CONSERVING AND MANAGING MODERN CAMPUS HERITAGE: ”ALLEY” AS THE SPINE OF METU CAMPUS, ANKARA

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF NATURAL AND APPLIED SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

SILA AKMAN

IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN
CONSERVATION OF CULTURAL HERITAGE
DEPARTMENT OF ARCHITECTURE

JANUARY 2016

Approval of the thesis:

CONSERVING AND MANAGING MODERN CAMPUS HERITAGE: ”ALLEY” AS THE SPINE OF METU CAMPUS, ANKARA

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ABSTRACT

CONSERVING AND MANAGING MODERN CAMPUS HERITAGE: ”ALLEY” AS THE SPINE OF METU CAMPUS, ANKARA

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Supervisor: Assoc. Prof. Dr. A. Güliz Bilgin Altınöz

January 2016, 196 pages

University Campuses are significant cultural heritage places with their generated social and physical environment. The way for the conserving the university campuses, which intrinsically need continuous changing and enlargement, only is conservation and management plan defining and directing the change and development of the campus. Middle East Technical University (METU) Campus is a representative of our modern heritage and one of the first Republican Period university campuses in Turkey. METU Campus as a cultural heritage site needs to be conserved because it is very important cultural landscape area with its educational, social and cultural values, the place of social memory, well qualified natural and built-up environment and its archaeological areas, not only for Ankara but also for Turkey.

The main subject of the thesis is conservation of the METU Campus, under the concept of the conservation of the modern campus heritage. "Alley" shaping social and physical environment is the spine of the METU Campus; therefore, this study focuses on "Alley" of the campus as the first step in the conservation of the METU Campus.

The aim of the thesis is conservation and management proposal for the "Alley" as the spine of the campus constructed according to Altuğ and Behruz Çinici's master plan.

Key Words: Modern University Campus Heritage, Significance of the Place, Conservation and Management Proposal, "Alley "of METU Campus.

ÖZ

MODERN YERLEŞKE MİRASINI KORUMAK VE YÖNETMEK: ODTÜ ANKARA YERLEŞKESİNİN OMURGASI OLARAK "ALLE"

Akman, Sıla
Yüksek Lisans, Kültürel Mirasın Korunması, Mimarlık Bölümü
Tez Yöneticisi: Doç. Dr. A. Güliz Bilgin Altınöz

Ocak 2016, 196 sayfa

Üniversite yerleşkeleri yarattıkları sosyal ve fiziksel çevre ile önemli kültür miras alanlarıdır. Doğası gereği sürekli değişime ve gelişime ihtiyaç duyan üniversite yerleşke alanlarını korumanın aracı; değişimi ve gelişimi yönlendirecek ve tanımlayacak olan kampüs koruma ve yönetim planlarıdır. Türkiye'deki ilk Cumhuriyet Dönemi üniversite yerleşkelerinden biri ve modern mirasın önemli bir temsilcisi olan ODTÜ Yerleşkesi eğitsel, sosyal ve kültürel değerleri, toplumsal bellekteki yeri, nitelikli doğal ve yapılı çevresi, sahip olduğu arkeolojik alanları ile Ankara için olduğu kadar Türkiye için de önemli bir korunması gerekli kültür miras alanıdır.

Tezin ana konusu modern yerleşke mirasının korunması genelinde ODTÜ yerleşkesinin korunmasıdır. ODTÜ yerleşkesini ana omurgası yapılı ve sosyal çevreyi şekillendiren "alle" dir. Bu sebeple tez yerleşkeyi korumanın ilk adımı olarak "alle" ye odaklanmaktadır.

Bu tezin amacı 1961 yılında Altuğ ve Behruz Çinici tarafından hazırlanan master plana göre inşaa edilen ODTÜ Yerleşkesi'nin omurgasını oluşturan "alle" için koruma ve yönetim önerisi sunmaktır.

Anahtar Kelimeler: Modern Üniversite Yerleşkesi Mirası, Yerin Önemi, Koruma ve Yönetim Önerisi, ODTÜ Yerleşkesi'nin "Alle" si.

to the Linden in front of BARAKA

ACKNOWLEDGEMENTS

I would like to express my gratitude to my supervisor Assoc. Prof. Dr. A. Güliz Bilgin Altınöz for her inspirational ideas, comments and remarks through the learning process of this master thesis. I would like to thank to jury members; Prof. Dr. Neriman Şahin Güçhan, Prof. Dr. T. Elvan Altan, Assoc. Prof. Dr. Lale Özgenel and Prof. Dr. Ali Cengizkan for their suggestions and constructive criticism.

I express my sincere thanks to Dr. Funda Baş Bütüner, Dr. Sevin Osmay, Dr. Fuat Gökçe, Dr. Nimet Özgönül, Prof. Dr. Ömür Bakırer and Prof. Dr. Cevat Erder for their suggestions and contributions at the preliminary juries. Moreover, I would like to thank to METU Directorate of Construction & Technical Works for sharing their archives and General Command of Mapping for providing aerial photos of the site. I can't thank Mr. Hamdi Kömürcü and Mr. Rüstem Taşman enough for their devoted works in administrative affairs that make the things easier at every stage of this thesis.

Words are powerless to express my gratitude to my friends who gave me hope and joy of life with their affections and fellowships. The first thank goes to my roomies; Merve Aydın, Sevda Kayıkçı, Nilgün Ulu, Gelincik Deniz Bilgin, Seda Dolaner, Ezgi Çabuk, Süreyya Topaloğlu, Merve Demiröz and Dilara Hakyemez for their motivating friendships, thanks to them I have so many home on the earth now. I would like thank deeply to my REST Studio colleagues who contributed a lot to me and accompanied me all kinds of matters. And I thank to Emine Çiğdem Asrav who always motivated me into completion of this study and Filiz Diri for refreshing me when I felt desperate. Thanks to Ender İplikçi, Erbil Algan and İrem Dekeli, I had cozy times while studying in Weimar. I am grateful to Gül İpek Selimoğlu for showing me the light at the end of the tunnel, Güneş Acar and Aslı Oflaz for coming to Weimar and cheering me up. I owe great debt to Burak Aktekin, Yunus Uzer,

Aybüke Köseömeroğlu, Çağdaş Yalçın, Neşe Ersoy, Alişan Genç, Özlem Ersoy, Rasim Boyacıoğlu and many other friends who endlessly supported me and endured my grumbles.

My family, my parents Ramziye and Necati, Meral and Tamer, my siblings Aslı, Nizam, Pınar and Burhan, and my sweethearts Damla and Çınar deserve the greatest thanks for their infinite love and supports, not only during the realization of the thesis but also in my all life.

At last, but not least; I am grateful for the love, encouragement, and tolerance of Erkan Aşık who made my life meaningful and peaceful during the gloomy thesis period. He is the most beautiful thing that has ever happened to me.

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INTRODUCTION

Middle East Technical University (METU) was established on the United Nation's initiative to solve housing and urbanization problems in Turkey and Middle East in 1956, Ankara, Turkey. In its earliest years, METU was temporarily located barracks. In 1963, the university moved to its current campus location that is one of the first university campuses of Turkey. METU Campus was built as a result of a national competition won by Altuğ and Behruz Çinici in 1962, ensued the formation of an important **built environment** with architectural, aesthetical and technical values. The campus is an example of outstanding quality representing the highest ideals and concepts of modern city planning and architecture. Its buildings are one of the best examples of brutalist architecture, the acceptance of the formal elements as they are, and it is the pioneer of application of the new construction techniques and use of new materials in Turkey. In addition to above, re-forestation program led by Kemal Kurdaş (president of METU between 1961 and 1969) and Alaadin Egemen (landscaping coordinator) has provided formation of an outstanding **natural environment** and these efforts was awarded the international Aga Khan Award for Architecture in 1995 for its forestation program. Moreover, the existence of **archeological sites** and the museum exhibited artifacts from these excavations adds archeological value to the campus and make it unique. Apart from all these, since 1956, METU Campus has become inseparable part of the **created socio-cultural environment** with provided education and presented social facilities.

METU Campus area, where has a variety of geological landscape and characteristically agricultural land, is located in the southwest of Ankara and 5km far from the city center. METU Land consists of the university campus, Yalıncak, Koçumbeli and Ahlatlıbel archeological sites and Eymir Lake; covering approximately 4.500 hectares. The university campus comprises three zones according to main functions. The first is Academic Zone; the faculty buildings are overlooking Ankara from a hill that is the on the right side of the entrance road and develop on the west side of "Alley" that is integrated with the buildings that show horizontal changes. The Alley is only for pedestrians and a common place where many activities are concentrated. The second is Academic Center; it comprises the Administration Building, Central Library, and Main Auditorium. These buildings are bounded by the Alley and the entrance road. The third is Non-Academic Zone; it comprises dormitories, teaching staff residences and social and sports facilities.

Pedestrian axis, the Alley, is designed as the spine of the campus. University units take place on the Alley and the area is surrounded by a ring road that is for traffic steam. The rational structural schema of the master plan is working successfully and offers flexibility and spatial variety. Variety of materials, technics, and patterns; the relationships of open-semi open and built-up places not with only each other but also with topography creates spatial diversity and integrity of this polyphony[1] makes METU Campus unique and pioneer in respect of architectural style. Although, there is polyphony in the built environment, the main strategy does not lose its decisive strength all around the campus

.

1. (Tanyeli, 1999)

1.1 Definition of the Problem

"Growth for the sake of growth is the ideology of the cancer cell."

Edward Abbey

The university campuses need changes and development by definition, however, defining the growth and managing the changes for the sake of what is crucial to provide retaining university campuses' physical and social environment. The balance between development and conservation should be provided mindfully. In this context university campus heritage is challenging issue.

UNESCO defines **cultural landscape** as combined works of nature and humankind; they express a long and intimate relationship between peoples and their natural environment. As stressed by definition, METU Campus is an important **cultural landscape area** with human-made **natural environment** which comprises so many endemic species and biodiversity, **built environment** that has architectural, technical and aesthetical values and **social environment** forming from social values. Furthermore, existence of the **archeological sites** in such a cultural landscape area makes METU Campus unique. With all these characteristics, METU Campus area has so much importance not only for Turkey but also for the world. Moreover, METU Campus has the potential to be listed as World Heritage Site and the main criteria for that having outstanding universal value, retaining integrity and authenticity, and having heritage management plan. Therefore, even if METU Campus is not World Heritage Site yet, conservation and management of the area is crucial for retaining values, integrity, and authenticity. However, there are so many external and internal threats to its integrity, authenticity and sustainability listed as below.

- Pressure of limitless and unplanned urbanization
- Lack of integrated approach to the management plan for campus area,
- Ignorance of the shareholders
- Miscommunication between related units, faculties, administration and inhabitants

- Shortage of staff and lack of specialist at related units affiliated Presidency Office
- Lack of awareness about conservation of modern heritage
- Unconsciousness of keeping record and amnesia
- Accessibility and transparency problem

Moreover, also depending upper scale problems the identity of the Alley, as the most characteristic aspect of the campus, is under thread because of;

- Arbitrariness caused by lack of integrated conservation management plan
- Spontaneous interventions
- Structural deformations and surface deteriorations depend on time
- Unable to balance between development and conservation

Hence, integrity and authenticity of the METU campus is under threat and to conserve and retain the campus heritage an integrated conservation and management process should be initiated immediately.

1.2 Aim and Scope

Considering existing threats, exigency for the conservation of METU Campus area becomes a current issue, and it needs an integrated conservation and management plan. Conservation and management plan for the whole campus has too broad scope and requires comprehensive study/project that should be interdisciplinary, participatory and integrated, and carried out by an institutional organization. For this reason, this study will focus on the spine of the campus the Alley to exemplify a proposal of conservation and management plan. Studies are held in three different scales;

- Understanding importance of university campuses as heritage places
- Understanding METU Campus as a modern cultural heritage
- Focusing on the “Alley” regarding its context

The aim of this thesis is to develop a conservation and management proposal for the Alley of METU Campus.

According to Burra Charter, the aim of the conservation is to retain *cultural significance*[2] of a *place*[3] and it is an integral part of good management of *place* of *cultural significance.* (Article 2.2 and 2.3) Conservation of a place should identify and take into consideration all aspects of cultural and natural significance without unwarranted emphasis on any one value at the expense of others. (Article 5.1) The first step of the process is to understand significance of the place by collecting and analyzing information about the place and its setting. This step includes understanding the place by defining it and its extent and assessing cultural significance by evaluating all values and stating significance of the place. Then, in the light of the evaluation of the analyzes, identifying all factors and issues and developing policies including consideration of other factors affecting the future of a place such as the owner's needs, resources, external constraints and its physical condition to prepare a management plan. Final step is managing the place accordance with policies; monitoring the results and updating plan regularly. Participation in the community is essential throughout the process (Figure 1-1).

In the view of the aim of this thesis, understanding cultural significance of the university campuses, METU Campus in Ankara and the Alley of METU Campus, developing policies for conservation of the Alley and developing conservation and management proposal for the Alley are the main concerns of the thesis.

2. “Cultural significance means aesthetic, historic, scientific, social or spiritual value for past, present or future generations. Cultural significance is embodied in the place itself, its fabric, setting, use, associations, meanings, records, related places and related objects. Places may have a range of values for different individuals or groups.” Burra Charter, article 1.2

3. “Place means a geographically defined area. It may include elements, objects, spaces and views. Place may have tangible and intangible dimensions.” Burra Charter, article 1.1

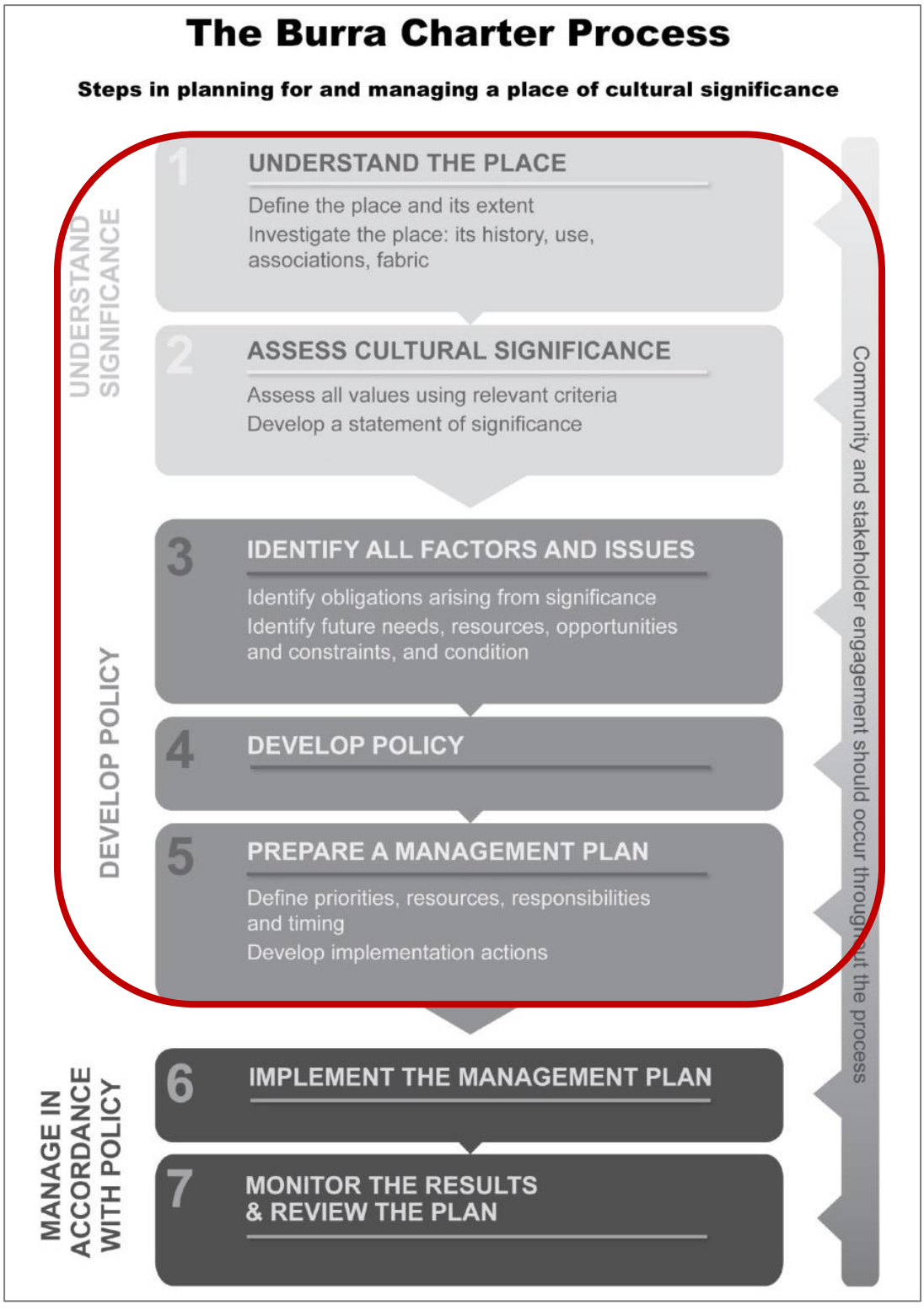

Figure 1-1: Burra Charter 2013 revision

1.3 Methodology

This study consists of four phases as pre-survey, site analyzes, structuring of "GIS Database" and evaluation of the gathered and structured data.

In the first phase, archival studies were held for all possible scales. Literature research was done reviewing books, journals, articles and thesis related with METU and campus conservation. Related with METU, main periodicals such as *Arkitekt, Mimarlık*, METU JFA, *Odtülü* and *Odtülüler* were browsed and archived systematically. Furthermore, the following books were selected as main resources; "*Orta Doğu Teknik Üniversitesi 1964, ÇİNİCİ, A&B. (1964)*", "*Altuğ-Behruz Çinici, 1961-1970: Mimarlık Çalışmaları, ÇİNİCİ, B. (1970)*", "*Türk Yükseköğretiminde Bir Yeniliğin Tarihi : Barakadan Kampusa 1954-1964, PAYASLIOGLU, A. (1996)*", "*Improvisation. Mimarlıkta Doğaçlama ve Behruz Çinici TANYELİ, U. (1999)*", "*ODTÜ Yıllarım: Bir Hizmetin Hikayesi, KURDAŞ, K. (2004)*". Document research was done both from archives and digital media. Original drawing set of A-B Çinici's which was archived at Directorate of Construction & Technical Works were obtained and filed at digital media, systematically. Moreover, base map of the METU Campus and draft of Conservation Master Plan METU 2013 (*ODTÜ Koruma İmar Planı*) were obtained from Directorate of Construction & Technical Works. All aerial photos related with METU Campus were obtained from General Command of Mapping (*Harita Genel Komutanlığı*)[4]. Finally, METU Library Visual Media Achieve[5], SALT Research[6], SALT Online ODTÜ/METU[7] were utilized together with academic sources written above for the visual documents.

4. They have different resolutions and belong to the different years those are year 1963 scale 1/5000, year 1971 scale 1/15000, year 1972 scale 1/5000, year 1975 scale 1/2000, year 1987 scale 1/18000, year 1991 scale 1/2500, year 1999 scale 1/25000 and 2011.

5. http://ww2.lib.metu.edu.tr/gallery/index.php/Fotograflar/FOTOGRAFLARLA-ODTU-YERLESKESI-TARIHI

6. https://www.archives.saltresearch.org/

7. https://www.flickr.com/photos/saltonline/sets/72157645838673339/

As a second phase, the site survey was done at different times, with different methods. Observations on the site were done with experiencing site for an extended period. Preliminarily for site survey, general observations were made on site day by day, and the site was photographed systematically regarding the pavements, entrances, facades and elements such as stairs, retaining walls, sculptures, and trees at different times[8]. Moreover, the missing parts were mapped on the original site plans using a mobile digital device, because the Alley was not drawn at base map properly, so that the missing part of existing base map was marked via site survey.

While site analysis was going on, "GIS Database" was started to structure in the meantime. With the guide of the existing base map (*Hali Hazır Haritası*) obtained from Directorate of Construction and Technical Works, built-up area was digitized as geodatabase at GIS; however, the Alley was not drawn properly in this map. Therefore, the original drawings of the site plans for each building were georeferenced at ArcMap and the missing parts of the existing base map such as; hardscape of the Alley, paths, car parks, stairs, ramps, etc. could be drawn. Moreover, the aerial photos obtained from General Command of Mapping were put into original coordinates with the help of GIS georeferencing tool; so, a multi-layered information system was designed for the Alley and its surroundings. After existing map was composed, the site was digitized for past three periods respectively 1964, 1971 and 1987 according to obtained aerial photos. Finally, the elements of the Alley such as walls, seating units, water elements, sculptures, wall paintings, inscriptions, lights, bins, benches and trees, which were gathered via site survey, were entered the GIS database.

The obtained data processed and the maps were produced using ArcMap, AutoCAD and Photoshop software. While maps were producing, the systematically taken photos of the sites were used to visualize the Alley and its components, so visual catalog of the Alley was created as the product of site survey and GIS database.

8. Five different times: on October 23rd, 2013; on February 28th, 2015;on June 8th, 2015; November 9th, 2015

In the first chapter, after defining the problem, aim, scope and methodology, formation of the university institution and university campus were narrated briefly, and the importance of the university campuses as cultural heritage place was stressed. After this expression, the conservation and management plan examples of the university campuses were mentioned to understand different approaches, encountered problems and suggested solutions on this issue.

In the second chapter, METU Campus as a modern heritage place is examined in two main titles as understanding METU Campus past and formation, and understanding METU Campus today. Analyzing the history of METU Campus since the very beginning has important because social construction of the universities took place before physical construction, so understanding the establishment idea and developments leading to establishment provide to penetrate formation of METU Campus. Moreover, to identify the Alley understanding the main logic under the Master Plan of A-B Çinici has key importance. When comes to today, the study includes two scales as reading contemporary context in urban scale and understanding the built-up environment that had been shaped around the Alley, that is context of the Alley.

In the third chapter, the Alley as a place of cultural significance was analyzed to understand its characteristics and components. Historical, physical, functional, social and sensorial aspects of the Alley were revealed with maps, photographs, and written expression.

In the fourth chapter, the character of the Alley is defined, significance of the place stated, and regarding changes and their impacts; values and problems of the Alley is determined in the light of detailed analyzes. After the evaluation, proposals were developed for the sustainable conservation of the Alley through the agency of policies, strategies and actions. Finally, an administration and organization scheme was proposed to carry out conservation and management process of the Alley. In the conclusion, the study and its approach to the problem evaluated and suggestions are made for further studies on the conservation and management of the METU Campus.

1.4 University Campuses as Heritage Places

1.4.1 A Brief Look of University

The university, 900-years institution, emerged in the 12th century in two different geography; Bologna and Paris. Since then, university is the most important institutional heritage of the humanity as Council of Europe was accepted. According to Tekeli, university institution had four main transformations in 900 years. These are church-based university, Von Humboldt type research university, multiversity, and information society university.

In the Medieval Ages, the church-based university was conservative, and the activities of the people of the university were restricted within the borders of the church. In Europe, the scientific revolution could not come to church-based universities; it developed with 16th-century academies in Italy and 17th-century academies in England and France that is to say, with Renaissance and reform periods. The Protestant universities were the first church-based universities giving place to new science generated at the academies. In this way, the church-based universities could undergo a transformation toward the modern university.[9]

Research universities were born with the foundation of the Von Humboldt University in Berlin in 1810. It was a nation-state university and producing science for science. The state provided financing of the university, and it was basically nationalist university; the medium of instruction was not Latin anymore, it was nation's language. The system of these universities started to be corrupted in time because of the fixation of the system and intervention of the states.[10]

After World War II, the USA gained the leadership in the science world. With this change, a new type university system named as multiversity arisen. Multiversity gave

9. "Science and University". Opening Speech of the Science and University Symposium organized by Orta Doğu Öğretim Elemanları Derneği (Tekeli, 2014)

10. Ibid

up saying science for science and new functions were defined for university as training, research and producing public service. Moreover, so many and different institutions took place within multiversity and multi-disciplinary approaches gained importance. These universities were providing elitist higher education only for 15% of the total student.[11]

In the 1980s, the world had great transformations; it transformed from industry society to information society, from nation-state to global world and multiversity also affected by this change and became information society university. The quality and the quantity of the given education have changed. While multiversity provides elitist training, information society university provided mass training and 65% of the total students were trained. However, the quality of the training has decreased and the mission of producing for public welfare converted to producing for free market welfare. [12]

In Turkey, development of the university was quite late during the modernization process. Madrasas, corresponding to church-based universities in Europe, could not realize the transformation and development continuum was interrupted. When Ottomans had to regulate high education system, they took France model as an example, so high schools were being opened before the universities. In the 1860s, "*Darülfünun*" which means university came on agenda. The first Turkish university, called the *Darülfünun* (house of sciences), was opened in 1900 after a number of unsuccessful attempts; however, the establishment of Istanbul University could be realized narrowly in 1933, after the *Darülfünun* Reform in 1915[13]. These initiatives are the result of searches on Von Humboldt type university. The University Law No. 4936, designated in 1946 and with this law university became autonomous. There are four universities established under Law No. 4036 in Turkey. Those are Istanbul

11. "Science and University". Opening Speech of the Science and University Symposium organized by Orta Doğu Öğretim Elemanları Derneği (Tekeli, 2014)

12. Ibid

13. (Reed, 1975)

University (1933), İstanbul Technical University (1944), Ankara University (1946) and Ege University (1955). Multiversity was world's agenda in these years, in spite of being autonomous, the hierarchy was quite strict at these type universities and it needed to be enhanced, multiversity was the world's agenda these times. As a result of this demand, three universities were established under different special laws. The largest and most dynamic of the new universities is the Middle East Technical University in Ankara, which started training in 1956 and was set up by law in 1958. The second one is The Atatürk University in Erzurum was established by law in 1957 and began classes in November 1958. The last university is the Black Sea Technical University in Trabzon established by particular law in 1958.[14] The 1960s provided the pluralist, democratic and free medium for the universities; however, non-proportional interventions to the student movements between 1968 and 1971 took a severe toll in Turkey where occasional boycotts and violence forced extended suspensions of instruction and the temporary closure of some institutions. After this chaos environment, the universities were suppressed by the Universities Law No. 1750 of 1973. In the 1980s, after the military intervention Higher Education Board (YÖK) was established as a result of 1982 constitution that is an oppressive constitution and universities got under control and supervision of YÖK. Unfortunately, universities in Turkey lost their autonomy and liberty and stayed out of the transformation of the universities in the world.

1.4.2 The Idea and Establishment of University Campuses

The built-up environments of the universities have been changed along with the transformation of the universities since they emerged. These changes in universities have been constituted the campus universities. As Kortan states, "campus" term have been firstly used for formerly College of New Jersey (current name Princeton University) in the USA in the first half of the 18 century and the meaning of "campus" implies the open areas among the college and university buildings.[15]

14. (Okyar, 1968)

15. (Kortan, 1981)

Although the term caught on to describe any given physical environment of the university after 1945, campus-like settings have always been in existence since the establishment of the first universities back in 12th century.[16]

The configuration of the university's built environment has displayed changes and varieties until the 20th century, mostly according to its geography and general tendencies of the society. For instance, the campuses in Great Britain have become different from the continental Europe's which also have differed among them as North and South Europe. In the meantime, campus design has followed a distinctive path in America, too.[17]

1.4.3 University Campuses as Heritage Places: Conservation and Management of Campus Heritage

"Cultural Heritage" is defined as below by The Getty Research Institute.[18]

> "The belief systems, values, philosophical systems, knowledge, behaviors, customs, arts, history, experience, languages, social relationships, institutions, and material goods and creations belonging to a group of people and transmitted from one generation to another. The group of people or society may be bound together by race, age, ethnicity, language, national origin, religion, or other social categories or groupings."

According to above defined, cultural heritage places are composed of tangible and intangible values. In this context, the university campuses as a generator of the social and physical environment have the feature of tangible and intangible traces of university institution existing since 900 years in different geographies and regardless of its age, they are the important heritage places as representative of university

16. (Nişanyan, 2009)

17. (Ilgaz, 2014, Master Thesis)

18. The Getty Research Institue - Art & Architecture Thesaurus Online

institution heritage. On the one hand university campuses are the reflection of the university history, on the contrary they have to be updated perpetually regarding needs of ongoing higher education, so conservation of the university campuses is challenging issue and the growth-conservation balance of the campuses should be provided delicately.

Therefore, conservation and management of university campuses as heritage places is a current and important issue. In the USA, university campuses were granted for preparing conservation master plan by Getty Foundation between 2002 and 2007. In the recent years, a lot of university settings designated in World Heritage List by UNESCO. Two modern universities, *Ciudad Universitaria de Caracas* and Central University City Campus of *Universidad Nacional Autonoma de Mexico*, entered the list in 2000 and 2007. Additionally, University City of Bogotá is at tentative list since 2012. Apart from all these, conservation activities are being carried out for so many different university campuses to sustain and manage the integrity and the identity of the university campuses.

Getty Campus Heritage Grants (2002-2007)

The Campus Heritage Initiative was purposed to assist colleges and universities in the United States in managing and conserving the integrity of their significant historic buildings, sites, and landscapes by the Getty Foundation. Grants were awarded for projects that focused on the research and survey of historic resources, preparation of conservation master plans, and development of detailed conservation assessments. From 2002 to 2007, the Campus Heritage Initiative supported conservation efforts for 86 historic campuses across the USA, a nationwide survey of independent colleges, and a national conference on campus conservation issues through grants totaling nearly $14 million (Tables 1-1). The conservation and management plans, products of the initiatives, are available on an interactive web portal, Campus Heritage Network [19] which was developed through a grant to the Society for College and University Planning (SCUP). The Campus Heritage

19. http://www.campusheritage.org/

Initiative resulted in broad-based awareness of the need for conservation and management plan for college and university campuses and importance of the integrated approach.[20]

Tables 1-1: Getty Campus Heritage Grants List (2002-2007)

Source: **http://www.campusheritage.org/page/getty-campus-heritage-grants.html**

GRANT YEAR	NAME OF THE INSTITUTION	STATE CITY	AMOUNT OF GRANT	FOUNDATION YEAR
2002	Bryn Mawr College	Pennsylvania	$225,000	1879
2002	Columbia University	New York	$200,000	1903
2002	Haverford College	Pennsylvania	$170,000	1833
2002	Salve Regina University	Newport, Rhode Island	$202,000	1934
2002	Savannah College of Art and Design	Georgia	$150,000	1978
2002	Scripps College	Claremont, California	$130,000	1926
2002	Spelman College	Atlanta, Georgia	$65,000	1881
2002	University of California	Berkeley	$250,000	1868
2002	The University of Chicago	Illinois	$121,000	1890
2003	Barnard College	New York, New York	$220,000	1889
2003	Brown University	Providence, Rhode Island	$170,000	1764
2003	Chatham College	Pittsburgh, Pennsylvania	$115,000	1869
2003	Cranbrook Educational Community	Bloomfield Hills, Michigan	$170,000	1904
2003	Dillard University	New Orleans, Louisiana	$100,000	1930
2003	Ohio State University	Columbus	$200,000	1989
2003	Rensselaer Polytechnic Institute	Troy, New York	$150,000	1824
2003	Sheldon Jackson College	Sitka, Alaska	$100,000	1878
2003	Tougaloo College	Mississippi	$75,000	1869
2003	University of Florida	Gainesville	$150,000	1906
2003	University of Minnesota	Morris	$180,000	1851
2003	University of Virginia	Charlottesville	$170,000	-
2003	University of Wisconsin	Madison	$170,000	-
2003	University System of Georgia	Atlanta	$180,000	1784
2004	Antioch College	Yellow Springs, Ohio	$150,000	1853
2004	Bennett College	Greensboro, North Carolina	$90,000	1873
2004	Bronx Community College	New York	$228,000	-
2004	Bucknell University	Lewisburg, Pennsylvania	$150,000	1846
2004	College of William and Mary	Williamsburg, Virginia	$150,000	1693
2004	Columbia College Chicago	Illinois	$150,000	1890

20) http://www.getty.edu/foundation/initiatives/past/campusheritage/

2004	Hollins University	Roanoke, Virginia	$130,000	1842
2004	Lake Forest College	Illinois	$150,000	1891
2004	Mars Hill College	North Carolina	$125,000	1892-1935
2004	Metropolitan Community College	Omaha, Nebraska	$45,000	1878 -1959
2004	Middlebury College	Vermont	$150,000	1800
2004	Morehouse College	Atlanta, Georgia	$90,000	1888
2004	Northwestern College	Saint Paul, Minnesota	$150,000	-
2004	Philadelphia University	Pennsylvania	$120,000	1884
2004	Reed College	Portland, Oregon	$140,000	1909
2004	Rhodes College	Memphis, Tennessee	$150,000	1920s
2004	University of Arizona	Tucson	$150,000	1885
2004	University of California	Santa Cruz	$100,000	1851
2004	University of Maine	Orono	$175,000	1865
2004	University of New Mexico	Albuquerque	$120,000	-
2004	University of Pittsburgh	Pennsylvania	$150,000	1924-1938
2004	University of Science and Arts of Oklahoma	Chickasha	$75,000	1908
2004	University of the South	Sewanee, Tennessee	$170,000	1857
2004	Washington and Lee University	Lexington, Virginia	$150,000	1820-1840
2004	Youngstown State University	Ohio	$100,000	1908
2005	Bennington College	Vermont	$150,000	1932
2005	Berry College	Mount Berry, Georgia	$150,000	1902
2005	Clark Atlanta University	Georgia	$90,000	1877
2005	New Mexico State University System	Las Cruces	$175,000	1888
2005	Pittsburgh History and Landmarks Foundation	Pennsylvania	$185,000	-
2005	Pratt Institute	Brooklyn, New York	$175,000	1887
2005	University of Illinois at Urbana-Champaign	Illinois	$175,000	1867
2005	University of Oregon	Eugene	$190,000	1876
2005	Vassar College	Poughkeepsie, New York	$175,000	1861
2005	Virginia Military Institute	Lexington	$125,000	1839
2006	Emerson College	Boston, Massachusetts	$200,000	1880
2006	Florida Southern College	Lakeland, Florida	$195,000	1938
2006	Louisiana State University	Baton Rouge	$180,000	-
2006	Mills College	Oakland, California	$170,000	1871
2006	New York University	New York	$180,000	1831
2006	Oregon State University	Corvallis	$190,000	1927
2006	St. Mary's College of Maryland	Maryland	$145,000	1840
2006	Tuskegee University	Alabama	$115,000	1881
2006	United States Naval Academy	Annapolis, Maryland	$190,000	1845
2006	University of California	Davis	$175,000	1905
2006	University of Cincinnati (NM)	Ohio	$150,000	1895
2006	University of Kansas	Lawrence	$130,000	1863
2006	University of Tennessee	Knoxville	$150,000	1794

2007	Bard College	New York	$160,000	1860
2007	Clemson University	South Carolina	$160,000	1800s
2007	Marlboro College	Vermont	$120,000	-
2007	Miami University	Oxford, Ohio	$90,000	1809
2007	Moravian College	Bethlehem, Pennsylvania	$130,000	1742
2007	Pittsburgh History and Landmarks Foundation	Pennsylvania	$200,000	1852
2007	University of California San Diego	San Diego	$99,800	-
2007	Rocky Mountain College	Billings, Montana	$110,000	1878
2007	Talladega College	Alabama	$90,000	1867
2007	University at Albany Foundation	New York	$180,000	1961
2007	The University of Arkansas	Fayetteville	$170,000	1875
2007	University of Hawaii	Honolulu	$100,000	1907
2007	University of North Carolina at Chapel Hill	North Carolina	$100,000	1793
2007	University of Texas at Austin	Texas	$175,000	1881
2007	Virginia Union University	Richmond	$120,000	1865

Tables 1-1: Getty Campus Heritage Grants List (2002-2007)

Source: **http://www.campusheritage.org/page/getty-campus-heritage-grants.html**

The University Campuses Listed as a World Cultural Heritage by UNESCO

Ciudad Universitaria de Caracas (Venezuela) [21]

The City Campus designed by the Venezuelan architect Carlos Raúl Villanueva in 1945, is an example of outstanding quality representing the highest ideals and concepts of modern city planning, architecture, and art. This is also the first university campus declared as a World Heritage Site by UNESCO, in 2000.

Central University City Campus of the UNAM (Mexico)[22]

The City Campus constitutes a unique example of 20th century modernism, exhibiting the integration of urbanism, architecture, engineering, landscape design and fine arts, combined with references to local traditions. This is the second university campus declared as a World Heritage Site by UNESCO, in 2007.
In the framework of a master plan, more than sixty architects, engineers and artists worked on the projects of buildings and open areas. It was constructed between 1949 and 1952.

21. retreived from http://whc.unesco.org/en/list/986 on 13/01/2016
22. retreived from http://whc.unesco.org/en/list/1250 on 13/01/2016

CHAPTER 2

METU CAMPUS: A MODERN HERITAGE PLACE FROM ITS ESTABLISHMENT TILL TODAY

2.1 Construction Story and History of METU Campus

The social construction of the Middle East Technical University (METU) took place before the physical construction of the university, and this vision made a significant contribution to formation of the physical environment. In this context, construction of the campus will be analyzed in the light of these developments. Firstly, the establishment history of the university will be summarized and then respectively, events that lead the formation of campus and subsequent activities will be narrated.

2.1.1 Understanding the Establishment Idea and the Process[23]

METU came into being under the name of Middle East High Institute of Technology on 15 November 1956. Establishment of METU was considered as a result of the suggestion of foreign specialist, who came through the United Nations (UN), to solve housing and urbanization problems in Turkey, at the first view. However, Payaslıoğlu's historiography[24] on a retrospective review of METU Campus as a renovation in higher education shows that the process is more complicated and more than one person claims that establishment idea was suggested by himself.

23. (Payaslıoğlu, 1996)

24. Ibid.

In 1951, an agreement was signed between the UN and Turkish Government and result of the agreement, at early 1954, Turkey demanded a specialist for technical support from the UN.[25] Then, an American professor Charles Abrams, who was a well-known lawyer and housing expert, sent to Turkey as the UN consultant to the Ministry of Public Works in the same year. Abrams' contacts with Turkey and reports played a significant role in the establishment of METU. Abrams' survey in Turkey continued between 1th September 1954 and 31th October 1954. After the survey and interview with specialists in Turkey, Abrams wrote a report that said there were not enough architects in Turkey, and finally Abrams stated that after all these observations, the establishment of architecture and planning institute in Ankara was obligatory.

25. "Basic Agreement Between The United Nations, The Food and Agriculture Organization of The United Nations, The International Civil Aviation Organization, The International Labour Organization and The Government of Turkey For the Provision of Technical Assistance" (5 September 1951)

Figure 2-1: Headlines were heralding a new school would establish in Ankara

Milliyet Newspaper, 30 April 1955; Türk Sesi Newspaper, 17 May 1955; Vatan Newspaper, 16 May 1955; Yeni Sabah Newspaper, 13 April 1955; Halkçı Newspaper, 13 April 1955; Zafer Newspaper, 22 April 1955; Vatan Newspaper, 13 April 1955.

Source: PAYASLIOĞLU, A. T. (1996)., page: 18

According to Payaslıoğlu's historiography Abrams claims that the establishment idea was entirely belong to him, however according to other interviews and documents figured in this book, there are a few people who make the same claim. For example, Vecdi Diker says [26] that Celal Uzer introduced him to Abrams before the report was not written, and they talked about consultant reports and their aftermath in Turkey. Diker claims he suggested more efficient solution instead of reporting the problem that was establishment of a university in Ankara. Moreover, Uzer also claims that he suggested the idea to Abrams in fact. All these claims show that so many people embraced the achievement; establishment of the university became possible with collective efforts.

Immediately after that Uzer introduced Abrams to him, Diker arranged an appointment with the Deputy Premier Fatin Rüştü Zorlu, as an agency of the government. Abrams, Uzer, and Diker met with Zorlu and suggested the project. Deputy Primer Zorlu and Abrams came to an agreement that an American University and the UN organization were supposed to support the METU project. After negotiations between Turkish Government, UN and Foreign Operations Administration (FOA), UN sent a survey mission to Ankara in mid of April 1955. Dean of the School of Fine Arts of the University G. Holmes Perkins who supervised the structural organization, program and academic mission of the school, and his associates Professors Leon Loschetter and Wilhelm von Molke who prepared the initial plan proposals for the campus and supervised its establishment were the members of the survey mission. In six weeks of intensive work with Turkish counterparts, the survey mission presented a report that included the general principles of the university, the organizational structure, research on campus site and works to be done immediately to UN in August 1955.

As mentioned above, foreign aids played a significant role in the establishment of METU. The aids were started with UN's and supposed to be continued with Foreign Operation Administration (FOA) from the US. Even if the relations between the US were promising, so many disputes appeared in time, and the US withdrew the

26. “Vecdi DİKER’le Röportaj”, ODTÜ’LÜ Dergisi, Yıl:1993 Sayı:2 s.4-5.

support. The most important aspect for refusing support was change of the approach as a result of the reconstruction of FOA as the International Cooperation Administration (ICA). Therefore, establishment delayed because of the withdrawal of US support some, political events and cabinet change in Turkey.

Despite withdrawal of the US support, the UN accepted to support for the architecture and city planning institute with providing six scholarships for training academic personnel at Pennsylvania University [27] and two foreign experts as a result of reciprocal correspondence between UN and Turkish Government. Immediately after consensus, Thomas A. B. Godfrey and Marvin Sevely from Pennsylvania University came to Ankara and applications to the school were opened in October 1956. 300 candidates were applied, and 50 ones were selected. Middle East High Institute of Technology eventually began instruction with 50 students and four instructions in a small rented building that belonged to Social Security Office of Retirees at Kizilay's Müdafaa Street in Ankara on 1 November 1956 and was officially opened on 15 November.

The existing university law[28] was not appropriate for proposed METU Project, so an enabling Law No. 6887 named as "Arrangements and Procedures as for the Foundation of METU"[29], attaching METU to Ministry of Education, was adopted, on 29 January 1957. Finally, "Foundation Act No 7307" was enacted on 27 May 1959. This law was special in Turkish university legislation, granted exclusive rights to METU from all other existing Turkish universities statutes and developed a new understanding for the future universities.

