Yaşar University Architecture Department Undergraduate Program has been accredited for a total of 3 years, covering the period between October 3, 2022 and October 3, 2025, as a result of the virtual visit and evaluation of the Architecture Accreditation Board (MiAK-MAK) on 25-26-27 April 2022.

The Department of Architecture applied to the MiAK-MAK accreditation process in January 2020, therefore, educational and academic activities as well as administrative and spatial qualifications of the period between 2018-2020 were included in the Self-Assessment Report. However, due to the Covid-19 pandemic, the process was interrupted and extended by MiAK-MAK, and the visit could take place in April 2022. For this reason, an additional Self-Assessment Report on the developments in educational and academic activities and spatial conditions in the years 2020-2022 was also submitted to the MiAK-MAK visiting team during their visit.

The Undergraduate Program made a plan for the future of the Program and took action to **check** and **take precautions** by putting this plan into practice within the scope of the Final Report conveyed by the MiAK-MAK visit team, which included critical feedback. Therefore, the relevant **planning** was made taking into account the positive and negative criticisms expressed in the feedback. Particularly aiming at eliminating negative criticisms, **implementation** phases containing solution suggestions have been started and are continuing. The stages of **checking** and **taking precautions** will also be carried out following the feedback from the implementations. The text below summarizes the steps and contents of the **planning** and **implementation** phases carried out so far.

Planning phase (considering the positive and negative criticisms expressed in MiAK-MAK feedback):

The success of the Self-Assessment Report and its appendices, created between 2018-2022, can be attributed to many different factors:

- The Department targets a structure that follows the Institutional targets determined by the Institution and expressed in the 2020-2025 Strategic Plan, and shows sensitivity for its allocation. For this reason, the objectives that the Undergraduate Program can follow within the scope of "research and innovation," "education," "internationalization," "social contribution" and "sustainability" strategies, and on the basis of the concepts of "learning by doing," "research, innovation and entrepreneurship," "internationalization," "integration with regional ecosystem"," "energy," "migration," "digital transformation," "agriculture and food," "science," "art, design," and "sustainability" are included in the mission and vision.
- The interdisciplinary relations the Undergraduate Program establishes with other Undergraduate Programs (and Faculties) on the basis of both courses and projects, the relations the Undergraduate Program establishes with local government institutions such as the Municipality, the academic projects carried out by the members of the Department and the participation of the students in the projects, the competencies sufficient and open to development in the preparation of the graduates to the market were conveyed as transparently as possible, and the steps planned to be taken in the process to be followed were placed at the end of each content with the same transparency by the Head of the Department. In the Self-Evaluation Reports, each Department member, Faculty and University administrative staff, Department students and more specifically Department commissions and committees have made very important contributions. In addition to the process planning, document collection and report preparation tasks of the Accreditation Committee, the surveys and interviews conducted by the Education Quality Committee with students and lecturers enabled the Undergraduate Program to mirror both its educational and academic structure. With the feedback obtained from these surveys and interviews, revisions were made in the relevant structures and issues, and revision decisions could be made.

- The virtual visit process was very successful. All documents transferred to the digital media and meetings held in virtual rooms were reached and managed without any problems. The importance and competence of the program on digitalization could be observed in the process.

Confirming these qualifications, therefore, in the Final Report submitted to the Department, which includes the examinations and observations of the MiAK-MAK visiting team, the following features of the Program were found positive:

1. Course files have been prepared systematically. Access to the virtual document room and meetings is conveniently arranged.
2. The students stated that the academic staff of the Program are interested and supportive.
3. At every administrative level, the Institution, as Department Head, Dean and Rector, embraces Accreditation with a transparent, accepting and institutional critique perspective.
4. A significant administrative sensitivity has been observed in academic and voluntary work on social responsibility and contact with the community.
5. Organizing an international meeting like ATI with the contribution of the Program raises the place of the Program in terms of internationality.
6. It has been stated by the Department members that the principle of equality and diversity is followed with a transparent practice in appointment and promotion.
7. The academic staff is rich and diverse in terms of expertise and graduates from different schools.
8. The academic staff has a high motivation and capacity for scientific studies and publications. Necessary incentives are provided by the University. Undergraduate students are also provided with the role of researchers in small-scale and supported projects such as Scientific Research Projects (BAP), and an encouraging and transparent evaluation policy is maintained for this purpose.
9. Part-time members also stated that the administrative structure values them.
10. The University's Innovative Education Center continues its academic staff training in terms of pedagogical formation.
11. The graduates stated that some of the professional skills they acquired in the Undergraduate Program gave them an advantage in finding a job and the academic staff supported them by opening channels to improve their individual capacities.
12. Social media management is strong; therefore, all academic activities could be shared as open source.
13. When faced with unexpected problems (such as pandemic and Izmir earthquake), there is an administrative understanding and an academic staff that can act together, which can make rapid strategic interventions and turn the experienced problem into new advantages. (For example, activities transferred to online platforms during the pandemic and/or earthquake researches after the earthquake are included in the new work themes of the Department).
14. Current issues (gender equality, decolonization, responsible production, frugal architecture, etc.) are rapidly entering research and education. Dynamic academic publication stands out not only in terms of numbers, but also in terms of topics.

