an institution must be compatible with that institution's mission, vision and values. The basis of a strategic plan is the mission of an institution. Mission lays out in a clear and understandable language why the institution exists and wants to reach which targets with its activities (Hinton, 2012). Vision defines what and where an institution wants to be in the future in conjunction with its mission. Therefore, mission focuses on today, vision focuses on the future. Strategic plan interconnects mission and vision (Hinton, 2012). Employees' common viewpoints and culture which are deemed important and adopted while performing their jobs, reflect the values of that institution. Different institutional cultures may identify different ways extending to strategic targets. Working "As a large family" or "As a well-lubricated machine", may constitute alternative routes through both of them can reach the success (Hinton, 2012).

Figure 1. Elements of a Strategic Plan (Hinton, 2012)

Realization of strategic plans is possible through preparation of implementation or action plans. Thus, decisions taken at strategic level by senior management, are converted into decisions at operational and tactic levels by specialized personnel in lower ranks (Figure 2).

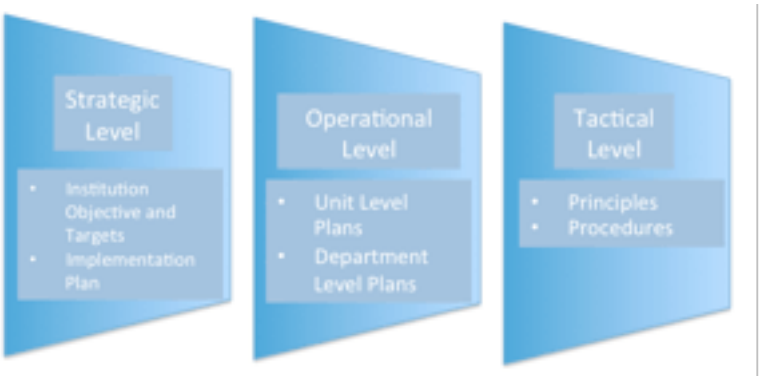

Figure 2. Planning Levels (Hinton, 2012)

In the next stage, the resources are determined that might be needed at different stages of the strategic plan and the responsible staff who use these resources in line with strategic targets at different units within the institution; these units are requested to harmonize their annual plans with the strategic plan. Figure 3 illustrates the strategic planning cycle.

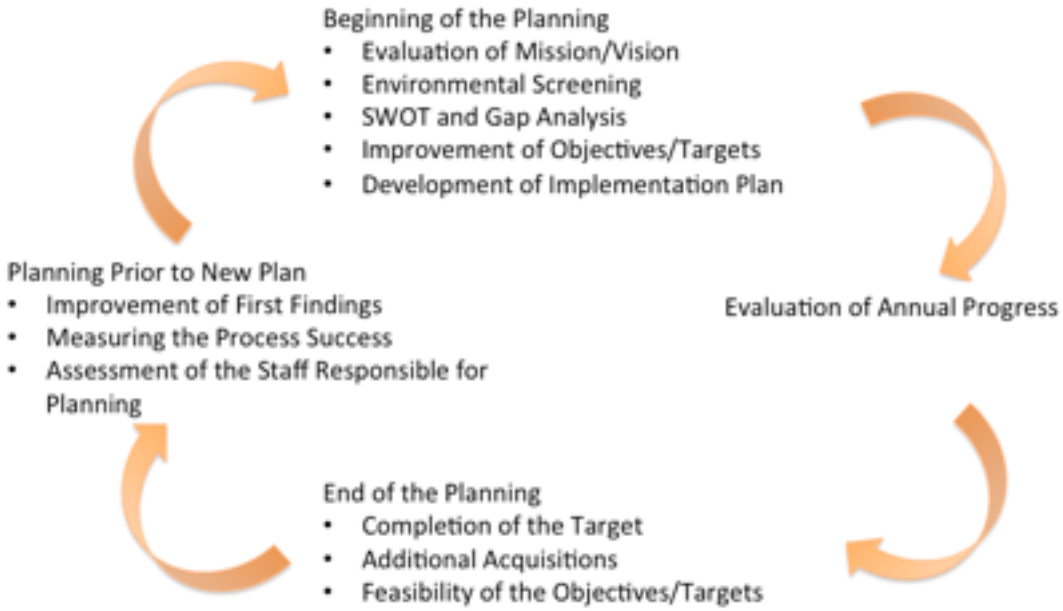

Figure 3. Strategic Planning Cycle (Hinton, 2012)

Infrastructure Approaches for Strategic Management and Planning

The relationship between 'Strategic' and tactical levels can only be established by forming an institutional information infrastructure. Adopting the 'process management' comprehension underlies this infrastructure so as to improve processes within the institution. The process management involves the documentation of standards for products and services with methods of doing business within an institution, making constant measuring/evaluation in order to monitor the compliance with these standards, finding out the deviations and scrutinizing of their causes and therefore continual improvement of the processes. All kind of management approaches and efforts aimed at improving institutions' processes form infrastructure for strategic management and facilitate to reach targets set in strategic planning. From the middle of 1990s, it is seen that TQM and internal control management approaches originated from private sector arouse interest also in higher education.

Total Quality Management (TQM), is a systematic management approach that can be carried out with participation of all employees and is needed for satisfying the requirements of institutions aiming at constant improvement and development (Flores-Molina, 2011). TQM is composed of 5 core components including internal and external customer satisfaction, continuous improvement, basing on data, decisiveness of the management and employee involvement (Flores-Molina, 2011). Employee involvement is essentially important for TQM being successful; because it is believed that an institution which can't make their employees happy, can't also make other stakeholders happy. TQM obliges the adoption of 'process management' understanding. For this purpose, a series of useful tools like work flow diagrams and comparison (benchmarking) have been developed (Url-1). These specified tools are used

widely also by higher education institutions aiming to improve their processes. However, several challenges have been encountered in implementation of TQY into higher education system which has its own unique features and dynamics. These challenges are leaded by the implication of different meanings of the quality concept for different stakeholders in higher education system (Cheng and Tam, 1997; Pounder, 1999; Becket and Brookes, 2008; Lagrosen et al., 2004).

Internal control, is described as the whole financial and other controls covering internal audit with organization, method and process created by the administration so as to ensure execution of activities in an effective, economic and efficient manner, conservation of assets and resources, keeping of accounting records accurately and completely, generating financial information and managerial information in a timely and reliable manner in accordance with policies and legislation set down, objectives of the administration (Ministry of Finance, 2003). Internal control mechanisms, focusing on effective utilization of public resources, just like TQM, makes strategic planning easier for reaching its targets through standards and procedures brought to the institutions. 'Public Internal Control Standards Communiqué' published in the Official Gazette no. 267838 and dated 26.12.2007 has been determined by Ministry of Finance in accordance with European Union Internal Control Standards. Public internal control standards, indicating fundamental management rules required to be considered by administrations in formation, monitoring and assessment of internal control systems, aims at establishment and implementation of a consistent, comprehensive and standard control system in all public administrations. The implementation of this mentioned internal control standards have become *mandatory* by law for all public institutions and organizations including state universities upon the communiqué of the Ministry of Finance. Within this scope, a series of public internal control standards have been identified under the titles of Control Environment Standards, Risk Assessment Standards, Control Activities Standards, Information and Communication Standards with Monitoring Standards. (For details of these standards refer to Ministry of Finance, 2007).

The endeavors for continuous improvement within higher education system, is not limited with TQM and internal control approaches summarized briefly above. 'Academic Evaluation and Quality Improvement in Higher Education Institutions' regulations have been published by Higher Education Board in order to create quality standards in higher education and ensure international compatibility in this field and YÖDEK has been founded so as to coordinate studies within scope of this regulation (YÖDEK, 2007). Processes and performance indications, which are required for higher education institutions to conduct their academic evaluation and quality improvement studies in a systematic manner, have been identified within the scope of YÖDEK regulations. This process, which is summarized schematically in Figure 4 and forms a basis for the higher education institutions' strategic planning process, is based on the strategic approach adopted in Academic Evaluation and Quality Improvement studies adopted by YÖDEK (YÖDEK, 2007; Url-2).

Another mechanism, which is better known, integrates with the systems explained above and purposes constant improvement in academic institutions, is accreditation. It is basically questioned in accreditation processes whether academic institutions effectively use resources like budget, technology, personnel, time, building and so on in line with their missions (Hinton, 2012).

Although legal or technical grounds differ in respect of TQM, internal control, YÖDEK regulations and accreditation approaches aiming to improve academic and administrative processes in higher education institutions, most of the time they complement each other through intertwining. These approaches must be planned and conducted in coordination for effective use of the resources and adoption of a participatory strategic management understanding. The requirement for a technical infrastructure is obvious for realization of strategic management approach and accordingly strategic planning and preparation of an implementation plan. This infrastructure can be formed by selecting those suitable with the institution's culture/functioning among the tools used in TQM, internal control or accreditation processes, and by using them directly or through adaptation within the framework of YÖDEK strategic planning approach presented in figure 4. YÖDEK approach is based on the evaluation of an academic institution as a whole together with environmental factors where it is located and development of strategies in this respect. The most basic feature of this approach is its flexibility, and feasibility at a level of institutions' academic and administrative units with their sub-units, as well as it can be implemented on institutional basis in higher education institutions. This approach, which forms basis for academic evaluation and quality improvement studies, necessitates to identify strategies and objectives in the nature of improving the quality of academic and administrative services through assessment of institutional evaluation results in line with institutional fundamentals (mission, vision and values) of the relevant institution (YÖDEK, 2007).