27. The scholarships are Adnan TAŞPINAR, Rauf BEYRU, Şükrü KAYA, Orhan ÖZGÜNER, Bülent ONARAN and Dündar ELBRUZ.

28. Universities Law, law no.4936 of 1949

29. *Orta Doğu Teknik Üniversitesi Kuruluş ve Hazırlıkları Hakkında Kanun*

Türkiye'nin 5. Üniversitesi bu sabah Ankara'da açılıyo

"Orta-Doğu Üniversitesi" nde dersler İngilizce olarak veril

Ortadoğu Üniversitesi Ankara'da açılıyor

Ankara Ortadoğu Enstitüsü törenle açıldı

Middle East High Institute of Technology Opened

A student elected by his new classmates acted as master of ceremonies today as the Middle East High Institute of Technology formally began its teaching. The School of Architecture and City Planning, first unit in the planned development of a new technical university for Turkey and the Middle East, was opened by the Minster of Education, who noted that a law establishing the school as the Middle East Technical University has already been presented to the Grand National Assembly.

The Minister commented on the shortage of engineering personnel in this region, and on the pressing need for cultural and technological development. He expressed gratitude to the United Nations Technical Assistance Administration for its help in establishing the project. After an appeal to the students to put forth their best efforts in response to this significant opportunity, the Minister concluded by expressng the hope that this institute will be beneficial to Turkey, to the Middle East, and to humanity.

A brief talk followed by Mr. Charles Weitz, the United Nations Technical Assistance Board Resident Representative in Turkey, whose efforts have contributed much to the realization of the school. He spoke of the inspiring dedication and hard work of the Turkish supporters of the project, before presenting a message of greeting and congratulations from Dr. Hugh Keenleyside, Director General of U. N. T. A. A.

A student welcomed the guests, and expressed thanks of her clssmates for the opportunity presented them here. She invited the continued interest of all present.

Expressing hopes for success and service, Mr. Refik Koraltan, President of the Grand National Assembly, ... bon to permit inspection of the building by a distinguished assembly of guests, including Mr. Celal Yardimci, Minister of Government, Mr. Hüseyin Göktürk, Minister of Justice, Many Deputies of the Grand National Assembly, the Rector of the University of Ankara, and representatives of the Technical University of Istanbul.

The School of Architecture and City Planning opened today conforms as closely as possible with a program set up in 1955 by a team of United Nations experts, headed by Dean G. Holmes Perkins of the University Pennsylvania, in collaboration with a committee of Turkish citizens appointed by the Turkish Government. The Minister of Education headed the committee, and serving with him were Mr. Vecdi Diker, Mr. Ahmet Tokuş, Mr. Mithat Yenan, and Mr. Adil Yener.

At present the school is operated by the Turkish Government in collaboration with a United Nations Technical Assistance Administration team which will number three men. Fifty first year students are in attendance, and with fifty new students each year an optimum size of two hundred fifty is anticipated when teaching is being carried on at all levels.

A law establishing the school as a technical university will, it is hoped, soon permit development, with the greatest possible speed consistent with maintenance of rigidly high standards, of other departments needed to range this institution alongside the great universities of Turkey. As the Middle East Technical University, it will be expected to produce men and women, technically well trained, competent and conscientious, citizens devoted to the work of developing and improving the physical environment and the cultural attainments of Tur-

Orta Doğu Teknik Üniversitesi

Figure 2-2: The news on oppening of Middle East High Institute of Technology

Milliyet Newspaper, 15 November 1956; Akşam Newspaper, 14 November 1956; Hürriyet Newspaper, 15 November 1956; Akşam Newspaper, 16 November 1956; Week , 1956.

Source: (Payaslıoğlu, 1996, page: 40)

2.1.2 Seeking for the Campus and Competitions

The METU Project aimed to realize the first modern campus university of Turkey from at the beginning. Seeking for the campus area was started by the visit of Perkins' committee in the spring of 1955. After analyzes had been done with Turkish counterparts, they determined five possible areas for the campus (Figure 2-3) and finally current campus area (Figure 2-4) was decided as the ideal area. Firstly, the south part of the field, near Yalıncak Village was suggested as settlement area by Perkins because of its geographical feature for resembling acropolis. Although, its ground was not suitable for construction so much, there was not water, and microclimate was also problematic, authorities approved the proposal of Perkins. Moreover, the committee had prepared initial site plan proposals for the suggested settlement area (Figure 2-5).

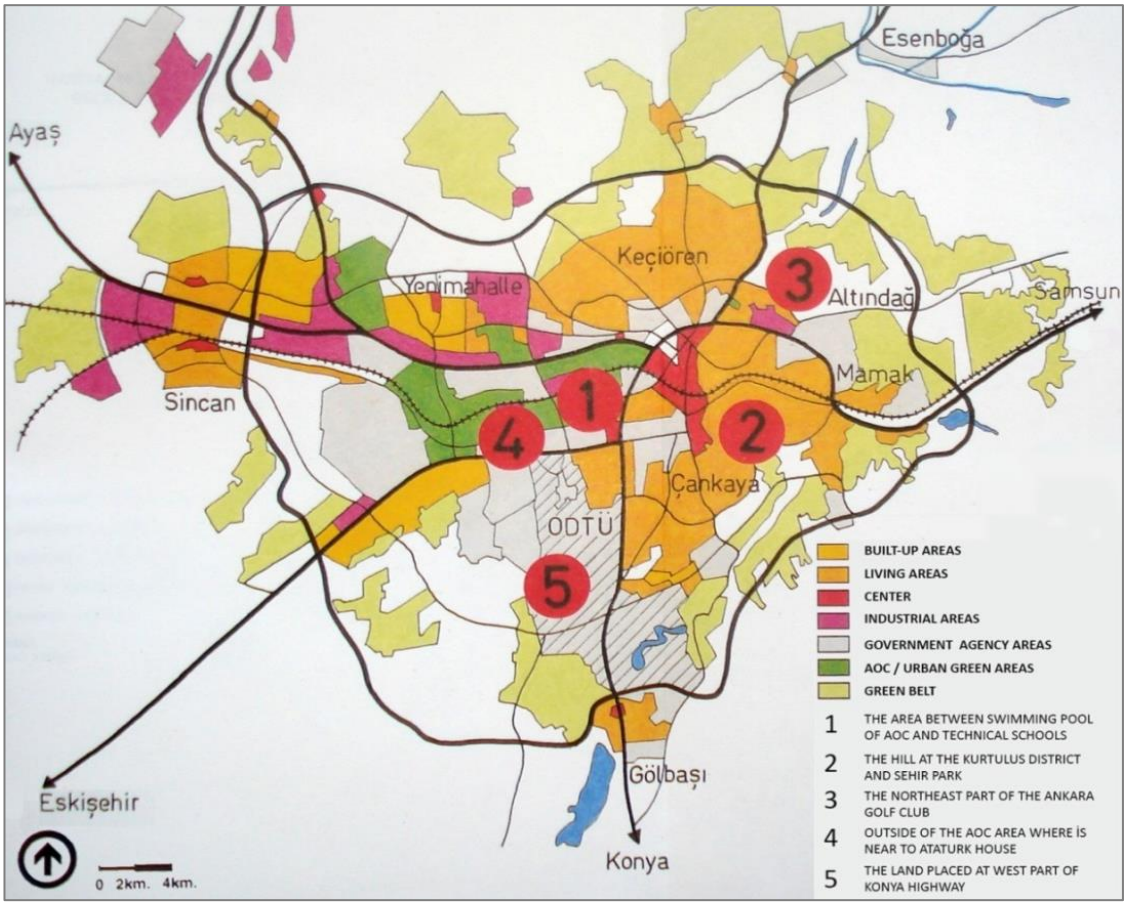

Figure 2-3: Candidate Areas for METU Campus

Source: (Payaslıoğlu, 1996, Appendix Map No.1)

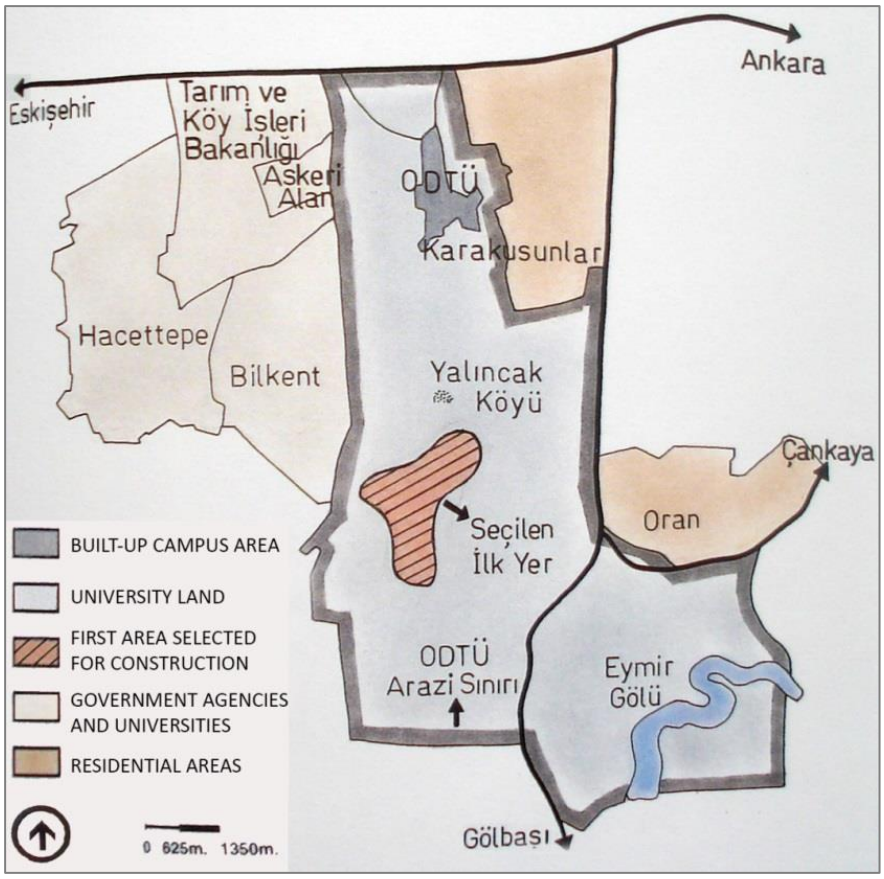

Figure 2-4: The first proposal for construction area and the realized built-up area for METU Campus

Source: (Payaslıoğlu, 1996, Appendix Map No.2)

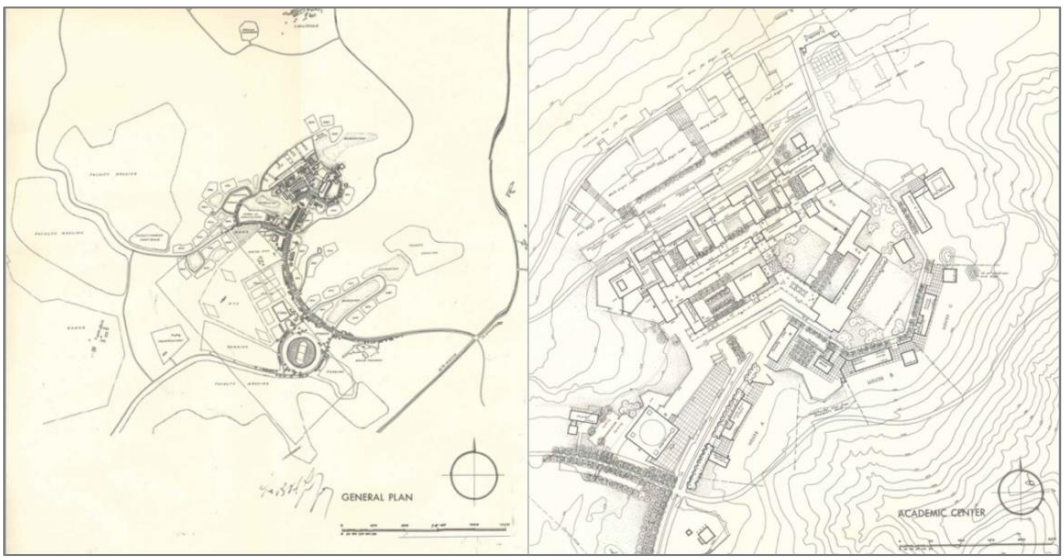

Figure 2-5: The initial site plan proposal from 1955

Source: (Sargın, Savaş, 2013, page: 89-90)

While the struggles were continuing creation of a new campus, , education was started at old Social Security Office of Retirees Building at Kizilay's Müdafaa Street, in Ankara (Figure 2-6) with the opening of Middle East High Institute of Technology on November 1956. The building had three-storey, half of the top floor became a house for Godfrey and his family and the other part used as a drawing room, the second floor was a dorm for eight international students, the ground floor was arranged for education places. However, this building was not adequate for an architecture school that had 50 students, for even its first year and then in early 1958 the building, settings behind the Turkish Grand National Assembly and the barracks were started to use [30]. This temporary campus consisted of a four-storey building, a garage, and barracks. Garage was using as cafeteria; the building was for offices and classrooms and barracks were using as laboratories, studios, and technical space (Figure 2-7). In consequence of expanding to the temporary campus, the first building at the Müdafaa Street became administration building.

Figure 2-6: The first building of METU; the old Social Security Office of Retirees Building

Source: (Payaslıoğlu, 1996, page: 188)

30) Because of the usage of these barracks, METU was named as “Gecekondu (shanty) University” by the opponents at these years.

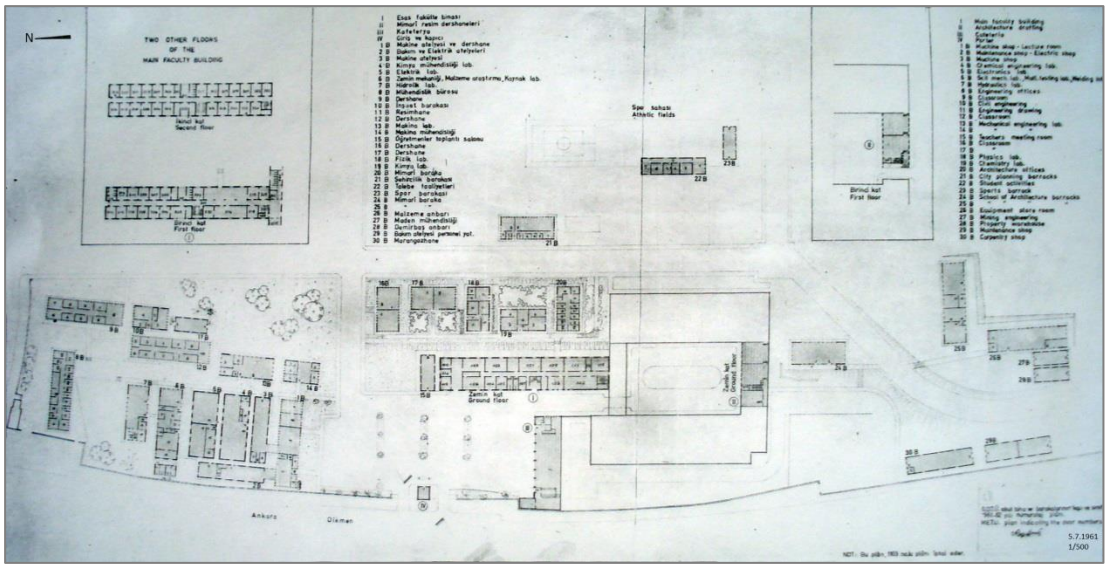

Figure 2-7: Plan of temporary settings of METU behind TBMM

Source: (Payaslıoğlu, 1996)

After the decision had been taken to the campus area, endeavor for purchasing transaction was started. The border of the land was constantly extended with the efforts of Ahmet Tokuş, who was both the member of the board of trustee and Turkish Parliament and he performed crucial tasks in relations with the government. Purchasing the anticipated estate was impossible according to the applicable law in force, because the estate consisted of public and private ownership. Therefore, an expropriation law was prepared by parliament and the purchasing process became hard and complicated, and then the land was given out by contract in 1959 financial year and purchased in 1960.

The government was forcing the university to start the construction for a while; however, there were serious difficulties such as the absence of production drawings, lack of technical analyzes and shortage of budget and building materials. Despite all, the government dictated for a ground-breaking ceremony for the new campus on 3 October 1957, before the election of 1957 to promote themselves and it resulted in a waste of time and labor. After the so-called ground-breaking, the preparation of the projects became on agenda again and as a solution Perkins became the advisor of campus projects, and his master plan was approved in 1959 by the board of trustees. According to the Perkins' site plan proposal, an international competition was held in

the first building, Faculty of Administrative Science, in 1959 and the project prepared by Turgut Cansever, Ertürk Yener, and Mehmet Tataroğlu won the 1st award in November 1959. After the military coup in May 1960, both the administration of the Turkey and METU had changed, Turhan Feyzioğlu was appointed as president, and new discussions started about the place of the campus. The new president suggested the Old Sugar Factory's building in Etimesgut instead of construction of a new campus. After Feyzioğlu had resigned from the presidency, a committee was constituted and then, fortunately, in consequence of elaborate comparative research, the board of trustees decided that the campus would be built at Aşağı Balgat (current campus area Figure 2-8)[31]. However, the first selected part of the area had been found inconvenient, and so it was decided to open a national competition for design of the master plan and three buildings (Faculty of Architecture, Administration Building and Dormitory) with the international jury. Thus, Perkins' campus plan and the first competition lost validity. The competition resulted on 21 August 1961, and, the first award was Altuğ and Behruz Çinici's proposal[32]. According to the report of the jury, the project was selected as the locations of the three major parts of the campus (academic center, student's dormitories, and the staff apartments) were compatible with the topography of the site and the area was used efficiently.[33] The contract between architects A-B Çinici and University Administration was signed on 15 August 1961, and it was including the project of Master Plan of Campus and Faculty of Architecture Building. By the way, Kemal Kurdaş was appointed as president on 21 November 1961. By the end of the 1961 financial year, architects prepared the projects as mentioned earlier.

31. The decision was taken at meeting of the board of trustees on 26 April 1961.

32. 2nd Award: Esat Turak, Gürol Gürkan, Önder Sonad, AktanYörükoğlu, Osman Armangil

    3rd Award: Yılmaz Sanlı, Yılmaz Tuncer, Güner Acar, AyhanTayman.

33. (Köse, 2010, Master Thesis)

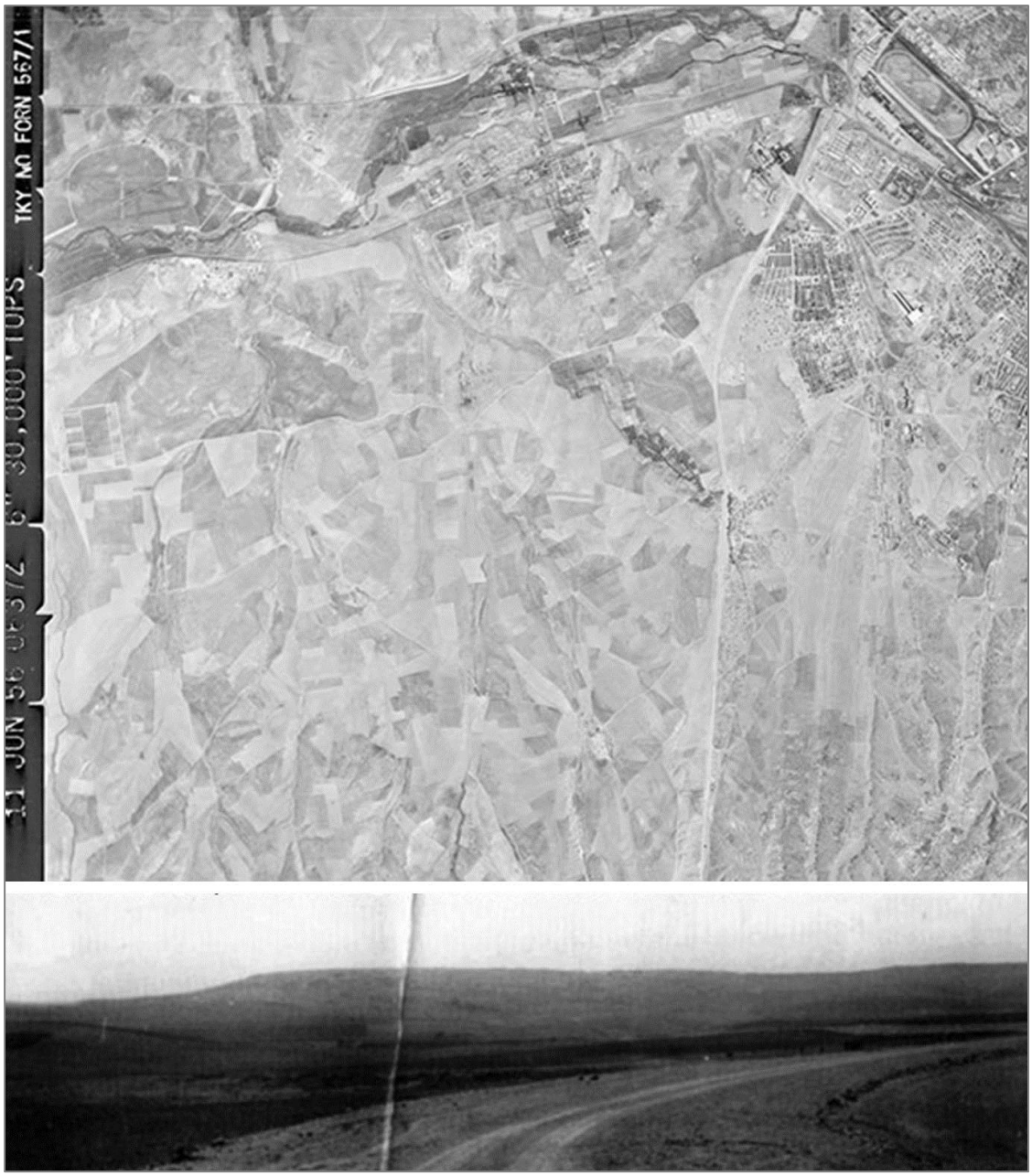

Figure 2-8: METU Campus Area, before 1961; a barren land

Source: Aerial Photo of 1956, "*Harita Genel Komutanlığı*" and (Kurdaş, 2004)

2.1.3 Altuğ-Behruz Çinici's Master Plan and Construction of the Campus

"Universities are not a college; they are a way of life"

Behruz Çinici

According to A-B Çinici's preliminary campus planning report, the primary aim of the plan is to create "a university city" which influences society and planning approach of the country. Site is defined as below by A-B Çinici's report;

> "At the perimeter of Ankara city, 5 km away from the new Parliament Building, extend along 10 km towards south. It has a various topographical, geological and agricultural character. 8 million m^2 of the total 45 million m^2 premises is going to be regulated as the built-up environment. The Ankara city can be seen from the east, stable nature from the west and dramatic landscape of the hills from the South. Site will correlate between nature, people and cultures ideally. The city, that's METU Campus, which includes well-constructed economic, social, moral and cultural background will represent an alternative lifestyle and express a philosophy of life. "

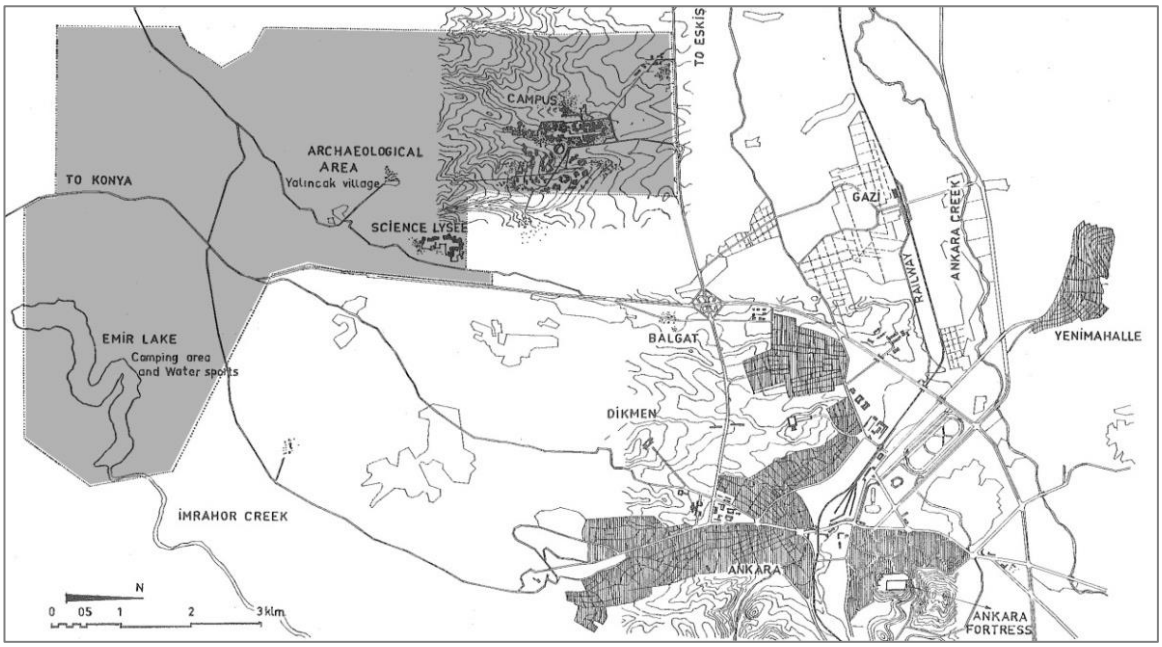

Figure 2-9: METU Campus in Ankara, 1965

Source: (Çinici A-B, 1964)

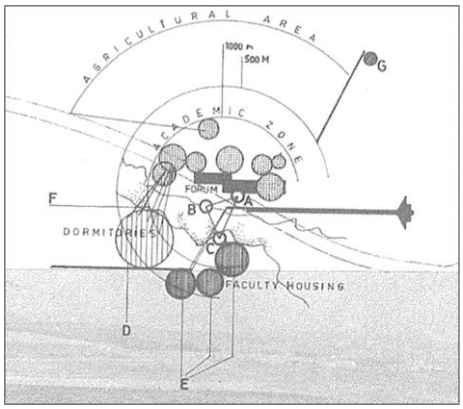

Figure 2-10: Master Plan Conceptual Schema

Figure 2-11: Architects Behruz and Altuğ Çinici

Sources: Figure 2-10 (Çinici, 1970); Figure 2-11, Hürriyet Newspaper, on 14 December, 1984

According to principles of the campus arrangement it mainly designed in three different zones (Figure 2-12). **The academic zone** is situated on top of a hill from where Ankara is seen. There will be Science and Administration, Education, Arts and Sciences, Architecture, Engineering, and Agriculture Faculties. The faculty buildings will be connected with an open academic square (Forum). The forum will be open to the ceremonial area from the entrance to the campus. **Center** is analyzed in two units; an administration area and a student center area. This center will have a library, an auditorium, fine art galleries, an administration building and a cafeteria (Central auditorium, student social center did not realize). **The non-academic zone** consists of professors' housing, residence halls, a central shopping center, an elementary school, a secondary school and other social establishments. The sub-areas of this zone are dormitories, housing, social facilities, and improvement of mental and physical capacities. (Elementary and secondary school did not realize)

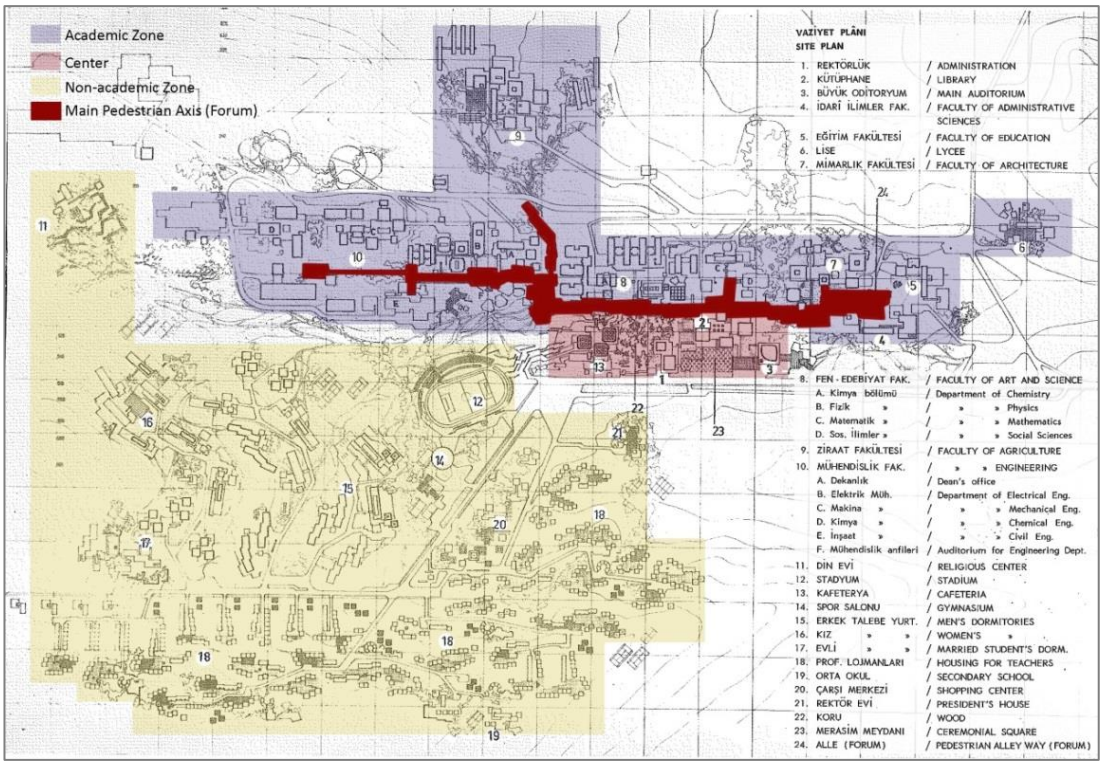

Figure 2-12: Master Plan Prepared by Çinicis

Source: (Çinici A-B, 1964) colored by author

Moreover, Çinicis explains campus' relations between city and in itself, utilities and greenery at the same report. Connections are obtained from the Ankara-Eskişehir highway, and daily scheduled buses would relate people to the campus from the highway. When comes to inside, vehicular roads and pedestrians walking areas are not intersecting at any point the academic zone is surrounded by a ring road and car parking which taking service to the inside. Installation is gathered up underground gallery (2m width and 2m height) which allows for vapor, condensate, clean water, sewage, telephone line and power line. A central heating unit heats the campus and all the utilities have separate compartments under the streets. The main utility center is connected with these small compartments and the buildings. The planting of trees starts before construction activities and goes on with full speed. Typical trees for this time of year are being planted in respect to the plans.[34]

34. Up to 1964 almost 2 million trees have been planted. Between 1964 and 1967 almost 11 million trees also have been planted.

Figure 2-13: METU Campus Master Plan, Competition Drawing

Source: METU City and Regional Planning Maps and Plan Documentation Center

According to the design principle of A-B Çinici's master plan (Figure 2-13) destinations and time become the essential parameter while regulating the vehicular and the pedestrian network. Center and perimeter connection is in the 10 minutes pedestrian ring, so the maximum destination is 20 minutes walking distance. The pedestrian Alley, which is at the academic zone and 1.5km in length, is created in consequence of taking vehicular roads and car parking outside of the zone, so the social activities and campus life concentrated on the pedestrian Alley. The rational structural schema of the master plan is working successfully and offers flexibility and structural variety to the architects. They remark campus as a living organism and defining development areas for possible changes and needs to the master plan, so they say master plan proposed considering for further 20 years at their preliminary report.

In the light of the new Master Plan principles, construction activities accelerated with the completion of the first stage of the project and President Kemal Kurdaş' desire on the rapidity of construction works .The dynamism of the atmosphere had triggered the every responsible body of the university to generate the social and physical environment of METU. The construction of the campus was the most important issue for the President Kurdaş, his vision, problem-solving skills and assuming full responsibility made possible the formation of the campus so quickly. Kurdaş met with architects two days after becoming president and asked for the final drawings of three buildings project (Faculty of Architecture and two Dorms) till December 1963. Everything was going on quickly; however problems were hindering the functioning like not nonfunctional Construction Chairship (*İnşaat Reisliği*). As a remedy for this problem, Orhan Alsaç was appointed as Vice President in charge of construction work on January 1962. After the accomplishment of the Faculty of Architecture Building drawings, the university made an agreement with A-B Çinici for the other buildings, and A-B Çinici became the architects of the campus[35]. As a result of the rapidity, the construction started on 12 March 1962 with the groundbreaking of Architecture Building and Kurdaş promised to be completed building in October

35. Except the two lab buildings, Hydraulic Lab and Static Lab (K2 and K3 buildings), this two buildings projects were given to Construction Chairship's responsibility as a result of excessive claims of the chairship; however they could not accomplished project. According to Kurdaş' expression, project of these two buildings were completed by Cengiz Bektaş .

1963 at the groundbreaking ceremony. The construction of the first building was accomplished as promised, the university moved to the *Aşağı Balgat* and the next academic year started at the new campus on October 1963.[36] The speed of the construction had significant repercussion and refreshed the image of the university. In1964, upcoming economic crisis endangered the budget management and construction; however an alternative solution, bridge loan system, was produced against the crisis. Therefore, the works continued as planned; construction of Prep School (Block D), Mechanical Engineering (Block A-B-C), Electrical and Electronics Engineering (Block A-B-C), Civil Engineering Buildings (K1 Material, Soil Mechanics and Transportation Lab, K2-Static Lab, K3- Hydraulic Lab) and a few buildings of Arts and Sciences Faculty as Chemistry Lab and Department of Physics was completed. University unstuffed the temporary settings entirely, so all units of it moved to the new campus. During Kurdaş' second three-year administration period more than twenty buildings were constructed. In 1965, Dorm 1 and 2, Cafeteria, and Department of Chemical Engineering (Block A-B-C); in 1966, Department of Mining Engineering and Faculty of Art and Science Physics Classroom Block; and in 1967, Dorm 3 and 4, Faculty of Administrative Science, Faculty of Art and Science' Auditoriums (*Üçlü Amfi*), Mathematics and Theoretical Physics Labs (the current name, Department of Mathematics), , the Main Library Block A, the Gymnasium, the Stadium were constructed and brought to use.(Figure 2-14)

In 1968, student movements in the worldwide spread to METU as well. The problems started to occur between the board of trustee and university administration, and it was the runner of upcoming oppress on METU. This conflict began to disturb the operation of the university. However, construction of Presidency Office, Chemistry Engineering Block D, Metallurgical Engineering, General Chemistry, Electrical and Electronics Engineering Block D, Mechanical Engineering (Block D-E-F) were accomplished in 1968 and 1969. As a result of the political chaos like pressures from government, riots of the students, campus occupation, and other demonstrations, Kurdaş resigned from Presidency on 21 November 1969. (Figure 2-15)

36. (Kurdaş, 2004)

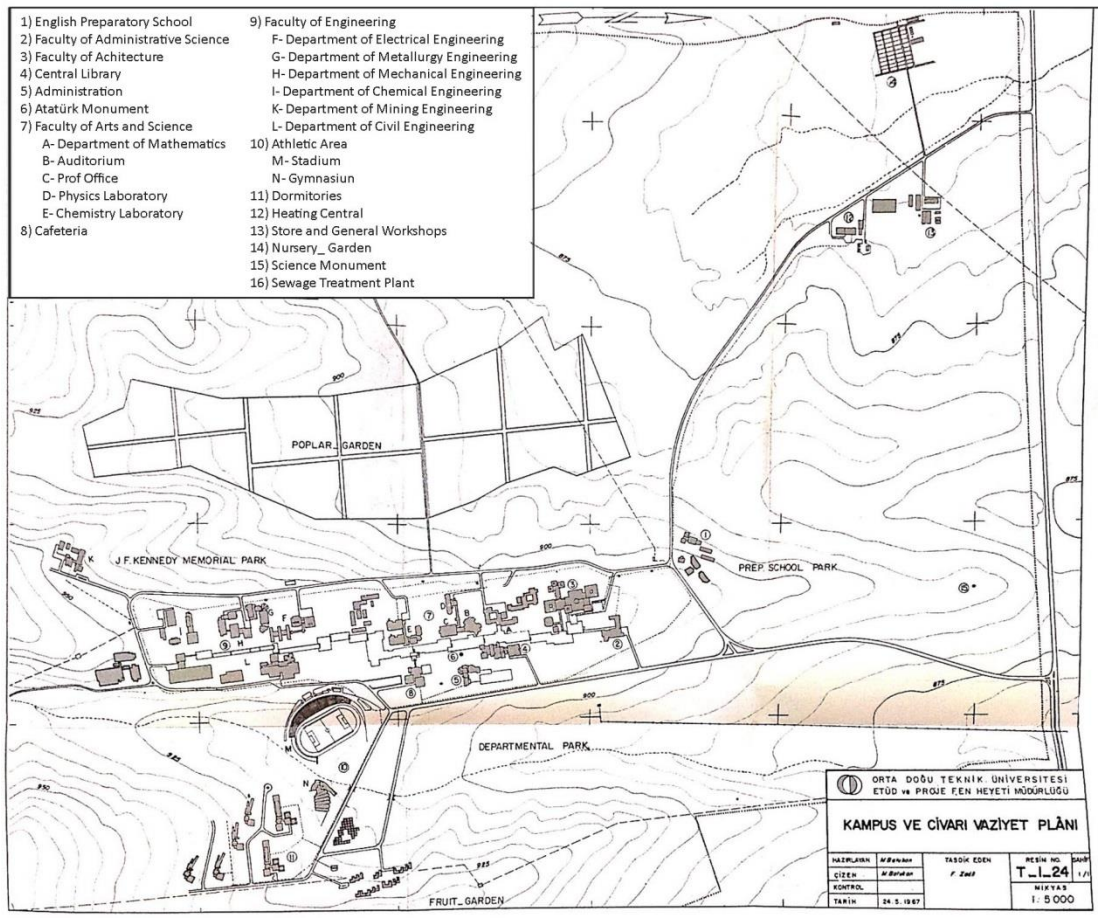

Figure 2-14: 1967 Site Plan of the Campus

Source: (Kurdaş, 2004)

The buildings, department of Social Science, Environmental Engineering, Civil Engineering K4 and K5, MM Building, Addition Block of the Physics, Addition of the Cafeteria and Social Building, started in 1969 completed in 1970, 1971 and 1972. During these years, the university was in a difficult period because the second military intervention 12 March 1971 Turkish military memorandum had taken place in the country. Construction activities carried on until 1980 according to A-B Çinici's Master Plan, however at the end of the 1970s, organization between administration, architects and employee went bad and spatial formation concept of the campus changed dramatically. At the first twenty years, an integrated and deductive approach was dominant in formation of the campus, every point of the campus was designed elaborately, however after 1980, inductive and disintegrated approach became dominant.

