

Association for Accreditation of Architecture Education (MiAK)

Strategic Plan 2022-2026

The strategic plan is determined through SWOT analysis and aims, objectives, and performance criteria:
a) Through a survey conducted among members of the Association for Accreditation of Architecture Education, faculty members, architects, and students who are presidents/members/observers of the visit team, program coordinators (Department Heads), and if any, accreditation coordinators of all architecture programs in Turkey and the TRNC. Invitations were sent to 261 individuals. 15% of those invited participated in the survey. The Strategic Plan will be evaluated annually in January by the Strategic Plan Working Group using the performance criteria from the previous year's data. At the end of the strategic planning period, new strategic plan efforts will be organized by the decision of the board of directors.

MiAK's Mission;

To be a leading institution in improving the quality of national architectural education. By ensuring broad representation of stakeholders such as educators, academicians, students, graduates, employers, employers, and professional organizations in the formation and/or activities of its members, management team, all boards, and teams, MiAK strategically ensures inclusiveness and participation.

MiAK's Vision;

To contribute to improving the quality of architectural education by conducting accreditation, external quality evaluation, and information activities for architectural education programs; to support the improvement of social welfare, and natural and built environment quality by enhancing the quality of architectural services; to promote the development of the architectural profession through education; and to develop architectural education by cooperating with and making suggestions to official institutions related to education.

SWOT A

MiAK	Strengths	Weaknesses	Opportunities	Threats
	The fact that MiAK was founded by a large group of participants consisting of Architecture educators working in Architecture Departments and that it is seen as a reputable accreditation institution by a significant number of Architecture Departments in Turkey.	Lack of international accreditation aspect of MiAK	Being the only institution that evaluates the Architectural education of State and Foundation Universities, it may be possible to include the accreditation of other education programs in the field of Architectural Science	Failure to create sufficient financial resources, and voluntary participation of the people working in the visit teams in the accreditation process is not sustainable for a long time
	Being the only pioneering organization working on improving the quality of architectural education and being recognized	The need for more experts on the accreditation of architectural education	Supporting MiAK by young educators is the most important opportunity for its sustainability. Potential to recruit new members to the MiAK Association	Lack of significant steps in international recognition and external audit
	The fact that it has fiction leads to thinking about architectural education in Turkey together with the problems related to the practice of the profession. Architects representing the Chamber of Architects, practicing architects, and academics think about educational strategies in the academic environment together to produce thoughts on the quality of architectural education.	Since it is a young association and concentrating on completing its establishment process, it cannot demonstrate both institutional collaborations and the multifaceted contributions of accreditation to the development of architectural education	Increased interest of universities in accreditation	The large number of departments offering architectural education and the significant differences between the resources and facilities of the departments. The very different educational approaches of the departments and the lack of intersections between these approaches.
	Having an experienced management team	Not visible enough	MiAK In terms of renewing architectural education in line with current conditions improving the quality of education, and providing equal opportunities for all architecture schools in Turkey	Insufficient activities to ensure the sustainability of its functioning and to increase its recognition and impact
	Experienced and impartial structure of MiAK-MAK bodies on education.	Evaluation calendar/Length of application processes (1.5 years from application to visit), burden of the preparation process given the current load of academics (can be optimized)	Increasing studies on quality assurance throughout higher education, developing knowledge and experience in this field	MiAK-MAK's pool of visiting teams is insufficient to meet the demand from all universities.

	Having an independent structure. Recognition of MIAK by the Higher Education Quality Board (YÖKAK)	The difficulty of ensuring the voluntary contribution of faculty members who will take part in accreditation processes due to their workload	Opportunity to become a leading institution in architectural education due to the increase in Architecture Programs applying for recognition and accreditation by YÖKAK	The length of the process and the deterrent effect of the workload on some institutions
	Having the support of the Chamber of Architects		Being an organization open to development and having the ability to carry our universities to the international platform, enabling existing faculties to improve themselves	
			The fact that MIAK is the only inclusive structure between public and foundation universities at this stage offers important opportunities in determining architectural education, quality, and standards.	
			With the advantage of being an association, it is possible to carry out activities in different fields such as publications and research scholarships that will contribute to architectural education through an economic enterprise	
			The topics detailed in the MOBBIG meetings are reflected in the process	