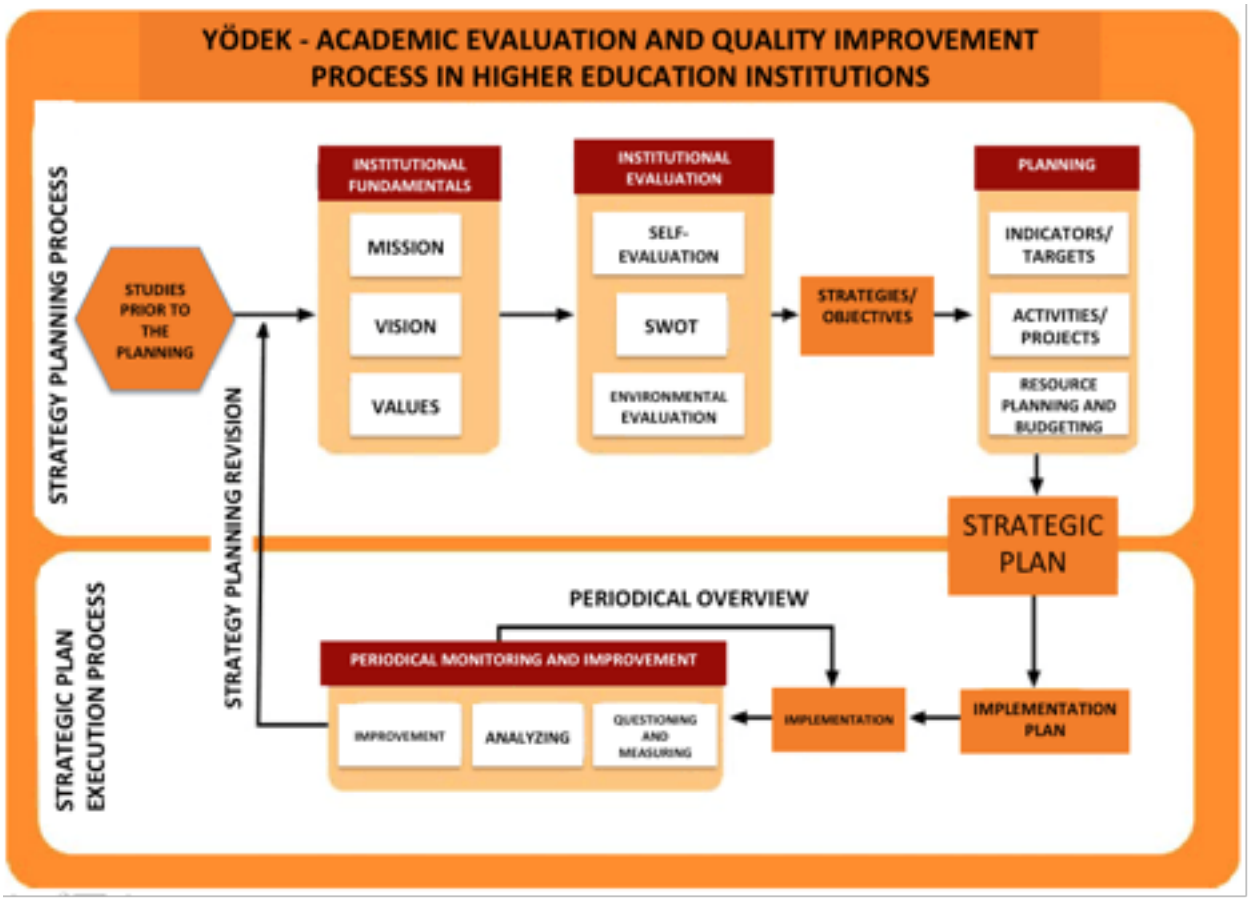

Figure 4. Academic Evaluation and Quality Improvement Process in Higher Education Institutions (YÖDEK, 2007)

ITU Faculty of Architecture Implementation Example

It is believed that making the relationship between strategic targets and tactical level activities of ITU Faculty of Architecture, as easily visible and traceable at individual/unit/department/faculty levels in such a way to be compatible with ITU'S current mission, vision and values, will facilitate the implementation of strategic management approach. On the other hand, failure to carry out such as accreditation, internal control or more generally quality management approaches in coordination for the improvement of processes in higher education will lead to waste of resources. From these two points forth; it has been needed to form a technical infrastructure required for being able to implement a strategic management approach in ITU Faculty of Architecture, in accordance with ITU's mission, vision and values. This infrastructure has been envisaged to have a sustainable (flexible and modular), traceable and project-based structure, serving the entire management functions; by using the approaches which aims to improve processes in a resource-effective, participatory and coordinated manner. Within this framework, a series of studies were planned at Faculty level, and have been initiated. These studies whose educational elements have been excluded from the scope of this article, can be examined under three main axes: *human resources, administrative functioning and structuring, research.* Table 1 shows the scope of specified studies.

Three elements should be underlined, which are of apparent importance for the success of studies indicated in Table 1 and aimed to establish relationship between the strategic level and tactical level: (i) Adoption of *process management* approaches which have been mentioned in previous sections by the Faculty management and setting them as goals; (ii) adoption and implementation of project-based management approach by the Faculty; and (iii) supporting these approaches with the possibilities of communication and information technologies. It has been explained that how the data, that will make up inputs into the Faculty Process Management Handbook, will be requested from relevant commission and administrative units, by holding informational meetings describing process management approach with all commissions and administrative unit representatives in the Faculty, for realization of process management approach. A series of standard forms were used in order to assist in obtaining data in a straightforward way. Relevant units have been asked to put their all activities in writing by means of activity determination forms. Later, workflow forms were prepared, that require to explain in a detailed manner the purpose, inputs and outputs, performance indication, resources, problems, challenges and risks of the process related to each activity. It has been started to draw up workflow diagrams concerning the processes in line with the information contained in workflow forms. Faculty Process Management Handbook, which would be ready at the end of this process, will enable all activities in the institution can be monitored by the management and all internal stakeholders – and by external stakeholders when deemed necessary. An example prepared within the scope of process management studies is available in ANNEX 1.

The adoption of project-based management understanding is of critical importance for all these studies achieving their objectives. This understanding ensures the utilization of technical possibilities and know-how provided by project management discipline and their prevalence in the institution as well as gathering for once only the people having knowledge skill profile required by the relevant project from different academic and administrative units regardless of their titles in numerous works having priority in terms of the Faculty and breaking up after the project targets are carried out with a speed – that can't be provided by typical commission. On

the other hand, it eases to develop a common understanding on institutional targets by enabling employees' getting acquainted with each other from different disciplines, who have never worked together before within the institution. 'MİM-METOT' project, aiming to create a research methodology database in the faculty, is one of the examples of interdisciplinary project-based approach (see http://arastirmametodu.blogspot.com). A large number of projects are being conducted in parallel at different axes.

Communication and information technologies play an important role in establishment of the technical infrastructure of project-based studies. MİMADEK electronic platform, which is the subject of another paper presented in this congress, ensures the execution of all studies in an effective, coordinated and transparent manner (İlhan et al. 2014). MİMADEK is a web-based platform aiming at sharing all infrastructure works with stakeholders, archiving and monitoring, also envisaged to bear the qualification of the Faculty's institutional memory which constituting the institutional knowledge, communication and reporting system.