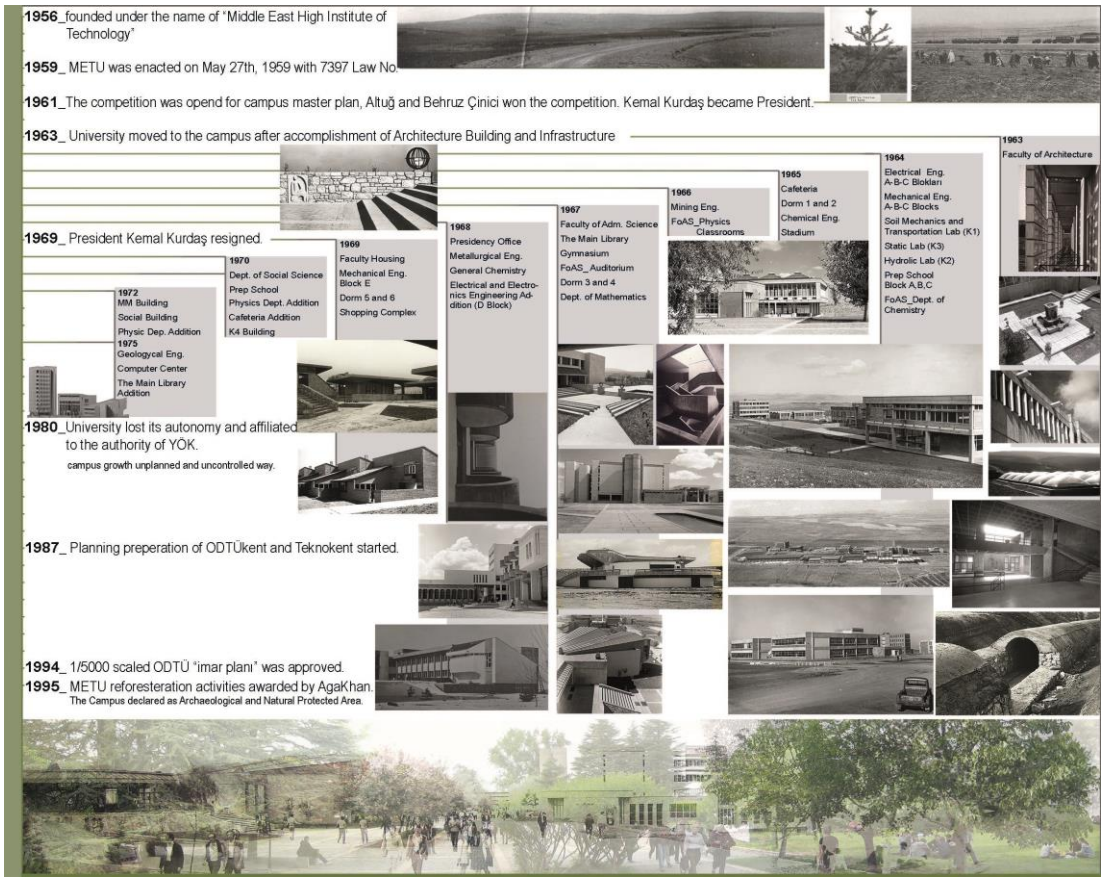

Figure 2-15: Timeline of the Campus

Source: AKMAN, S., BİLGİN ALTINÖZ, G. (2014) "*Türkiye Mimarlığında Modernizmin Yerel Açılımları* : METU Campus", DoCoMoMo Turkey Chapter, 10th Poster Presentation, Erzurum, Turkey

As a result of the military intervention in 1980, the new constitution was proclaimed which was followed by the birth of neo-liberal determination in the world of globalization. With the new regulations, universities lost their autonomy and affiliated to the authority of YÖK (The Central Higher Education Board). The budget allocated to education reduced dramatically and the universities had to create their own fund, so they began to act as a private investor. As a result of fund seeking, new foundations were established to compensate budget balance like EBİ, first semi-private enterprise of METU working on project management and consultancy in 1983, and METU Collage, the Cultural and Congress Center, the new shopping center, and private dormitories were constructed.[37](Figure 2-16)

37. (Uçar, 2001, Master Thesis)

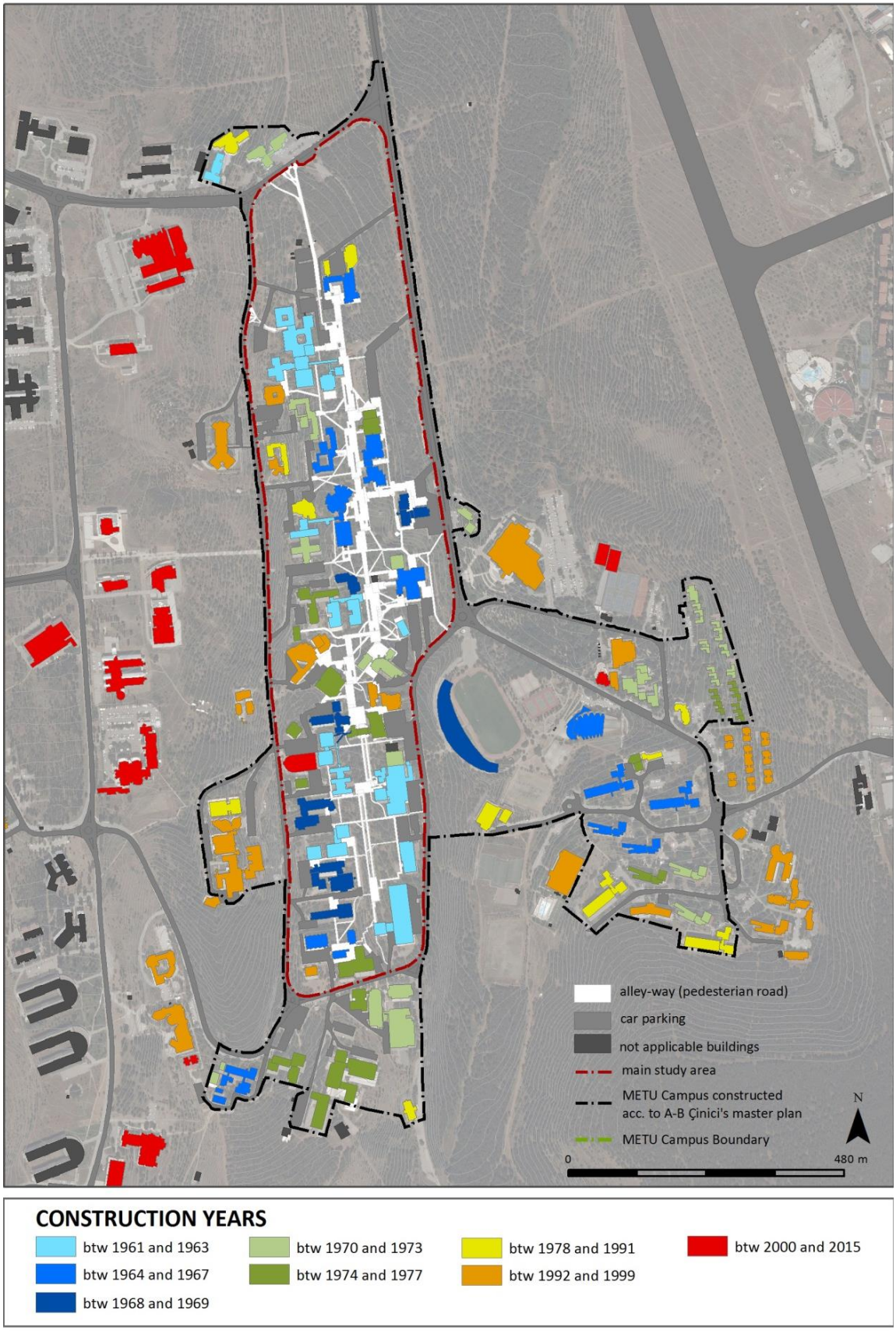

Figure 2-16: Construction Years of the Buildings

2.1.4 Development of Planning Activities

The campus has growth according to A-B Çinici's master plan until 1980. The first disagreements started in 1977 as a result of the acceptance of tendering procedure for projecting and construction of the new buildings at the time of President Nuri Saryal. After the disputes between architects and university administration, harmony and organization of construction activities are detracted. What's more, the tendering procedure decreased the quality of the construction works visibly. The construction activities were carried on by the Directorate of Construction & Technical Works, and A-B Çinici's master plan lost its validity[38]. The unplanned period continued till to 1990s. During this period the disputes between architects and administration continuous with lawsuits brought against METU administration (Figure 2-17).

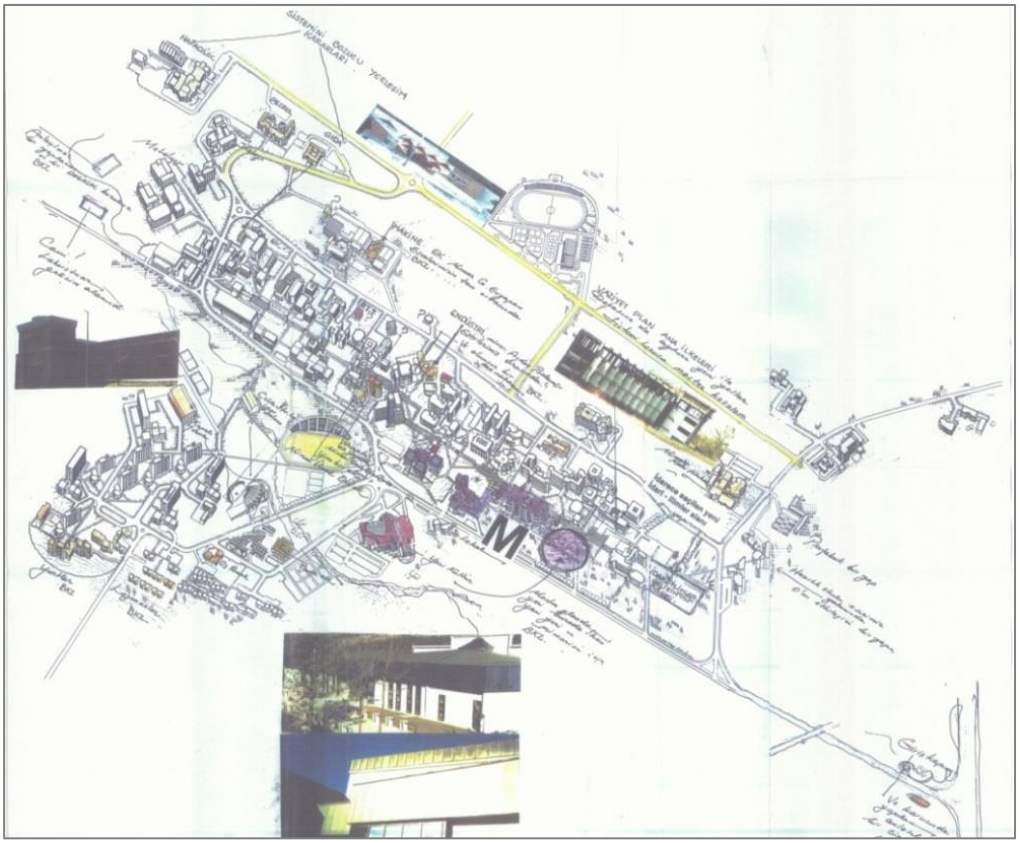

Figure 2-17: Çinicis rejection notes to the new constructions

Source: METU City and Regional Planning Maps and Plan Documentation Center

38. A-B Çinici's master plan had been already not legal according to legal framework, but it has defined the construction plan from 1961 to 1977.

According to Günay, the campus developed spontaneously between 1980 and 1990, due to A-B Çinici's master plan could not envisage the growth demand of the campus. After this superficial ten years, the Spatial Commission (*Mekan Komisyonu*) was set up by the initiative of President Süha Sevük to meet the requirement of development regarding with the spatial concept of the METU Campus and started to prepare new development plan for METU Campus.[39]

Current 1/5.000 scaled Master Development Plan of METU campus, prepared by the Spatial Commission, and was approved by the Metropolitan Municipality of Ankara on 7th February 1994 (Figure 2-18) as a part of the Ankara 2015 Structural Plan Proposal. The development plan of the campus proposes an expansion through the western side of the campus; comprising METU Foundation Primary and High School on the northwest, METU Technopolis (*Teknokent*) on the west and METUtown (*ODTÜKent*) on the southwest. Master plan of the campus also proposes changes in the transportation structure of the campus. In addition to the existing gates, a new gate is offered on the Bilkent Boulevard, for redirecting METUtown traffic from gate A1 to the new gate. According to the Ankara 2015 aimed Structural Plan Proposal, two new metro stations are proposed on the northern boundary of the campus. In addition to the rail transportation facilities, Anadolu Boulevard is intended to connect the ring road of Ankara in the north to south direction. Hence, Anadolu Boulevard is proposed to be extended southwards to the eastern boundary of the campus. Also, a new junction is introduced on the Anadolu Boulevard, on the east side of the campus, corresponding to the Faculty of Economic and Administrative Sciences in the horizontal direction. Besides, a new connection road is proposed between the junction of the Anadolu Boulevard and the junction by the Department of Basic English as an alternative entrance to the gate A4 according to the Ankara 2015 aimed Structural Plan Proposal [40]

39. ODTÜLÜLER Bulletin 177 , "METU Campus and Local Administrations Panel", 177 September 2008, page:7-8, compiled by Nermin Fenmen. Speakers of the panel are Behruz Çinici, Erhan Karesmen, Baykan Günay, Nimet Özgönül, Erdal Kurttaş, Tarık Şengü.l

40. (Güllüoğlu, 2005, Master Thesis)

In the autumn of 2013 on an official religious holiday night, the highway construction was started which was approved in 1994 with "Ankara Master Plan 2015"[41] and the METU premises overlapping with the highway was de-forested in one night.[42] The construction was completed very hastily and brought into service on February 2014, despite the long-lasting demonstrations against the highway construction.

As a result of the threads against the unity of METU campus premises, planning studies accelerated again, as a result of METU Campus' built environment was accused of being illegal by the Metropolitan Municipality of Ankara. METU development plan regulations[43] were prepared under the responsibility of Directorate of Construction & Technical Works affiliated to Presidency of METU and firstly approved in 30/09/2013. When the approved plans were released to the public, so many objections occurred, and plans were updated according to objections and reapproved in 20/05/2014.[44] In spite of named as "Conservation Development Plan", this plan does not include detailed management, intervention and maintenance principles for built environment constructed according to Altuğ-Behruz Çinici's master plan yet.

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41. The construction of connection that passes through the premises of METU was planned as a part of city's development towards west and involved in 1982's "Ankara Master Plan 1990" as the extension of Anadolu Boulevard.. This connection also exists in 2007's "Ankara Master Plan 2023". However, while Master Plan 2015 was offering the METU connection of as an urban transportation road, with Master Plan 2023, this connection was re-offered as a highway.

42. (Köse, 2014)
"Middle East Technical University: A Modern Cultural Landscape and the Building of a Highway" Retrieved from http://www.docomomo-us.org/news/middle_east_technical_university_a_modern_cultural_landscape_and_building_a_highway on November 29, 2015.

43. This regulation includes 1/25000 Development Master Plan related with METU Campus Area (1/25000 ölçekli Nazım İmar Planı Değişikliği), 1/5000 METU Conservation Development Master Plan (ODTÜ Koruma Amaçlı İmar Planı) and 1/1000 METU Conservation Implementation Master Plan (ODTÜ Koruma Amaçlı Uygulama İmar Planı)

44. TMMOB Şehir Plancılar Odası, ODTÜ Koruma Amaçlı İmar Planı Değerlendiresi. Retrived from http://www.spo.org.tr/genel/bizden_detay.php?kod=5875&tipi=1&sube=1#.VltFnXYrKUk on November 29, 2015.

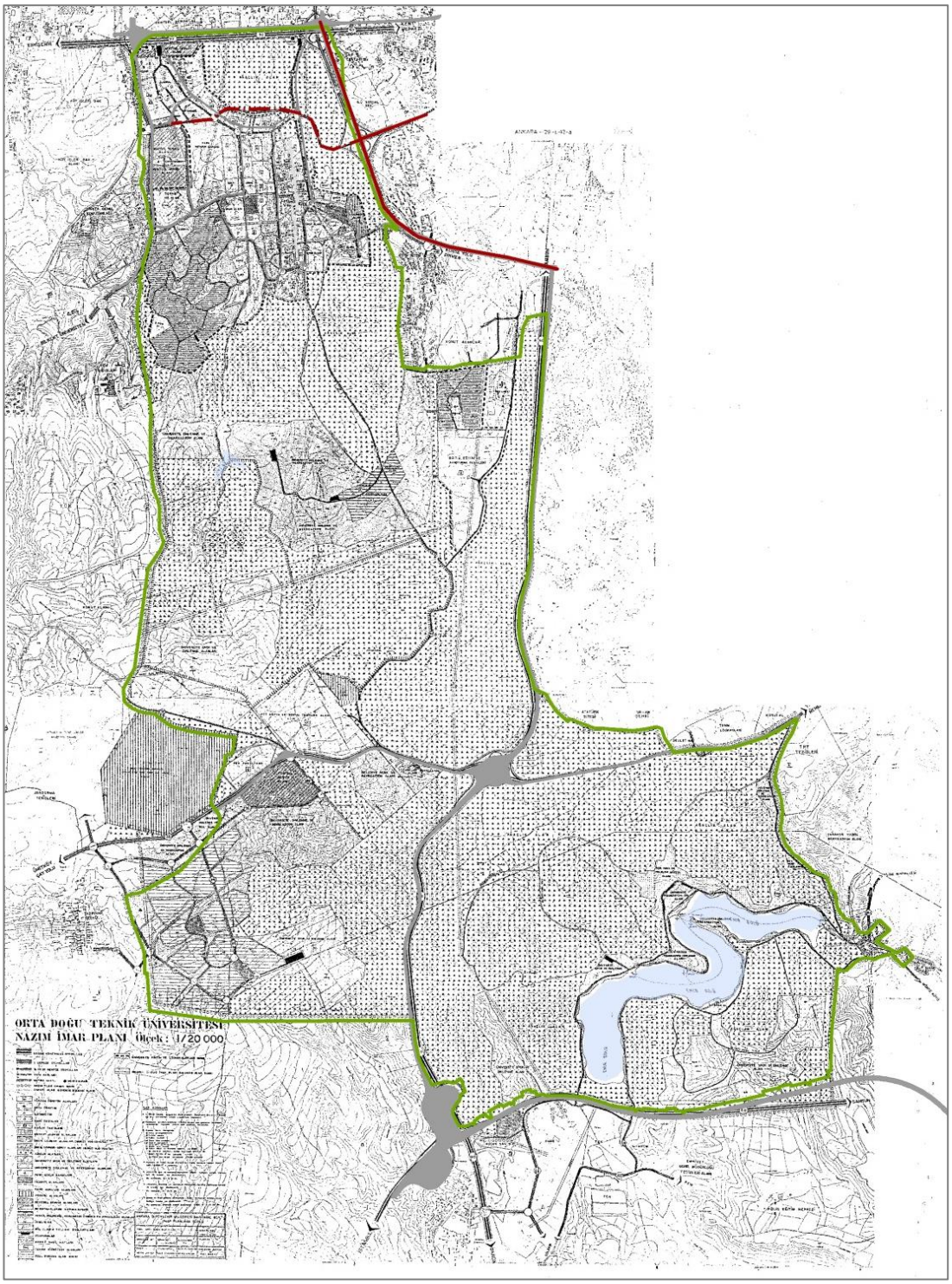


Figure 2-18: 1/20.000 Development Master Plan, approved in 1994

(*Nazım İmar Planı*)

Source: METU City and Regional Planning Maps and Plan Documentation Center

2.2 METU Campus Today

2.2.1 Understanding the Contemporary Context in Urban Scale

2.2.1.1 Location of the METU Campus

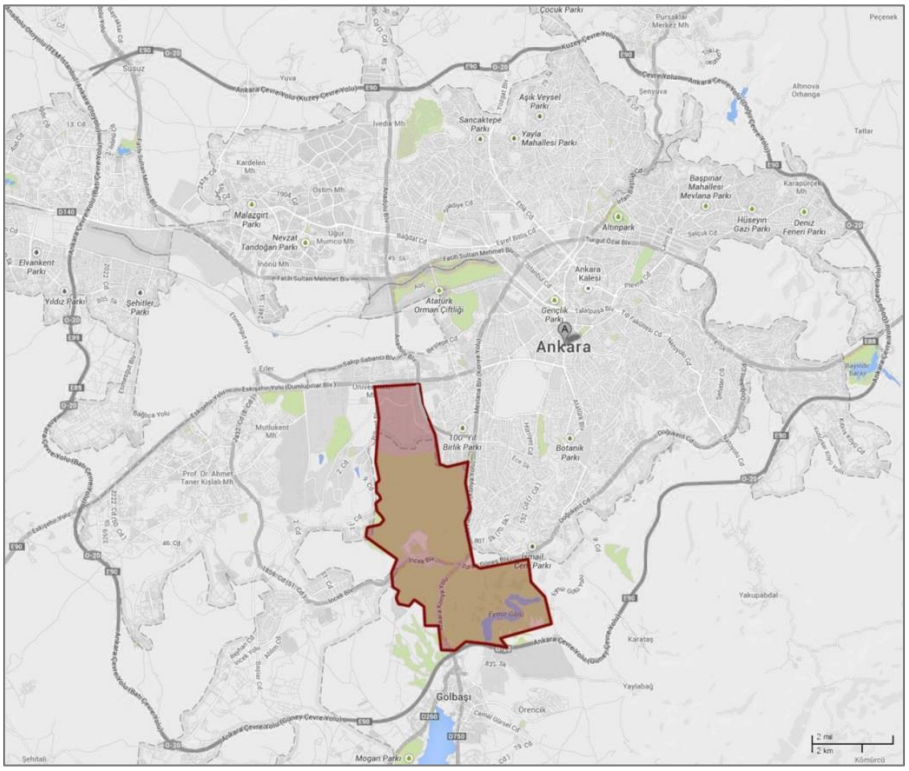


Figure 2-19: METU Campus Area in Ankara

METU Campus Area is placed at the southwest of Ankara and consists of the university campus, METU Forest, Eymir Lake and Yalıncak, Koçumbeli, and Ahlatlıbel regions; covering approximately 4500 hectares. Highways surround the campus area from three directions; at the north with Eskişehir Highway, at the west with Konya Highway and the south with Ankara ring highway (Figure 2-19). Moreover, from 2013, there is one more highway which was constructed bullyingly at the west edge of the campus area which overlaps with premises of METU by Ankara Municipality uprooting trees on the area just in one night very hastily in spite of all rejections of the inhabitants.

At the north of the campus, high-rise business buildings are lining up Eskişehir Highway. At the east, there are government agencies and dense residential areas; at the south, the campus ends up with Gölbaşı district; the university campuses such as Bilkent Campus and Hacettepe Campus and residential areas takes place in the west. There are four entrance gates to the campus which are A1 and A2 at the north, A4 at the east and A7 at the west (Figure 2-20).

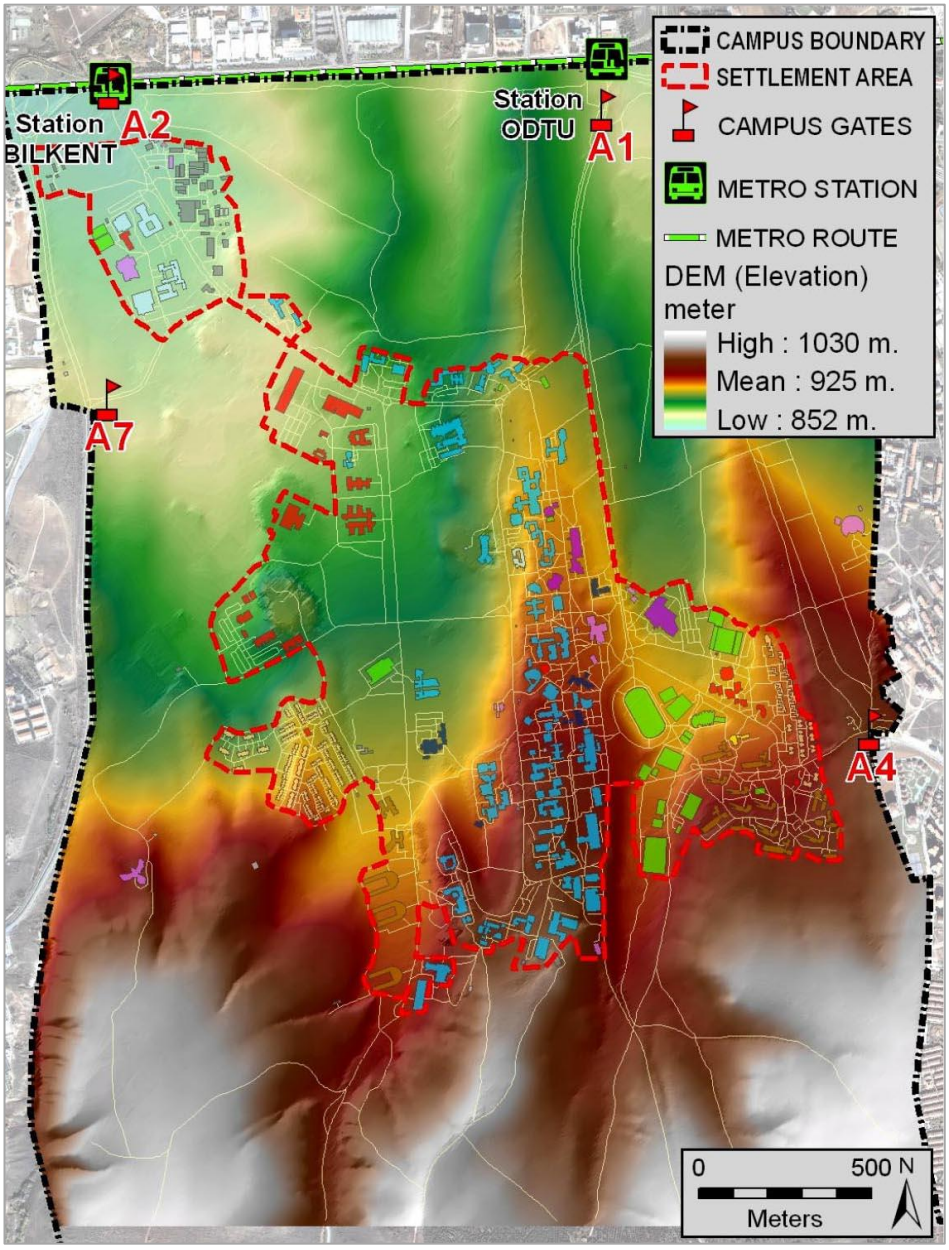


Figure 2-20: Access to the Campus

Source: (Güllüoğlu, 2005, Master Thesis)

2.2.1.2 Natural Features

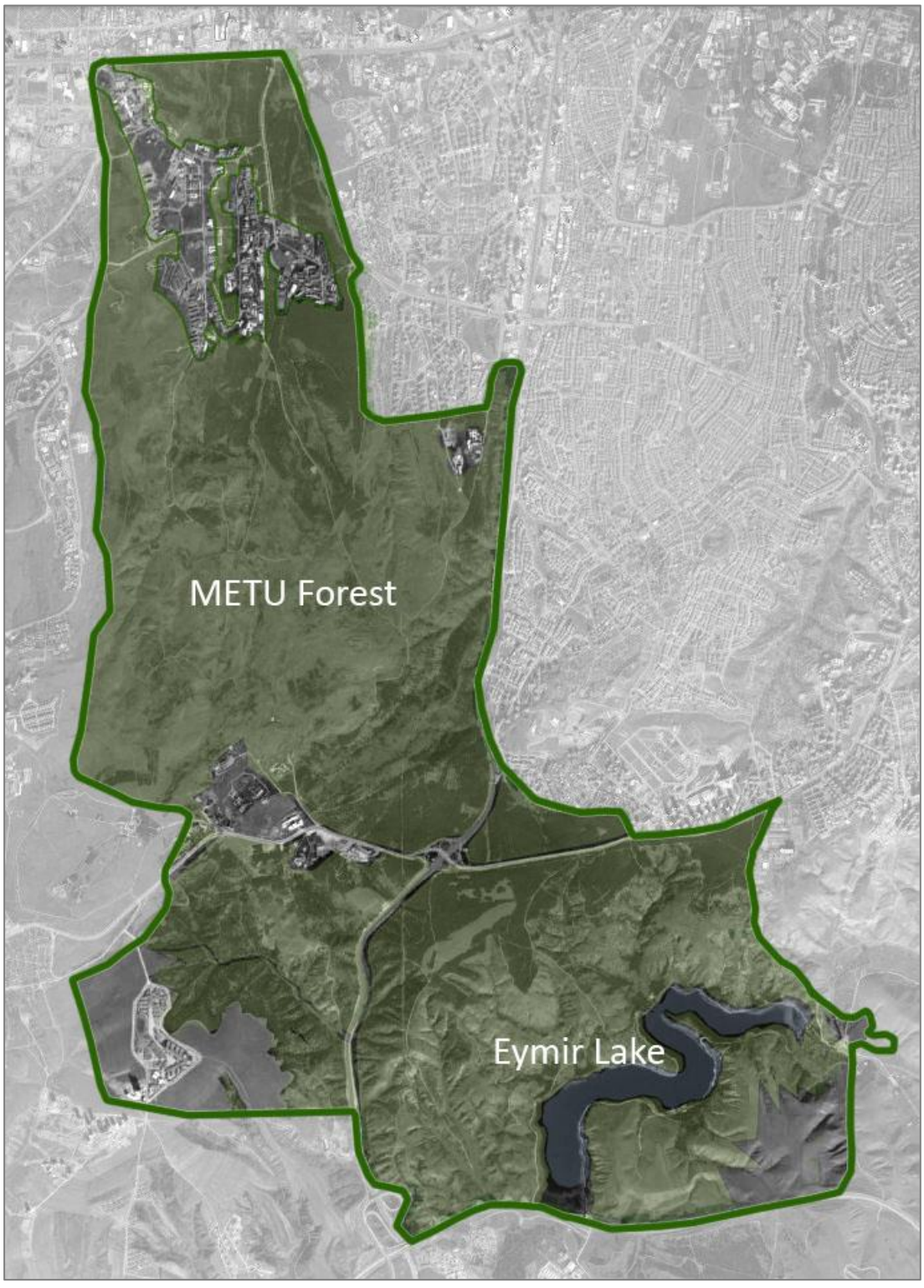


Figure 2-21: Borders of METU Forest

METU Campus' human-made natural environment is the revitalized example of the Central Anatolia's annihilated habitat. Nowadays, nature of the METU Campus is the only habitat where the flora and the fauna of Ankara region can exist. According to the report prepared by METU Nature Club, the campus which is both ecologically and biologically quite rich has six different ecological systems, approximately 700 plant species, more than 200 bird species, so many mammals and numerous invertebrates.[45]

A unique reforestation program has been undertaken in parallel with the constitution of the built-up environment of METU Campus area since 1961. When the land was decided and purchased, there were two main goals to reforestation; as a first, Ankara, which is surrounded by hills suffered from heavy air pollution, and green areas could enhance the problem. Secondly, according to Turkish law, forest land cannot be expropriated, so the campus strategically was reforested to safeguard the integrity of the area from its boundaries. The central idea of the program from the beginning was the reforestation of the campus territory with detailed landscaping for each building in which the proper selection of trees was crucial.[46] As a result, of this integrated approach and elaborated efforts reforestation program of the METU won Aga Khan Architecture Prize in 1995.

There are two publications related to fauna and flora of the campus that should be mentioned; "Field Guide to Wild Flowers of METU Campus"[47] and "Birds of METU"[48]

45. ODTÜ Doğa Topluluğu (METU Nature Club). (May, 1996). A report on " METU Conservation of Historical and Natural Values of METU" and brochure retrieved from https://www.metu.edu.tr/system/files/odtunun_dogasi.pdf

46. Aga Khan Report, 1995 Technical Review Summary by Shukur Askarov. retrieved from http://www.akdn.org/Architecture/pdf/1364_Tur.pdf

47. Kaya, Z., Zeydanlı, U., Nazlıer, B., Yılmaz, T., (1999), "ODTÜ Kampüsü Kır Çiçekleri Rehberi - Field guide to Wild flowers of METU Campus". Dönmez Offset

48. Oruç, S.,Kırlangıç, K., (2014), "ODTÜ'nün Kuşları"

2.2.1.3 Archaeological Features

The identification and analysis of the archeological finds throughout the campus area started in the early years of METU Campus' foundation and continued to present. In 1968, with the foresight of Kemal Kurdaş, the former president of METU, the museum was founded in METU for the conservation and exhibition of the findings from the archeological excavations within the borders of METU and in the plain of Ankara, which were enabled with the support of METU between 1962 and 1968.[49] METU Museum is the first and probably only university archeology museum in Turkey. Today there are many archeology departments in our universities, but none of them have an archeological museum regarding recent legal obligation. In this regard, METU Museum is both unique among Turkish universities and outstanding among foreign universities due to its collection enriched by archeological findings from its own campus area.[50]

There are three archeological sites at premises of METU registered as first-degree archeological sites. Those are Ahlatlıbel, Koçumbeli, and Yalıncak (Figure 2-22). Ahlatlıbel, one of the important Bronze Age sites near the Ankara, was excavated by Hamit Zübeyr Koşay in 1933 with the initiation of Atatürk. Koçumbeli is another site inhabited for a short period and contemporary with Ahlatlıbel. The excavation was started by a team from METU and the Museum of Anatolian Civilizations in Ankara under the directorship of Burhan Tezcan, in the 1965-66 campaign. The excavations were continued by Cevdet Bayburtluoğlu and Sevim Buluç, and the site was dated back to the Early Bronze Age.[51] Yalıncak Site, taking its name from Yalıncak Village, positioned on top of the remains of the ancient settlements, was excavated by Tezcan during 1962-64 seasons and conducted under the directorship of Bayburtluoğlu and Buluç during 1965-66. Unlike Koçumbeli and Ahlatlıbel, this site

49. The archaeological excavations rendered possible with the support of METU are Koçumbeli, Yalıncak, Phrygian Necropolis, The Great Tumulus, Metu Tumulus I-II,1986-88 Salvage Excavations. For further information see; http://tacdam.metu.edu.tr/museum

50. http://tacdam.metu.edu.tr/museum

51. http://tacdam.metu.edu.tr/node/80

was settled continuously since ca. 6th century BC. [52] According to Tezcan, there is evidence for Phrygian, Hellenistic, Galatian, Roman and Byzantine levels and Yalıncak Village as the last layer of this multi-layered site.

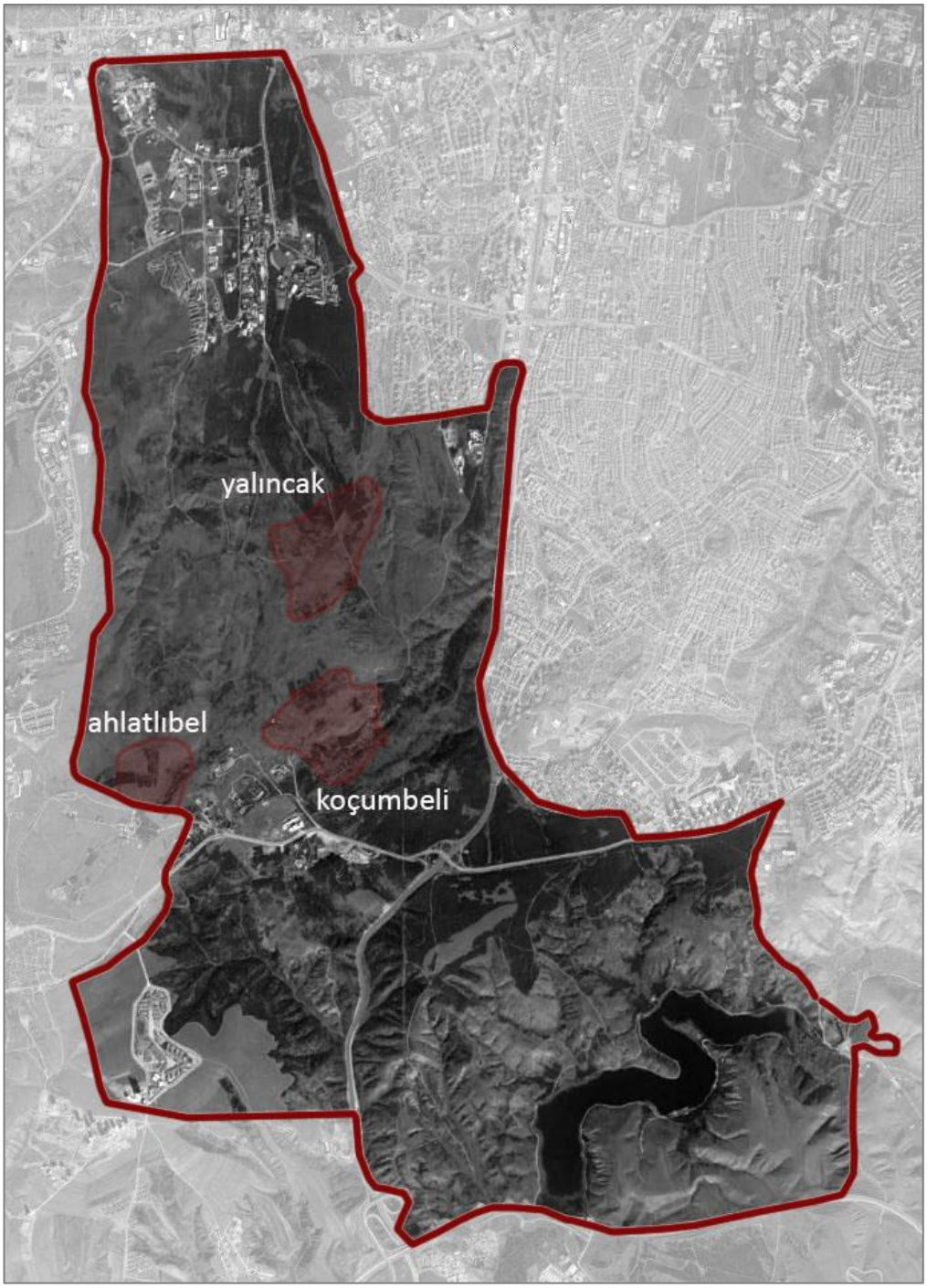


Figure 2-22: Archaeological sites located in METU Campus' borders

52. (Tezcan, 1966)

2.2.1.4 Legal and Administrative Status

The proprietor of the METU campus area is the legal entity of the university. METU premises is under the mostly Çankaya Municipality and a small part of the south under the Gölbaşı Municipality (Figure 2-23). There are three archeological sites listed as archeological conservation site and several conservation site listed as first, second and third-degree natural sites.

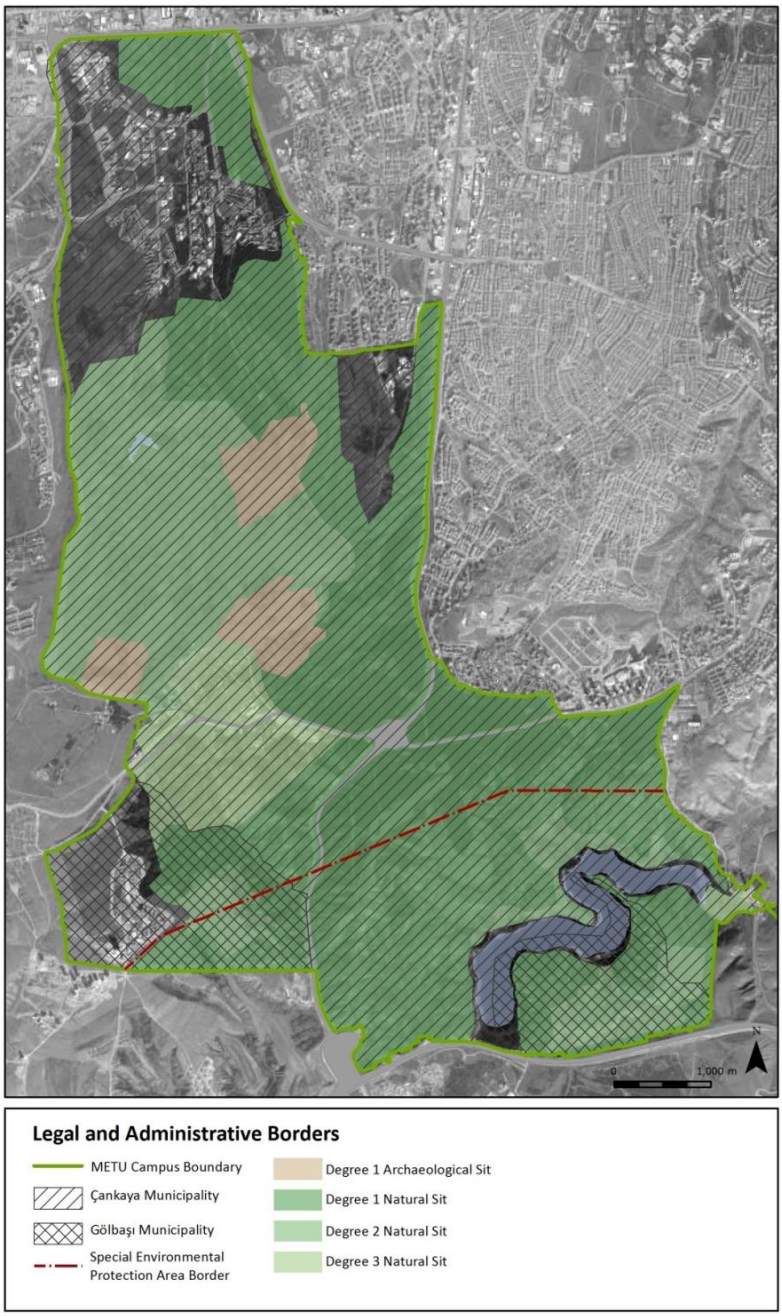


Figure 2-23: Legal and Administrative Borders

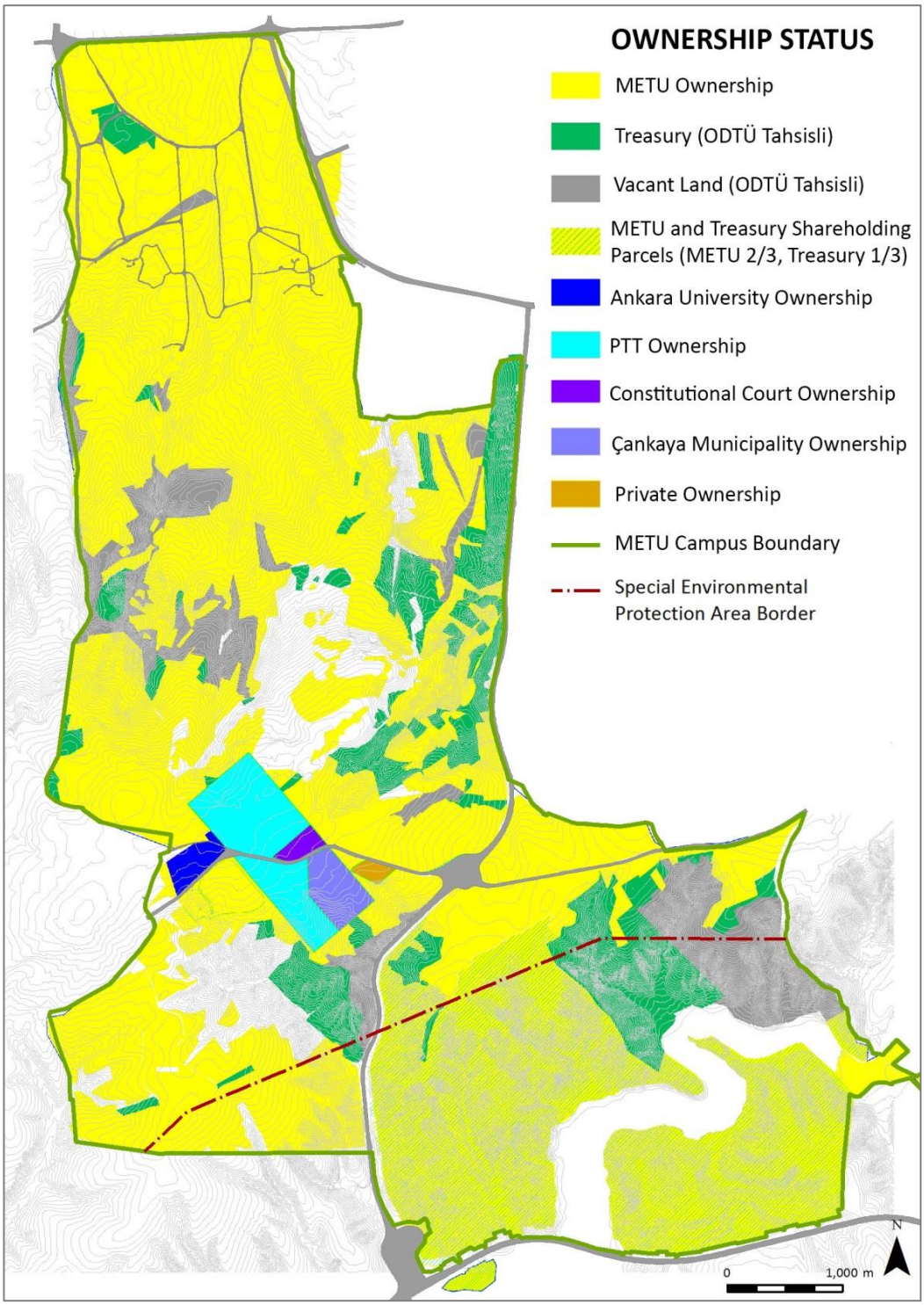


Figure 2-24: Ownership status

2.2.1.5 Land-Use and Zoning

As METU Directorate of Construction and Technical Works' Conservation Master Plan Studies shows (Figure 2-25), METU forest covers the major part of the whole area, university education area takes place west part of the area, towards to west part of the university there are education area Technopolis and METU College. Moreover, there are Ahlatlıbel recreation area, a brick plant, Constitutional Court and a military establishment along the İncek Boulevard, which divides the area at east-west direction. Eymir Lake lies down to the southeast of the land.