MIAK-MAK	Strengths	Weaknesses	Opportunities	Threats
	Inclusiveness and Participation, MIAK-MAK bodies are experienced and impartial,	Lack of international character	Being the only institution that evaluates the architectural education of State and Foundation Universities, ensuring structuring to actively take part in the boards on competence,	Insufficient emphasis on the importance of accreditation in architectural education
	It is a politically autonomous structure established to evaluate architectural education through the representation of different stakeholders	There are a large number of Architecture Departments, but difficulties in finding a sufficient number of volunteer lecturers or professionals who are competent enough to take part in the visiting team in the accreditation process.	Young educators believe in the importance of accreditation in architectural education	MIAK- MAK's pool of visiting teams is insufficient in the face of demand
	Providing a holistic view to improve the quality of architectural education	A structure that is based on volunteerism and cannot adequately support visitors economically (especially considering the difficulties experienced since the places to stay are affiliated with the institution visited)	Additional legitimacy effects created by accreditation processes	It may not be possible for faculty members working in architecture departments to take part in visiting teams many times due to their high course load.
	Established history, Experienced visitor pool, Widespread and inclusive visitor pool from very different schools		Attempting to eliminate inequalities in architectural education	Lack of awareness of the university senior management. Inadequacy of process follow-ups and sanctions
	Strong communication and successful process management, regular updating of process documentation based on experience		Structure suitable for participation in international umbrella accreditation networks.	Increasing number of departments and related problems in evaluation processes
	Established by experienced architects and academicians to improve the quality of architectural education			
	Having a system in place for accreditation and institutional visits and explaining it to those who will be part of the visiting team or as observers in a relatively short training before the process.			
	The impartial, prescriptive, and planned approach of the visiting team,			

Strategic objectives:

The MiAK and MiAK-MAK strategic plan proposes four strategic goals, twelve targets and fifty performance measures for these goals. For the 2022-2026 strategic plan, it is planned to make evaluations on the performance criteria in the first two weeks after the end of the year with the evaluation tables created in 2022 and the target for 2026.

Goal 1: To contribute to improving the quality of architectural education by conducting accreditation, external quality evaluation, and information activities for architectural education programs.

Target 1: Increase the number and quality of architecture programs participating in MiAK accreditation processes:

Performance Criteria:

- 1.1. Number of accredited programs per year.
- 1.2. Number of programs participating in accreditation evaluation per year.
- 1.3. Number of programs with six-year accreditation per year.
- 1.4. Number of programs with six-year conditional accreditation per year.
- 1.5. Number of programs with three-year accreditation per year.
- 1.6. Number of programs with two-year supervised accreditation per year.
- 1.7. Total number of students in accredited programs per year.
- 1.8. Total number of full-time faculty members in accredited programs per year.
- 1.9. Total number of part-time faculty members in accredited programs per year.

Target 2. To prepare programs and evaluators for accreditation by conducting program and evaluator information activities:

Performance metrics:

- 2.1. Number of participants in program information workshops in a year
- 2.2. Number of participants in Visit Team workshops in a year
- 2.3. Number of new participants in the evaluator pool in a year
- 2.4. Number of new observers joining the Visiting Teams in a year

Target 3. To increase the contribution of faculty members participating in accreditation studies in architecture programs

Performance metrics:

- 3.1. Number of faculty members contributing to the preparation of self-evaluation in architecture programs that received accreditation in a year

Target 4. To accredit the undergraduate programs of other disciplines in the field of planning-design and graduate programs in architecture upon request.

Performance metrics.

- 4.1. Number of undergraduate and graduate programs served for accreditation in a year.

Objective 2. To strengthen the institutional and financial structure to sustain the development of MiAK and MAK.

Target 5: Strengthen MiAK Association Membership and Participation in MiAK-MAK Activities

Performance metrics:

- 5.1. Number of association members
- 5.2. Number of people taking part in visiting teams as members
- 5.3. Number of people taking part in visiting teams as institutional and MiAK observers
- 5.4. Number of candidate visiting team members in the pool of visiting team members

Target 6: Ensuring Financial Sustainability

Performance metrics:

- 6.1. Accreditation services revenue
- 6.2. Income from member fees
- 6.3. Education income
- 6.4. Donation income
- 6.5. Non-educational income (etc.)
- 6.6. Expenses

Target 7: Strengthening our Administrative Processes

Performance metrics:

- 7.1. Number of association board meetings held in a year
- 7.2. Number of MiAK-MAK meetings held in a year
- 7.3. Total number of commission/committee/working group meetings held in a year
- 7.4. Number of advisory board meetings held in a year
- 7.5. Number of new documents (directives, guidelines, etc.) produced in a year
- 7.6. Number of documents renewed in one year
- 7.7. Program satisfaction level with Visit Team evaluations
- 7.8. Satisfaction level in Visit Team self-assessments
- 7.9. Number of objections to accreditation decisions

7.10. Number of complaints

Target 8: Improving the Facilities Provided to Administrative Staff.