Table 1. ITU Faculty of Architecture Strategic Planning and Quality Improvement Studies

Axis	Study	Purpose and Scope of the Study
İnsan kaynakları	*Creation of personnel resume database and determination of Continuing Professional Development (CPD) needs	*To identify HR knowledge/skill profile and CPD needs within the institution for effective use of human resources (HR)
	*Determination of academic personnel specialty keywords	* Creation of a database containing keywords which express the specialy areas of the academic personnel so as to provide inputs to strategic planning in education and research fields and thus in addition to monitoring the distribution of expertise areas within the institution) to perform 'appropriate' matching when there are demands (for example expert witness, relationships with media, circulating capital works) requiring expertise and coming from external stakeholders, ii) to encourage in-house interdisciplinary studies through making the academic personnel aware of study fields of each other and iii) to provide a tool which will facilitate to identify the most 'suitable' jury members from inside the institution in graduate thesis studies. In the forthcoming stages, the institution's aptitude will be tested for achieving the strategic targets of HR profile by utilizing the techniques of "organizational network analysis".
Administrative	*Drawing-up the	*The organizational chart was prepared initially by noticing the lack of an organizational chart containing

Functioning and Structuring	organizational chart	all Faculty units.
	*Creation of working groups in departments	*To create working groups based on expertise fields of education and research area in the Faculty Departments in order to fill lacunae in the management resulted from abolition of the Departments.
	*Implementation of project-based management approach	*To introduce project-oriented management understanding and techniques to all administrative and academic units in the faculty and to encourage employees to work together and produce by appointing them in units/interdisciplinary projects for being able to take advantage exactly from HR potential, to create in-house synergy.
	*Adoption of process management approach and preparation of Faculty Process Management Handbook	*To document the standards of all administrative and academic processes conducted in the institution, to monitor their compatibility with these standards, to perform continuous measuring/assessment, to find out deviations and investigate their causes thoroughly and thus to ensure constant improvement of the processes. All units have been asked for information about their processes by preparing a detailed workflow form for this purpose.
	*Drawing-up faculty risk maps	*To create risk records of the Faculty so as to place a risk-based management understanding in all units as a component of process management understanding and to make risk-based resource allocation.
	*Put job and duty definitions in writing	*To identify authority, duty and responsibility distributions exactly and to prevent related confusion.
	*Devising management	*To ensure monitoring the schedule (the earliest and latest start and end dates) of administrative activities from a single point within the institution.
		*To determine Key Performance Criteria (KPC) intended for institutions in which design training is made

	schedule (administrative schedule) *Establishment of institutional performance monitoring system and its relevant statistics	through a comprehensive literature review, to determine 'appropriate' KPCs for identification by considering assignment-promoting criteria's design-teaching specific conditions, to make performance evaluation of academic and administrative personnel as individual, team/group or department/unit.
		*To establish a web-based platform in order not to lose the information once generated within the institution, to build institutional memory and when necessary to report it at different management levels. To standardize the in-house documentation.
	*Creation of institutional knowledge, communication and reporting system: 'MİMADEK'platform	
Research	*Drawing-up the Faculty R&D organization model	* Establishment of sectoral relationships on the basis of Working Groups and building corporate databases; to create Faculty R&D Board and Sectoral Advisory Boards at Faculty level intended for a series of purposes from obtaining data and fund for research-projects and institutionalization of relationships lasting at personal level, up to organizing conferences which will contribute the lessons' applications and internship and career opportunities for the students.
	*Creation of faculty research methods pool and sharing in a web-based platform	*To create awareness on research methods used by researchers coming from different disciplines and to build a technical infrastructure for interdisciplinary studies by submitting these methods to the attention of researchers in the Faculty (see arastirmametodu.blogspot.com).

All of the studies mentioned above are being conducted in such a way that will be compatible with academic evaluation and quality improvement process proposed by YÖDEK for evaluation

and improvement through a strategic approach. YÖDEK process comprises four main components including *institutional fundamentals, institutional evaluation, periodical monitoring with planning and improvement. Institutional fundamentals* cover the mission, vision and values of ITU Faculty of Architecture. Strategic Planning and Quality Improvement Studies were carried out at the Faculty of Architecture, ITU in a way that will serve other components of YÖDEK process. The relationship of these studies carried out at the Faculty and YÖDEK components are shown in Table 2.

Table 2. ITU Faculty of Architecture Strategic Planning and Quality Improvement Studies and YÖDEK Associating Matrix

		YÖDEK		
Axis	**Infrastructure Studies**	**Institutional evaluation**	**Planning**	**Periodical monitoring and improvement**
Human Resources	Building personnel resume database	●	●	
	Determination of Continuing Professional Development needs (CPG)	●	●	●
	Identification of academic personnel expertise keywords		●	
Administrative Functioning and Structuring	Drawing-up the organization chart	●		
	Formation of working groups in departments	●	●	
	Implementation of project-based management approach		●	
	Adoption of process management understanding and preparation of Faculty Process Management Handbook		●	●
	Drawing-up faculty risk maps		●	●
	Putting work and duty definitions in writing	●		
	Devising of administrator schedule (administrative schedule)		●	
	Establishment of institutional performance monitoring system and its relevant statistics	●	●	●
	Setting up institutional knowledge, communication and reporting system: 'MİMADED' platform		●	●
Research	*Drawing-up the Faculty R&D organization model	●	●	●
	*Creation of faculty research methods pool and sharing in a web-based platform			●

Conclusion

In this article, strategic planning and quality improvement studies in ITU Faculty of Architecture have been discussed. These studies were examined in association with YÖDEK's Academic Evaluation and Quality Improvement process under the titles of *human resources, administrative functioning and structuring with research.* It is aimed to make the relationship between the institution's strategic level targets and tactical level activities as easily perceivable for all stakeholders, through establishment of the mentioned infrastructure in a sustainable, flexible, modular, traceable and project-based structure serving the entire management functions and resource-effective, participatory and coordinated execution of all management approaches aimed at improving processes. These studies are also expected to bring an "organizational learning" experience to the institution and to simplify developing a common perspective within the institution. The feedback received from various academic and administrative personnel participated in the studies is positive, albeit still early for a healthy feedback regarding the conclusions of project studies. Foremost among them, the project should have provided the opportunity to the employees for re-thinking over the works done every day, so this can also be regarded among the signs for the project would contribute to the learning. Strategic management literature ties up the success of strategic planning with ensuring participation and support of employees with the support of senior management. The first one is available. Meanwhile the adoption of project-based management approach by faculty management, facilitates different employees' inclusion to the process with different projects.

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ANNEX 1: A Part from Faculty Process Management Handbook

ITU FACULTY OF ARCHITECTURE PROCESS MANAGEMENT HANDBOOK

Unit	Lateral Vertical Transfer and Adaptation Commission
Name of the Process	Adaptation Procedures
Purpose of the Process	
Performing the procedures related to adaptations and exemptions of the courses previously studied and succeeded in any higher education institution including also ITU, except of distance education programs, by the students who have been registered to ITU, and the courses which have been previously studied and succeeded by the students who want to continue their education by benefiting from amnesty law or making lateral/vertical transfers, who have been discharged previously while being a student in any higher education institution or who have been entitled to register again to ITU while being graduate, and who will continue their educations while being in similar positions.	
Inputs of the Process	**Outputs of the Process**
• Relevant legislation • Grade conversion table published by YÖK (Board of Higher Education) showing equivalents of the 4 point grading system in 100 point grading system • Current course plans of the programs within the faculty	• Adaptation report prepared for each student • Term Assessment Report
Performance Indications of the Process	
• The proportion of the number of objection petition requiring correction to the total objection petition • The proportion of the number of students objected to the total number of students to whom adaptation report was prepared • The proportion of the number of adaptation report delivered on time to the total number of students entitled	
Relevant Law/Standard Articles	
• The Regulations Regarding the Fundamentals of Doing Transfer Between the Programs at Associate Degree and Undergraduate Level, Double Major, Minor, and Inter-Institution Credit Transfer in Higher Education Institutions • ITU Exemption and Adaptation Procedures Directives	
Resources Used during the Process	
• Computer • Printer • Commission Member Academic Staff • Administrative Staff	

Problems/Challenges/Risks Encountered During the Process
• Experiencing lack of coordination between commissions during adaptation processes • Experiencing lack of coordination between departments during adaptation processes • Experiencing judicial problems with students due to inconsistencies in adaptation reports

	Prepared by	**Checked by**	**Approved by**
Name – Surname	Res. Asst. Buket Metin	Assoc. Prof. Aliye Ahu Gülümsel Akgün	Assoc. Prof. Özlem Özçevik (Vice Dean)
Date and Signature	04.03.2014	04.03.2014	

ANNEX 2: A Part from Faculty Process Management Handbook (continued)

Document	**Flow**		**Responsible**
The Entire Relevant Legislation	Review of current legislation		Lateral-Vertical Transfer and Adaptation Commission
Student Transcript ITU Directives	Determination of the courses succeeded from student's transcript		Lateral-Vertical Transfer and Adaptation Commission
ITU Directives Contents of the Courses Studied in the Institution that Came From ITU Course Contents	Examination of succeeded courses in respect of content compliance with similar courses in ITU		Lateral-Vertical Transfer and Adaptation Commission
	Are there any hesitations about content compliance?	(Yes) – Receiving opining from relevant lecturer	Lateral-Vertical Transfer and Adaptation Commission
	(No) Preparation of adaptation table for the courses having equivalents in ITU		Lateral-Vertical Transfer and Adaptation Commission
	Making grade conversion	Making course credit calculation	Lateral-Vertical Transfer and Adaptation Commission
	Designation of the semester into which adaptation will be done		Lateral-Vertical Transfer and Adaptation Commission
	Delivery of adaptation reports to Deanship		Lateral-Vertical Transfer and Adaptation

		Commission
	Confirmation of adaptation reports and delivering them to Students Affairs Head of Department	Deanship
	1	

	Prepared by	**Checked by**	**Approved by**
Name – Surname	Res. Asst. Buket Metin	Assoc. Prof. Aliye Ahu Gülümsel Akgün	Assoc. Prof. Özlem Özçevik (Vice Dean)
Date and Signature	04.03.2014	04.03.2014	