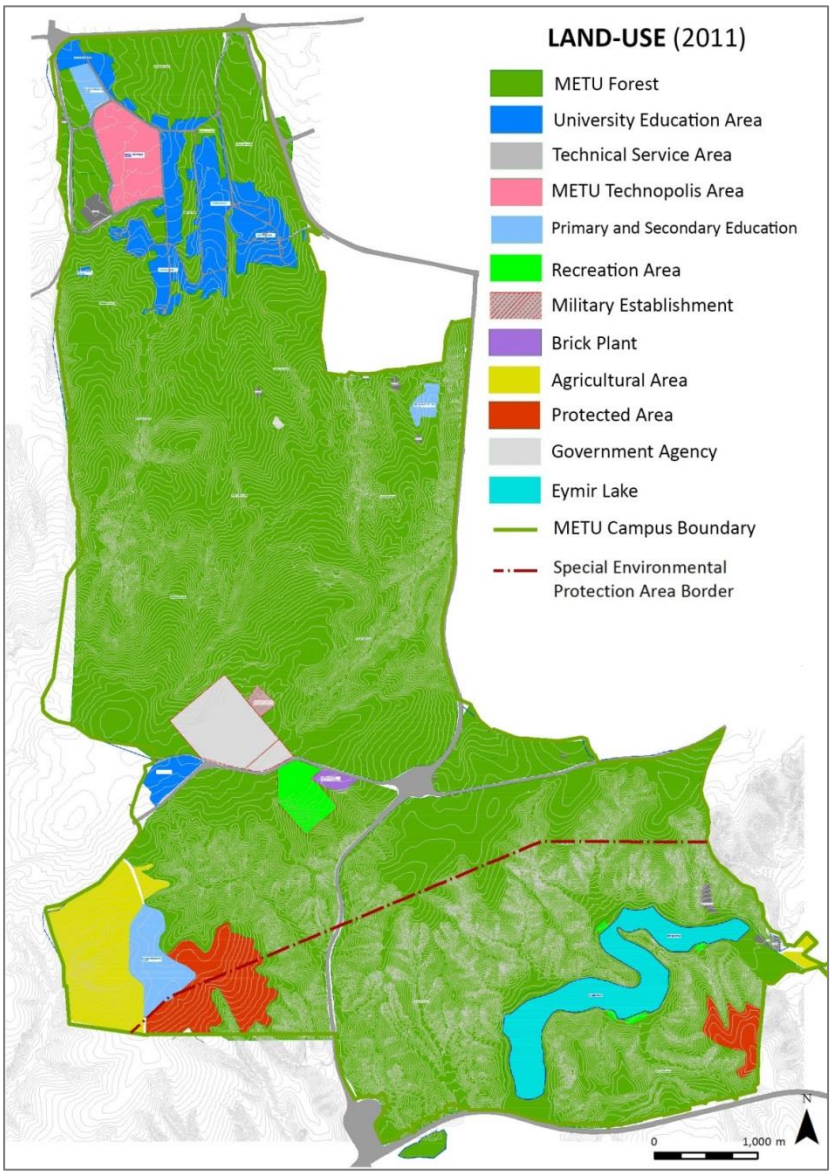


Figure 2-25: Land-use

The campus comprises of nine zones as academic areas, dormitories, faculty houses, sport areas, cultural and commercial areas, service buildings (such as technical directories affiliated to Presidency), METU Technopolis, METU College and METU Forest. (Figure 2-26)

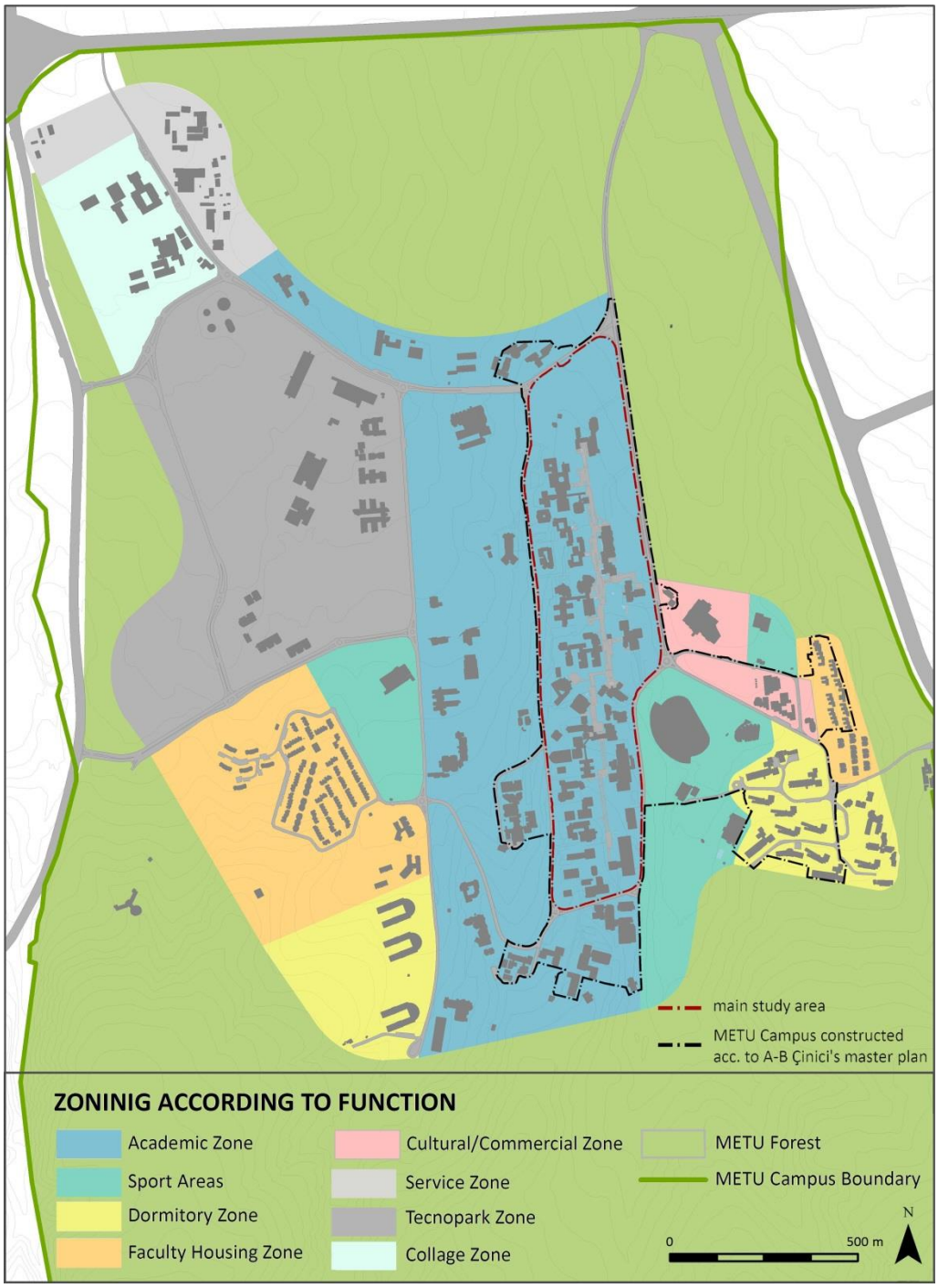


Figure 2-26: Zoning according to function

2.2.2 Understanding Contemporary Built-up Environment of METU Campus Constructed According to Altuğ-Behruz Çinici's Master Plan

2.2.2.1 Physical and Functional Aspects

The campus has a characteristic figure-ground pattern with its fragmented and linear buildings. Buildings are articulated to the main pedestrian axis with determinant distant, and open and built-up area's continuity is provided along the pedestrian axis (Figure 2-27)

The campus area constructed according to A-B Çinici's master plan can be categorized into five zones as academic zone (Figure 2-28) the core of the campus, commercial and cultural zone, sports facilities and residential zone. A ring road surrounds the academic zone and core to provide vehicular transportation around the pedestrian zone which is regulated by the main pedestrian axis, Alley. Academic zone and residential zone are connected via green area which includes sport facilities from the south and via cultural and commercial zone from the north. The node of this connection is the core of the campus, administrative and cultural center.

The academic zone are located on the west beyond the Alley, on the north starts with English Preparatory School and continues with respectively Faculty of Economic and Administrative Sciences, Faculty of Architecture, Faculty of Arts and Sciences and ends with Faculty of Engineering on the south. Administrative and cultural zone is the core of the campus standing on the east side of the Alley and consists of the Main Library, Auditorium (Üçlü Amfi), Dean Office of Faculty of Science and Art, Presidency Office, Cafeteria, Baraka Student Clubs and MM Central Engineering Building.

Figure 2-27: Open and Built-up Areas

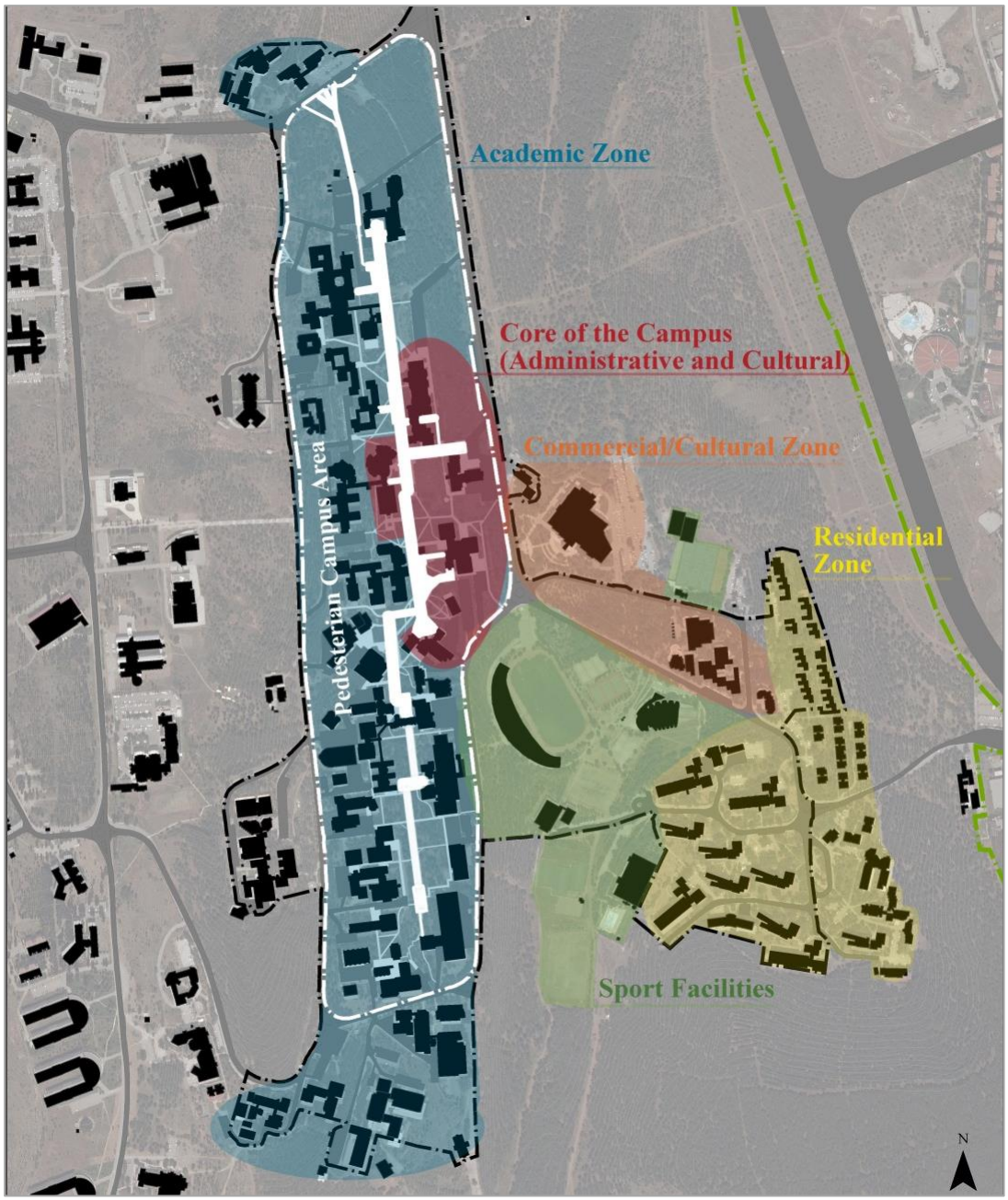


Figure 2-28: Zones according to function

The commercial/cultural zone is linked to the core with Social Building across the President's Office and behind Social Building, the Cultural and Conventional Center (KKM) covers a huge area. At the east part of the area, there is EBİ Shopping Complex, which is expanded through KKM from the existing shopping center designed by A-B Çinici. The Cultural and Conventional Center (KKM) and EBİ Shopping Complex constructed by EBİ Electronic Computer Construction and

Tourism Company are dominating the area and made the area new center of attraction for the social activities.

The stadium is the crucial connection point between academic and residential zones and meets the pedestrians coming from the Alley. The sports facilities include the stadium, gymnasium, open sports areas such as tennis courts and football fields, Baraka Gym, outdoor and indoor swimming pool.

The residential area is located to the east of the settled area. There are fourteen dorm buildings, thirty faculty housing unit, ten guesthouse blocks and the Health Center. Nine of these dormitories named as numbered dorms by the students and faculty housing was designed by A-B Çinici, whereas other five dorms and guesthouses were constructed by EBİ Electronic Computer Construction and Tourism Company.

The buildings were categorized according to function and construction period. The periods were defined as the buildings constructed according to A-B Çinici's master plan (1961-1980) and the buildings constructed after 1980. The buildings constructed according to A-B Çinici's master plan were categorized as academic, research center, administrative, social & cultural, commercial, residential, sport facilities, health care and religious facility, while the buildings constructed after 1980 were categorized as academic, research center, social & cultural, commercial, residential, sport facilities health care and nursery (Figure 2-29). The dominant group in the main study area is academic buildings constructed according to A-B Çinici's master plan.

The building heights show changes from 4m to 17m homogeneously, and this variety comes along the Alley consistent to topography. Moreover, there are a few blocks, such as two administrative buildings President's Office and MM Central Engineering Building, as a landmark over 20m. The height diversity and settling to terrain coherently spices up the silhouette of the built environment. (Figure 2-30)

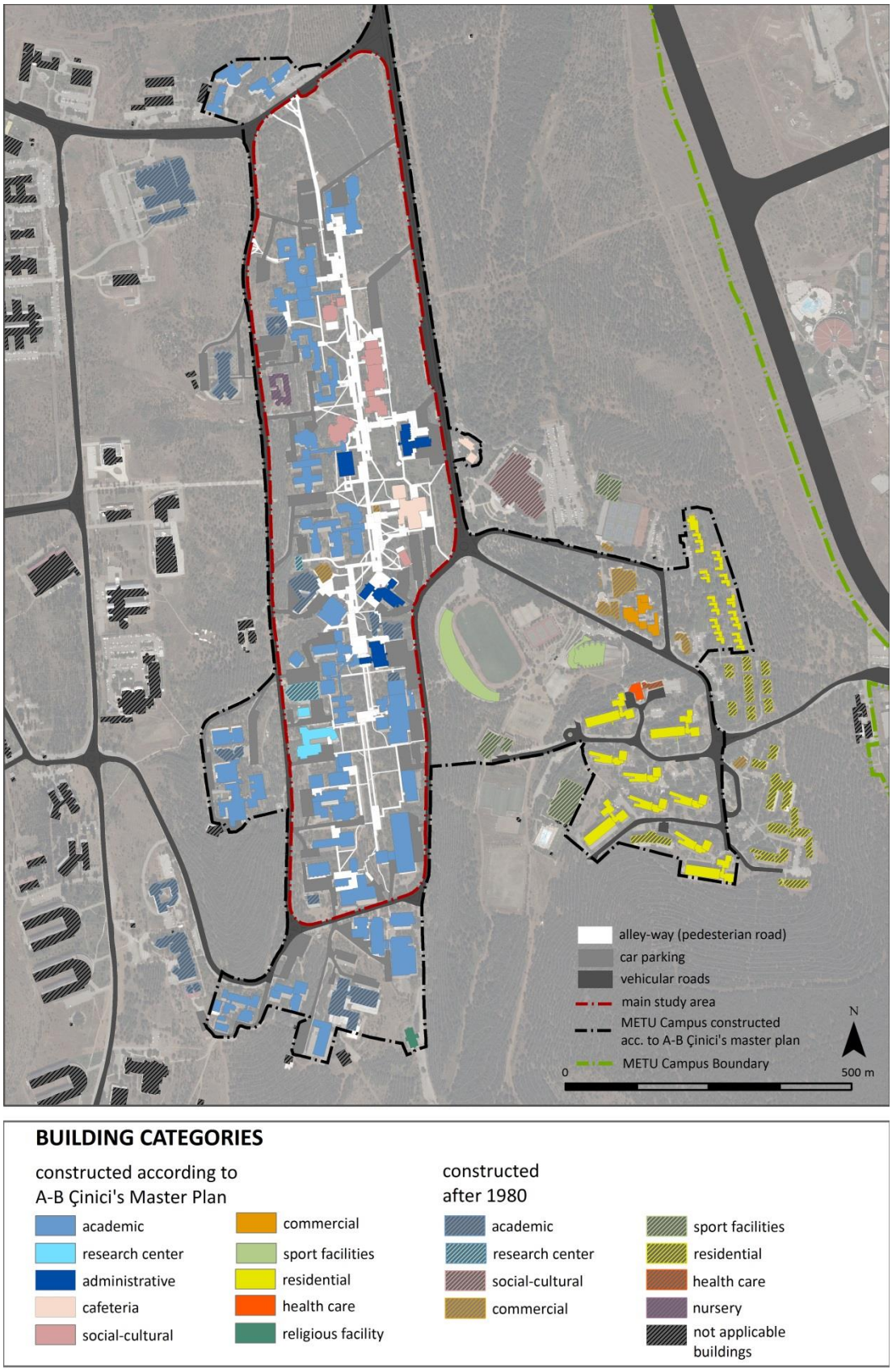
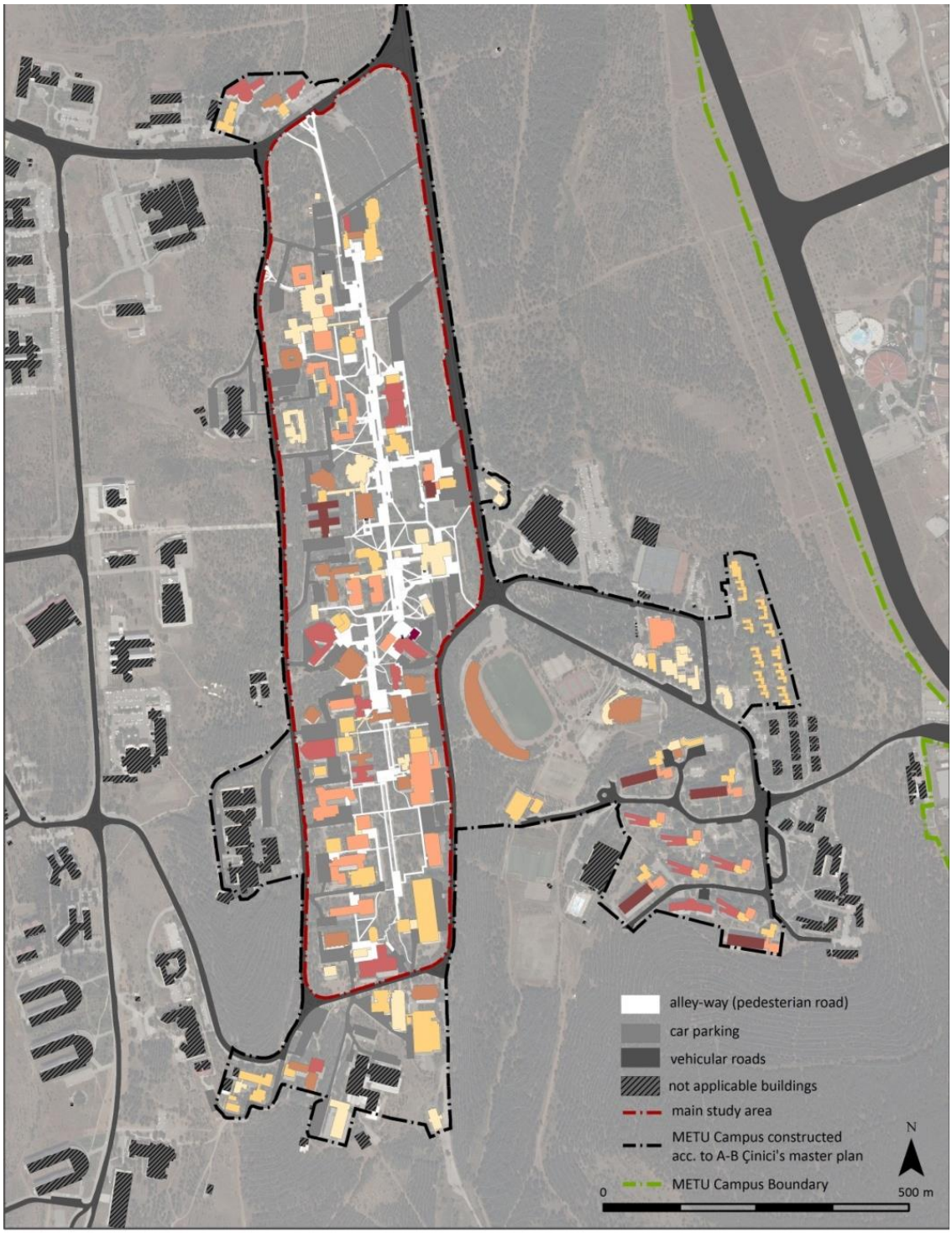


Figure 2-29: Building categories



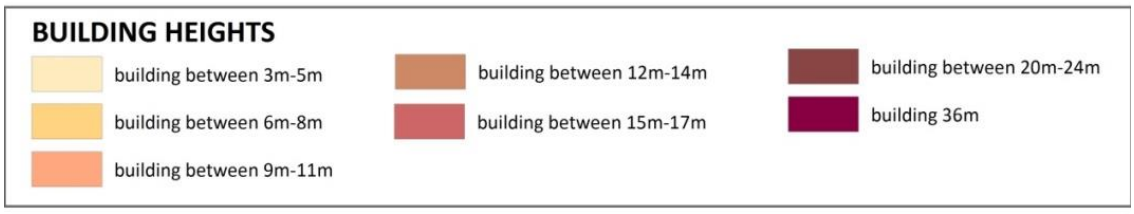


Figure 2-30: Building Heights

2.2.2.2 Social Aspects

METU started education in 1956 with 50[53] students and 18 academic personnel; today the population has reached more or less 30000 with 2637 students[54], 2528 academic personnel and 1750 administrative staff[55], and lots of alumni and guest (Table 2-1). The campus has designed for 10.000 populations; however the population reached about 30.000, because of Higher Education Board's unreasonable attitude that is increasing student quota of the departments and rapid population increase created spatial problems.

Table 2-1: Population of METU Campus in 1956, 1969, 2010 and 2015

METU Campus	Academic Personnel	Adm. Staff	Students	total
1956	18	?	50	68+?
1969	630	?	5200	5830+?
2010	2577	1258	23409	27244
2015	2528	1750	26367	30645

As a result of the focus group interviews[56] carried out within Scientific Research Project, users of the campus find important social environmental of the campus, thanks to freedom milieu (in thought, clothing and behavior) at the campus, the feeling of confidence, student clubs, abundance of the places allowing socializing (stadium, lawns, Alley, courtyards, auditorium), special days (like spring festival, alumni day, graduation ceremony and tree planting day), idealized people and myths about METU and being international.

Since 1963, the campus is home to so many people and shaping the society of the METU. The planning approach and architecture of the campus play imported role in

53. (Payaslioğlu, 1996)

54. http://www.metu.edu.tr/general-information

55. METU 2015 Activity Report

56. Unpublished Evaluation Report on Focus Group Studies within BAP (Scientific Reserch Project) Identifying the Values of METU Campus for the Integrated Conservation Management Plan, prepared by Osmay, S. and Peker, E.

this formation. With the increasing population, both physical and social demands are increasing, and it is important to provide sustainability of both social and physical environment while seeking solutions for these demands.

2.2.2.3 Administrative Aspects

The President of the University 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 Higher Education Board (YÖK). He is the chief executive officer and representative of the legal personality of the University. Vice Presidents and Assistants to the President are appointed by the President of the University. **The University Administrative Board** consists of academic officers that are the President, three Vice Presidents, the Secretary General and seven Assistants to President. **The University Senate** consists of the President, the Vice Presidents (three members), the Deans, selected representatives of each Faculty (five members), and Directors of Graduate Schools and Schools directly attached to the Office of the President. It is the chief academic organ of the University. **The University Administrative Committee** consists of the President, the Deans and three professors to be selected by the University Senate for a period of four years. **Administrative Officers** consist of Assistant to the Secretary General, Director of the Administrative and Financial Affairs, Director of Computer Center, Director of Construction and Technical Works, Director of Health, Culture and Sports, Director of Library and Documentation, Director of Personnel Affairs, Registrar, Director of Strategy Development. [57]There are too many administrative authorized bodies for organization and maintenance of the built environment of METU Campus. These units have an organizational schema as shown in Figure 2-31; however, they are not in touch with each other properly and collaboration between the authorized units is insufficient. Moreover, as a technical university METU has academic units which take part in administration but there is a severe disconnection between academic units and administrative units. This situation badly affects the integrity of the campus works, creates authorization conflicts and so many bureaucratic obstacles.

57. METU General Catalog 2013-2015

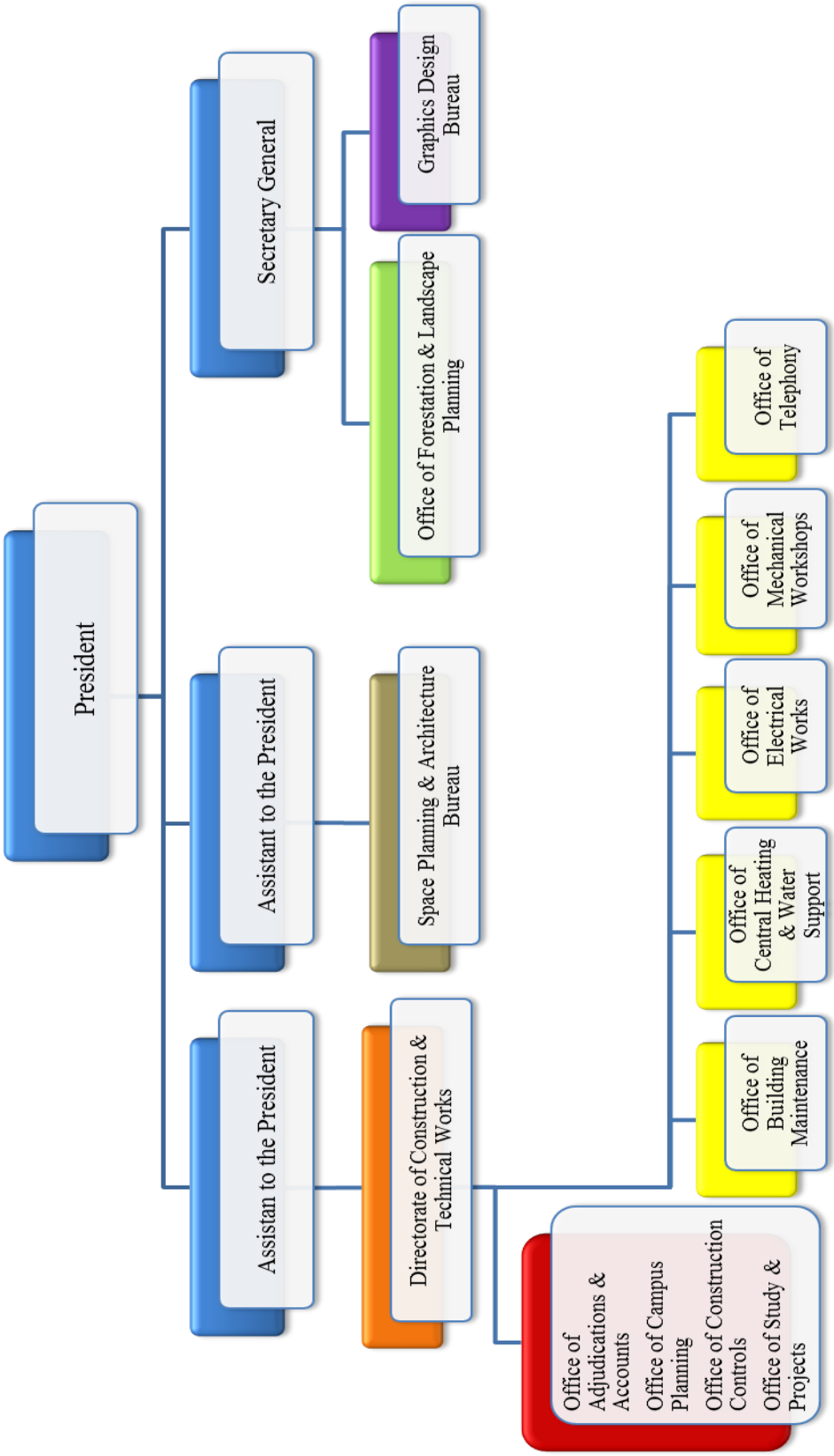


Figure 2-31: Existing administrative organization schema related with built environment

CHAPTER 3

"ALLEY" AS THE SPINE OF THE METU CAMPUS; ITS CHARACTERISTICS AND COMPONENTS

3.1 Historical Development and Its Spatial Reflections

A-B Çinici envisaged and designed the Alley as they described below;

> The defining layout of the campus is formed along the pedestrian axis which is the spine of the campus, named as "Alley" by the users. The Alley extends along the ridge from north to south in accordance with the soft terrain topography. Throughout the Alley, academic units are located on the west side and generate education area, while President's Office, The Main Library and Cafeteria take part other side (on the east) and form center. The focus of the intense social activity occurs here and this cultural and intellectual interaction place, the spine, can be named as "Forum" or the main major class of the university in where people are gathering and interacting continuously. There are trees shading in front of the building and water elements arranging microclimate of the environment along the Alley and extensions of the Alley also continue through inside of the buildings. Therefore, a continuity and permeability between inside and outside is provided and the Alley increasingly starts to affect the interior organization of the buildings.[58]

The Alley became a guideline for the construction of the campus, through expanding in width and length modularly. It became the main tool regulating the spatial

58. Çinici, B., Report "Development History of METU Planning"

relations and staging the construction phases since construction of the first building. As mention above, the Alley considered as the major class of the university and the spine of the campus which provides continuity and permeability between open areas, semi-open areas, and buildings.

According to aerial photos, development of the Alley is shown between 1964 and 2015 (Figure 3-1 and Figure 3-2). In 1964, the Alley took its initial form with regard to construction of the first buildings[59]; by the way there were so many barracks on site for worksite of temporary use. When 1971 aerial photo is examined, it can be seen that the Alley expanded in depth and length and became square or gave extensions to provide pedestrian connection to the new buildings[60] and spatial hierarchy. Moreover, formation of the lawns and socializing areas are seen from aerial photo of 1971. When 1987 image is analyzed, it is seen that the buildings[61] designed according to A-B Çinici's master plan had accomplished and the buildings constructed without plans such as kindergarten, Department of Computer Engineering and a few unidentified rambling structures occurred. After 1987, construction activities inside the ring continued, and A-B Çinici's master plan lost validity. As 2015 aerial photo shows, new building of Architecture Faculty, Department of Industrial Engineering, addition block of Computer Engineering and Ayaslı Research Center were appeared. So many paths extended to the Alley that they started to disturb integration of the socializing areas and character of the Alley. The aerial photos reveal the development of the Alley and its surroundings and surprisingly displays that the Students Club Barrack is the oldest building on the campus and the remaining building as a barrack building referring the establishment years of the university.

59. Faculty of Architecture, First block of Faculty of Arts and Sciences, First Stage of Department of Chemistry, Cafeteria, Department of Electrical and Electronics Engineering (A-B-C Blocks), Department of Mechanical Engineering (A-C Blocks) , Department of Chemical Engineering (A-B-C Blocks) and Department of Civil Engineering (K1, K2,K3 Building)

60. Faculty of Economic and Administrative Sciences A Block, Department of Social Sciences, Department of Mathematics, The Main Library (A Block), Physics Auditorium (3lü Amfi), President's Office, MM Central Engineering Building, Metallurgical Engineering (recent name Central Laboratory), Department of Mechanical Engineering B Block, Department of Chemical Engineering D Block)

61. Addition of the Faculty of Economic and Administrative Sciences, The Main Library B Block, Addition Blocks of Faculty of Arts and Sciences, Department of Electrical and Electronics Engineering D and E Blocks, Computer Center, Department of Chemical Engineering E Block

Figure 3-1: The Alley in 1964 and in 1971

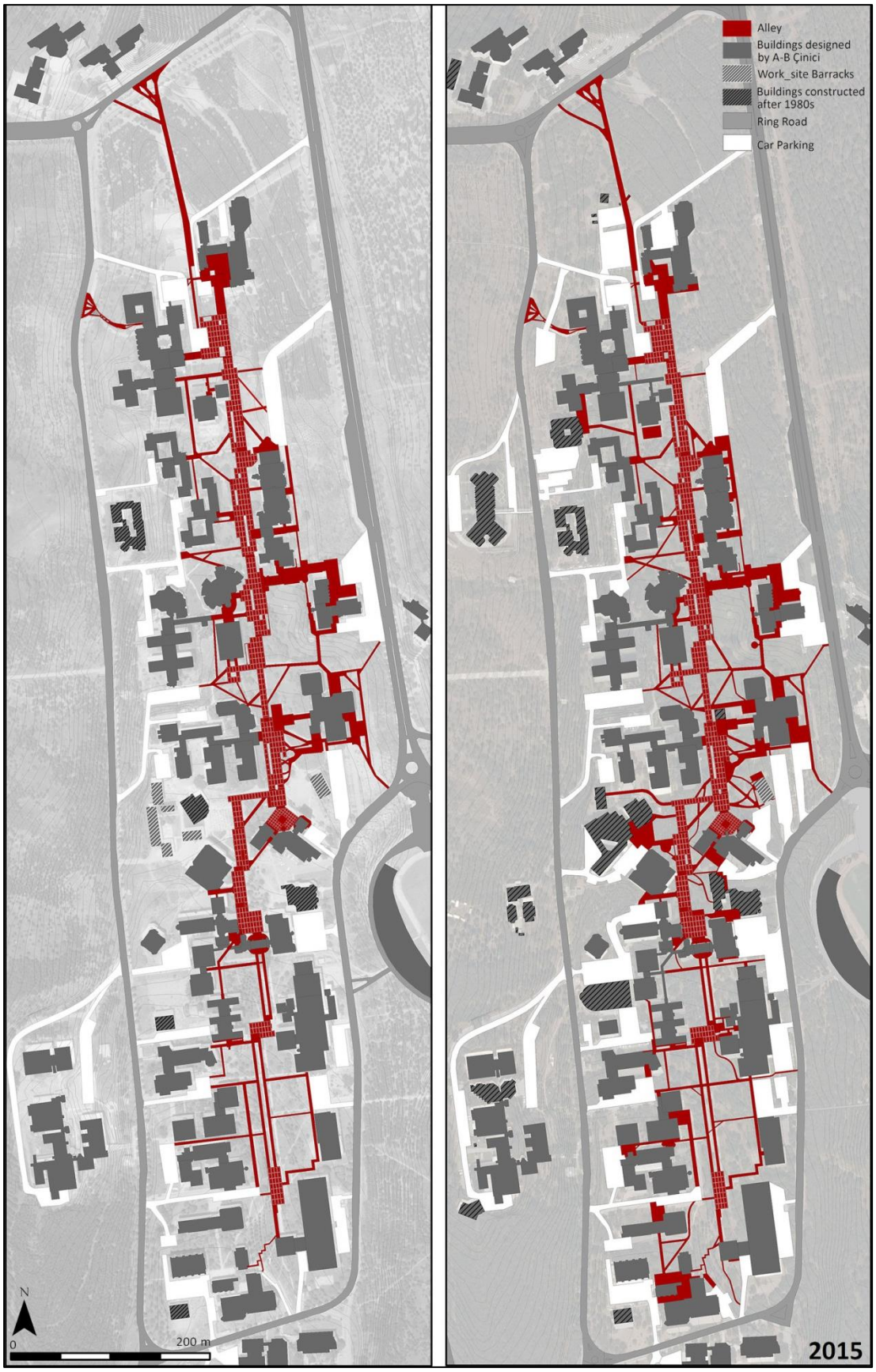


Figure 3-2: The Alley in 1987 and in 2015

3.2 Physical and Functional Aspects

The Alley, as the spine of the pedestrian zone, composed of hardscape, softscape, interfaces like entrances, defining surfaces like building facades, and Alley elements like artworks, stairs and ramps, retaining walls, street furniture and trees. The integrity of these aspects creates the physical and functional character of the Alley.

3.2.1 Formation of the "Alley"

The Alley sits on the ridge rising from north to south. While settling, it shows breakings in vertical and horizontal direction to be able to adapt to topography and meet the functional differentiation. The main body is generated from modules (3x6 meters rectangles, Figure 3-3) and this modulation regulates the expansion of the Alley. The paths are articulated to the main body to take the inhabitants inside of the buildings and connect the pedestrian zone to the vehicular area. Moreover, entrances of the buildings differentiating from the main body enrich the Alley pattern. Finally, lawns, buildings, and their open areas are articulated to the Alley in various types. The facades of the buildings, the perspectives of the open areas and their landscape define the Alley in the third dimension (Figure 3-4).

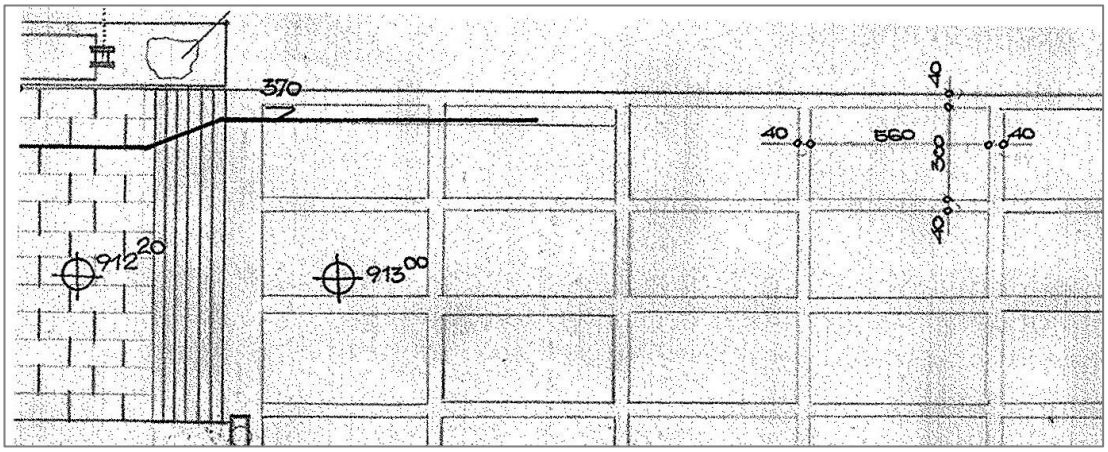


Figure 3-3: Module order of the Alley

Source: A frame from the original drawings of A-B Çinici, Entrance of Administration Faculty

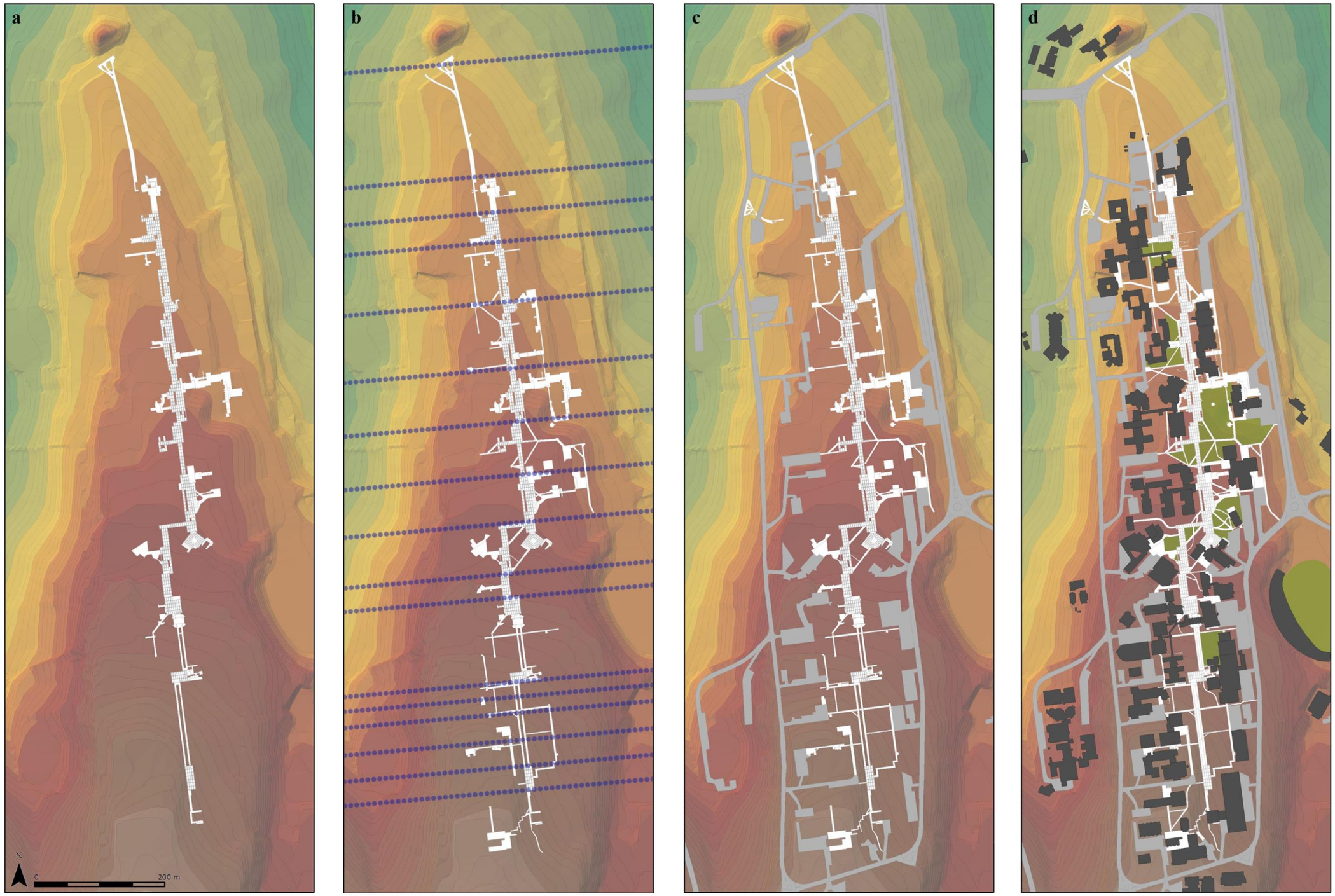


Figure 3-4: Formation of the Alley; a) Alley sitting on the ridge, b) Vertical and horizontal breakings, c) Relation with vehicular area providing service , d) Components defining the Alley

3.2.2 Understanding Components of the "Alley"

The pedestrian zone surrounded by the ring road fits inclined terrain longwise in the north-south direction. The site takes the service from the ring road via car parking extensions, so car parking areas provide the vehicular approach to the site for each unit. The area can be zoned according to faculties and starts with Faculty of Economics and Administrative Science and respectively continues with Faculty of Architecture, Faculty of Arts and Sciences and ends up Faculty of Engineering. At the middle of the ellipse, the core of the campus locates regarding administrative and social-cultural function (Figure 3-5).

