HEADWAY

This concept signifies progress, forward movement, and development in design education and dormitory life. While it reflects the growth, exploration, and mastery students achieve in their creative skills through design education, it also symbolizes their personal growth, the formation of new social connections, and a sense of independence during their college years spent in dormitory life.

In architectural terms, it is expected that the environments in which design education activities and students' daily lives occur during the education period should support the key concept mentioned above, be appropriate for their intended purpose, and be both mind-opening and sustainable. However, today's conditions present a dynamic life cycle characterized by constant change, with new facts, methods, needs, and lifestyles continually emerging. It is essential to create innovative, environmentally friendly, stimulating, libertarian, integrative, and realistic environments that can respond to these emerging possibilities and changes while bridging the gap to adulthood. Additionally, these environments should help concretize expectations around architectural design principles and generate ideas in this context.

Universities are opening new faculties and departments to meet the growing population and demand for trained researchers. Accordingly, these institutions provide educational opportunities to students both domestically and abroad. However, due to the increasing demand and limited time, it is no longer feasible to ensure that the spaces provided for educational units fully meet students' expectations, as each faculty and department requires different, specialized spaces. Similarly, the accommodation spaces presented for students from diverse cultural backgrounds, with varying structures and expectations, may be inadequate due to factors such as economic constraints, transportation issues, standardization, time limitations, and a lack of sufficient functional facilities.

Compared to other faculties, the Faculties of Architecture and Fine Arts especially require thoughtfully designed spaces for incubation, design, development, implementation, production, and presentation, due to their metaphorical significance, social missions, and functional needs. In addition, the faculty and its departments serve as key representatives of many universities, playing a significant role in its public image and outreach. Accordingly, it is essential to separately consider the design of

educational environments where visibility takes precedence, and where the abstract and the concrete, the senses and the mind, talent and logic, art and science, society and the individual converge.

Dormitories are one of the most essential pillars of university life for students living independently from their families. Apart from serving as a shelter, they can be seen as an environment of freedom, where students independently shape their living conditions. They also offer an exploratory and complex world, where young people acquire new experiences and knowledge while determining their identities and areas of interest. Additionally, they help their users develop a sense of togetherness and solidarity by providing opportunities to share common living spaces with other young people. In these buildings, interactive environments, rather than just sleeping areas, are even more important for students of the Faculty of Architecture and Fine Arts due to the intensive practical education they receive.

As one of Ankara's new yet ambitious universities, AYBÜ's Faculty of Architecture and Fine Arts, as noted above, is thought to require a mini campus that embodies its own identity, the university's identity, and the founding principles of the city, considering its location.

Exploring the possibilities of a living space where students of the Faculty of Fine Arts and Design can develop individually, enhance their understanding of production through a culture of collaboration, and connect with society and the city within their specialized environments is an essential task today.

Architectural Program

All students can develop their architectural programs based on the given spatial requirements outline if they comply with the specified upper limit for area usage.

Dormitory (ARCH 202):

- *Private spaces/Accommodation units with different options*
- *Common spaces (Study rooms, lounge area, kitchenettes, dining area, laundry facilities, and other support areas)*
- *Support spaces (Reception/front desk, Storage rooms, maintenance and staff offices, technical units)*
- *Recreational and Social spaces*
- *The necessary circulation areas*

Faculty of Architecture and Fine Arts (ARCH 302):

- *Academic and Learning Spaces (lecture halls, design studios, workshops computer labs, seminar rooms, etc.)*
- *Administrative and Faculty Spaces (Faculty offices, Department offices[1], meeting rooms, Exhibition and Gallery spaces, etc.)*
- *Social and Collaborative areas (Clubs, Student longues, Dining areas, and Cafeteria, etc.)*
- *Specialized Spaces for Fine Arts (Art studios, Performance spaces, Photography, and multimedia studios, craft and fabrication areas)*

The total enclosed area is limited to a maximum of 5,000 sqm for the dormitory and 7,500 sqm for the Faculty of Architecture and Fine Arts.

Learning Outcomes:

The expectations for the experience that students will be able to acquire are as follows:

- Conceiving, analyzing, and managing the relationship between a building design and a prestigious, densely populated urban fabric.
- Classifying recent architectural trends and movements; explaining their general characteristics; and reflecting on some of these features in their studies.
- Identifying the functional needs of user groups studying design and residing in dormitories and integrating these needs with unique design strategies into the works.
- Analyzing, determining, and addressing environmental, structural, configurational, and aesthetic issues in the given design problems
- Improving both individual and collective in-class work cultures.

Evaluation Criteria:

In the context of the design outcomes mentioned above, the criteria to be carefully evaluated can be summarized as follows:

- The ability to use effective architectural representation to convey the design idea and process.
- The ability to collect and interpret the necessary architectural knowledge related to the design area and the design problem.

---

[1] *At least five departments must be included in the program.*

- The ability to develop a suitable design approach, including consistent conceptualization, establishing conceptual relationships with the surroundings, and meeting the defined functional and structural requirements.

- Production of unique, practical, innovative, flexible, and user-focused design solutions that follow certain design styles.

- The ability to manage the design process from the conceptual phase to completion, incorporating regular critiques.

- Visual and verbal presentation skills to articulate and defend ideas and designs.

- Preparation of the submission according to the instructions provided by the exam juries.

- Regular attendance[2] and playing an active role in class activities.

Scoring phases:

- Mid-term jury: **30%**

- Assignments, Design Critiques and Attendance: **20%**

- Final jury: **50%**

Syllabus:

- It will be announced at the start of the semester.

References:

- ADLER, D. (1999). Pride, L. Student Housing and Housing for Young People. In Metric Handbook Planning and Design Data.

- COULSON, R., ROBERTS, P., TAYLOR, I. (2023). University Trends: Contemporary Campus Design, Rotledge, 3rd Edition.

- LYNCH, K. (1960). The Image of the City. Cambridge, MA: MIT Press.

- YANNI, C. (2019). Living on Campus: An Architectural History of the American Dormitory. University of Minnesota Press. https://doi.org/10.5749/j.ctvdmx05s

- https://www.pau.edu.tr/pau/tr/duyuru/pamukkale-universitesi-mimarlik-ve-tasarim-fakultesi-ve-yakin-cevresi-mimari-proje-yarismasi-sonuclandi

---

[2] Students must not exceed the attendance limits set by the University student regulations during the semester.

Figure 1: Aerial view of the site area.

The AYBU Cinnah Campus was chosen as the study area due to its strategic location, which reflects the university's identity and visibility within the city. The campus is situated along the Ulus-Çankaya axis, which developed after Ankara became the capital. It is also located on Cinnah Street, which follows Atatürk Boulevard, one of the city's most important thoroughfares. Atatürk Boulevard begins at Kuğulu Park and extends to Atakule, which houses embassies, foundations, residential neighborhoods, educational institutions, hospitals, and various commercial establishments.

There are currently two buildings on the site. The smaller building will be preserved for Studio IV, while both buildings will be excluded from consideration in Studio VI. The necessary documents for the site area will be supplied at the start of the semester.

Finaly, I hope it will be a successful semester for all of us.

"Design is not making beauty; beauty emerges from selection, affinities, integration, love."

Louis Kahn

Figure 1: The photos retrieved from https://aybu.edu.tr/yapiisleri/tr/sayfa/2424/Cinnah-Yerleşkesi

Figure 3: The photos retrieved from https://aybu.edu.tr/yapiisleri/tr/sayfa/2424/Cinnah-Yerleşkesi