APPENDIX 5: ITU Academic Appointment and Promotion Criteria (in Turkish)

ITU Faculty Appointment Criteria are available on the following webpage in Turkish only:

http://www.itu.edu.tr/docs/default-source/Y%C3%BCkseltme-Kriterleri/y%C3%BCkseltme-kriterleri-2014.pdf?sfvrsn=2

APPENDIX 6: Proceeding on the transformation of the design courses (in Turkish)

MİMARLIK VE İÇ MİMARLIK EĞİTİM/ÖĞRETİMİNDE KALİTE GÜVENCE SİSTEMİ BAĞLAMINDA BAŞARIM TABANLI YAKLAŞIM

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ÖZET

Bir kalite güvence sistemi uygulaması olarak akreditasyon, son on yıldır akademik kurum ve kuruluşların ağırlıklı gündemini oluşturmaktadır. İçerik itibariyle temel hedefi aynı düzlemde yer alan üretim faaliyetlerinin kalite yönünden belirli bir standarda uygunluğunu sağlamak olarak ifade edilebilir. Akreditasyon kavramı, belirlenen hedeflere ulaşmak için üretim sürecinin en etkin şekilde nasıl gerçekleştirileceğini tanımlar ve bu hedeflere ne ölçüde ulaşıldığını saptayarak geri bildirimi amaçlayan bir ölçme değerlendirme sistemine ihtiyaç duyar. Bu yönüyle de kaçınılmaz olarak başarım tabanlı (performance-based) bir ölçme değerlendirme yaklaşımını içerir. Akreditasyon sisteminde olması gereken bir diğer bileşen ise, mevcut kuramsal yapısını işler hale getirecek güncel enformasyon teknolojilerini içeren bir enformasyon/otomasyon sistemidir; çünkü tanımlanan yapı geleneksel yöntem ve araçlarla oluşturulabilecek ve işlevini sürdürülebilecek karmaşıklığın ötesindedir. Günümüzde tasarımcılar, geçmiş on yıllardakinden çok daha gelişmiş bir sektörel yapıda rollerini üstlenmektedir. Bilgi birikiminin hızlı artışı, uzmanlaşmayı üretim alanında olduğu kadar, eğitim/öğretim alanında da yaşamın kaçınılmaz bir gerçeği haline getirmiştir. Ölçek itibariyle büyük organizasyon kategorisine giren akademik kurumlarda, geçmişte de enformel biçimde var olan uzmanlık alanları ve bunlara bağlı olarak oluşturulmuş çalışma grupları bugün daha formel bir biçimde tanımlanmaktadır. Bu gelişmeler keyfi olmayıp, yönetilebilir olmanın gereği olarak ortaya çıkmaktadır; çünkü, yönetim teorisine göre organizasyonlar büyüdükçe formelleşmek zorundadır. Bu bağlamda çalışmanın kapsam ve amacı; akademik kurumlarda oluşturulması gereken kalite güvence sisteminin eğitim/öğretim boyutundaki yapısının, güncel gelişmelerin ve temel akreditasyon süreçlerinin ışığında daha formel bir biçimde yeniden tanımlanması ve pratikte etkin olarak kullanılabilmesi için ihtiyaç duyulan enformasyon/otomasyon sistemi modelinin temel yapı ve ilkelerinin kuramsal boyutta geliştirilmesi olarak belirlenmiştir. Bu yapıda, akreditasyona ilişkin ölçme değerlendirme sistemlerinde karşılığı henüz bulunamayan, teorik derslerle proje stüdyolarının arasındaki entegrasyonun nasıl sağlanabileceği en temel sorunlardan biri olarak ele alınmıştır. Tanımlanan kapsam ve amaç doğrultusunda çalışmanının metodolojisi olarak ise ilk aşamada İTÜ Mimarlık Fakültesi, Mimarlık ve İç Mimarlık Bölümleri'nin mevcut NAAB (The National Architectural Accrediting Board) ve gelecekteki olası CIDA (Council for Interior Design Accreditation) akreditasyon süreç ve sistemleri incelenmiş; ardından bu yapılardan hareketle, halen bir komisyon tarafından yürütülmekte olan fakülte toplam kalite yönetimi sisteminin bir bileşeni olarak önerilmek üzere, akreditasyona yönelik bir ölçme/değerlendirme sisteminin kavramsal yapısı, yukarıda sözü edilen derslerle proje stüdyoları arasındaki entegrasyon düzeyini de saptamaya olanak verecek şekilde modellenmiştir. Modelin hayata geçirilmesindeki en temel bariyerlerden biri olan işlemlerin pratik ve hızlı yapılmasına yönelik kritikler, bilgisayar destekli bir otomasyon sistemi ile cevaplanmıştır. Çalışma kapsamında önerilen bu yapının temel niteliklerinden biri hesap verebilirlik, şeffaflık, denetime elverişlilik gibi sözcüklerle ifade

edilmektedir. Bu yapı aynı zamanda akademik kurumun eğitim/öğretim sistemine ilişkin ölçme/değerlendirme sisteminin süreçte rol alan tüm paydaşlar için aynı açıklıkta ortaya konulmasını, kurgulanan yapının başarımının objektif bir biçimde ölçülmesini ve sürekli şekilde geliştirilebilmesini mümkün kılacaktır.

Anahtar kelimeler: Mimarlık ve iç mimarlık eğitimi, Kalite güvence sistemi, Başarım tabanlı ölçme ve değerlendirme

ABSTRACT

Accreditation, as an implementation of a system of quality assurance constitutes the main agenda of academic institutions and organizations since the last decade. Accreditation denotes ensuring compliance of the quality of production activities -with the same main targets in terms of content- with a particular standard. The concept of accreditation defines how the production process will be realized in the most effective way with an eye to achieve the determined goals and requires a measurement and evaluation system aiming feedback that will determine to what extent the cited goals have been achieved. And it comprises a performance-based measurement and evaluation approach from this perspective inevitably. Another component that should be present in the accreditation system is an information/automation system that comprises current information technology which makes the existent theoretical structure thereof operable; this is inasmuch as the described structure is beyond the complexity that can be created and has the function thereof maintained by virtue of the conventional methods and tools. The designers in our day undertake roles in a much more advanced sectoral structure compared to that of the past decades. Rapid increase of knowledge has rendered specialization an unavoidable fact of life in the academic field as well as in the area of production. Specialization areas and working groups, which have been created in association therewith have informally existed in the past in the academic institutions that are categorized as large scale organizations, are defined in a more formal manner today. These developments are not arbitrary however emerge as a requirement of being manageable inasmuch as organizations have to be formal as they grow according to the management theory. In this context, the objective and the purview of the study have been determined as the development of the basic structure and principles of the information/automation system models in terms of theoretical perspective required for redefining of the academic perspective of the quality assurance system that has to be created in academic institutions in the light of recent developments and basic accreditation processes in a more formal manner and utilization thereof in an effective manner in practice. In this structure, how integration between theoretical lessons and project studios will be achieved which yet remains uncovered in measurement and evaluation systems germane to accreditation is discussed as one of the main problems. The NAAB (National Architectural accrediting Board) existent within ITU's Faculty of Architecture/ Architecture and Interior Design Departments and CIDA (Council for Interior Design Accreditation) -likely to be existent in the future- accreditation process and systems are examined at the first phase as the methodology of the study in line with the defined objective and the purview of the study and subsequently basing on these structures the conceptual structure of measurement/evaluation system for accreditation to be proposed as a component of the faculty total quality management system currently conducted through a commission to ensure the determination of integration between the above-mentioned lessons and the project studio is modeled. Criticisms toward quick and fast implementation of the processes- as one of the main barriers in realizing the model- have been answered through a computer -aided automation system. Some of the fundamental characteristics of this structure proposed within the purview of the study are expressed by words such as accountability, transparency, suitability for control. This structure at the same time will make it possible to reveal explicitly all stakeholders involved in the measurement/evaluation

system process of the academic institution, measurement of the performance of the established structure in an objective way as well as constantly development thereof.

Keywords: Architecture and Interior Design Education, Quality Assurance System, Performance-based measurement and evaluation.

1. GİRİŞ

Üretime yönelik tüm sistemlerin ve bunların yönetimine ilişkin yaklaşım, yöntem ve stratejilerin yeni baştan ele alınmasını ve şekillendirilmesini gerekli kılan küreselleşme olgusu, ulusal düzeyde olduğu kadar, sektörel düzeyde de aynı ciddiyet ve derinlikte ele alınması gereken bir olgudur. Sektörde faaliyet gösteren organizasyonların varlıklarını sürdürebilmek için rekabet edecekleri ortam, artık ulusal sınırlarla çevrili olmaktan çıkmıştır.