The Alley starts at the English Preparatory School connection and ends at the Civil Engineering K3 Building. The main pedestrian approach to the site from the dormitory zone is by way of Stadium through Engineering Buildings and Cafeteria; by way of the shopping complex and KKM through again Cafeteria and President's Office. The key map of the site shows the pedestrian and vehicular approaches to the site and the location of the units. (Figure 3-6)

The pedestrian areas can be categorized as hardscape and softscape. Hardscape areas include the main axis, secondary paths, stairs and ramps, entrances and semi-open areas, while softscape areas include lawns, tree planted lawns and the areas full of tree. Moreover, vehicular open areas divided two as ring road and car parking zones. (Figure 3-7)

The most frequently used open area in the pedestrian zone is the main pedestrian axis at first. And secondly, gathering points like in front of Faculty of Architecture and Library, "*Matematik Çimleri*" (Mathematics Lawn), "*Fizik Çimleri*" (Physic Lawns), in front of Physics, Cafeteria, "*Baraka Çimleri*" (Student Club Lawn), MM Building, Çatı Café and Civil Engineering K3 Building are coming. Some areas are being used less and less as a result of losing its visual and physical accessibility and area integrity like "*Mimarlık Çimleri*" (Architecture Lawn), Lawn between Physics and Chemistry, "*Baraka Çimleri*" (Student Club Lawn).

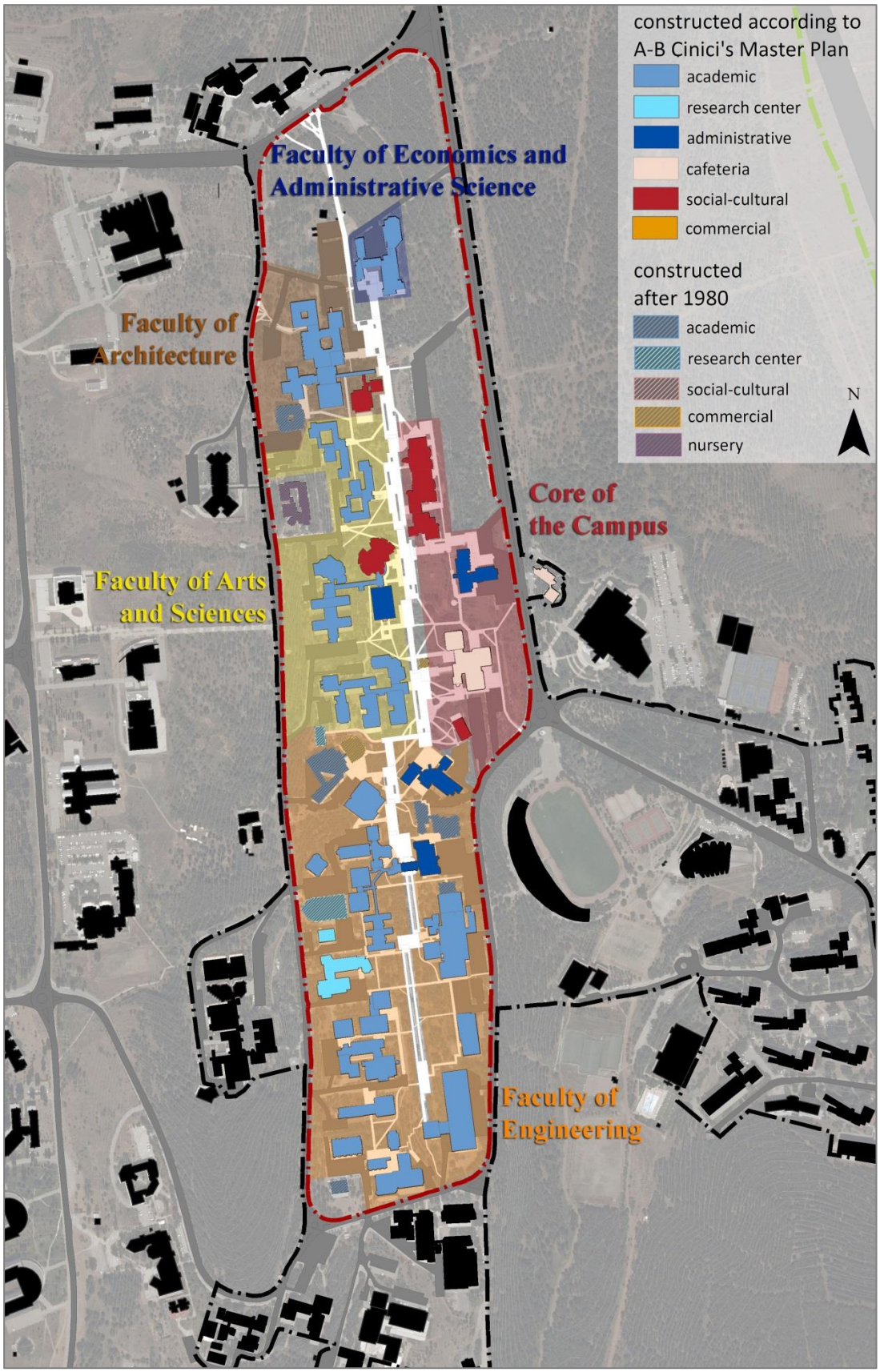
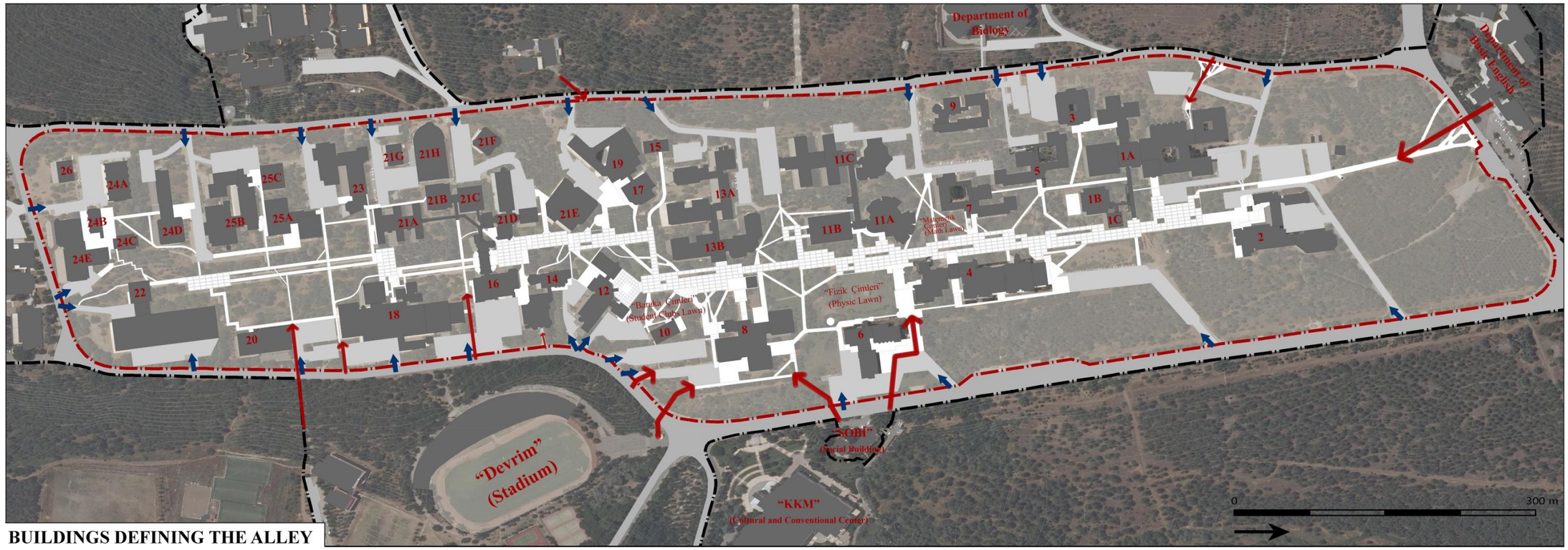


Figure 3-5: Building categories and zoning for main study area

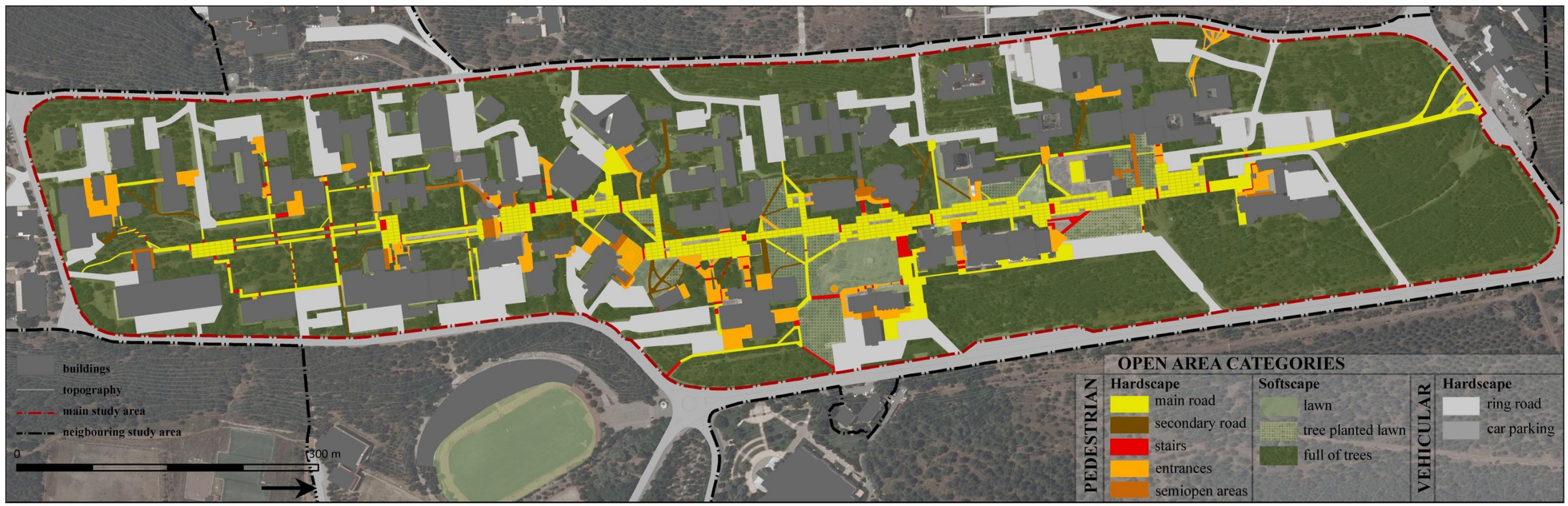


BUILDINGS DEFINING THE ALLEY

1) Faculty of Architecture
   A) Faculty of Architecture Building
   B) Architecture Amphitheater
   C) Archaeology Museum
2) Faculty of Economic and Administrative Sciences Building A
3) Social Sciences Building
4) Central Library
6) President's Office
7) Department of Mathematics Building
8) Cafeteria
9) Kindergarden
10) "Baraka" Student Clubs
11) Faculty of Arts and Sciences
   A) Auditorium (Üçlü amfi)
   B) Faculty of Arts and Sciences, Dean's Office
   C) Department of Physics Building
11) Faculty of Arts and Sciences
   A) Auditorium (Üçlü amfi)
   B) Faculty of Arts and Sciences, Dean's Office
   C) Department of Physics Building
12) MM Central Engineering Building
13) Faculty of Arts and Sciences
   A) Department of Chemistry Building
   B) Department of Statistics Building
14) Department of Computer Engineering Building
15) BIOMAT Biotechnology Laboratory
16) Computer Center
17) "Çatı" Cafe
18) Department of Civil Engineering K1 Building
19) Department of Industrial Engineering Building
20) Department of Civil Engineering K2 Building
21) Department of Electrical and Electronics Engineering
   A) Building A
   B) Building B
   C) Building C
   D) Building D
   E) Building E
   F) Process Control Lab
   G) Quantum Devices and Nanophotonics Research Lab
   H) Ayaslı Reserach Center
22) Department of Civil Engineering K3 Building
23) Central Laboratory
24) Department of Mechanical Engineering Building A, B, C, D, E
25) Department of Chemical Engineering Building A, B, C
26) Department of Turkish Language Building

alley-way (pedesterian road)
car parking
ring road
buildings
contour line (1m)
main study area
METU Campus constructed acc. to A-B Çinici's master plan
pedesterian entrances
vehicle entrances

Figure 3-6: Key map of the main study area



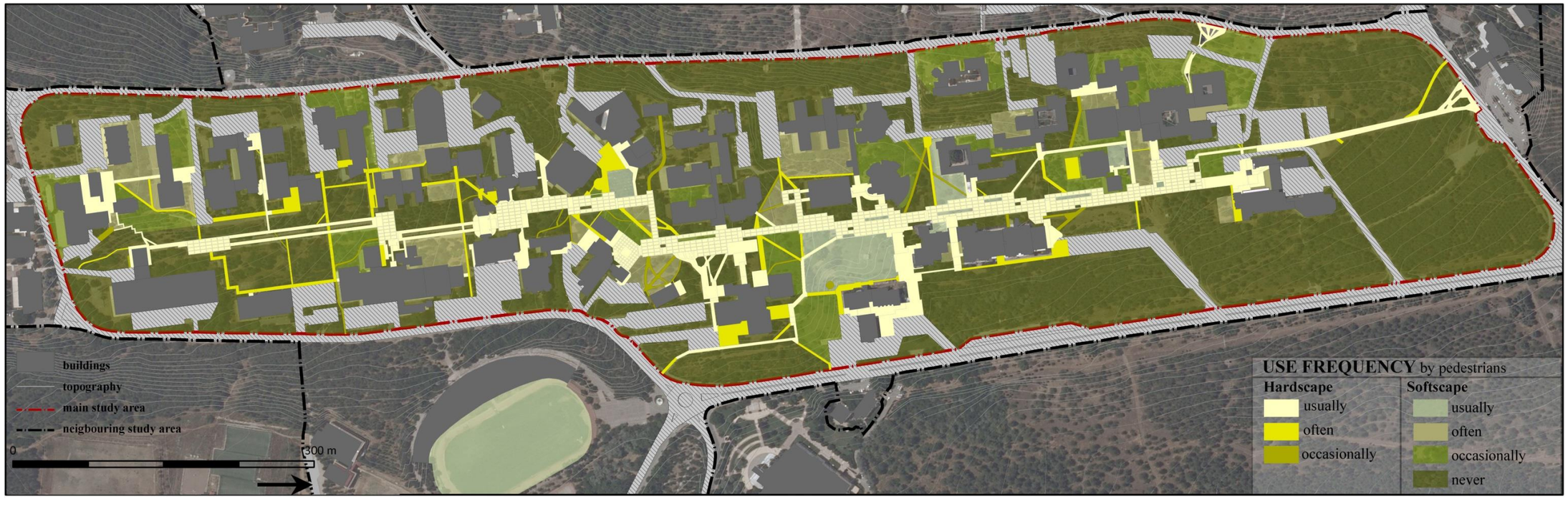


Figure 3-7: Open area categories and their use frequency by pedestrians

3.2.2.1 Pavements

There are so many textures engraved on surfaces and pavements forming the significant part of variety of the Alley. As every small point of campus designed elaborately, pavements were contemplated delicately in the campus.

Five main pavement types are seen in the Alley (Figure 3-8). Moreover almost each entrance pavement has a different texture, technic, and material. The first type is the modular part made up granite blocks and bush-hammered mosaic strips. This type is seen at the main axis from the end of the Faculty of Administration to the entrance of Computer Center. The second type is bush-hammered tiled mosaic and seen from the end of Computer Center to Civil Engineering K3 Building. The third type is tiled Ankara stone pavement and seen at the main extension between the Library and President's Office. The fourth type is bush-hammered molded mosaic or concrete that has so much variation on the alley. This type is generally seen at the extensions of the main axis connected to entrances or service ring. The fifth type is the tiled artificial stone, and that is seen on the path connecting Civil Engineering K3, K2, and K1 Buildings. Finally, there are so many ineligibly paved paths those are named under the others title. Other type pavements are mostly seen around the main horizontal breaking of the alley, in other words around the MM Building and Baraka Student Clubs. Moreover, the shortcuts paved after users started to pass through them have nonintegrated other type pavements.

The pavement variety of the entrances both enriches the Alley regarding textures and separates entrances from the main axis. Outstanding pavement types of entrances are shown in Figure 3-8. Entrance to the Faculty of Administration, Faculty of Architecture, Mathematics, Social Sciences, Library, President's Office,[62] Cafeteria, MM Building and Computer Center has elaborately designed pavements that provide spatial hierarchy and variation to the Alley.

62. This entrance is not in use for a while.

3.2.2.2 Entrances

Entrances are the interfaces organizing the relations between inside and outside and articulated to main axis in various types. This variation breaks the monotony of the strict modular order of the main axis and gives polyphony to the Alley. Entrances were differentiated from the main axis through the level rise, pavement difference or an element like entrance platform, arcade, projection and entrance canopy. Moreover, entrances were stressed with water elements, elaborately designed seating units, and flower beds. As A-B Çinici mentioned the spatial characteristic of the Alley was provided via architectural features like water elements, semi-open areas, and elaborately designed special seating corners. These elements, generally situated around the entrances (Figure 3-10), define the relationship between inside and outside, while providing fluid permeability and continuity between interior and exterior.

The entrances can be categorized into four groups (Figure 3-9). As a first, the entrances forming square are the entrance of Administrative Science, Architecture Dean Office, the Library, Mathematics, the Cafeteria, MM Central Engineering, Industrial Engineering and Civil Engineering K3 Building. These entrances are the gathering points on the Alley. Secondly, entrances can be articulated with a semi open area. The entrance of Architecture, Physics and Electrical and Electronics Engineering (A Block) are articulated to the main axis with an arcade. The entrance of Student Affairs (within the President's Office Building), Library, MM Building (side entrance), and Computer Center is forming a passage, and the Alley passes through the buildings. The entrances of MM Building, Electrical and Electronics Engineering (D Block) and Civil Engineering K1 and K3 Building are defined with a projection that enlivens the Alley in the third dimension. The next type is directly connected entrances like Chemistry main entrance; even it seems to be attached directly, it is differentiated from the main axis via level difference. Finally, some buildings are little bit pull away from the spine and connection to main axis provided by paths. This type relation is common at Faculty of Engineering's buildings.

Figure 3-8: Pavements

Figure 3-9: Entrances

Figure 3-10: The elements defining entrances; seating units, water elements and flower beds

3.2.2.3 Facades

The facades define the Alley in third dimension with the variety of architectural elements, textures, materials and organization (Figure3-17) and connect various relationships to the outside providing physical and visual permeability between interior and exterior. The organization of the openings provides this fluidity between spaces and solid-void balance. Horizontal movements are dominant in the facades (Figure 3-18 and Figure 3-19), sometimes with facades' own mass and sometimes with horizontal architectural elements like window, slab, and sunshade (Figure 3-18: 1, 2, 4, 7, 8, 11, 13 and Figure 3-19: 16, 18, 21, and 22). However, the horizontality, dominant in site, is balanced with vertical touches like sunshades, unusual vertical openings or rising mass (Figure 3-18: 1, 4, 6, and 12).

The facade becomes more transparent when interaction with the Alley increases, such as entrances and circulation areas (Figure 3-11). That makes the Alley visible from interior and the buildings open to the Alley (Figure 3-12).

Figure 3-11: Transparency of the façade

Figure 3-12: Entrance of Faculty of Architecture, view through Alley

Source: SALT Online; ODTÜ / METU retrieved from https://www.flickr.com/photos/saltonline/sets/72157645838673339/ on 03/12/2015.

The effects of brutalism can be seen at the facades in general, the use of exposed material is common in the campus. Various material uses can be observed at the façades such as exposed concrete, brick, aerated concrete blocks, plaster-whitewash, stone cladding, glass and aluminum joint. Exposed concrete can be seen on all facades in different scales sometimes the whole façade is exposed concrete and sometimes just structural elements are stressed with exposed concrete use (Figure 3-13). Brick is one of the dominant materials used in various place creating different texture (Figure 3-14). The Library and President' Office glittered with their whitewashed façade, and they are the most visible facades considering views of today's Alley.

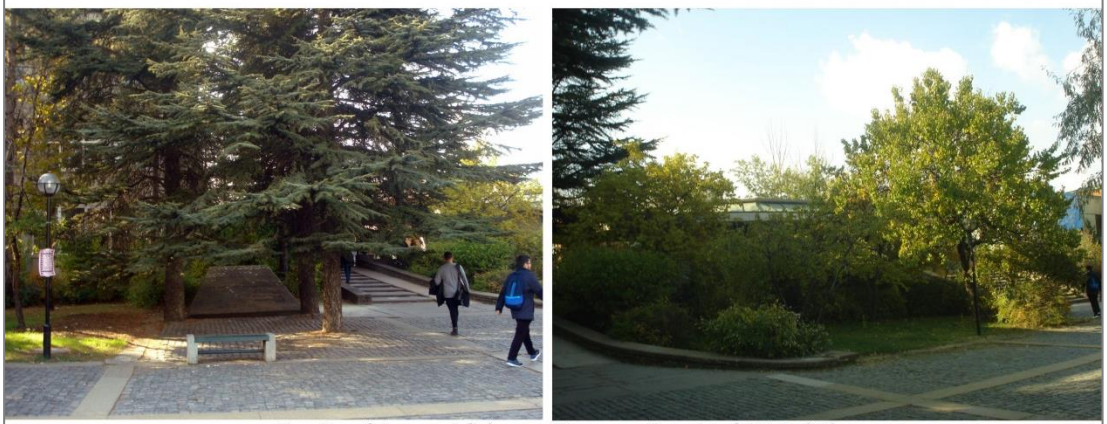
The growing plants and trees enliven vertical surface of the Alley mostly in the Faculty of Engineering part (Figure 3-15). However, the landscape sometimes grows uncontrolled way and interrupts physical and visual continuity between the Alley and buildings (Figure 3-16).

Figure 3-13: Use of exposed concrete

Figure 3-14: Use of brick in facades

Figure 3-15: Landscape defining face of the Alley, departments of engineering

Civil Engineering, Facade of K1 Building



Faculty of Arts and Sciences, Entrance Facade of K1 Building

Figure 3-16: Uncontrolled growth of the landscape interrupting visual and physical continuity between the Alley and buildings

Figure3-17: Facades

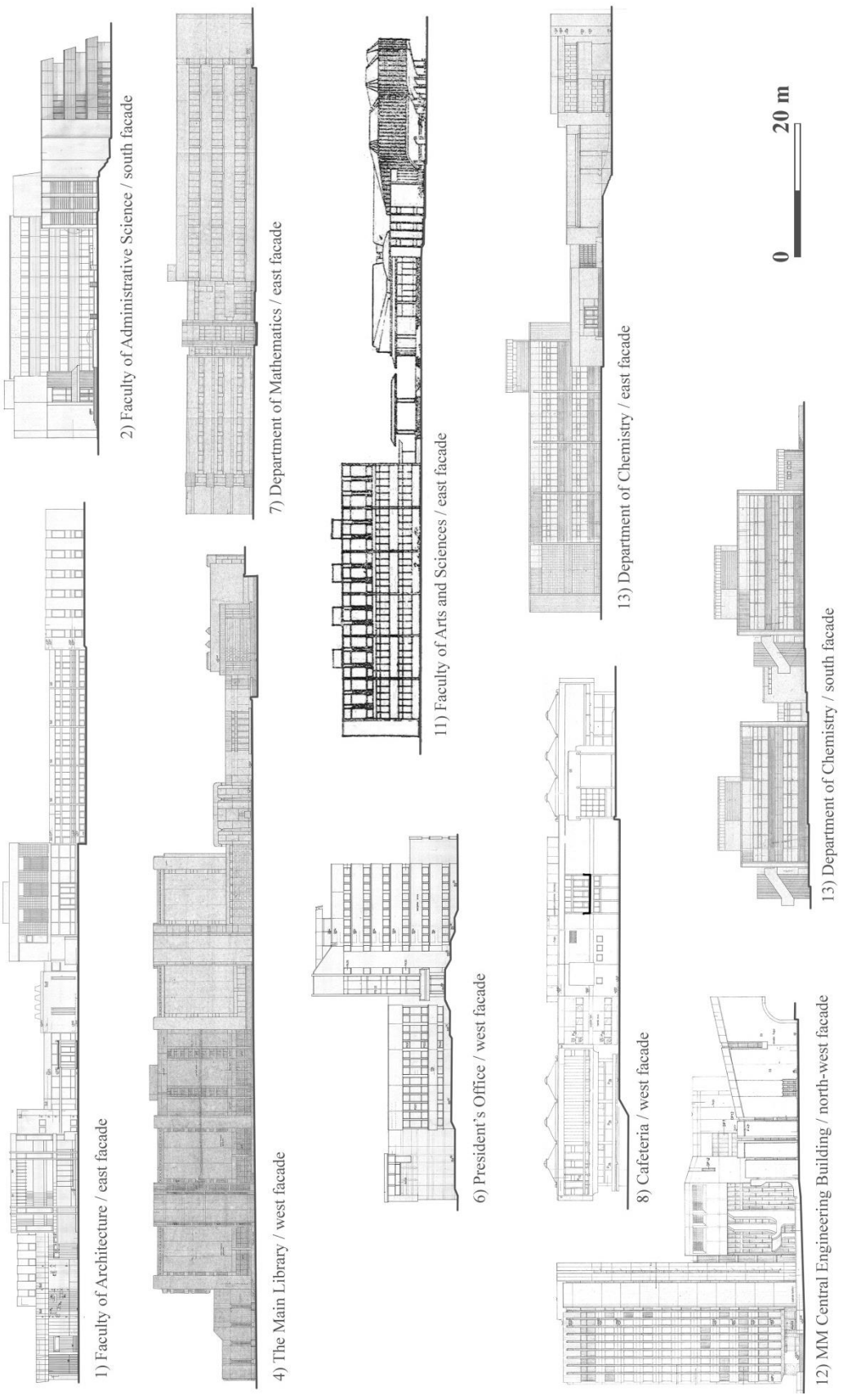


Figure 3-18: Original drawings of the facades

Figure 3-19: Original drawings of the facades

3.2.2.4 Elements

3.2.2.4.1 Artworks

A-B Çinici consider the Alley as a forum blooming with plastics over years. There are so many artworks around the Alley like sculptures, artifacts, inscriptions and wall paintings as shown in Figure 3-20. Some of the buildings have an inscription that matter so much as historical value. Moreover, artifacts are displaying around the Museum[63] and Faculty of Architecture that get in touch with archeological site situated in the campus area. There are so many temporary artworks along the Alley; some of them find themselves a permanent place as walls of Baraka Student Club. Finally, the sculptors are located along the Alley that briefly explained below.

Sculptures[64]

1) A Relief on the masonry wall; designed by Hakkı Atamulu, located on retaining wall opposite to plane tree in front of the Faculty of Architecture.

2) Untitled Sculpture; designed by a visiting Fulbright scholar Rolf Westphall in 1982. It has 5meters height and 28meters length and three bars of the sculpture never intersect in space. It is across the Faculty of architecture between two plane trees as a landmark and seen almost along the Alley.

3) "Bilim Kadını" (Scientist Woman); designed by Hakkı Karayiğitoğlu, stays on Mathematics Lawn near the Alley.

4) A Deer Abstraction; designed by Günseli Aru and is located on the passage of the Library.

63. METU Museum is the first university museum in Turkey. Today there are departments of archaeology in many of our universities, but none of them have an archaeological museum. In this respect, METU Museum is not only unique among Turkish universities, but it is also has a distinct place among foreign universities, due to its collection enriched by archaeological findings from its own campus area.

64. The information about sculptures are compiled from ODTÜLÜLER journal, "ODTÜ'den Bir Köşe" serial prepared by Aydın Tiryaki.

6) METU Shadow Clock; designed regarding the 20th anniversary of METU Amateur Astronomy Club in 2006 by a member of the club.

7) Atatürk Monument; designed by Sadi Çalık with a competition in 1966. The sculpture is located in the middle of the Physics Lawn and defines an important gathering area around it.

8) The sculpture in front of the President's Office designed former professor of the METU Dündar Elbruz and donated to the university recently by Turkish-American Association.

9) December 2 Memorial; designed by Mehmet Asatekin in memory of December 2, 1977, when the lawn between President's Office and Cafeteria was bombed from President's Office; 52 students got injured and, unfortunately, a student, İbrahim Baloğlu passed away. The monument has nine vertical yellow sticks. The sticks symbolize 9-months boycott.

10) Kemal Kurdaş Memorial; designed by Faculty of Architecture to keep the memory of Kurdaş alive in 2012 and a plane tree was planted in front of the monument.

11) Precast Window Experience; located in front of the Cafeteria and porotype experiment of 1/1 scaled precast concrete window. It was not made for displaying, however as a result of its perfection, A-B Çinici wanted to share the process of the construction phases via displaying it.

12) Parlar Memorial; The project was designed by Süha Özkan and sculptor of the monument is Hüseyin Gezer. The memorial was accomplished in 1982.

13) Concrete Boat; It is the product of Engin Erant master thesis completed in 1976. The Concrete Boat became a canvas for the students and painted by the student over the years. It is a good example for the meeting of art and science.

Scientists sculptures were designed by Russian sculptor Nikolai Russian attended METU as a visiting member of Department of Music and Fine Arts in 1994-1995 academic year. 30 scientist busts were put along the alley within his studies at Fine Art studios of the university.

Figure 3-20: Artworks on the Alley

3.2.2.4.2 Stairs and Ramps

The Alley is situating on an inclined ridge above mentioned, so the ground is terraced according to topography with minimum intervention, and the paved ground is composed of these planes, stairs, and ramps. The stairs take place along the Alley homogenously in consideration topography. The vertical breakings via stairs separate the Alley plateaus and provide panoramic views.

Stairs can be categorized into three groups (Figure 3-21). The first group is travertine stairs that are the most frequent type along the main axis. The second type is stairs made up Ankara stone that is seen at the center of the campus; around the Library, President's Office and Auditorium. The last type is molded stairs that can be made of concrete or mosaic. This type is seen mostly extensions of the main pedestrian axis. The ramps are not common in the Alley; this situation creates the accessibility problem for people with disabilities.

3.2.2.4.3 Retaining Walls, Hedges, Fences

There are so many physical and visual barriers along the Alley due to terraced topography, setting bounds or unidentified reasons. The retaining walls are the important architectural elements shaping the Alley. There are three type retaining walls as masonry walls[65], *Ankara* stone cladding walls and exposed concrete walls (Figure 3-22).

The hedges are mostly seen between MM Building and Faculty of Administration part of the Alley and sharply separate hardscape and softscape areas both visually and physically. The fences are seen mostly around the canteens or entrances of the buildings as a result of particular interventions.

65. According to Kurdaş's memories, stones of this type wall are brought from Yalıncak Site located in METU Premises.

3.2.2.4.4 Lights, Bins, Benches

The street furniture is very important for the Alley, because they were designed elaborately and special to campus when the campus was being constructed.

Today, the elements such as lamps, benches and bins exist on the Alley as shown in figure 3-22. Four type lamps are observed at the site. First two types are common along the Alley. The first type is generally seen at the entrances and the breaking points of the Alley, the second type lamps are the dominant type and located on the left and right along the Alley. The third type is lightening from the ground and located on the Alley between Preparation School and Faculty of Architecture; however they are broken down and the fourth type lamps are installed near non-operating third type lamps instead of them. Benches and bins are homogeneously situated on the Alley according to necessity. Their type varies from place to place depending point interventions in time.

3.2.2.4.5 Trees

Trees are the essential elements shaping the appearance of the Alley; moreover, they appeal to the senses and present a visual feast in the changing seasons of the year. They can be divided mainly in two groups as coniferous and non-evergreens (Figure 3-24). The coniferous are concentrated in the south part (Faculty of Engineering) of the Alley and due to being evergreen; they form the façade of the Alley four seasons concealing the building facades. There are so many non-evergreens along the Alley, and the common species are elaeagnus, aesculus, mulberry, apple, linden and plane tree.[66] Non-evergreens give a dynamic appeal to the Alley regarding with the seasons and sometimes interrupt, sometimes allow to visual access to the building facades. Moreover, these species define sub-areas within the Alley such as mulberries in front of the Faculty of Architecture, the area under the plane tree, elaeagnus way, aesculus way, and the area around the lindens.

66. *İğde ağacı, at kestanesi, ters dutağacı, elma ağacı, ıhlamır ve çınar*.

Figure 3-21: Stairs and Ramps

Figure 3-22: Retaining walls, hedges and fences

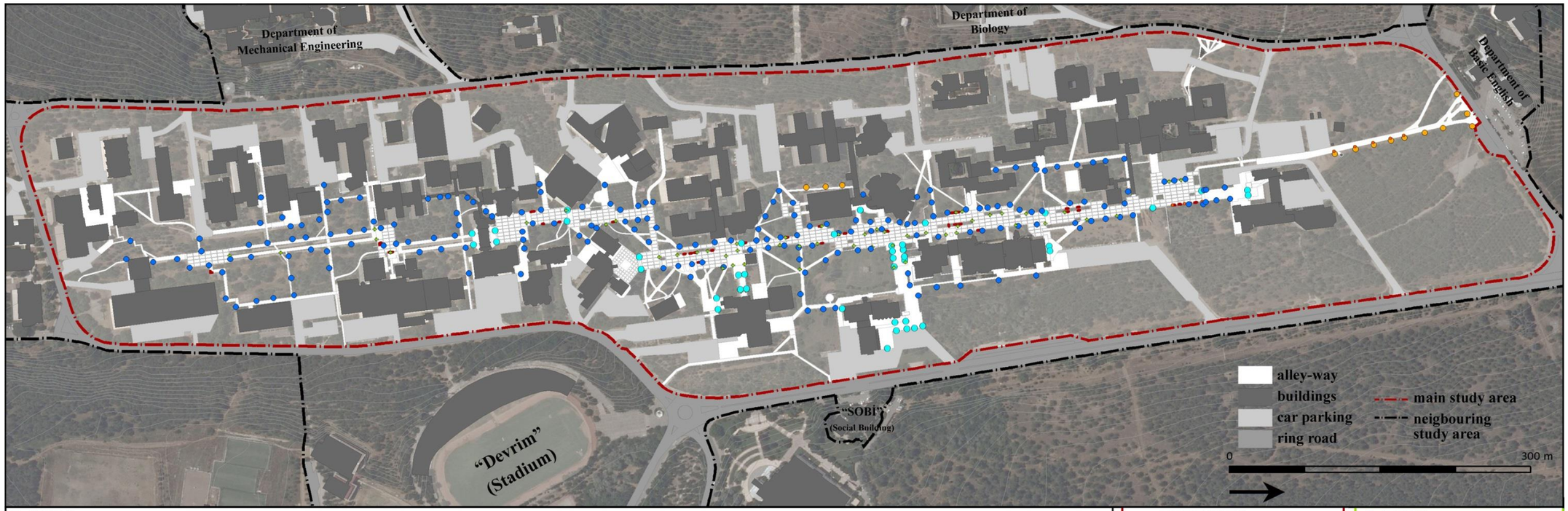


Figure 3-23: Lamps, benches and bins

Figure 3-24: Trees on the Alley

3.3 “Alley” as Socializing Place

The Alley is defined as below by A-B Çinici regarding its social aspects;

> "The defining layout of the campus is formed along the pedestrian axis that is the spine of the campus, named as "Alley" by the users. The focus of the social activity concentrates here and this cultural and the intellectual interaction place, the spine, can be named as "Forum" or the main major class of the university in where people are gathering and interacting continuously".[67]

As mentioned above, the Alley not only as a major class of the campus but also as the main stage for all kind of performances, demonstration area of the political reactions, and leisure/amusement area with lawns has a significant role formation of the social environment of METU. There are so many gathering areas along the Alley for several functions. Moreover, there are defined route used for demonstrations, for example, demonstrations generally start at the entrance of prep school, continue passing through the each department and finish in front of the Cafeteria with a public statement. The lawns, entrances of the buildings and the pavements itself are the important gathering places in general. The main points can be named respectively from north point of the Alley as entrance of the prep school, entrance of the Architecture, Mathematics Lawn, entrance of the Library, entrance of the Music and Fine Arts, Physics Lawn, in front of the Faculty of Arts and Science, entrance of the Cafeteria, Baraka Lawn, entrance of MM building and in front of *Çatı* Cafe (Figure 3-26). The gathering areas have specialized functions for example the Entrance of Architecture is mentioned Theater Club and its activities like theater festival. Entrance of the Library is the node of the academic function and we can see the ticket stands of campus events and charity bazaar stands here. Mathematic Lawns and Physic Lawns are the leisure and amusement area for the students and it is instant stage of the student clubs. Moreover, at the north part of the Physic lawn acts as amphitheater for annual spring concerts of Department of Music and Fine Arts. In front of Faculty of Arts and Sciences and Cafeteria have a political function and,

67. Çinici, B., Report “Development History of METU Planning”

manifestos and declarations of the political organizations mostly announced here by the stands, music and slogans. The Student Club's Baraka has a very special community who is contrarian and creates awareness about environment that we live, so the Baraka Lawn is solidarity place of the student clubs and home to so many alternative events such as alternative spring fest and instant music recital, movie screening or interactive exhibitions. These gathering areas and socializing places embrace all creatures living on the campus such as dogs, cats, birds, and people. Çatı Cafe is the food court of the campus and quite popular among not only students but also alumni of the university.

The social environment of the METU bases upon togetherness of all the living being with tolerance, harmony and reciprocity and fed from functional variety and spatial flexibility of the places (Figure 3-27).

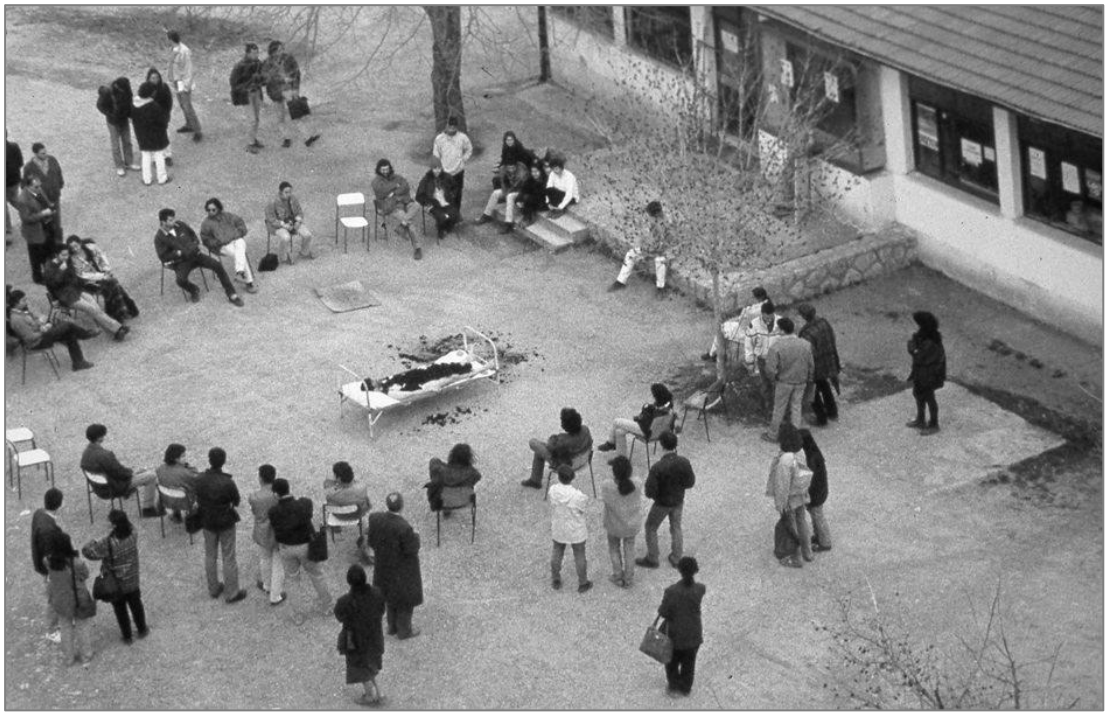


Figure 3-25: A performance art in front of the Baraka in 1994

Source: Hakan Topal Archive, last retrieved on 15 January 2016 from http://hakantopal.info/archives/portfolio/9401d

Figure 3-26: The Alley as socializing place

Pets of the alley; dogs, cats and birds

"Peace Banners" at the Physic Lawn photographed **by AFT** (Amateur Photography Society) within **"METU society together for peace on 27th October, 2015/** 27 Ekim 2015 ODTÜ Barış İçin Bir Arada" event

Source: https://www.facebook.com/media/set/?set=a.1646068132338471.1073741833.1513040732307879&type=3

Figure 3-27: Pets of the Alley

Consequently, the Alley generates cultural and social diversity of the METU society, and METU society produces its own places vice versa. Sustainability of this cycle is crucial for the integrity of social and physical environment of the METU Campus, and this reciprocity creates the METU spirit that ascribed as invaluable by inhabitants of the campus.