Implementation phase (solution suggestions aimed at eliminating negative criticisms):

The negative features are also included in the related Final Report. In the new period, the Head of the Department and the Accreditation Committee came together and started to plan and implement the steps to be taken on the basis of these problems. Accordingly, the negative aspects and the practices planned by the Department in the new period are as follows:
1. There are problems with physical infrastructure, especially studio space.
2. Two faculty members share an office together.
3. The lack of co-working spaces apart from the studio and classrooms was expressed by students and alumni.

The spatial problems expressed within the scope of the first three items were also expressed firsthand in the Self-Evaluation Report prepared by the Department. It was also added to the Report that solutions are being produced for the said problems on the basis of the Institution and that these problems will be completely eliminated in the near future. Therefore, a solution that can be provided on the basis of the Department has not been discussed for now.

4. It has been stated that the library does not provide services in sufficient time and capacity. Since this is related to the management and working system of the relevant unit, a Department-based solution has not been produced for now.

5. Program Outcomes contain very general descriptions and repetitive skills and competencies. Some knowledge, skills and competencies that are inevitably required for undergraduate architecture education are not included.

   In order to solve the problem, the existing Program Outcomes were placed in the Course Evaluation Forms shared with the Department instructors each semester, and the instructors were asked to indicate which Outcomes fit the courses they coordinated. In addition, their opinions on other Program Outcomes that could overlap with their courses and/or their suggestions for the revision of the existing ones were also requested. According to the feedback from the lecturers, the Program Outcomes will be renewed with the Committee meeting.

6. Among the knowledge and skills that the graduate should gain,
   ○ Cultural Heritage and Conservation
   ○ Nature and Human
   ○ Life Safety
   ○ Leadership
   competencies should be provided and/or developed on the basis of compulsory courses.

   A Curriculum Renewal Commission was established to reconsider the program curriculum in a holistic way. The Commission started to develop proposals with the relevant problems by meeting with the Head of the Department and the members of the Accreditation Committee.

7. It was determined that almost the same persons took the floor and came to the fore at the meeting of student representatives and students. This can create problems in getting the overall impression.

   In order to involve students more actively in the accreditation process, it was decided to share the skills and competencies determined by MiAK-MAK, which are also included in the Course Evaluation Form, with the students through a questionnaire to be carried out during and at the end of the semester, and to get their opinions.

8. It has been stated that some activities of student societies produce studies related to the goal of communicating and coming together.

   The aim is to enable students to integrate with each other more, to increase their belonging to the school/process, and thus to enable them to take more initiative. In this context, it is thought that this problem will be brought to the agenda and solved by contacting Studio YU, which is the student club of the Department.

9. In terms of infrastructure, it has been observed that Yaşar University Design and Research Center (YÜTAM) is operated in a limited way for Architecture students.

   Erinç Yıldırım, one of the Department Research Assistants responsible for the relations between YÜTAM and the students and members of the Department, was interviewed, and it

was planned to start negotiations with the YÜTAM management in order to strengthen the communication in question and to inform the Department lecturers about this issue.

10. Interdisciplinary interaction is weak. In this regard, the students stated that they could not adequately communicate with and take courses from the Department of Interior Architecture, which is the closest department.

    This problem will also be resolved by the work of the Curriculum Committee. Relevant studies have started, and a solution-oriented decision has been taken. However, in consultation with the Department of Interior Architecture and Environmental Design, a framework to be planned in accordance with the curriculum of both Departments will be presented.

11. At the alumni meeting, they stated that they have problems in networking since the industry still tends to recruit through personal connections.

12. It was stated that technical trips and institutional visits fell short of expectations.

    Regarding the 11th and 12th articles, in order to fill the gap between theory and practice that can be observed in Architecture Departments, systematic visits to architectural offices, contacting the Izmir Association of Architects in Private Practice and inviting architects working in the market to the Department for various seminars and events are among the solution suggestions.

13. Despite the progress in online platforms, it has been negatively evaluated by graduates that very important educational activities such as technical trips have decreased. It was especially emphasized that this decrease was not only caused by the pandemic, but was the same before.

    It has been decided to organize technical trips to different cities and architectural firms more systematically every academic year.

14. There are deficiencies in applied education. For example, there are no educational platforms, such as the material laboratory, where the student can personally experience the use of materials.

    Although the spatial problems will not be solved yet, it is planned to increase the applied training modules on the basis of the related courses. A question related to this subject was added to the Course Evaluation Forms shared with the members of the Department, and it was thought to take new decisions according to future feedback.

In addition to these, taking into account the deficiencies, it has also been decided to establish a "research and publication committee" and a working group (including student representatives) to strengthen vertical communication under the coordination of the studios, with the decisions taken by the Head of the Department and the relevant Committees. It was also decided that the problems related to the approach used previously in the "Knowledge, skills and competencies matrix" specified by MiAK-MAK will be discussed and resolved at the meetings to be held with the members of the Department at the end of the 2022-2023 academic year.