Enformasyon teknolojisi, küreselleşme olgusunun, "olmazsa olmaz" altyapısını oluşturmaktadır. Günümüz enformasyon teknolojisinin sağladığı karar ve üretim süreçlerindeki sürat ve kalite olanakları olmaksızın, küreselleşmeden söz etmek olanaklı değildir. Bu iki kavram, gerek birbirlerini, gerekse gerçek yaşamdaki üretim sistemlerini etkileyip dönüştürerek, gelişimlerini sürdürmektedir.

Bu gelişim sürecinde, ulusal düzeyde olduğu kadar, sektör bazında faaliyet gösteren organizasyonların da sözkonusu gelişimin ne gibi etkileriyle karşılaşacağına, bu gelişimin olumsuz etkilerini nasıl en aza indirebileceğine ve gelişimin dinamiğinin yanısıra genel olarak teknolojinin ve özelde de enformasyon teknolojisinin sağladığı olanakların, kendi varlığını sürdürme doğrultusunda, rekabete yönelik bir üstünlük elde etme amacıyla nasıl kullanabileceğine ilişkin değerlendirmeleri yapma zorunluluğu vardır. Bu bağlamda büyük birer organizasyon olarak akademik kurum ve kuruluşların da mevcut sistem içerisinde varlıklarını sürdürebilmeleri ve çağın gereklerine uygun hareket edebilmeleri için bir kalite güvence sistemi olan akreditasyon konusunda yetkinliklerini ispatlamaları gerekmektedir.

Akreditasyon, son on yıldır akademik kurum ve kuruluşların ağırlıklı gündemini oluşturmaktadır. İçerik itibariyle temel hedefi aynı düzlemde yer alan üretim faaliyetlerinin kalite yönünden belirli bir standarda uygunluğunu sağlamak olarak ifade edilebilir. Akreditasyon kavramı, belirlenen hedeflere ulaşmak için üretim sürecinin en etkin şekilde nasıl gerçekleştirileceğini tanımlayan ve bu hedeflere ne ölçüde ulaşıldığını saptayarak geri bildirimi amaçlayan bir ölçme değerlendirme sistemine ihtiyaç duyar. Bu yönüyle de kaçınılmaz olarak başarım tabanlı (performance-based) bir ölçme değerlendirme yaklaşımını içerir. Akreditasyon sisteminde olması gereken bir diğer bileşen ise, mevcut kuramsal yapısını işler hale getirecek güncel enformasyon teknolojilerini içeren bir enformasyon/otomasyon sistemidir; çünkü tanımlanan yapı geleneksel yöntem ve araçlarla oluşturulabilecek ve işlevini sürdürülebilecek karmaşıklığın ötesindedir.

2. AMAÇ VE METODOLOJİ

Çalışmanın kapsam ve amacı; akademik kurumlarda oluşturulması gereken kalite güvence sisteminin eğitim/öğretim boyutundaki yapısının, güncel gelişmelerin ve temel akreditasyon süreçlerinin ışığında daha formel bir biçimde yeniden tanımlanması ve pratikte etkin olarak kullanılabilmesi için ihtiyaç duyulan enformasyon/otomasyon sistemi modelinin temel yapı ve ilkelerinin kuramsal boyutta geliştirilmesi olarak belirlenmiştir. Bu yapıda, akreditasyona ilişkin ölçme değerlendirme sistemlerinde karşılığı henüz bulunamayan, teorik derslerle proje stüdyolarının arasındaki entegrasyonun nasıl sağlanabileceği en temel sorunlardan biri olarak ele alınacaktır. Tanımlanan bu kapsam ve amaç doğrultusunda çalışmanın metodolojisi olarak;

ilk aşamada İTÜ Mimarlık Fakültesi, Mimarlık ve İç Mimarlık Bölümleri'nin mevcut NAAB (The National Architectural Accrediting Board) ve gelecekteki olası CIDA (The Council for Interior Design Accreditation) akreditasyon süreç ve sistemleri incelenecek; ardından bu yapılardan hareketle, halen bir komisyon tarafından yürütülmekte olan fakülte toplam kalite yönetimi sisteminin bir bileşeni olarak önerilmek üzere, akreditasyona yönelik bir ölçme/değerlendirme sisteminin kavramsal yapısı, yukarıda sözü edilen dersler ile proje stüdyoları arasındaki entegrasyon düzeyini de saptamaya olanak verecek şekilde modellenecektir. Modelin hayata geçirilmesindeki en temel bariyerlerden biri olan işlemlerin pratik ve hızlı yapılmasına yönelik kritikler ise bilgisayar destekli bir otomasyon sistemi ile cevaplanacaktır.

2.1. Küreselleşme ve Standardizasyon

Nasıl etkilendiğimiz ve ne gibi sonuçları olacağına ilişkin olarak çeşitli kesimlerce değerlendirilen küreselleşme olgusu, bir gerçeklik olarak gündemdedir. Parker'in tanımına göre küreselleşme, dünyanın ekonomik, teknolojik, sosyal, kültürel unsurlarının geleneksel çerçevelerinden sıyrılarak bir bütünleşmeye doğru ilerleyişini ifade eden bir olgu olarak karşımıza çıkmaktadır (Parker, 1996).

Küreselleşmeye ilişkin temel boyutları, ekonomi, siyaset, örgütsel kültür ve teknoloji olarak ele almak mümkündür ve bu boyutlardaki uygulamaya bakıldığında küreselleşme olgusunun yukarıdaki tanımlarda ortaya konduğundan daha karmaşık yönleri olduğu görülmektedir. "Artık ekonomik, sosyal, teknolojik ve kültürel değişimler hükümet politikalarının dışında gelişebilmekte, geçmişte olduğu kadar net tanımlar ve ayrımlar yapılamamaktadır. Hayatın her alanında yeni uğraşlar ve sorumluluklar ortaya çıkmakta, bu değişimlerin ekonomi, politika, örgütsel kültür ve teknoloji alanında güçlü yansımaları olmaktadır" (Parker, 1996).

Kaynakların rasyonel kullanımı, üretimin planlanmasında temel amaçlardan biridir. Küresel ölçekte ihtiyaç duyulan üretimin, hangi bölümünün, hangi kaynaklarla, hangi coğrafyada gerçekleştirileceğine ilişkin kararların, yine küresel ölçekteki verilerle alınabilmesi ve küresel ölçekte bir iradeye dayanarak uygulanabilir olması, teoride kaynak kullanımının rasyonelleşmesi doğrultusunda bir adımdır. Ancak, Taylorizm'in operasyonel düzeyde, üretimin rasyonelleştirilmesi doğrultusunda ortaya koyduğu temel ilkeleri bütünden soyutlayarak, insanı üretime katılan makinalarla eş tutan bir yaklaşımın manifestosu haline dönüştüren çarpıtmalar ve bunların yarattığı anlam kaymaları, bir kez daha ve bu kez stratejik düzeyde, küreselleşme konusunda yaşanmaktadır. "Küreselleşen sermayenin temel ölçütü kârdır ve kâr hangi coğrafyada ve hangi sektördeyse, sermaye oraları ele geçirmek istemektedir. Kârın gerçekleşmesini engelleyen her türlü yasal müdahale, regülasyon, akıl dışı olarak nitelendirilmektedir" (Yeldan, 2002). Bu yaklaşım, salt kârın maksimizasyonuna dayalı olduğundan, bir diğer deyişle kaynakların, kârın maksimizasyonu açısından rasyonel kullanımı gibi dar bir yaklaşıma odaklı olduğundan eksiktir; ancak gerçek durum da tam olarak budur.

"Günümüzde tek bir dünya ekonomi politikası, ulusal ekonomik politikaları yönlendirmekte; bu politika, ekonomiyi uluslararası boyuttan, uluslaraşırı boyuta taşımaktadır. Uluslaraşırı ekonomiyi yönlendiren ise mal ve hizmet ticareti değil, para akışıdır. Yönetim, üretimin belirleyici faktörü haline gelmiştir" (Drucker, 2000). Bu ifadeler, ülkelerin dinamik koşullara gereken süratte uyum sağlamaları gerektiğini göstermektedir. Artık, varolma mücadelesi, her meslek grubu ve organizasyon için, sınırları ulusal olmayan çetin bir rekabet ortamında gerçekleştirilmek zorundadır. "Bu süreç içinde, küreselleşme olgusuna, onu görmek ve kavramak açısından kendimizi yeniden eğitmeye fırsat bulamayacak kadar büyük bir hızla yakalandığımız görülmektedir"(Friedman, 1999).

Ekonomik gelişmeler ile bu alandaki süreci etkileme yönünde ulusal ve uluslarüstü siyasetin bütünleşik yapısı kimi zaman uzlaşmaları, kimi zaman da çatışmaları birlikte getirmektedir. 6 trilyon dolarlık dünya ticaretinin üçte birinin bir çokuluslu şirketin, bir diğeriyle ticaretinden oluştuğu ve diğer üçte birinin de bir başkasının kendi şirketleri arasında gerçekleştiği (Yeldan, 2002) gözönüne alınırsa, bölgesel ve kıtasal ölçekte OPEC, NAFTA vb. ekonomik ittifakların ötesinde, siyasi ittifakların ve Avrupa Birliği gibi oluşumların, öyle başlamış olduğu söylense de, yalnızca kaynakların rasyonel kullanımına yönelik demografik ve coğrafi boyutlardan ibaret olmadığı-olamayacağı açıkça görülür.