3.4 "Alley" Appealing to Five Senses

> "Places are not just a set of objects positioned on a site in order to make up a part of a city or of a territory. They assume a specific meaning in the moment in which we infuse them with a value."
>
> Marichela Sepe

The place is perceived by the senses: smell, sound, sight and also sensation of touch and taste. The perception of the place influences our feelings, actions, well-beings and appraisal of what surrounds us. The overall image is the union of all stimuli.[68] A meaning is attributed to the place as a result of this interaction and people correlates with place in this way. As a consequence of this correlation, people have memories related to the place that enhance attachment to the place.

The Alley was designed considering sensations. A-B Çinici explain the design approach at the Development History of METU Planning as below:

> "There are trees shading in front of the building and water elements arranging microclimate of the environment along the Alley. This water arrangement was created special sounds for each building."

When the Alley is examined today, the traces of these elements are still seen. The Alley appeals to five senses and it is very important memory space for so many people. As it shown in Figure 3-28, it represents a visual feast for each season with its special views, landmarks, despite of losing its visibility partially. Although, the special sound of the water is not heard anymore, there are still water elements refreshing the atmosphere of the campus and us. The fragrance of the elaeagnus and the fresh air remembers us where we are. The fruit trees on the Alley such as mulberry and apple feed us and leave a memorable taste of the Alley in our minds. The texture of the Alley makes feel us the place while walking along it, sitting on a wall or lawns.

68. (Sepe, 2013, page 4)

With all these features, the Alley is stimulating senses, so everybody can find his/her special corner according to his/her mood producing memories at any moment. The inhabitants of the campus correlate with the Alley via experiencing it with five senses and thanks to lively stimulus of the Alley, people engage with the place every single moment.

Figure 3-28: The Alley appealing to five senses

CHAPTER 4

ASSESMENT OF THE "ALLEY" AND PROPOSAL FOR ITS SUSTAINABLE CONSERVATION AND MANAGEMENT

4.1 Defining the Character of the "Alley"

> "We thought the building as a positive form in which has utilized volume. The relation of "the exterior" with the masses around it is ignoring today. I wanted to accomplish this relation at the "Forum". I have imagined the open areas also as positive form, and I tried to arrange them related to interior, giving the tension, relation, the light arrangement of the inner volumes. I was sure that the best urban criterion would occur in this way.
>
> The social life is concentrated at the "forum" where people gather and interact with each other. Cultural activities and acculturation occur at the forum that is horizontally shifted central axis merging with the buildings properly."[69]
>
> Behruz Çinici

The character of the Alley can be determined via examining functional, physical, social and sensorial aspects of it (Figure 4-1). As Çinici stressed, the Alley is the heart of the social life of the campus, its articulation and flexibility make possible this functional diversity for social activities. The Alley is the spine of the campus and regulates organization of the spaces and flow of the motion. It is composed of pedestrian network, lawns, softcape and alley elements integrated with academic, administrative and social-cultural buildings via interfaces, those are entrances and facades. The Alley is the major classroom of the university and represents so many socializing areas.

69. Behruz Çinici, "OrtaDoğu Teknik Üniversitesi Kampus Planlaması Raporu"

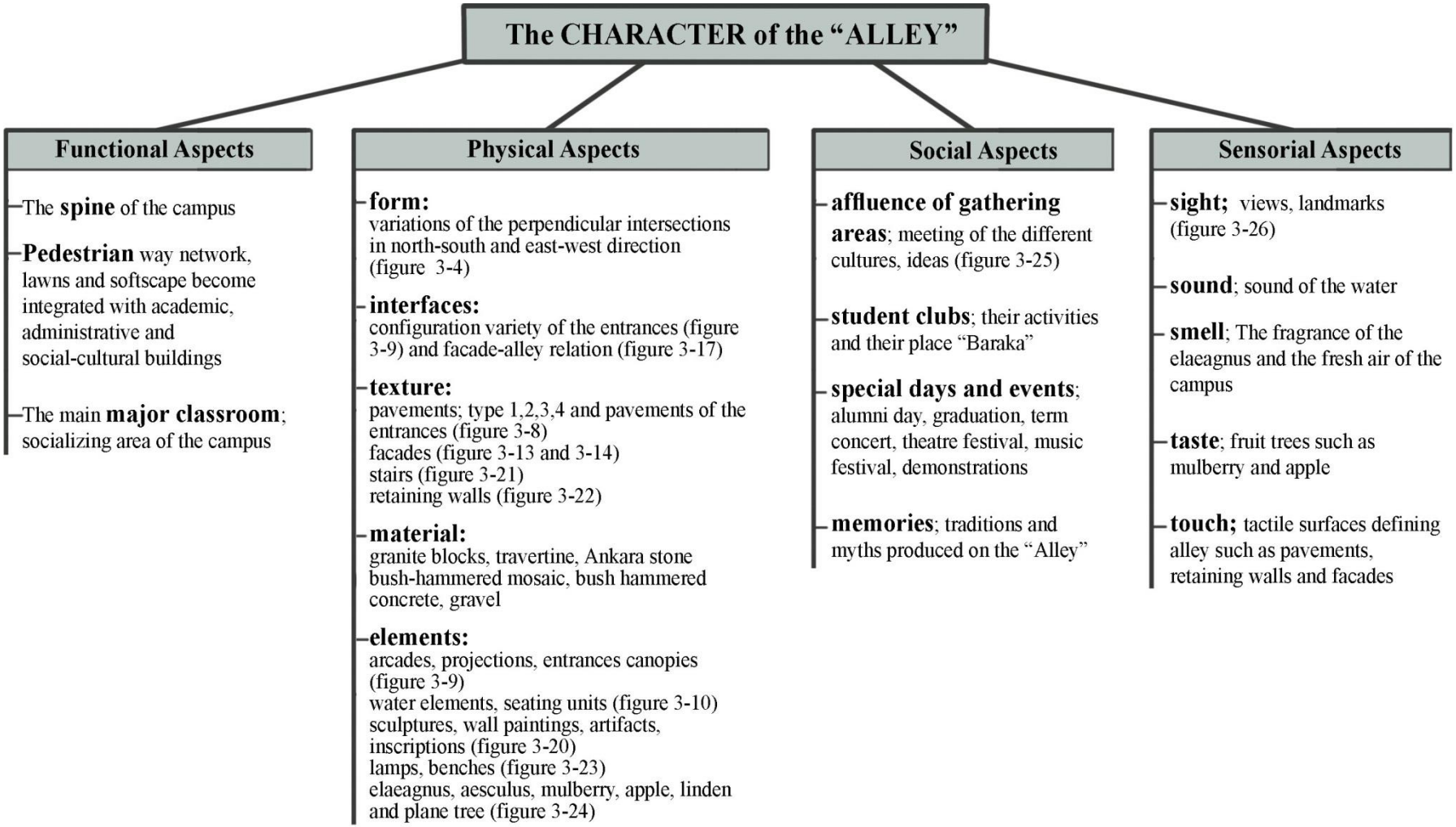


Figure 4-1: The character of the " Alley"

The form, texture, material, interfaces and the elements of the Alley define its physical character. The Alley has gridiron layout and consists of perpendicularly intersecting pedestrian roads, lawns and interfaces. The entrances and the facades, as the interfaces, provide the integration of the open areas, semi-open areas and buildings, and the diversity of their relations (Figure 4-2). Moreover, this morphological diversity is enhanced with textures (Figure 4-3) seen on the pavements, stairs, retaining walls and facades and the materials such as granite blocks, travertine, *Ankara* stone, bush-hammered mosaic, bush hammered concrete, gravel on the pavements and exposed concrete, brick, aerated concrete blocks, plaster-whitewash, stone cladding, glass and aluminum joint on the facades. The other contributor to the character of the Alley is elements special to the Alley (Figure 4-4 and Figure 4-5). These elements are arcades, entrance canopies at the interfaces; water elements, seating units, lamps and benches designed elaborately for the Alley, the artworks such as sculptures, wall paintings, artifacts and inscriptions as the signs of the time and life, and trees like elaeagnus, aesculus, mulberry, apple, linden and plane tree which are appealing to five senses

.

Figure 4-2: Interfaces

Figure 4-3: Textures

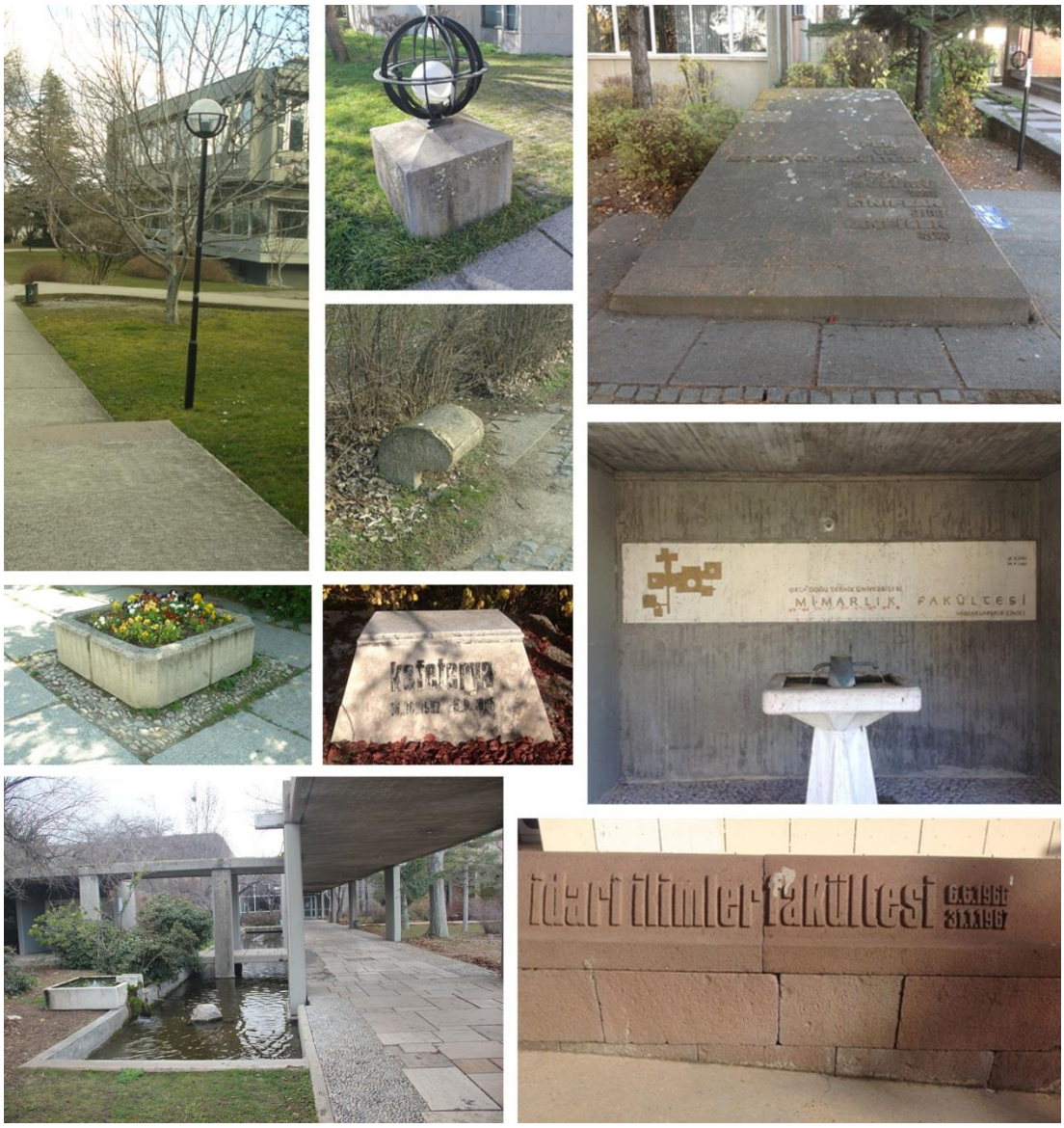


Figure 4-4: Elements of the Alley

Figure 4-5: Trees of the Alley

The social environment of the Alley is strongly enhanced by physical and functional character of the Alley. The abundance of the gathering areas and socializing places is the most important feature of the Alley. This provides meeting of the different cultures and ideas on the Alley. Moreover, it is the main platform for the student clubs activities, and it has specialized sub-areas for these activities such as Physic Lawn, place of the student clubs "Baraka" and its lawn. Finally, the Alley is home to special days and events such as alumni day, term concerts, etc. exclusive to the METU society, and the main subject of memories including traditions and myths on METU.

Figure 4-6: Installation for 10 October Ankara Bombing; the Alley is home to various social and cultural activities

Source: Sibel Tekin, retrived on 12/13/2015 from: http://kot0.com/odtu-ogrencileri-ve-akademisyenleri-sokaklari-umuda-boyadi/

The final aspect creating character of the Alley is stimulating the senses. Its visual richness with its views and landmarks, sound of the water, the fragrance of the elaeagnus and the fresh air of the campus, the taste of the fruits growing at the Alley such as mulberry and apple, and tactile surfaces defining the Alley such as pavements, retaining walls and facades are the first things that spring to mind on the Alley regarding senses.

4.2 Assessing the Changes in time and Their Impacts on the Character of the "Alley"

METU campus was outside of the city; however, the city has expanded dramatically since the 1960s as shown in Figure 4-7 and now METU Campus inside of the city, so it is under the pressure of limitless and unplanned urbanization. While the city was expanding, the built-up areas of the campus have also enlarged depending on increasing population of the university. The population reached up to 12.000 in 1984[70] and today it is about 30.000, because of Higher Education Board's unreasonable attitude that is increasing student quota of the departments. As mentioned chapter two, the campus developed spontaneously between 1980 and 1990 and construction activities occurred around the ring. After this spontaneous period, the built areas have expanded through the west with the construction of METU Foundation Primary and High School on the northwest, METU Technopolis (*Teknokent*) on the west and METUtown (*ODTÜKent*) on the southwest, according to the prepared development plan of the campus. The macroform of the campus have expanded as shown in Figure 4-8. Moreover, the METU Forest is getting grown since the establishment of the campus.

When we focus on the Alley and the ellipse inside the ring, it is seen that the Alley has changed functionally, physically and socially in times. The changes will be stated and assessed respectively, and their impacts on the character of the place will be determined under this title.

70. A-B Çinici's Master Plan has reached the targeted population in 1984.

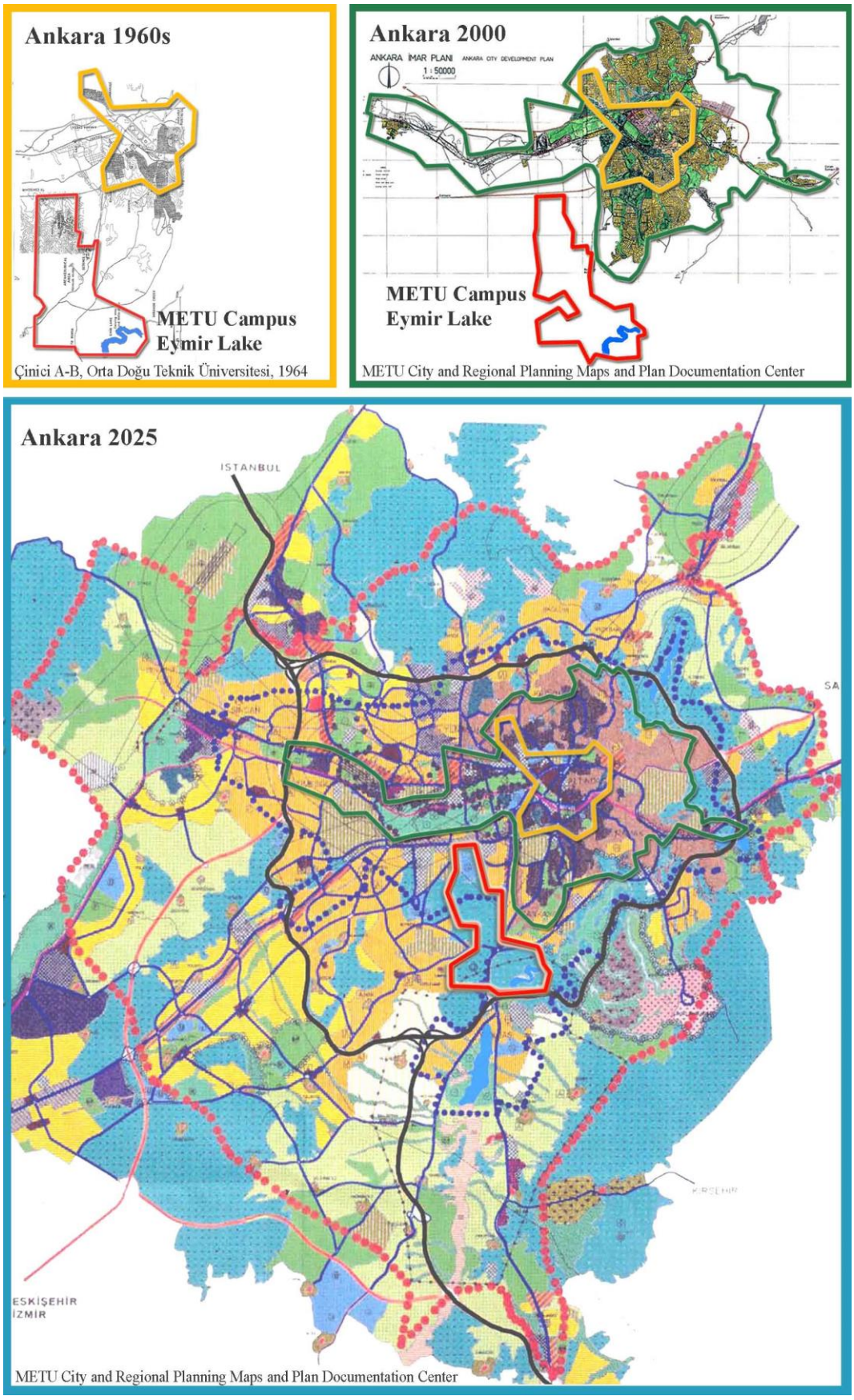


Figure 4-7: METU Campus area in Ankara, changing context

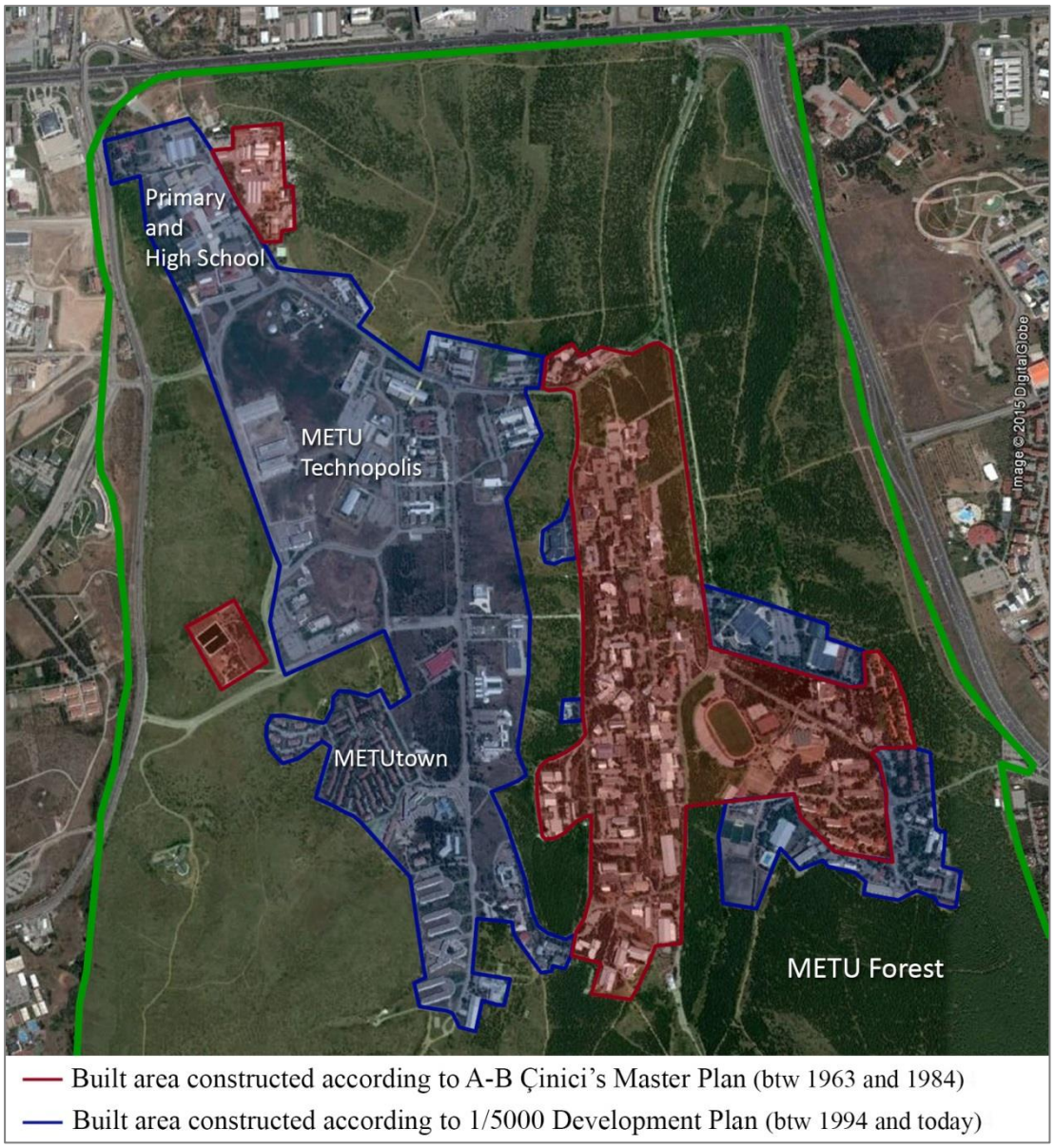


Figure 4-8: Change in macroform of the campus

The name, function or effects of the some buildings have changed in times, for example, the former Metallurgical and Materials Engineering Building move to another building and the former building became Central Lab in 1994 which added to research center function to the site. Moreover, the number of research centers increased with the establishment of Quantum Devices and Nanophotonics Research Laboratory in 1998, Biomaterials and Tissue Engineering Research Center Laboratory in 2008 and Ayaslı Research Center in 2012. In consequence, of changing technologies and changing needs, ATMs were installed to the different

points of the site. The effectiveness of Architecture Amphitheater and Auditorium (*Üçlü Amfi*) has lessened because cultural activities were shifted to the Cultural and Convention Centre and the METU Museum of Archaeology has lost the interaction with the Alley compared to the past. Furthermore, open areas started to lose their functional flexibility due to unreasonable landscape intervention, and the Alley, as a forum and the major classroom of the campus, began to transform a corridor just providing access to pedestrians.

Besides the functional changes, the Alley has changed physically; its form, landscape and interface have changed more or less. The hardscape of the Alley has expanded in time and defined new relations with the new buildings during the stage of construction. As shown in Figure 4-10, the Alley has developed consistently regarding its morphology until 1987; however after 1987, it has expanded incongruously. If this expansion is examined regarding material, technic and detail, it is seen that the Alley has been engraved to the ground that has mighty craftsmanship and details during campus construction; however today, interventions are being done with industrialized market products regardless of original details and technics (see other pavement type in Figure 3-8). Moreover, the spatial relationships between interior and exterior became sharp, and the spatial flexibility of the site started to be lost, because of subsequent borders via hedges and fences, and uncontrolled growth of the landscape (see Figure 3-22).This situation caused to enclosure of the Alley by damaging visual and physical permeability of the site (Figure 4-9). The changes observed on interfaces are technical installation, ATMs, and signboards mounted on facades without considering its effect on appearance of the Alley and individual maintenance interventions of the departments, both for facades and entrances of the buildings with inconvenient elements, materials and technics such as putting bins, benches, signboards, and fences irrelevant with the Alley's common language and fragmented maintenance intervention not becoming integrated with site (Figure 4-11 and Figure 4-12).

Figure 4-9: Understanding subsequent borders of the Alley via old and recent photographs

Development of the Alley and Its Surrounding

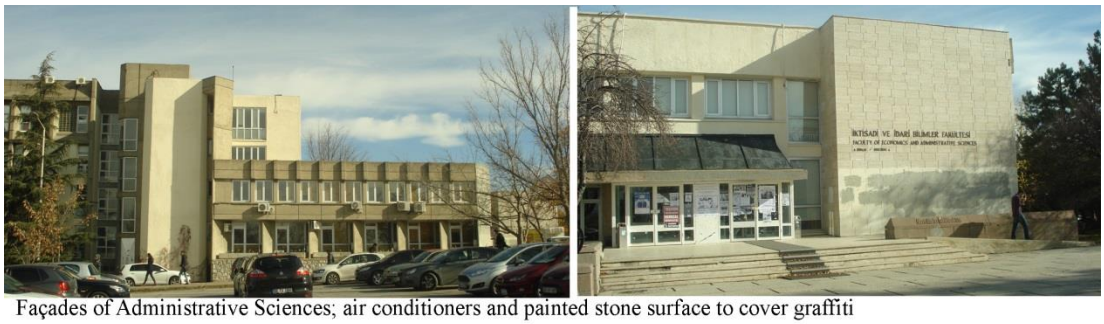
Aerial Photo of 1964
- hardscape
- buildings (A-B Çinici)
- car parkings
- work-site barrack (still exsistent)
- work-site barrack (demolished)

Aerial Photo of 1972
- hardscape
- buildings (A-B Çinici)
- car parkings
- work-site barrack (demolished)

Aerial Photo of 1987
- hardscape
- buildings (A-B Çinici)
- buildings (other architects)
- car parkings
- work-site barrack (demolished)

Aerial Photo of 2015
- hardscape
- buildings (A-B Çinici)
- buildings (other architects)
- car parkings

Figure 4-10: Understanding the change of physical environment in the light of aerial photos



Façades of Administrative Sciences; air conditioners and painted stone surface to cover graffiti

Façade of Department of Mathematics; air conditioners and irrelevantly painted surfaces to cover graffiti

Façade of President's office; air conditioners

Façade of Chemistry; and irrelevantly covered graffity

Façade of Computer Center; technical installation

Façade of Civil Engineering K2 Building; air conditioners

Figure 4-11: Changing facades

Entrance of Electric and Electronics Engineering, Block D

Entrance of Civil Engineering K1 Building

Figure 4-12: Changing entrances as a result of fragmented intervention

The harmony between natural and built environment is vital for the Alley and this harmony was provided by the landscape principles of A-B Çinici's Plan. The landscape of the Alley was designed elaborately from the smallest detail of the Alley elements to the plants and trees relation to the built environment which pays regard to visibility and permeability of the architectural character of the Alley; however today growth of the landscape is not respecting this principle so much and being done in a disintegrated way (Figure 4-13). This situation is changing the views and appearance of the Alley incoherently, sometimes fascinatingly and sometimes in a bad way. Moreover landscape elements such as seating units, pools, lights are in bad condition and not functioning properly. Unfortunately, deterioration depending on time and lack of regular maintenance are dominating the Alley. The sound of the water is not hearing like in the past, and the facades which are precious regarding their architecture are not range of vision of the Alley anymore because unrestrainedly growing landscape (Figure 4-14: Changing views of the AlleyFigure 4-14).

Figure 4-13: Changing landscaping implementations contradicting with the original landscape design principles of the Alley

Figure 4-14: Changing views of the Alley, view through north

Source: (Çinici, 1970) for the first photo

Figure 4-15: Changing views of the Alley, Faculty of Engineering part of the Alley view through north

Source: first photo, Murat Sayın, retrieved on 18th December 2015 from https://www.facebook.com/msayin/media_set?set=a.10151907849468350.1073741829.526543349&type=3

The Alley is the center of social and cultural activities; however dynamism of liveliness of the Alley was deflated in recent years because for several reasons. Firstly the population has increased so much and existing place could not respond the need anymore, for example, the ceremonial ground was the plane in front of the Faculty of Architecture Dean Entrance as seen in Figure 4-16 and graduation ceremony had been organized there. Moreover, all the social and cultural activities had happened at Architecture Amphitheatre and Auditorium. Because of increasing population and changing conjuncture of the university administrations[71] many social and cultural activities almost entirely have shifted to the newly developed area; Cultural and Conventional Center, EBİ Shopping Center and their surroundings. For instance, the spring festival had been celebrated on the Alley; at the Physic Lawn and near the Library with the concerts and performances of the student clubs, along the Alley with international fair that were being presented different culture by the international students. After development of the Cultural and Conventional Center and Shopping Center area so many traditions and usage habits belong to the Alley have changed rapidly.

71. As a result of the military intervention in 1980, the new constitution was proclaimed which was followed by the birth of neo-liberal determination in the world of globalization. The budget allocated to education reduced dramatically with the establishment of YÖK and the universities had to create their own fund, so they began to act as a private investor. As a result of fund seeking, new foundations were established to compensate budget balance and the approach of the administrations tented toward commercialization in every respect including social and cultural area.

Figure 4-16: Ceremonial ground in front of the Faculty of Architecture

Source: Murat Sayın, retrieved on 18th December 2015 from

https://www.facebook.com/msayin/media_set?set=a.10151907849468350.1073741829.526543349&type=3

4.2.1 Values and Problems

Conservation is a value-based process, so revealing the values and determining the problems of the cultural heritage is crucial for making decisions. To prepare a conservation and management proposal for the Alley not only its values and problems but also values and problems of its context should be understood. Within this thesis the analyses on the Alley were done in detailed way by the author and the scientific research project is provided for understanding values and problems of the campus in general. The project named as "*Identifying the Values of METU Campus for the Integrated Conservation Management Plan"*[72] aimed to reveal the tangible and intangible values of METU Campus, to define the problems and threats towards these values with the participation of all different shareholders of the METU Campus, specifically its main users such as the students, the academics and the workers of the campus. As a result of an unpublished report of the project, the campus has so many values such as natural, social, memory, symbolic, architectural, aesthetical, technical, educational, historical and archaeological values besides its problems as shown in Table 4-1.

The Alley is the primary component and spine of the campus, so defining its values and problems should be considered integrated with the whole campus. Values and problems of the campus in relation with the Alley are visualized in Figure 4-17 and Figure 4-18. The pressure of urban sprawl and lack of connection between zones and city are the main problems threatening integrity of the site and spatial quality.

72. It is Scientific Research Project funded by METU Dean's Office of Architecture and considered as multidisciplinary project. The project members have different specialties; Assoc. Prof. Dr. A. Güliz ALTINÖZ BİLGİN, [Architect, Conservation Specialist, Project Coordinator], Prof. Dr. Cevat ERDER [Archaeologist, Conservation Specialist], Prof. Dr. Elvan ALTAN [Architect, Architectural Historian], Dr. Funda BAŞ BÜTÜNER [Landscape Architect], Assoc. Dr. Jan-K. BERTRAM [Archaeologist], Dr. Sevin OSMAY [Sociologist], Res. Asst. Ender PEKER [City Planner], Sıla AKMAN [Architect]

Table 4-1: Values and problems of METU Campus

	Values	Problems
Natural Environment	**Natural Value;** Eymir Lake, METU Forest, wetlands human-made natural environment, recreated ecosystem and ecological diversity, water resources, variety of geological landscape,	• Lack of integrated approach to the management plan for campus area • Pressure of urban sprawl
Social Environment	**Social, Memory and Symbolic Value;** METU Campus is alive and full of memory Social bonds are powerful Idealized people, myths, traditions about METU Student Clubs and Baraka	• Unconsciousness of keeping record and amnesia • Ignorance of the shareholders
Built Environment	**Architectural, Aesthetical, Technical, Historical and Educational Values** Outstanding example of modern heritage	• Lack of integrated approach to the management plan for campus area • Shortage of staff and lack of specialist at related units affiliated to Presidency Office • Miscommunication between related units, faculties and administration • Non-integrated interventions • Lack of awareness to conservation of modern heritage
Archaeological Sites	**Archaeological Value;** Ahlatlıbel, Koçumbeli and Yalıncak Sites METU Archaeology METU Archaeology Museum	• Lack of awareness to existence of the archaeological sites and museum

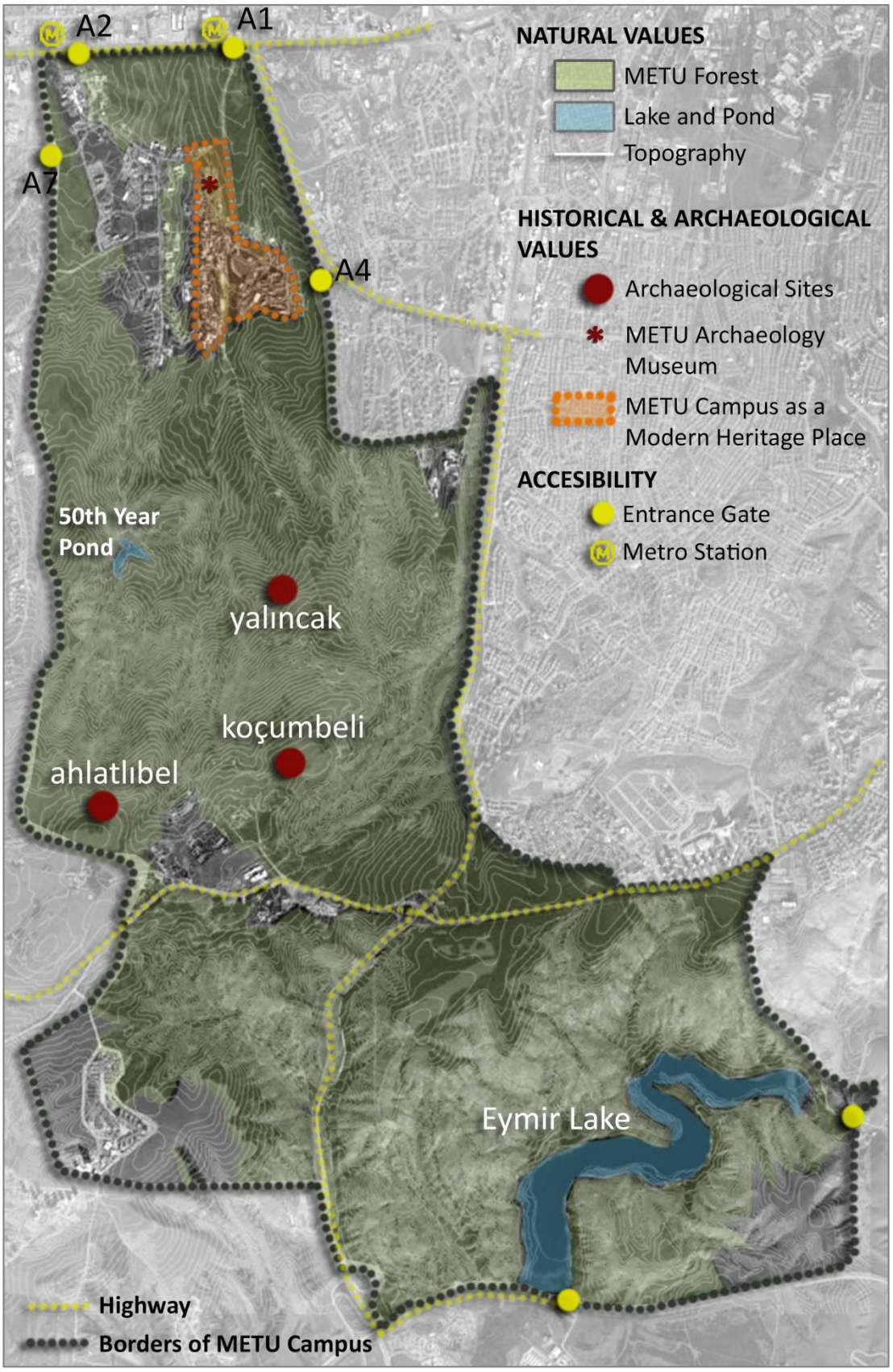


Figure 4-17: Values of METU Campus

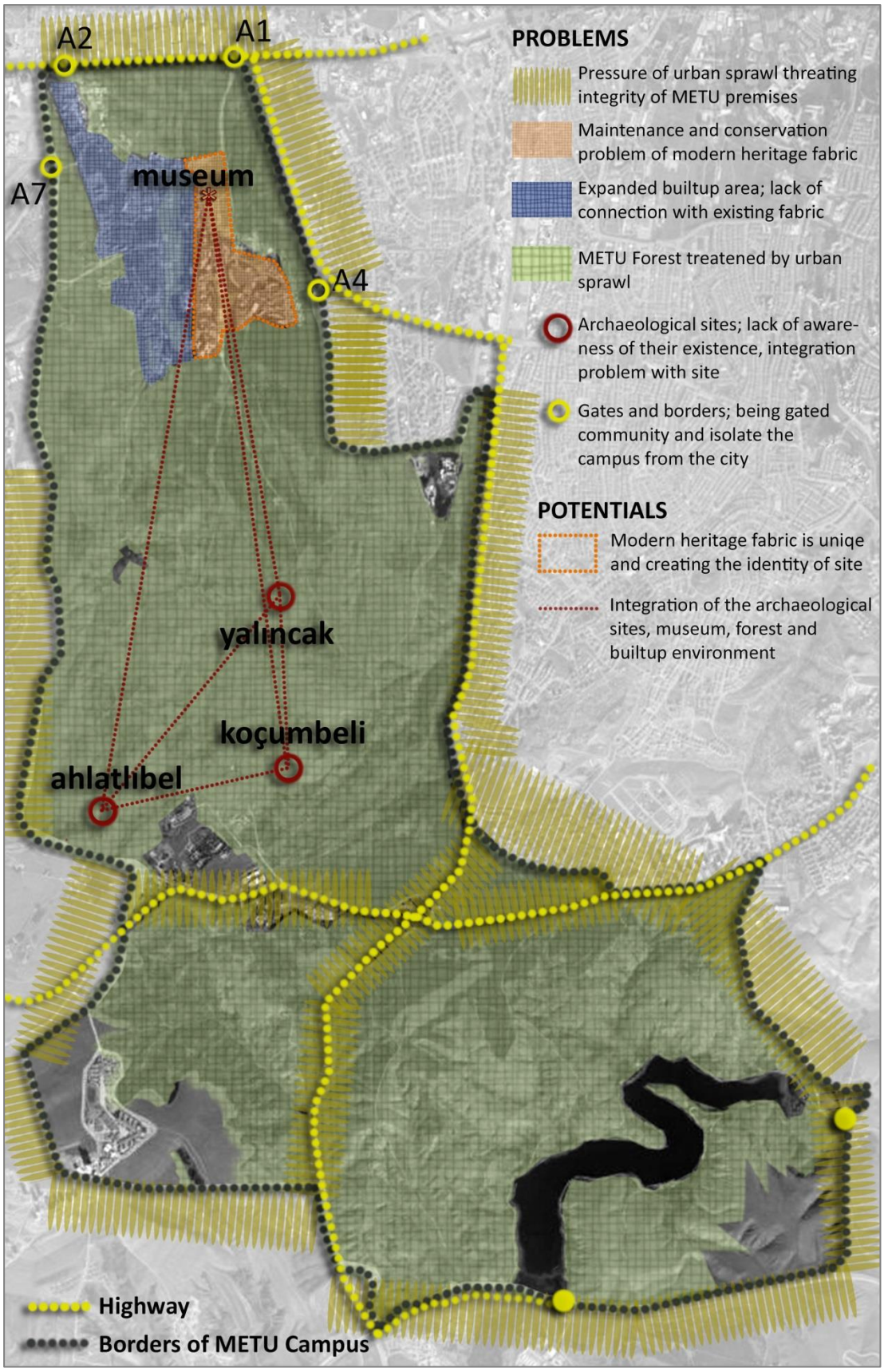


Figure 4-18: Problems of METU Campus

The Alley has a significant role on formation and advancement of the campus. It is a set of social network and the core of social life. If the analyses on the Alley are evaluated, it is seen that the Alley has so many values that make the place irreplaceable for the inhabitants; however, there are so many aspects detrimental to the Alley; even we could not realize them in the pace of daily life. Unless these values and problems are defined accurately, it is impossible to produce a solution to problems and retain the significance of the place. The values can be categorized into three groups as natural values, values of the built environment and social values while problems are thresholds, interventions disturbing character, time-dependent deformations and accessibility as written in Table 4-2.

As presented in chapter 3, the Alley has so many compounds creating its identity. They are special for the Alley and have unique and elaborately designed details. It has special natural environment, unique built environment which is free from vehicular traffic and vibrant social environment. The METU forest, plastic of the site, living landscape and the changing colour at the Alley contribute so much importance to the place, moreover harmony between natural and built environment is increasing spatial quality of the place. Architectural diversity and richness are very important; various textures, forms, technics, materials, elements, spatial organization and artworks make the Alley valuable. Furthermore, spatial flexibility and permeability give infinite dynamism and richness to the Alley. At last but not least, with the contribution of being a pedestrian zone, generated social character of the Alley perhaps is making the most important contribution to the campus. The abundance of socializing places, existence of the social/cultural buildings on the Alley and their configurations, and being alive and full of memory are very important aspects which make the Alley significant regarding social values.

The character of the Alley is under threat by three main problems; thresholds, time dependent deformations and disturbing interventions. Moreover, the Alley has a major functional problem that is accessibility of people with disabilities. Thresholds were created in time as a result of various interventions such as uncontrolled landscape interventions or excess bordering policies of the administration. They are

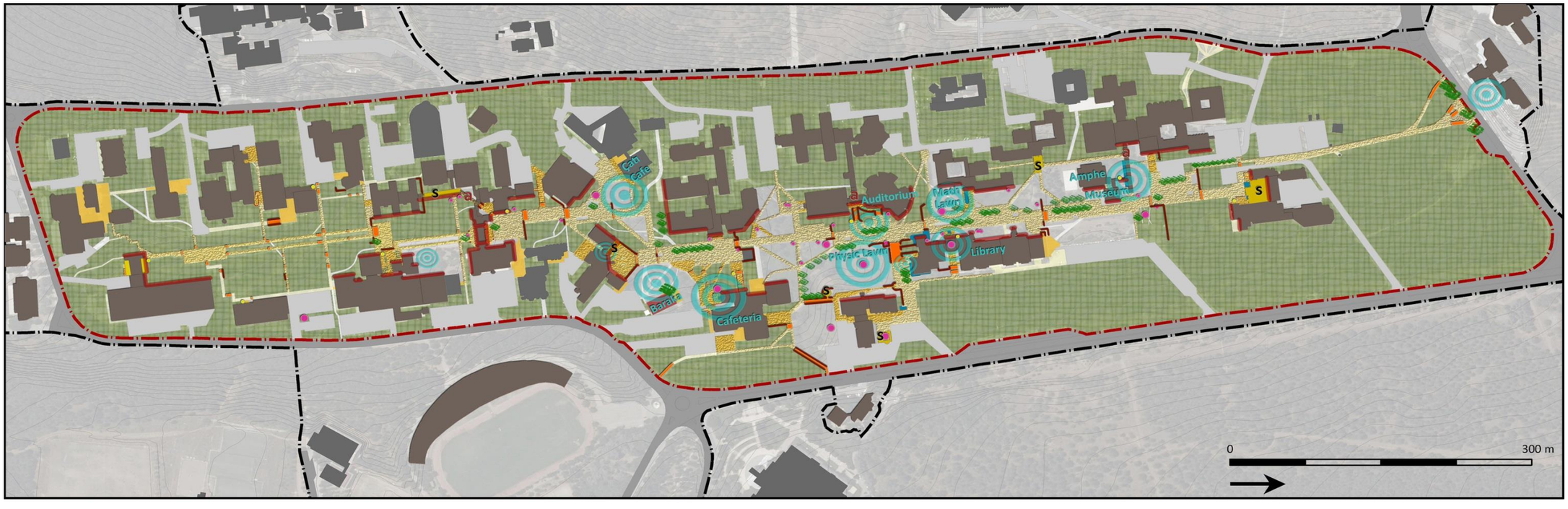
seriously damaging the flexibility and permeability of the Alley, both visually and physically. The created edges are converting the Alley to a corridor. The lack of maintenance is the dominant problem along the site; however, the structural problems are increasing number at Faculty of Engineering part of the Alley especially around the Computer Center. Moreover, fragmented and unqualified interventions to maintenance of time-dependent deformation, responding increasing demands or just individual desire are severely threating the character of the place. These disturbing interventions are mostly seen on the facades, interfaces; at the entrances and canteens of the departments as a result of individual struggles, and at the added pavements that are unqualified and inharmonious with the existing hardscape regarding form, material and technic. Finally, accessibility is crucial problem along the Alley because it is full of obstacles and difficulties for people with disability despite its architectural quality.

Table 4-2: Values of the Alley

VALUES of the Alley
Natural values; forest penetrating the built environment topography harmony between natural and built environment living landscape of the Alley and changing colors, smells
Values of built environment; being pedestrian zone texture, technic of the hardscape and form of the Alley permeability, flexibility and diversity of the spaces variety of buildings and architectural forms as an outstanding example of modern heritage diversity and quality of texture, material, elements and organization of the facades landscape elements and artworks on Alley
Social values; abundance of the socializing/gathering places existence of the social/cultural buildings on the Alley and their configuration feel that the Alley is alive and full of memory pets living at the Alley togetherness of all the living beings in tolerance, harmony and reciprocity

Table 4-3: Problems of the Alley

PROBLEMS of the Alley
Problems of threshold; edges preventing visual permeability edges preventing both visual and physical permeability they are converting the Alley to a corridor
Interventions disturbing the character; changes and additions as a result of fragmented interventions which are unqualified and inharmonious with character of the Alley disintegrated maintenance interventions inappropriate landscaping of the Alley. Planted vegetation not considering visibility of built environment, spatial quality and character of the Alley.
Problems of time-depend deformation; structural deformation deterioration of the surfaces not responding some recent demands with current condition
Accessibility; obstacles for access of people with disabilities pavements causing difficulties for access of people with disabilities insufficient navigational and representational signboards lack of a common and continuous archive related with spatial documents



NATURAL VALUES

Forest penetrating the built environment

Topography

Trees spesifically contribute the identity of alley such as elaeagnus, aesculus, mulberry, apple, linden and plane tree

harmony between built-up and natural environment

living landscape of the campus and changing colors

fruit trees placed on the alley

VALUES OF BUILT ENVIRONMENT

Buildings defining the alley as an outstanding example of modern heritage

Baraka Student Club, the oldest building in the campus

Entrances with their diverse texture, material, elements and organization

Hardscape of the alley with its diverse textures, materials, elements and form

Facades defining the alley with their diverse texture, material, elements and organization

Walls defining the alley

Stairs

S Seating places designed distinctively for the alley

a Arcades connecting building to the alley

Water elements enhancing environmental quality

Sculpters Inscriptions Artifacts

Being pedestrian zone

SOCIAL VALUES

Gathering / Socializing areas

Entrance of Prep School

Faculty of Architecture

Architecture Amphitheater

Archaeology Museum

The Main Library

Mathematics Lawn

Auditorium (Üçlü Amfi)

Physic Lawn

Cafeteria

Baraka student Clubs

Entrance of MM Building

Çatı Cafe

abundance of the places allowing socializing

pets living at the alley

feel that campus is alive and full of memory

Figure 4-19: Values of the Alley

Figure 4-20: Problems of the Alley

4.2.2 Significance of the Alley

METU Campus, Ankara

- Togetherness of natural, archaeological and built-up environment with harmony; being an important cultural landscape
- An outstanding example of modern heritage
- Its size and spatial quality

The Alley

- The Alley of METU Campus is more than a pedestrian axis, **the focus of the concentrated social activities**; it is the main classroom of the university, the main stage for any kind of performances, exhibitions and demonstrations.

- The Alley has important **flexibility** both generates the social environment and shaped by users' needs vice versa, so the Alley is full of life and full of memory.

- Elaborately designed and engraved master piece with every single detail. Variety of materials, technics and patterns; the relationships of open-semi open and built-up areas not with only each other but also with topography creates spatial **quality**, **diversity** and **integrated polyphony**[73].

73. (Tanyeli, 1999)

4.3 Proposals for the Sustainable Conservation of the "Alley": Policies, Strategies and Actions

According to values and problems of the Alley in different scales and aspects, the fundamental principles were determined for the Alley. In the light of the principles; policies were developed, strategies were specified for implementation of the asset and actions are defined. Finally, the projects were proposed to retain significance of the place.

METU Campus is a significant cultural landscape area. Conservation and management of the site considering these features constitute the basis of this study. The main principles of conservation and management of the Alley were designated as (1) **reviving the meaning of the Alley**, (2) providing **adaptation and maintenance respecting the original design principles**, (3), encouraging **social involvement,** and (4) ensuring **coordination between authorized units**.

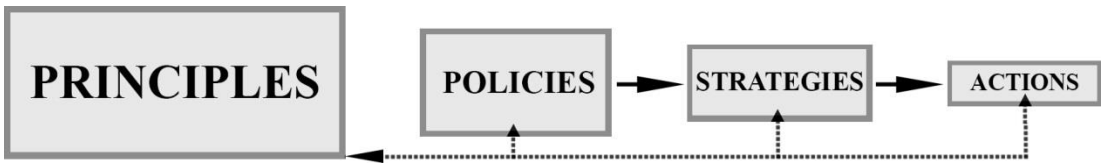


Figure 4-21: Diagram of decision procedure

4.3.1 Policies and Strategies

A. Integrity: Providing integrity of the Alley in different scale and every aspect considering the whole campus area

A.1. Retaining spatial and social integrity and cohesion of the Alley

A.2. The Alley as the main pedestrian axis should be connected with the whole campus such as archaeological sites, natural environment and recently expanded built areas, etc.by this way pedestrian access can be generalized at the campus.

A.3. All kinds of interventions and innovations should be done considering the total entity of the Alley and its surrounding.

B. Historical Continuity: Conserving and enhancing historical continuity considering physical and social character

B.1. Creating awareness on keeping record and providing its continuity by institutional support

B.2. Understanding and narrating the Alley and its components

B.3. Conserving the physical and functional character of the Alley; retaining architectural diversity, spatial flexibility and spatial quality

B.3.a. Enhancing maintenance approach

B.3.b. Reviving spatial flexibility

B.3.c. Increasing visibility of the Alley and its components

C. Sense of Community: Retaining social structure and its spatial relations of the Alley.

C.1. Retaining and promoting the traditions, special days, festivals and activities occurring on the Alley

C.2. Promoting solidarity and sharing culture; retaining togetherness with tolerance, harmony and reciprocity among the society

C.3. Reviving the correlation between people and the place

D. Accessibility: Improving pedestrian access for everyone

D.1. Providing accessibility for users with disabilities

D.2. Enhancing information signboards

E. Participation: Engagement of the shareholders to the decision process

E.1. Managing the process transparently and informing the community about the process

E.2. Involving the users in planning and decision-making process, considering their needs and desires

4.3.2 Actions and Projects

Action 1: Revealing identity of the alley through an "Alley Catalogue and Conservation Guidelines"

Action 2: Providing connection between the museum and archaeological sites

Action 3: Providing connection with Alley and natural areas of the campus

Action 4: Enhancing pedestrian network providing pedestrian connection with the Alley among other built areas

Action 5: Establishment of an authorized unit affiliated to president office that is responsible organization and supervision of all conservation, maintenance and planning activities at the campus

Action 6: Encouragement of academic researches such as thesis, projects etc. from various departments on diversified topics related with the campus

Action 7: Creating an institutional and comprehensive Spatial METU Archive considering the former attempts providing the cooperation related units

Action 8: Creating an integrated virtual memory space to narrate the Alley

Action 9: Rehabilitation of the elements such as pools fountains, sculptures, seating unites, trees, etc. which are creating the identity of the Alley

Action 10: Documenting (preparing the measured drawings), doing structural and material analyses, and preparing conservation project in building scale for the Alley and its components

Action 11: Removing the hedges and fences which transform the Alley a corridor to reinstate spatial flexibility

Action 12: Removing inharmonious, unqualified and fragmented additions (pavements, signboards, etc.)

Action 13: Healing uncontrolled growth of the landscape which is contradicting with original principles of landscape design and damaging the character of the Alley

Action 14: Reviving the memory spaces on the Alley by evoking traditional/special days, experiences or behaviours belongs to Alley and creating new memory spaces by this way **(**correlating the Alley again to Spring Festival as the place of various activities, organizing a Harvest Festival, etc.)

Action 15: Enhancing the stimulus of the Alley appealing the five senses; views of the Alley, sound of the water, fragrance of the elaeagnus, tastes of the fruits and engraved textures of the Alley.

Action 16: Eliminating the barriers of the Alley providing accessibility for everyone

Action 17: Integrated information signboard arrangement for the Alley (both navigational and representational)

Action 18: Giving information about campus conservation/planning regularly via official social media tools of university

Action 19: Providing engagement via introducing meetings, focus group meetings and forums during decision processes

Project 1: Preparation of an internal regulation defined by METU Administration accepted by METU Executive Board on "Conservation of the METU Campus Heritage as a Cultural Landscape Area"

The internal regulation defines a guideline and authorisation schema to conserve METU Heritage in every aspect. The motto of the regulation is "METU is safeguarding its own heritage"

Project 2: Preparing a Catalogue and Conservation Guidelines for the Alley

This project includes documentation of the Alley and its elements (graphic, photographic and written documentation / measured drawings / material distribution / analyses of structural problems and deterioration of material) and defines intervention types to provide maintenance of the Alley

Project 3: Experiencing Polyphony of the Alley

Experiencing the Alley on the track of memories / with five senses / through artworks / architecture / nature / as a timeline of the heritage /

Series of events will be organized in cooperation with Student Clubs, Academic Units and Alumni Association under the leadership of Office of Cultural Affairs to understand and narrate the Alley.

Project 4: Reviving Permeability and Flexibility of the Alley

This project aims to rehabilitate uncontrolled growing landscape via deciphering original landscape design codes to regain visibility and spatial flexibility of the Alley.

Project 5: Surpassing the Obstacles on the Alley

This project aims to make accessible the Alley for everyone through designing an accessible network on the Alley which has common design language and respecting original design principles of the Alley. The project is supposed to be realized with the collaboration of METU Disability Support Unit, Faculty of Architecture, Çinici Architecture (*Proje Müellifi)* under the responsibility of Conservation and Management Unit.

Project 6: Refreshing Identity of the Alley; Design Competition for the Elements defining the Alley

The project aims to integrate design language of the Alley for the elements such as bins, benches, lights, signboards and typography to provide a common language at the Alley and enhance institutional identity of the METU.

Project 7: Creating an Integrated and Central METU Spatial Information Archive and Providing its Continuity

Project 8: Conservation and Restoration Project of the Buildings defining the Alley

1st Stage: Faculty of Arts and Sciences (Auditorium (*Üçlü amfi*), Faculty of Arts and Sciences, Dean's Office, Department of Physics Building), Department of Electrical and Electronics Engineering and Computer Center

2nd Stage: Faculty of Architecture, the Library, President's Office, the Cafeteria, MM Building

3rd Stage: Faculty of Economic and Administrative Sciences Building, Social Sciences Building, Department of Mathematics Building, Department of Chemistry Building, Department of Civil Engineering, Department of Mechanical Engineering and Department of Chemical Engineering

4.3.3 Short-Term Solution Suggestions and Stages of the Projects

As a result of the analyses and evaluations, a few specific actions can be suggested about the Alley that can be realized in short term. These actions are listed as below.

- The trees should not be planted at socializing areas arbitrarily such as lawns and entrances of the buildings that is harming the integrity of the place and spatial permeability.
- The disharmonious and unqualified pavements shown in figure 3-8 under the title of others should be removed or harmonized with original pavement character.
- Inharmonious and fragmented additions such as signboards, air conditioner, ATM, stuff of the canteens etc. at the entrances and facades should be removed if possible or rehabilitate.
- The white or grey washes that were implemented by administration to cover writings on the facades should be clear, and compatible solution should be found for intervention to these writings
- The hedges and fences shown in figure 3-21 should be removed to regain spatial flexibility and permeability of the Alley.
- The street furniture such as bins, benches and lamps should be harmonious both with each other and the Alley. They should be repaired immediately considering the common language of the Alley.
- The Alley should be cleared of alienating landscape interventions such as irrelevant ornamental plants, arbitrarily planted vegetation, etc.
- The METU Spring Festival areas should be rearranged considering the past and the some of the festival activities should be occur at the Alley again.
- The Alley and the campus should be presented to the newcomers through “Welcome and Orientation Program” with various ways such as campus tour, introductory seminars, etc.
- The basic repair and maintenance services should be provided by related units affiliated to METU to provide compatibility and continuity of the implementations not via tendering procedure.

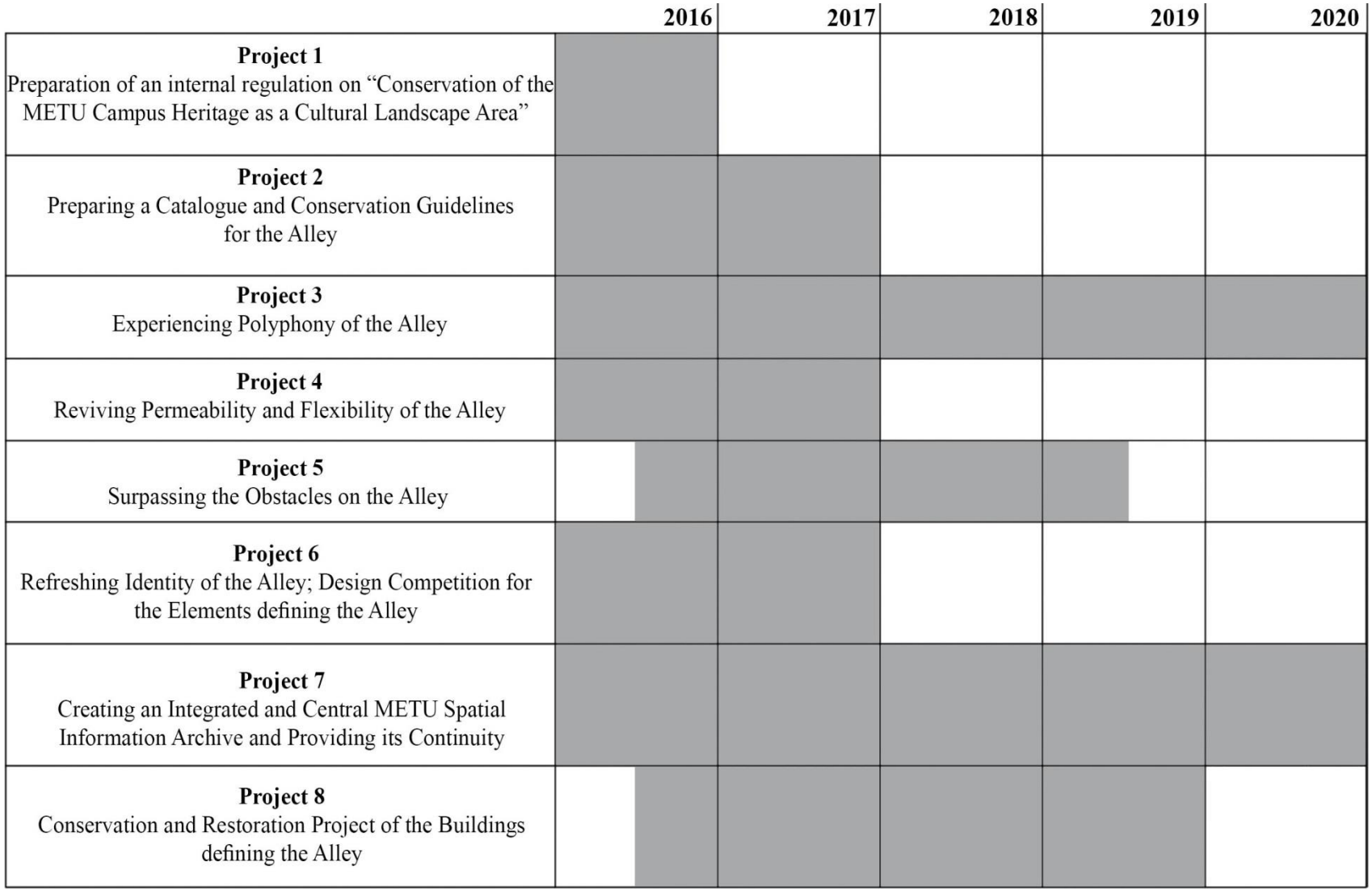


Figure 4-22: Stages of the projects

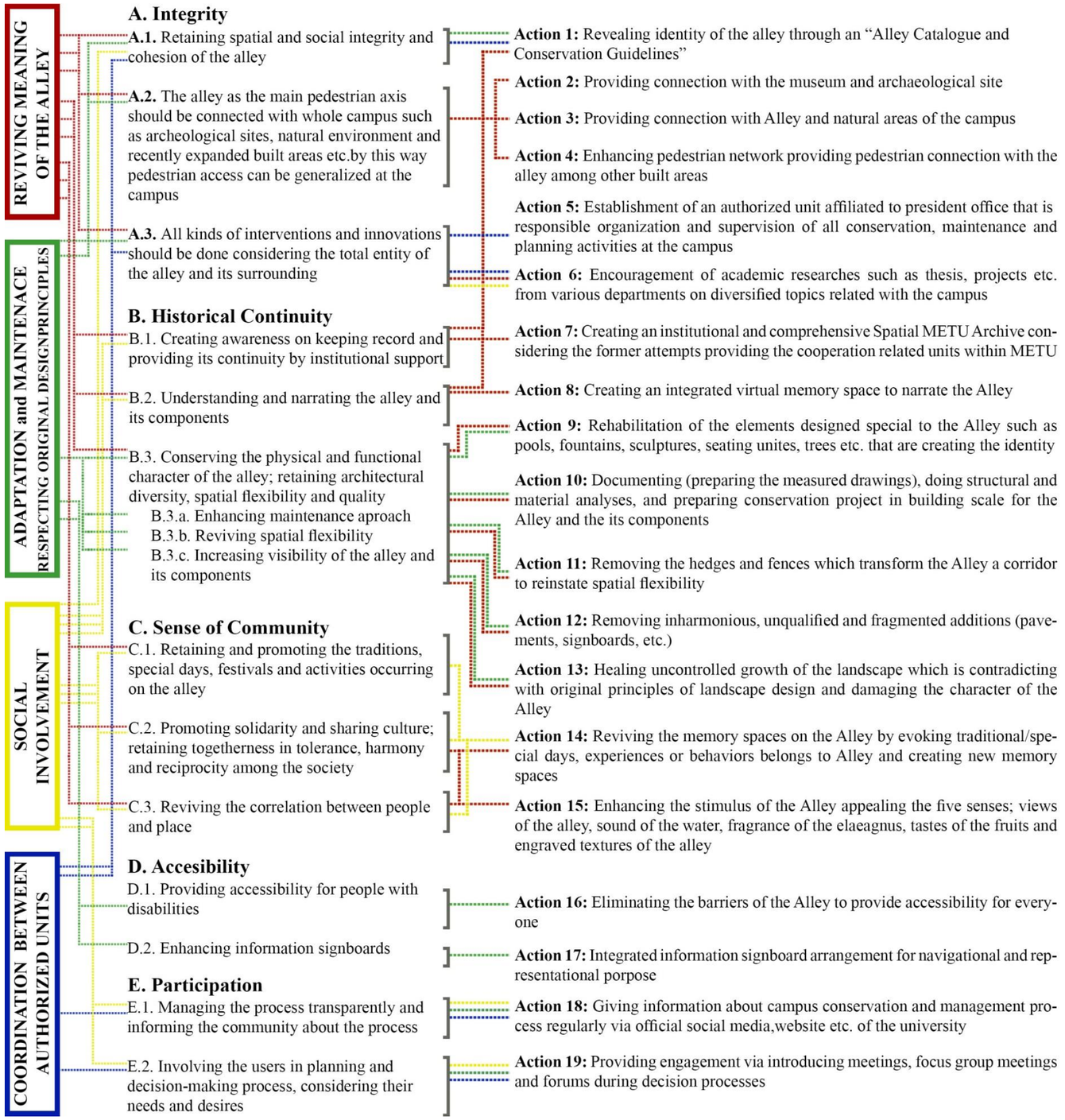


Figure 4-23: Diagram of principles, policies, strategies, actions and projects

4.4 Proposals for the Conservation Management of the "Alley": The Administrative and Organizational Schema

METU Campus should gain a legal status as a cultural heritage site to safeguard its integrity, authenticity and identity. The legal status can be realized in three ways, the first tool is registration through **existing legal framework** of the country. METU Campus is a cultural landscape area and it should be registered as a cultural landscape site; however, there is not any registration status corresponding cultural landscape conservation site in Turkey. There are five site registration status defined by law, those are natural conservation site, archeological conservation site, urban conservation site, historical conservation site and urban-archeological conservation site. As mentioned before METU Campus has sites registered as natural conservation site and archeological conservation site, however it is not sufficient to safeguard the site as a cultural landscape area, so METU campus should be registered as urban conservation site. Togetherness of natural, archeological and urban conservation site can correspond to cultural landscape area conservation site. The second way is creating **an autonomous conservation and management bylaw** for METU Campus defined by METU Administration accepted by METU Executive Board. In the past, METU became the pioneer while university law were enacting in Turkey, regarding METU's reformer and initiator tradition we can say that METU can break a new ground at site conservation and management approach in Turkey. The last tool is nomination of **World Heritage List** that needs three main criteria as having outstanding universal value, retaining integrity and authenticity, and having a heritage management plan. That is long term goal, because the government of the country should apply to UNESCO to present the site as a candidate. Moreover, even if government present the campus to the UNESCO, detailed reports and analyses of the site should be prepared and criteria as mentioned above should be provided. These three ways provide different advantages against different conjunctures, so to ensure conservation of the campus all three possibilities should be considered and aimed to realize together.

When it comes to internal administrative issues, as shown in Figure 2-31, there are too many administrative authorized bodies for organization and maintenance of the built and natural environment of METU Campus; however, they are not in touch with each other properly and collaboration between the authorized units is insufficient. Moreover, as a technical university METU has academic units which take part in administration but there is a severe disconnection between academic units and administrative units. This situation badly affects the integrity of the campus works, creates authorization conflicts and so many bureaucratic obstacles.

METU Campus as a **cultural landscape area** should be retained with conservation and management plan under the guidance of very well structured "Conservation, Development and Management Unit (CODEM / *KGYK*)" which is directly affiliated to President's Office. The conservation and management plan should be prepared by an interdisciplinary specialist team considering every aspects of the campus (cultural heritage conservation specialist, city planner, architect, archeologist, biologist/ nature conservation specialist, sociologist etc.) named as Conservation and Planning Team. The Conservation and Planning Team is responsible for preparing an integrated conservation and management plan for METU Campus considering its importance as a cultural landscape area with the engagement of all shareholders and after management plan were made to review the plan every five years. The committee, CODEM / *KGYK*, is responsible for integrity of the process and coordination of units. It should consist of multidisciplinary members those supposed to have continuity. The members of CODEM / KGYK are academic consultative committee members, the representative of Conservation and Planning Team, directors of related units (administrative stuff) and the Assistant of the President. (Figure 4-24) Academic Consultative Committee consists of cultural heritage conservation specialist and specialist related with natural, social, archaeological and built environment of the METU Campus. Continuity of the actors and coordination is crucial for performance of the CODEM / *KGYK*.

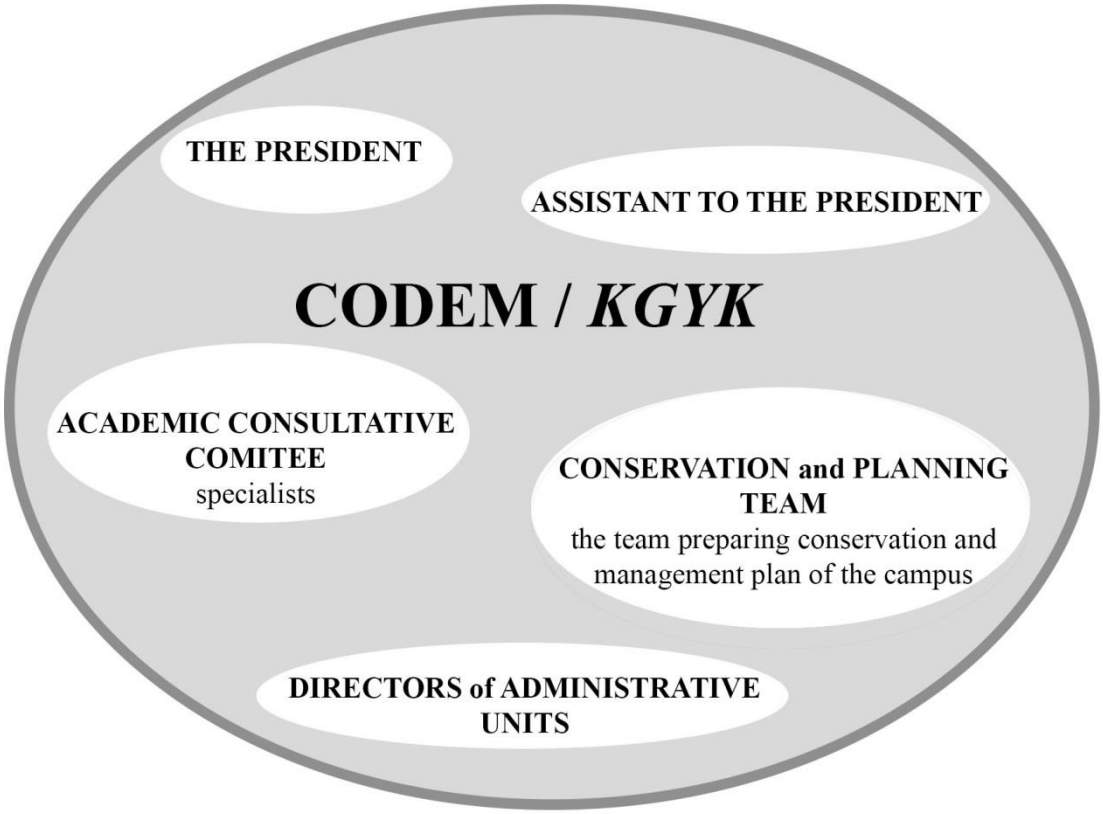


Figure 4-24: Components of the CODEM / *KGYK*

The organization schema for administration shown in Figure 4-25 proposes that CODEM / *KGYK* is under the Assistant to the President who is responsible at the same time Conservation and Planning Team and Directors of Administrative Units related with natural and built environment of the METU Campus. CODEM /*KGYK* assemble under the head of President of METU and keep in touch with Conservation and Planning Team and directors of administrative units. Moreover, an Assistant to the President is proposed to responsible units related with natural and built environment of the campus that aims to prevent communication gap, conflict of authorities and bureaucratic obstacles in administrative bodies.

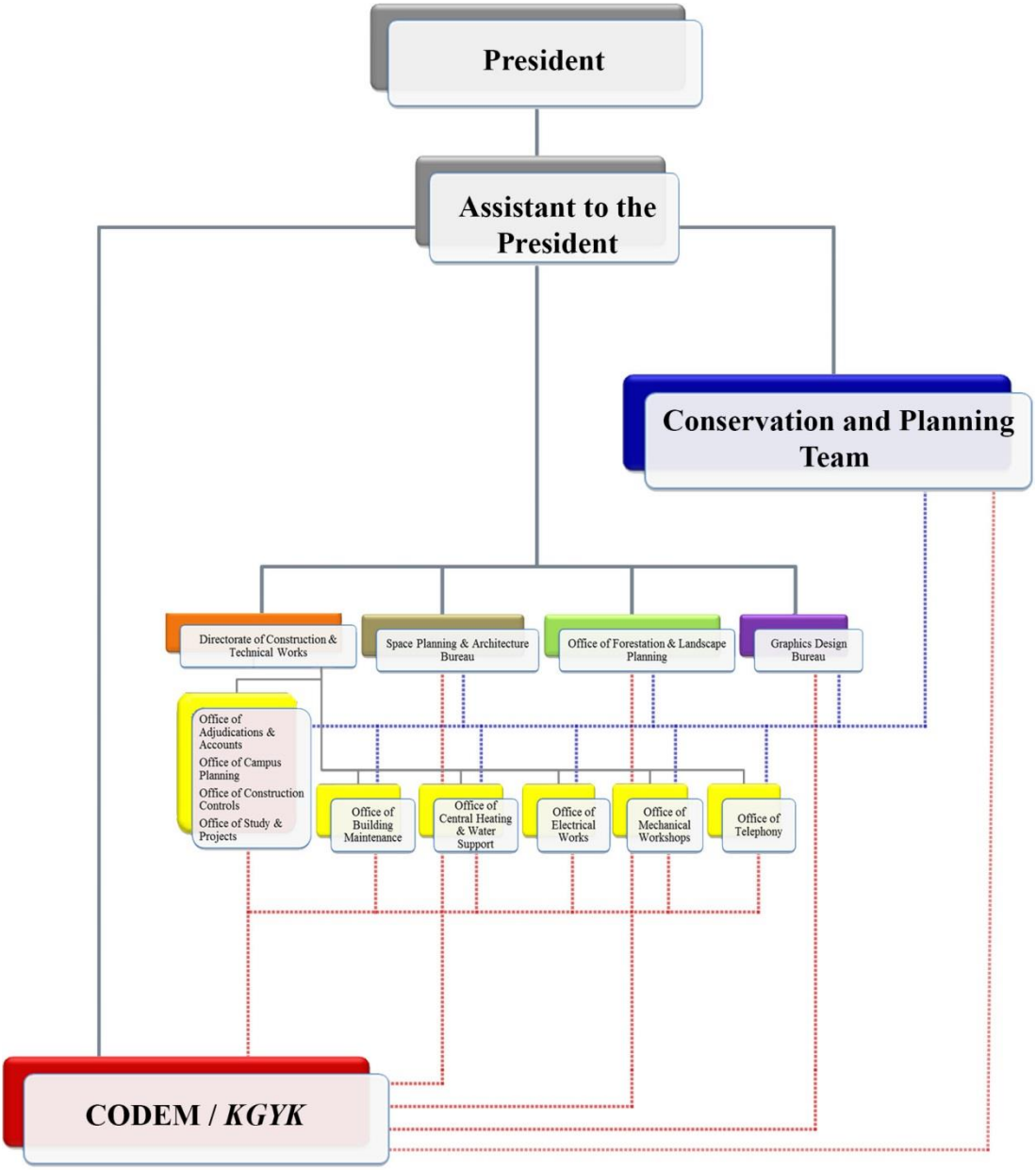


Figure 4-25: Administrative Organization Schema Proposal

CHAPTER 5

CONCLUSION

The university campuses as a generator of social and physical environment have the feature of tangible and intangible traces of university institution existing since 900 years in different geographies and regardless of its age, so they are the important heritage places as representative of university institution heritage. University campuses as important heritage places should be conserved; however, it is challenging issue because they have to be updated perpetually regarding needs of ongoing higher education. Therefore, the growth-conservation balance of the campuses should be provided delicately.

METU Campus is an important **cultural landscape** area with human-made natural environment which comprises so many endemic species and biodiversity, archaeological sites, built environment which has architectural, technical and aesthetical values and social environment forming the social values. It has so much importance not only for Turkey but also for the world. With all these character, METU Campus has the potential to be listed as World Heritage Site that the main criteria for being listed are having outstanding universal value, retaining integrity and authenticity, and having a heritage management plan. However, there are so many internal and external threats against METU Campus. Therefore, even if METU Campus is not World Heritage Site yet, conservation and management plan is crucial for retaining values, integrity and authenticity.

Conservation and management of university campuses as heritage places is a current and important issue regarding its complexity and what's more, integrated conservation and management of the area is a major deficiency in Turkey. In this context, METU should also set an integrated conservation and management model to

the other university campuses in Turkey as it has been carrying the leading role for the establishment of many universities since 1956 in Turkey. The first step to initiate this breakthrough should be the Alley as the spine and generator of the campus.

This study exemplified a model for the conservation and management process of the campus heritage on the Alley of METU Campus. The thesis proposed management and conservation process for the Alley in the light of steps defined by Burra Charter for managing a place of cultural significance. As a result of comprehensive analyses the character of the Alley was identified considering changes and their impacts on the place, and values and problems of the Alley were defined. Values of the Alley were categorized under three groups as (1) **natural values**, (2) **values of built environment** that includes architectural, aesthetical, historical, archaeological, cultural and educational values, and (3) **social values**. Problems of the Alley were detected under four titles as (1) **threshold** problems, (2) problems **depending on time** and lack of regular maintenance, (3) **fragmented interventions** disturbing the character of Alley and (4) **accessibility problem.**

As a result of observations on historical, physical, functional and social aspect of the Alley and its surrounding, and assessment of the analyses on the Alley and its components, significance of the Alley of METU Campus was set forth as listed below;

- The Alley of METU Campus is more than a pedestrian Alley, **the focus of the concentrated social activities**; it is the main classroom of the university, the main and instant stage for any kind of performances, exhibitions and demonstrations.
- The Alley has important **flexibility** both generates the social environment and shaped by users' needs vice versa, so the Alley is full of life and full of memory.
- Elaborately designed and engraved master piece with every single details. Variety of materials, technics and patterns; the relationships of open-semi open and built-up areas not with only each other but also with topography creates spatial **quality**, **diversity** and **integrated polyphony.**

After identifying the character of the Alley and revealing values, problems and significance of the Alley, the main principles for conservation and management were decided as (1) **reviving the meaning of the Alley**, (2) providing **adaptation and maintenance respecting the original design principles**, (3), encouraging **social involvement,** and (4) ensuring **coordination between authorized units**. In the light of the principles, the policies were developed as providing **integrity** of the Alley considering the whole campus area, conserving and enhancing **historical continuity** considering physical and social character, retaining **sense of community**, providing **accessibility** for everyone and **social engagement** to any to decision process. Then, strategies were developed, actions are determined, and projects were suggested to realize policies as listed below.

Project 1: Preparation of a bylaw on "Conservation of the METU Campus Heritage as a Cultural Landscape Area" entitling by METU President

Project 2: Preparing a Catalogue and Conservation Guidelines for the Alley

Project 3: Experiencing polyphony of the Alley

Project 4: Reviving Permeability and Flexibility of the Alley

Project 5: Surpassing the Obstacles on the Alley

Project 6: Refreshing Identity of the Alley; Design Competition for the Elements defining the Alley

Project 7: Creating an Integrated and Central METU Spatial Information Archive and Providing its Continuity

Project 8: Conservation and Restoration Project of the Buildings defining the Alley

Moreover, the schedule of the projects was done and short-term solution suggestions, those are specific actions, were suggested about the Alley that should be realized as soon as possible.

Finally, necessity of a legal status for METU Campus is stressed and three possible tools are suggested for the campus. The first tool is registration through **existing legal framework** of the country, the second way is preparing **an autonomous conservation bylaw** for METU Campus defined by METU Administration accepted by METU Executive Board, and the last tool is nomination of **World Heritage List.** These three ways provide different advantages against different conjunctures, so to ensure conservation of the campus all three possibilities should be considered and realized together.

For the realization of the second tool that is creating internal legislation for safeguarding METU Campus, an organization and administration model was proposed as **"Conservation Development, and Management Unit (CODEM / *KGYK*)"** affiliated to President's Office that responsible integrated management of the METU Campus considering its importance as a cultural landscape area. The motto of this organization is "METU is safeguarding its own heritage"

This thesis proposes a conservation and management process and exemplifies the process on the Alley step by step; however, conservation and the management processes should be conducted by a multidisciplinary team in a more comprehensive and integrated way. In this context, an integrated, comprehensive and multidisciplinary study should be started to prepare conservation and management plan of the METU Campus area and the campus should gain a legal status immediately regarding the campus as an important cultural landscape area.