Küresel ölçekte üretim, rekabet ortamında var olmaya çalışan organizasyonların teknolojik boyutta olduğu kadar, bu teknolojinin nasıl kullanıldığını belirleyen kültürel boyutta da uyum sağlamasını, yani standartlaşmayı şart koşmaktadır. Standartlaşma üretimde kullanılan girdilerden, üretim süreçlerine ve üretimi gerçekleştiren örgütsel yapı ile bu organizasyonlara insan kaynağı sağlayan eğitim/öğretim kurumları ve süreçlerine kadar çeşitli boyutlarda bir zorunluluk olarak ortaya çıkmaktadır. Üretim sürecinin belirli kalite koşullarını sağlaması, ürünün kalite güvencesi açısından temel bir gereklilik olarak görülmektedir. Enformasyon sistemleri ve teknolojisi, üretim süreci içindeki tüm proseslerin standartlaştırılmasını zorunlu kıldığı için, bir organizasyonda süreç kalitesinin sağlanmasında temel araçlardan biri durumundadır.

Standartlaştırmanın iki temel boyutu olan tip sayısının azaltılması (bir örnekleştirme/ unification) ile birleştirme, gerek ürün, gerekse üretim sürecinde odaklanılması gereken temel problemler olarak öne çıkmaktadır. Farklı ulus devlet modellerinde eğitim/öğretim kurum ve süreçlerinin ürettiği ürünler olan meslek profesyonellerinin büyük ölçüde standartlaştırılmış temel niteliklere sahip olacak şekilde mezun edilmesi bu temel yaklaşımın doğal bir sonucudur.

2.2. Toplam Kalite Yönetimi ve Kalite Güvence Sistemi

Toplam Kalite, örgüt fonksiyonları ve sonuçları yerine süreçler üzerine odaklanan, tüm çalışanların niteliklerinin artırılması ile yönetim kararlarını sağlıklı bilgi ve veri toplanması analizine dayandıran, örgütün, beşeri faktörler dahil bütün kaynaklarını bir bütünlük içinde ele alan yaklaşımdır (Sorgun, 1993). Toplam kalite yönetimi ise ilk olarak Henry Ford tarafından kullanılmış ve 1926 yılında yayımladığı My Life and Work (Hayatım ve İşim) adlı kitabında yeni bir yönetim anlayışı olarak tanımlanmıştır (Vikipedi, 2014). Bu anlayış, müşteri ihtiyaçlarını yerine getirebilmek için kullanılan insan, iş, ürün ve/veya hizmet kalitesinin sistematik bir yaklaşımıyla tüm çalışanların katkıları üzerinden sağlanmasıdır. Bu yönetim şeklinde uygulanan her süreçte çalışanların fikir ve hedeflerinden faydalanılmaktadır. Toplam kalite yönetimi; uzun dönemde müşteriyi memnun etmeyi, kendi personeli ve toplum için yararlar sağlamayı amaçlar ve kalite üzerine yoğunlaşır (Efil, 1995). Başka bir ifadeyle işletme fonksiyonları yerine getirilirken her aşamada kalite denetimini vurgular, işin bir defada ve doğru olarak yapılmasını öngörür (Naktiyok ve Küçük, 2003).

Toplam kalite yönetiminin parçası olan ve özellikle müşteri memnuniyetinin sağlanmasında önemli bir ölçü niteliği taşıyan kalite güvencesi kavramı ise, bir ürün ya da hizmetin kalite konusunda belirtilmiş gerekleri yerine getirmesinde yeterli güveni sağlamak için uygulanan planlı ve sistematik etkinlikler bütünü olarak tanımlanmaktadır. Temelinde ürün ya da hizmetin geçtiği tüm aşamalardaki talimatlar, görev ve sorumluluk tanımları vb. ile belgelendirmesi, çalışanların eğitilmesi ve kalite konusunda bilinçlendirilmesiyle kalitenin planlanan düzeyde en az kaynak kullanımıyla korunması yatmaktadır (KMTSO, 2014). Bu bağlamda bir kalite güvence sistemi uygulaması olarak akreditasyon kavramı son on yıldır akademik kurum ve kuruluşların ağırlıklı gündemini oluşturmaktadır.

2.3.Toplam Kalite Yönetimi ve Kalite Güvence Sistemi'nin Bir Bileşeni Olarak Akreditasyon

Akreditasyon; bir ürünün ya da hizmetin, piyasanın talep ettiği şartlara, standartlara, yönetmeliklere uygunluğunu göstermek üzere o ürün ve hizmet için yapılan deney, analiz, muayene ve belgelendirme işlemlerini üstlenen kuruluşların resmi bir otorite tarafından uluslararası kriterlere göre denetlenerek teknik ve idari yeterliliklerinin onaylanması ve belli aralıklarla denetlenmesi işlemidir (Standart Kalite, 2014). Dostoğlu (2009) akredite olma eylemini eşdeğerlilik, denkliğin sağlanması olarak tanımlamaktadır. Eğitim kurumları içerisindeki Mimarlık ve İç Mimarlık Bölümleri' nin akredite olmaları konusunda onay ve denetleme yetkisine sahip olan resmi otoriteler ise NAAB (The National Architectural Accrediting Board) ve CIDA (The Council for Interior Design Accreditation) dır.

Bir mimarlık akreditasyon kurulu olan NAAB, 1940 yılında kurulmuştur (NAAB, 2014). Amerika'daki mimarlık bölümlerinin akreditasyonu kazanmak ve korumak için özgörevlerine paralel bir program geliştirmeleri ve öğrencilerini, performans kriterlerine uygun iş üretecek derecede, bilgili ve yetenekli kişiler olarak eğitmeleri için bir ölçme ve değerlendirme kurulu olarak görev kapar. NAAB üyeleri dört kurumun temsilcilerinden oluşur. Bunlar, ACSA (Association of Collegiate Schools of Architecture), AIA (American Institute of Architects), AIAS (American Institute of Architecture Students) ve NCARB (National Council of Architecture Registration Boards) kurumlarıdır. Bu dört paydaştan meydana gelen NAAB'ın misyonu, eğitimde kalite güvencesi standartlarının oluşumunda öncülük ederek mimarlık mesleğinin değerini, ilişkilerini ve etkinliğini arttırmaktır. NAAB Mimarlık alanında Lisans, Yüksek Lisans ve Doktora programlarını akredite etmekte ve akreditasyon 6 yıllık, 3 yıllık, 2 yıllık veya içinde tanımlı bir değerlendirmeyi içeren 6 yıllık süreler için yapılmaktadır" (Dostoğlu, 2009).

Bir iç mimarlık akreditasyon kurulu olan CIDA ise 1975 yılında kurulmuştur. Amerika ve Kanada' da iç mimarlık eğitimi veren kurumların eğitim kalitelerinde belirli standartların oturtulması için bir ölçme ve değerlendirme kurulu olarak görev kapmaktadır. Bunu yaparken gönüllülüğe dayanan akreditasyon süreci programlarını yorumlayan uluslararası kabul görmüş eğitim standartlarını kullanmaktadır (CIDA, 2014).

NAAB ve CIDA'nın akreditasyon koşullarına bakıldığında; programın özdeğerlendirme yöntemleri, müfredat ve program çıktıları, insan kaynakları, bilgi kaynakları, fiziksel kaynaklar, maddi kaynaklar, yönetim yapısı ve öğrenci performansı gibi temel başlıkları içerdikleri görülmüştür. Akredite olmak isteyen eğitim kurumları bu temel başlıklar altındaki kriterleri esas alarak standartlarını istenilen seviyeye taşıma yoluna gitmektedir. NAAB ve CIDA'nın derslerle ilgili değerlendirme kriterleri incelendiğinde ise her bir dersin birbirinden tamamen bağımsız olarak Tablo 1'deki program çıktıları üzerinden puanlandırıldığı, ayrıca derslerin kendilerine ait ders öğrenme çıktıları olduğu tespit edilmiştir.