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APPENDIX A

AERIAL PHOTOS OF METU

Figure 6-1: Aerial Photo; year 1964, scale 1/5000, no: 1742_463

Source: General Command of Mapping (*Harita Genel Komutanlığı*)

Figure 6-2: Aerial Photo; year 1964, scale 1/5000, no: 1742_468

Source: General Command of Mapping (*Harita Genel Komutanlığı*)

Figure 6-3: Aerial Photo; year 1971, scale 1/15000, no: 2309_19

Source: General Command of Mapping (*Harita Genel Komutanlığı*)

Figure 6-4: Aerial Photo; year 1972, scale 1/5000, no: 2449_104

Source: General Command of Mapping (*Harita Genel Komutanlığı*)

Figure 6-5: Aerial Photo; year 1972, scale 1/5000, no: 2449_137

Source: General Command of Mapping (*Harita Genel Komutanlığı*)

Figure 6-6: Aerial Photo; year 1975, scale 1/2000, no: 3161_7451

Source: General Command of Mapping (*Harita Genel Komutanlığı*)

Figure 6-7: Aerial Photo; year 1987, scale 1/1800, no: 3884_6538

Source: General Command of Mapping (*Harita Genel Komutanlığı*)

Figure 6-8: Aerial Photo; year 1991, scale 1/2500, no: 4251_0220

Source: General Command of Mapping (*Harita Genel Komutanlığı*)

Figure 6-9: Aerial Photo; year 1999, scale 1/2500, no: 4577_0133

Source: General Command of Mapping (*Harita Genel Komutanlığı*)

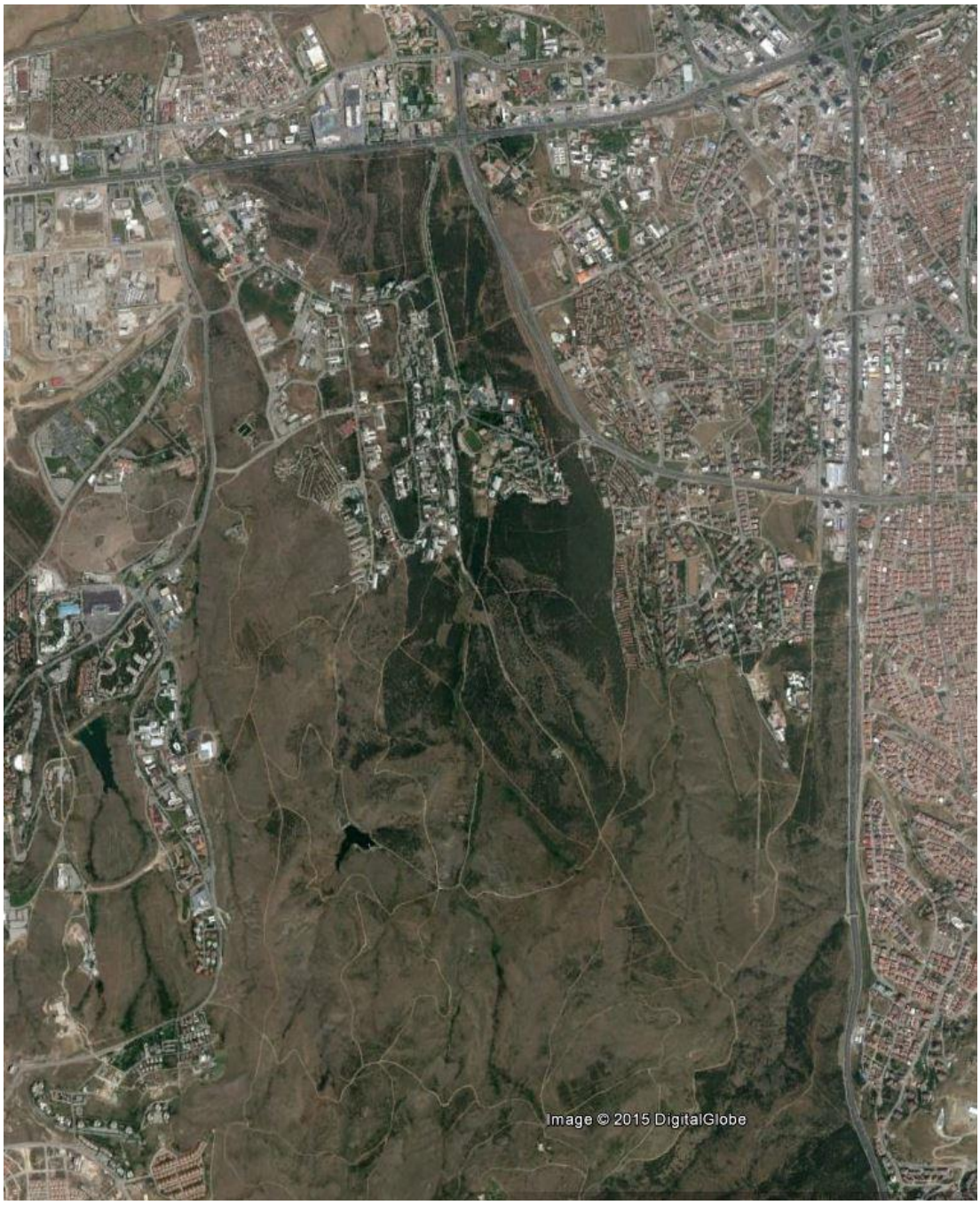

Figure 6-10: Aerial Photo; year 2015

Source: Google earth, imagery date:7/25/2015

APPENDIX B

ORIGINAL SITE PLANS OF METU CAMPUS

Figure 6-11: Original Drawing, site plan of Library Block A dated on 01/07/1966

Source: METU Directorate of Construction & Technical Works

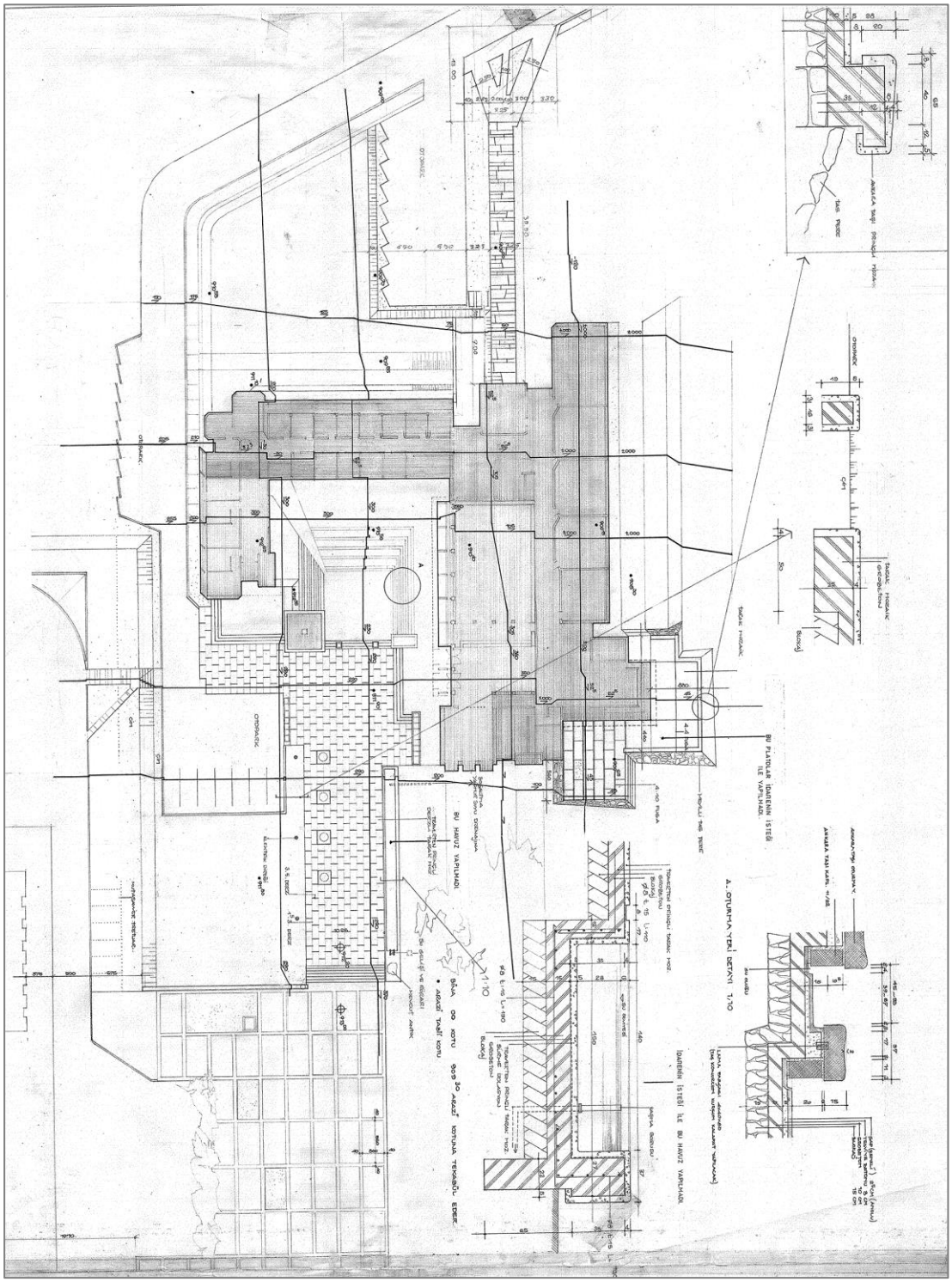

Figure 6-12: Original Drawing, site plan of Faculty of Administrative Sciences

Source: METU Directorate of Construction & Technical Works

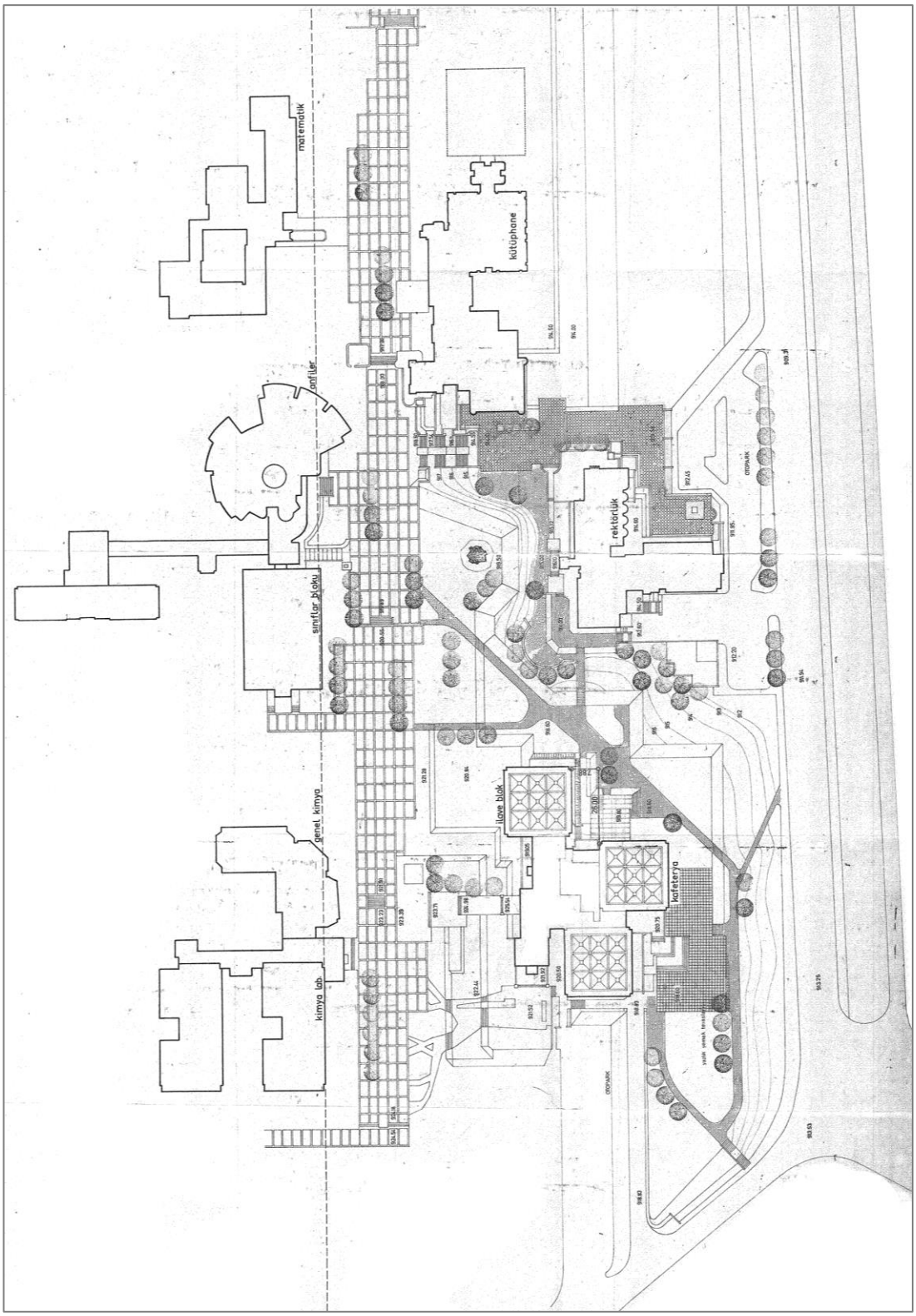

Figure 6-13: Original Drawing, site plan of Cafeteria

dated on 09/11/1968

Source: METU Directorate of Construction & Technical Works

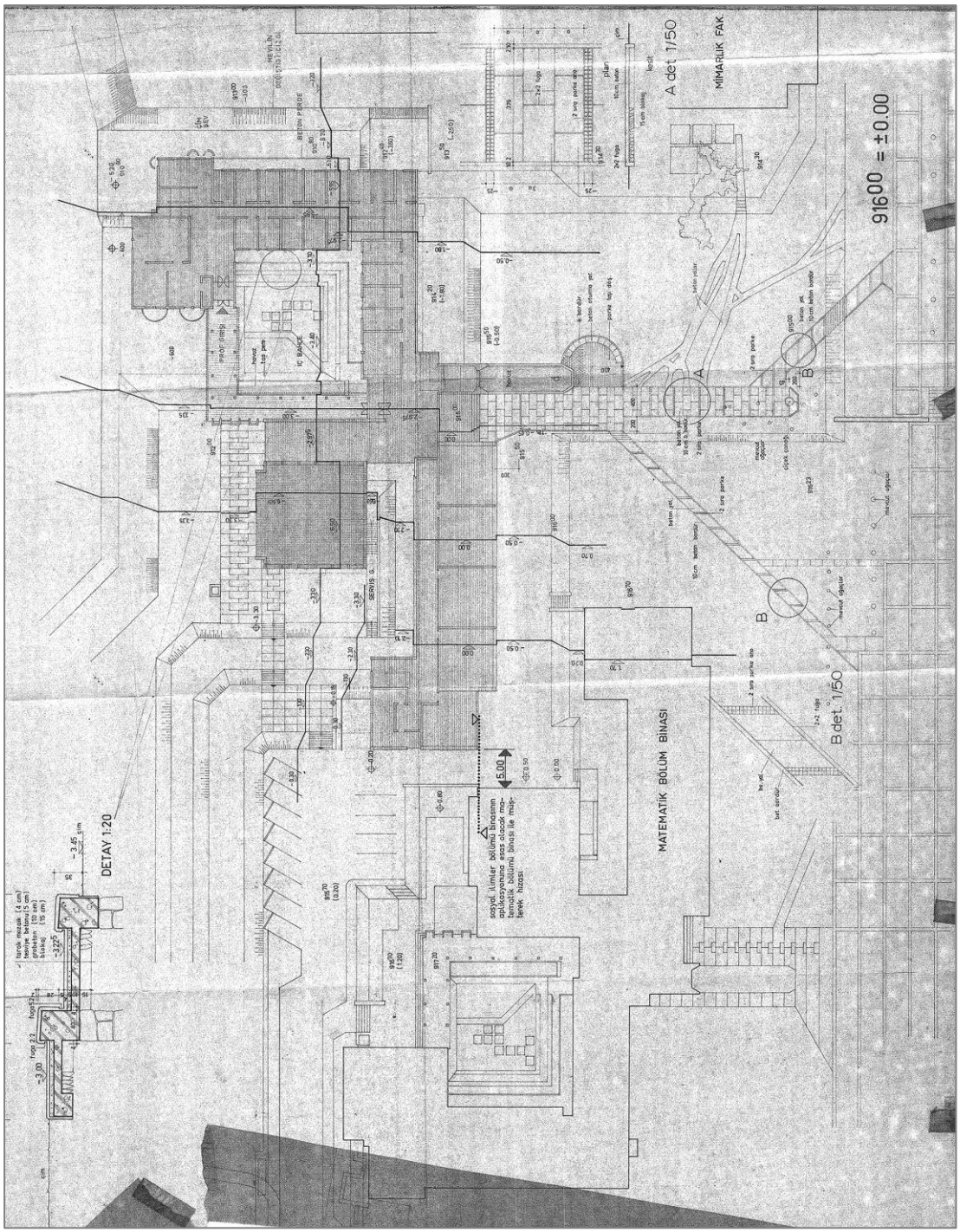

Figure 6-14: Original Drawing, site plan of Social Sciences

dated on 07/30/1969

Source: METU Directorate of Construction & Technical Works

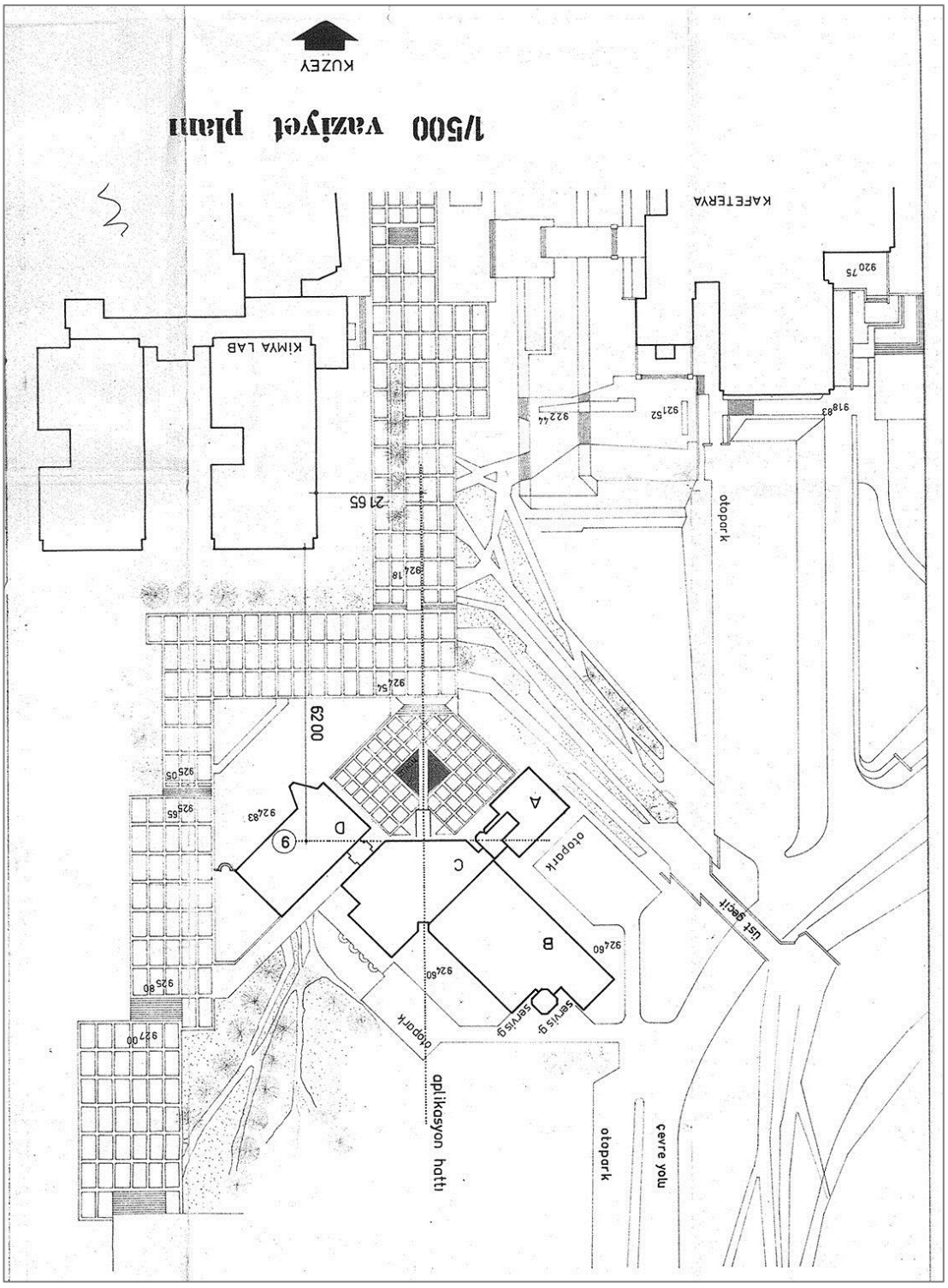

Figure 6-15: Original Drawing, site plan of Central Engineering Building dated on 09/20/1969

Source: METU Directorate of Construction & Technical Works

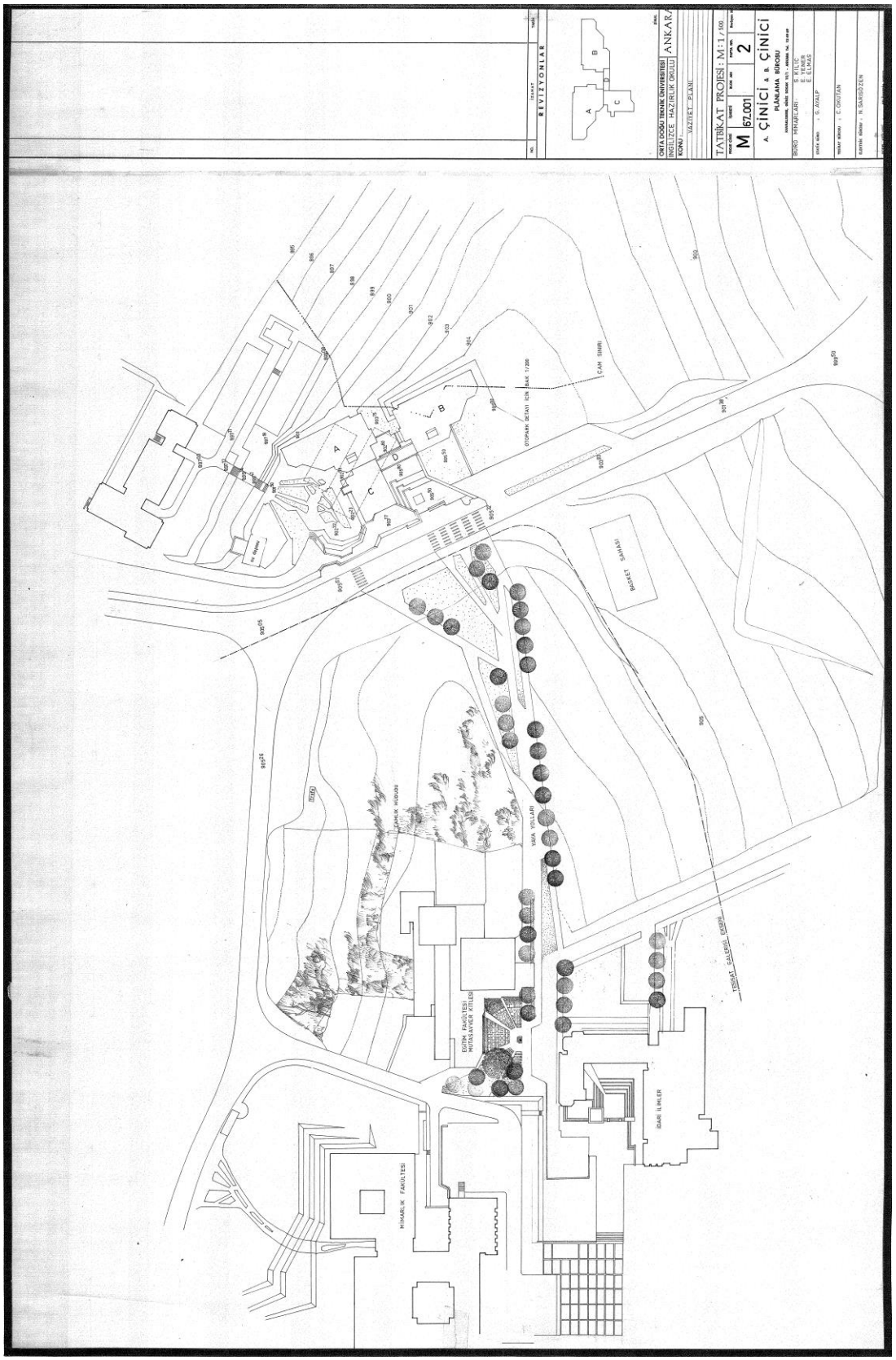

Figure 6-16: Original Drawing, site plan of Preparatory School

Source: METU Directorate of Construction & Technical Works

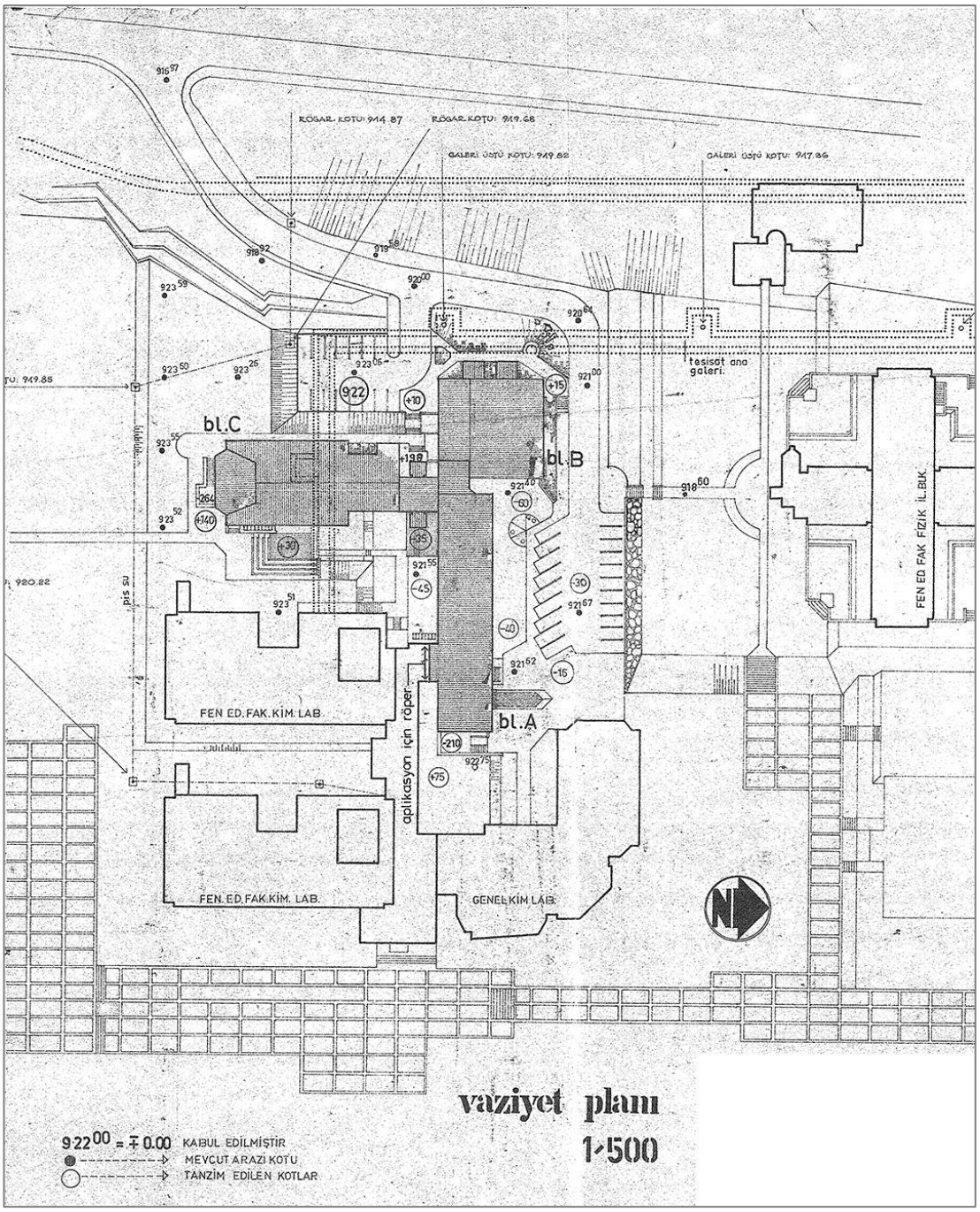

Figure 6-17: Original Drawing, site plan of Theoretical Chemistry dated on July 1970

Source: METU Directorate of Construction & Technical Works

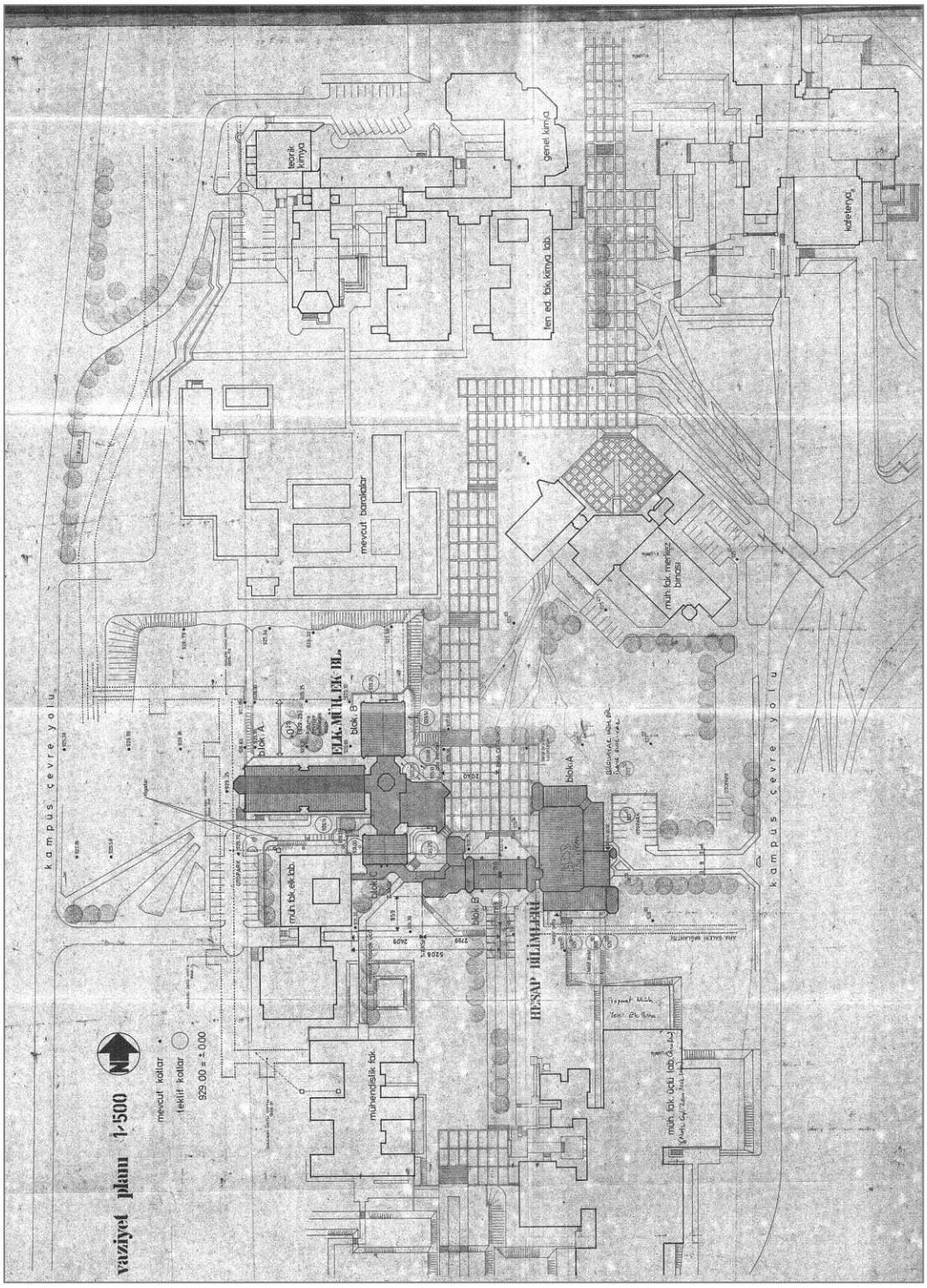

Figure 6-18: Original Drawing, site plan of Computer Center dated on 02/01/1971

Source: METU Directorate of Construction & Technical Works

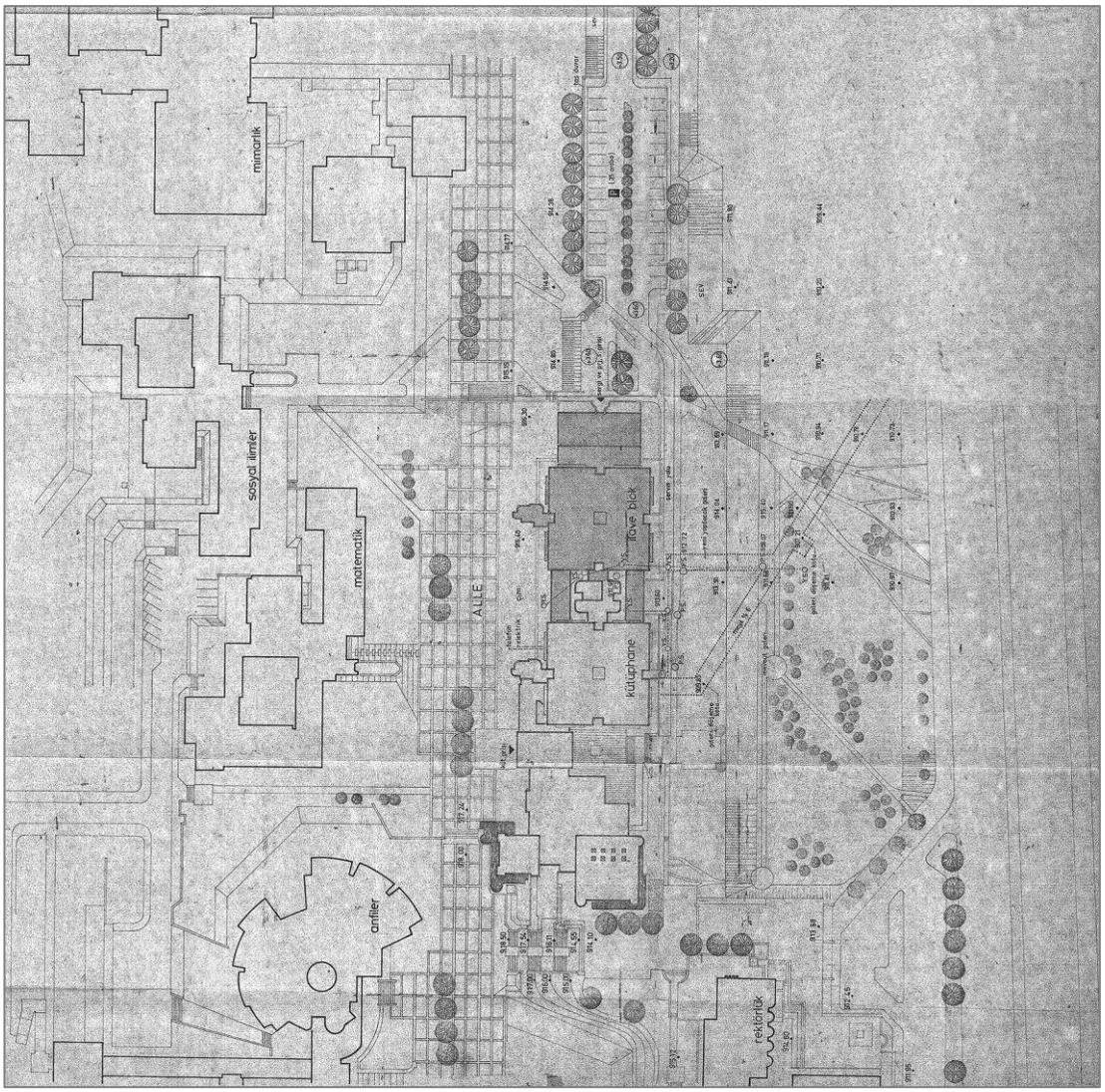

Figure 6-19: Original Drawing, site plan of the Library Block B dated on 06/02/1975

Source: METU Directorate of Construction & Technical Works

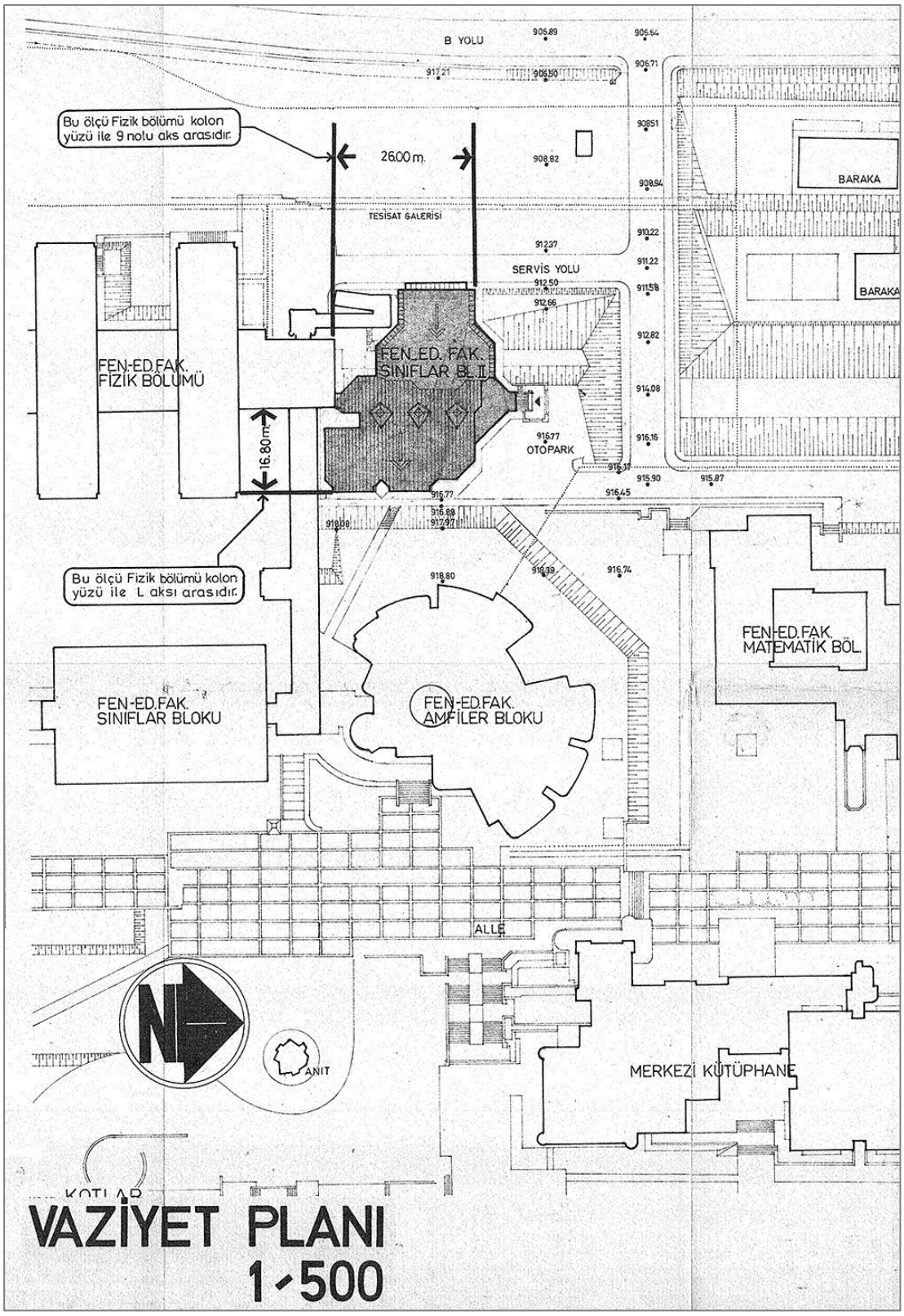

Figure 6-20: Original Drawing, site plan of Faculty of Arts and Sciences dated on 06/03/1975

Source: METU Directorate of Construction & Technical Works

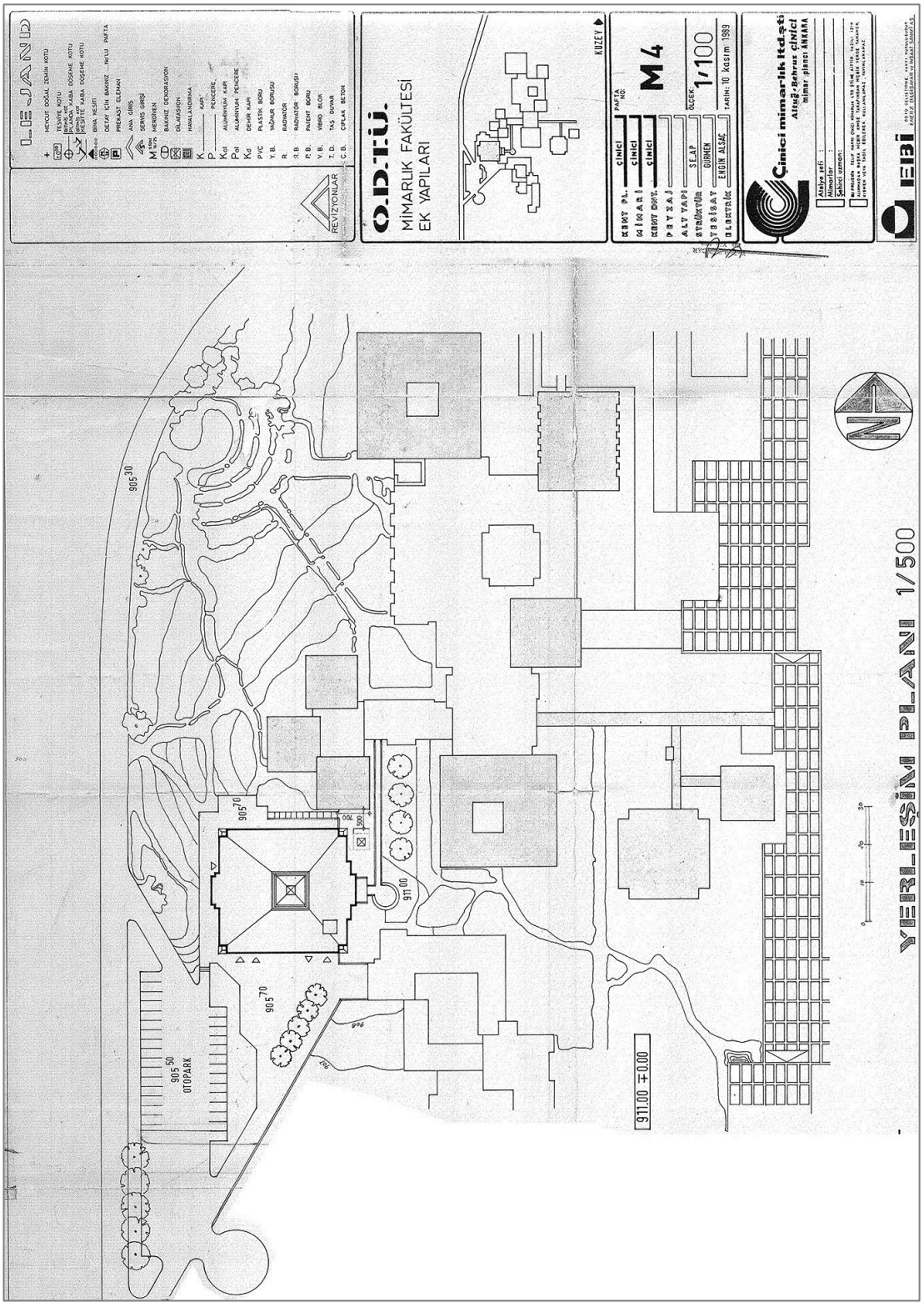

Figure 6-21: Original Drawing, site plan of Faculty of Architecture addition building, dated on 11/10/1989

Source: METU Directorate of Construction & Technical Works

CURRICULUM VITAE

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M. S., Conservation of Cultural Heritage, METU, Ankara, Turkey, 2016

BArch, Department of Architecture, METU, Ankara, Turkey, 2011

EXPERIENCES:

- Architect, KU Leuven- Sagalassos Archaeological Research Project (3 campaigns between 2009 and 2013)
- Architect, Kolektif Architecture in Ankara (2011-2012)
- Architect, SAYKA Construction and Architectural Company Ltd. (2 months in 2013)
- Master Project, Design In Architectural Conservation ***"Conservation and Restoration Project of Milas Sefa Oteli"*** (Fall 2012)
- Master Project, Planning and Design in Urban Conservation ***" A Study on Conservation, Revitalization and Management of Istiklal Quarter Historic Urban Center Ulus-Ankara"*** (Spring 2013)
- Assisted a research projects, ***"Identifying the Values of METU Campus for the Integrated Preservation Management Plan"*** (with a total budget of about 10,000 $) funded by Faculty of Architecture, METU. Stages included writing technical and financial reports, procurement and scheduling of the projects (2013-2015)

PUBLICATIONS

2014

- International Summer School, "Knowledge of Habitat for Living, Survey to Planning: New Technologies and Land Protection", Comitato Italiano Fotogrammetria Architettonica, Bari, Italy
- A. Güliz Bilgin Altınöz, **Sıla Akman**, "University Campuses as a Cultural Heritage of Republican Period" Turkish Chamber of Architect Ankara Branch, Turkey
- **Sıla Akman**, A. Güliz Bilgin Altınöz, "Vernacular Expansions of Modernism in Turkish Architecture : METU Campus", DoCoMoMo Turkey Chapter, 10th Poster Presentation, Erzurum, Turkey

LANGUAGES

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