Tablo 1. Mimarlık ve İç Mimarlık Bölümlerine Ait Programların Mezunlara Kazandıracağı Bilgi ve Beceriler (Programlara Ait Çıktılar)

Programın Mezuna Kazandıracağı Bilgi ve Beceriler (Programa Ait Çıktılar)	
Mimarlık Bölümü -NAAB	İç Mimarlık Bölümü -CIDA
İletişim becerileri	Eleştirel düşünme becerisi
Tasarımdüşüncesi becerisi	Konuşma ve yazma becerisi
Görsel iletişim becerisi	Kişisel ifade becerisi
Teknik dokümantasyon	Dil becerisi
Araştırma becerileri	Grafik/görsel anlatım becerisi
Temel tasarım becerileri	Disiplinlerarası koordinasyon
Mevcut örneklerin kullanılması	Takım çalışması becerisi
Düzenleyici sistemler becerisi	Araştırma becerisi
Tarihi gelenekler ve küresel kültür	Sunum becerisi
Kültürel çeşitlilik	Algılama ve düşünme becerisi
Uygulamalı araştırma	Belgeleme ve arşivleme becerisi
Ön tasarım	Temel tasarım ve ifade becerisi
Ulaşılabilirlik	Tasarım becerisi
Sürdürülebilirlik	Kuramsal bilgiyi tasarıma aktarma becerisi
Arsa tasarımı	Mekan ve Form
Can güvenliği	Renk ve ışık
Geniş kapsamlı tasarım	Tekstil
Finansal belirleyiciler	Mobilya
Çevresel sistemler	Aydınlatma
Taşıyıcı sistemler	Tasarıma etki eden faktörler
Yapı kabuğu sistemleri	İnsan davranışı
Yapı servis sistemleri	İç mimarlık tarihi ve kuramı
Yapı malzemeleri ve bir araya gelişler	Tarihi çevre ve yeniden kullanım
İşbirliği	Yapı ve yapım sistemleri
İnsan davranışları	Bina sistemleri
Mimaride işverenin rolü	Malzeme
Proje yönetimi	Müşteri ile ilişkiler
Pratik yönetimi	Profesyonel gelişme
Liderlik	Yasal sorumluluklar
Yasal sorumluklar	Yönetim ve organizasyon
Etik ve profesyonel karar verme	Meslek pratiği
Toplum ve sosyal sorumluluk	Etik
	Liderlik ve yönetsel rol
	Sürdürülebilirlik

Ancak tüm bu değerlendirmelerin sonucunda proje stüdyoları ile dersler arasındaki bütünleşmenin sağlanması ve ölçülmesine olanak verecek bir yaklaşımın ve bunu destekleyecek bir ölçme/değerlendirme standartının NAAB ve CIDA sistemi içerisinde olmadığı görülmüştür. Halbuki mimarlık ve iç mimarlık meslekleri için özellikle proje stüdyoları, tüm derslerde edinilen bilgilerin öğrenci tarafından gerçek hayatta hangi oranda ve ne şekilde kullanılabileceğinin önceden ölçülmesine imkan veren önemli bir araç olarak gözükmektedir. Başka bir ifadeyle müfredat içerisindeki derslerin program çıktıları üzerinden tek tek ölçümlendirilmesine ilave olarak stüdyolarındaki proje çalışmalarına yansıma başarılarının

değerlendirilmesi eğitim sisteminin başarısının doğru tanımlanabilmesi açısından çok önemlidir. Bu bağlamda çalışmanın bundan sonraki aşamasında akreditasyon sürecinde proje stüdyoları ile derslerin bütünleştirilmesi amacıyla bir ölçme/değerlendirme modeli önerisinde bulunulacaktır.

2.4. Akreditasyon Sürecinde Proje Stüdyoları ile Derslerin Bütünleştirilmesine Yönelik Bir Ölçme/Değerlendirme Modeli Önerisi

Çalışmanın bu aşamasında akademik kurumlarda oluşturulması gereken kalite güvence sisteminin eğitim/öğretim boyutundaki yapısının, güncel gelişmelerin ve temel akreditasyon süreçlerinin ışığında daha formel bir biçimde yeniden tanımlanması ve pratikte etkin olarak kullanılabilmesi için ihtiyaç duyulan enformasyon/otomasyon sistemi modelinin temel yapı ve ilkeleri kuramsal boyutta geliştirilecektir. Bu doğrultuda akreditasyon sürecinde proje stüdyoları ile derslerin bütünleştirilmesine yönelik bir ölçme/değerlendirme modeli önerilecek ve akreditasyona ilişkin ölçme değerlendirme sistemlerinde karşılığı henüz bulunamayan, teorik derslerle proje stüdyolarının arasındaki entegrasyonun nasıl sağlanacağı kavramsal olarak açıklanacaktır.

2.4.1. Kavramsal Model

Günümüzde tasarımcılar, geçmiş on yıllardakinden çok daha gelişmiş bir sektörel yapıda rollerini üstlenmektedir. Bilgi birikiminin hızlı artışı, uzmanlaşmayı üretim alanında olduğu kadar, eğitim/öğretim alanında da yaşamın kaçınılmaz bir gerçeği haline getirmiştir. Ölçek itibariyle büyük organizasyon kategorisine giren akademik kurumlarda, geçmişte de enformel biçimde var olan uzmanlık alanları ve bunlara bağlı olarak oluşturulmuş çalışma grupları bugün daha formel bir biçimde tanımlanmaktadır. Bu gelişmeler keyfi olmayıp, yönetilebilir olmanın gereği olarak ortaya çıkmaktadır; çünkü, yönetim teorisine göre organizasyonlar büyüdükçe formelleşmek zorundadır. Çalışma kapsamında önerilen model içerisinde de bu çalışma grupları önemli bir bileşen olarak yer almaktadır. İlk olarak çalışma gruplarının lisans ders listeleri tanımlanmış ve bu derslerin uzmanı olan yürütücüler arasındaki bağ kurulmuştur. Daha sonra proje stüdyolarına ait derslerin NAAB ve CIDA kriterlerindeki program çıktıları öğrencilerin önceki yarıyıllarda aldıkları derslerin ders öğrenme çıktıları ve program çıktıları gözönünde bulundurularak yeniden tanımlanmıştır. Bu şekilde 4 yıllık lisans eğitiminin sonunda öğrencinin NAAB ve CIDA standartlarında yer alan tüm kriterleri içerecek şekilde derslerini tamamlaması sağlanmıştır.

Çalışma kapsamında önerilen modelle aynı zamanda proje stüdyolarının paydaşlarının (NAAB kriterleriyle ilgili çalışma grubu temsilcilerinden danışman, jüri üyesi vb.) hedeflenen kriterlere uygun şekilde oluşturulması sağlanabilmiştir. Bu anlayış proje stüdyosu paydaşlarının belirlenmesinde şube sistemi ve çapraz görevlendirme yapılmasını mümkün kılmaktadır. Böylece mesleğe ait uzmanlık alanlarını temsil eden proje stüdyosu yürütücüleri arasında bir sinerji yaratılabilecek, bu sinerji içerisinde öğrenci maksimum bilgi kazanımı sağlayacaktır. Ayrıca öğrencinin proje notu değerlendirmesi her bir yürütücü tarafından NAAB ve CIDA standartlarına iat program çıktıları gözönünde bulundurularak yapılacaktır. Bu değerlendirme sistemi sayesinde ise proje stüdyoları ve müfredat bazında ilgili derslere geri dönülüp başarım düzeyi düşük olanların incelenmesini ve iyileştirilmesi sağlayan bir otokontrol mekanizması yaratılmış olacaktır.

3. SONUÇLAR VE ÖNERİLER

Çalışma kapsamında önerilen bu modelin temel niteliklerinden biri hesap verebilirlik, şeffaflık, denetime elverişlilik gibi sözcüklerle ifade edilebilecektir. Bu yapı aynı zamanda akademik

kurumun eğitim/öğretim sistemine ilişkin ölçme/değerlendirme sisteminin süreçte rol alan tüm paydaşlar için aynı açıklıkta ortaya konulmasını, kurgulanan yapının başarımının objektif bir biçimde ölçülmesini ve sürekli şekilde geliştirilebilmesini mümkün kılacaktır.

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APPENDIX 7: Studio Culture Policy

The studio culture policy is being developed and improved by the staff of the department of ITU.

Overview

The National Architectural Accrediting Board (NAAB) asks that all schools of architecture have a written policy that describes the culture of the design studio and the expectations of students and faculty involved in studio based education. This policy should be based on the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. Based on the 167 years of architectural education tradition at ITU and department's education strategy, the design studio is at the core of a student's educational experience. The design studio at ITU is shaped by core values of creativity, critical thinking, social responsibility, commitment, and intellectual exploration incorporating all of the fundamental and positive aspects of a studio based education for the 21st century Turkey and the World.

The Department of Architecture at ITU initiated a task group in 2013 for further assessment of studio culture and education and providing suggestions in order to develop a sound studio policy. This document reflects suggestions from students, faculty and external participants of the studios and provide ideological and strategic perspectives for further cultivate the studio culture at ITU.

Studio History and the School Profile

Department of Architecture at Istanbul Technical University was established in 1847 as a section of Imperial School of Military Engineering. After the foundation of the Republic the school was reorganized in 1944. The general educational approach was resembled to continental European system blending German Bauhaus and Swiss Polytechnic traditions. The modern studio education was introduced in the early years of the new school with outstanding faculty from Turkey, Germany, Switzerland and Austria. Studio culture has evolved through the years under the influence of social, economic and technological trends in Turkey and the World.

Being a top-caliber architecture school in the nation, ITU attracts highly capable and successful students. According to the university exam scores, ITU Department of Architecture ranks as the top architecture school in Turkey. Undergraduate program duration is 4 years which may be followed by a 2-year graduate program for specialization. Students have opportunity to pursue double major or minor degrees during the undergraduate education. Students are required to take one studio class every semester.

As the members of a well established professional environment, ITU graduates play a crucial role in the architecture practice in Turkey. Throughout the years of the modern republic, ITU alumni contributed to the profession as designers, contractors, project managers and firm owners. ITU graduates won numerous design competitions in national and international level. Following this tradition of excellence, ITU students frequently participate and win student competitions with their studio or extracurricular projects.

Program Philosophy and the Studio Model

ITU is located Istanbul—a cosmopolitan metropolis with its a unique character and challenging environment for learning architecture and design. Parallel to the city's potentials, studios at ITU provide a rich and diverse learning environments for both students, faculty and faculty candidates. The Department of Architecture believes in and supports the pedagogical benefits and purpose of the studio teaching methods: problem-based learning, and learning by doing. Unlike the traditional authoritarian models, ITU studios value students as the main focus of design education and the studio processes evolve with the diverse ideas and works from students and young faculty candidates. From freshman to senior levels, studio is a place for dialogue, free thinking, research, collective learning and intense production. ITU studios encourage students for quality in all levels, comprehensiveness in design, precision and excellence. The studios seed for a life-long learning process begin in the architecture school.

Studio Values

Studios at ITU are organized around a set of core values which align with the fundamental mission of architecture: to improve the quality of life through better built and natural environments.

1. **Creativity**

Creativity is the way of design thinking in the studio. The emphasis is placed on a student's ability to develop new methods of inquiry and experimentation. Studios value new ideas, inventive and independent responses that are product of critical thinking, dialogue and creative action.

2. **Commitment**

Participation is essential for studio learning. Students at ITU are expected to attend all classes, critiques and juries and commit the appropriate amount of time to develop their designs. Quality of time spent on studio work is more important than quantity, and students should make every effort to manage their time wisely in order to effectively complete all of their work.

3. **Collaboration**

Design and architecture are inherently collaborative and interdisciplinary. The studio method of critique and dialogue establishes a baseline of collaboration between student and faculty. Studios at ITU offer regular opportunities for collaborative team work for further improving the experience from the process.

4. **Interdisciplinary Integration**

Being in a polytechnic university, The Department supports and encourages interdisciplinary activities through which students can acquire a broad range of knowledge, skills and experiences in order to become effective designers for 21st century architectural practice.

5. **Diversity**

The studios support active and open dialogue for sharing ideas, experiences and opinions for mutual respect and collective learning.

6. Design Innovation

The architecture problems of today's world is ever more complex and challenging. Studios provide environments for creating unprecedented ideas, novel design solutions and approaches through creativity and cutting edge technology.

7. Social and Environmental Awareness

Natural, environmental and social challenges in Turkey inevitably influence the studio environment. Studios engage in the issues like earthquakes, natural disasters, human needs, preservation of nature and quality of life as important dimensions of design.

8. Ethics

Studios put a strong emphasis on formulating ideas as optimistic propositions that are intended to improve and inspire the communities, underscoring the importance of professional ethics.

APPENDIX 8: VTR 2008

Istanbul Technical University
Department of Architecture

Substantial Equivalency Candidacy

Special Team Visit—Special Team Report

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

The National Architectural Accrediting Board
28 April 2008

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

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I. Summary of Team Findings

Special Visiting Team Comments:

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

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

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

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

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

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

Student Performance Criterion 13.20 Life-Safety

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

Previous Team comments:
The understanding of the basic principles of life safety such as fire regulations, fire control, organization of rooms, fire stairs, egress, and passive and active fire-safety systems are taught in MIM 242/242E (Environmental Control Studio). These principles are not always demonstrated in the design studio work.

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

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

Met	Not Met
[X]	[ ]

Student Performance Criterion 13.22 Building Service Systems

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

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

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

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

Met	Not Met
[X]	[ ]

Student Performance Criterion 13.32 Leadership

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

Previous Team Comments:

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

Special Visiting Team Assessment:

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

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

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

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

Met	Not Met
[X]	[ ]

III. Response to Causes for Concern

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

Condition 1.2 Architecture Education and Students

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

Previous Team Comments:
When asked in a meeting with selected students what they would change about the program, two students gave the same answer without knowledge of the other's answer: They would coordinate their technical courses with their design studio projects and the detailing course instructor would work with them to develop the details for their design projects.

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

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

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

Condition 8 Physical Resources

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

Previous Team Comments:
Its designation as a historic structure places limitations on adaptation of existing spaces for alternative use and its age and historic-structure designation suggest to the team that

modifications to make all spaces accessible to the physically disabled would be difficult and expensive.

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

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

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

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

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

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

Condition 9 Information Resources

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

Previous Team Comments:
Not all areas are barrier free but this will be a consideration for planning new spaces in the expansion and the dean supports this issue.

Emergency procedures are not written, but a policy of helping students and informing them about the two exits and the availability of fire extinguishers is in place. The culture

in Turkey is one of assisting those who need help. Having an emergency procedure does not seem to be as important as being there to help in person.

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

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

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

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

Criterion 13.23 Building Systems Integration

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

Previous Team Comments:
The team observed the integration of building systems in much earlier studio work than would be expected in many architecture programs in the United States. The sophistication of systems integration in studio projects showed improvement in each year of the program. Life-safety systems were not as apparent in the work as other systems, perhaps due to widespread use of reinforced concrete structures and minimal impact of building codes.

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

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

IV. Changes to the Program since the Previous Visit

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

1.3 Architectural Education and Registration

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

2. Program Self-Assessment Procedures

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

3. Public Information

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

5. Studio Culture

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

7. Human Resource Development

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

8. Physical Resources

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

9. Information Resources

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

13. Student Performance Criteria

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

V. Statistical Report – Comments and Clarifications

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

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

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

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

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

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

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

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

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

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VI. Appendices

Appendix A: The Special Visiting Team

Team Chair, Representing the Practice
Dennis Patten, AIA
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Ste 206
St George, UT 84770
T 435.673.6579
F 435.673.3350
M 435.313.4842
Email: dbpatten@infowest.com

Team Member: Representing the Academy
Sharon C. Matthews, AIA
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T 202.468.1283
Email: sharon.matthews@att.net

Observer, Representing Istanbul Technical University
Ekrem Ekinci, President
Isik University
Sile Campus: Kumbaba Mevkii 34980
Sile ISTANBUL TURKEY
T +90.216.528 70 14
F +90.216.712 14 69
M 0.532.230 2838
Email: ekinci@isikun.edu.tr

Appendix B: The Visit Agenda

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

LUNCH WITH ALUMNI AND PRACTITIONERS

Those in attendance:

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

INTERVIEW WITH STUDENTS IN TEAM ROOM

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

ENTRANCE MEETING WITH THE FACULTY

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

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

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

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

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

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

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

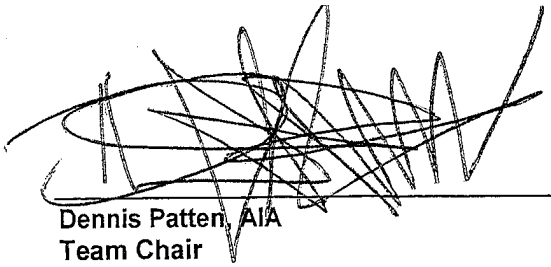
Gülgin Pulat Golcmen Professor, Dr. ggolcmen@itu.edu.tr
Architectural Design Studio 5 – 6
Space Use and Evaluation on Housing (Elective Course)
Graduation Project
Hosing and Change (Graduate Course)
Architectural Design Studio (Graduate Course)

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

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

V. Report Signatures

Respectfully submitted,

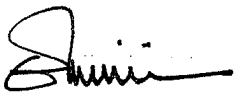


Dennis Patten, AIA
Team Chair

Representing the Practice

Sharon C. Matthews, AIA
Team member

Representing the Academy



Prof. Dr. Ekrem Ekinci
Observer

Representing Istanbul Technical University

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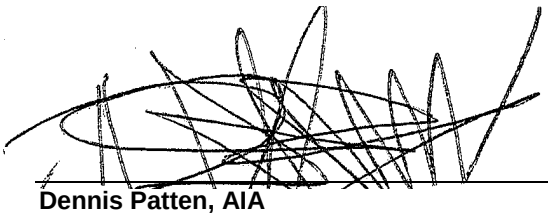
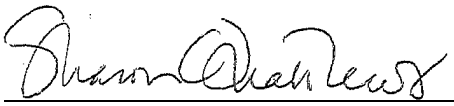
Confidential Recommendation

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



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



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

Program Response to the Final Draft Visiting Team Report

A Response to the Final VTR

……..

5. Studio Culture (p.7)

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

Appendix B: The Visit Agenda (p.12)

Day 2 Sunday.....

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

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

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

ENTRANCE MEETING WITH THE FACULTY (p. 15)

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

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

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

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

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

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