Performance metrics:

8.1. Number of administrative staff leaving in a year

8.2. Number of new administrative staff in a year

To support the improvement of social welfare and the quality of the natural and built environment by increasing the quality of architectural services.

Target 9: Participation in meetings of Architecture Programs, Academic Organizations, Professional Organizations,

Performance metrics

9.1. Number of presentations made for architecture programs in a year

9.2. Number of presentations made to academic organizations in a year

9.3. Number of presentations made to professional organizations in a year

Target 10: Increasing National and International Cooperation

Performance metrics

10.1. Number of international collaborations and memberships

10.2. Number of national collaborations and memberships

10.3. Number of collaborations with other accreditation bodies

Target 11: Sharing and Applying Knowledge for the Benefit of Society

Performance metrics

11.1. Number of trainings/seminars/events organized for the benefit of the community in a year

11.2. Number of news items shared on the website in a year

11.3. Number of announcements posted on the website in a year

11.4. Number of regular/continuous publications that ensure communication with the architecture community in a year

To ensure the development of the architectural profession through education; to improve architectural education and evaluation by collaborating with official institutions related to education and by creating proposals.

Target 12: To improve architectural education by collaborating with official institutions and non-governmental organizations and creating recommendations.

Performance metrics:

12.1. Number of cooperating public institutions

12.2. Number of civil society organizations in cooperation

Objective 1									
To contribute to the improvement of the quality of architectural education by conducting accreditation, external quality assessment, and information studies for architectural education programs.									
Targets	Performance indicator	Responsible unit	2022 Realized	Target (2026)	2023 Realized	2024 Realized	2025 Realized	2026 Realized	Description
Target 1. Increasing the number of Architecture Programs participating in MiAK Accreditation Processes and the number of stakeholders in the programs and their educational quality	1.1.Number of accredited programs in a year	MAK	10	15	13	7			
	1.2.Number of programs participating in accreditation evaluation (accreditation in progress) in a year	MAK	12	30	25	31			
	1.3.Number of programs that maintain accreditation for six years in a year	MAK	4	10	6	7			
	1.4.Number of programs with six years of conditional accreditation in a year	MAK	5	10	6	10			
	1.5.Number of programs with 3 years of accreditation in a year	MAK	4	9	9	9			
	1.6. Number of programs with 2-year supervised accreditation in a year	MAK	3	3	3	5			
	1.7.Number of students in programs with ongoing accreditation / total number of undergraduate students in architecture programs in a year	MAK MiAK	0,18 (6655/ 36470)	0,35	0,28 (10416/ 36957)	0,35 (11787 / 33499)			
	1.8. Total number of full-time faculty + staff in programs with ongoing accreditation in a year	MAK MiAK	557	800	553	600			
	1.9. Total number of paid lecturers in programs that receive accreditation in a year	MAK MiAK	479	450	429	113			
Target 2. To prepare programs and evaluators for accreditation by conducting program and evaluator information activities: Performance metrics:	2.1.Number of participants in program information workshops in a year	MAK MiAK	38	100	106	43			
	2.2.Number of participants in Visit Team workshops in a year	MAK MiAK	48	75	74	25			
	2.3. Number of new participants in the evaluator pool in a year	MAK MiAK	13	20	25	5			
	2.4.Number of new observers joining the Visiting Teams in a year	MAK MiAK	9	10	8	3			
Target 3. To increase the contribution of faculty members participating in accreditation studies in architecture programs	3.1. Number of faculty members contributing to the preparation of self-evaluation in architecture programs that received accreditation in a year	MAK MiAK	221	250	228	55			
Target 4. To accredit the undergraduate programs of other disciplines in the field of planning-design and graduate programs in architecture upon request.	4.1. Number of undergraduate and graduate programs served for accreditation in a year.	MAK MiAK	1	2	1	1			
Objective 2.									
Strengthen the institutional and financial structure to continue the development of MiAK and MAK.									
Target 5: Strengthen MiAK Association Membership and Participation in MiAK-MAK Activities	5.1. Number of association members	MiAK - BoD	76	200	82	83			
	5.2.Number of people taking part in visiting teams as members	MAK MiAK	59	60	63	69			
	5.3.Number of people taking part in visiting teams as institutional and MiAK observers	MAK MiAK	20	30	40	14			
	5.4. Number of candidate visiting team members in the pool of visiting team members	MAK MiAK	89	150	114	123			

Target 6: Ensuring Financial Sustainability	6.1. Accreditation services revenue	MiAK-YK MiAK-Two	514.931,52 TL	TL 1.500.00 0,00	857.942,62 TL	687,443,25 TL			
	6.2. Income from member fees	MiAK-YK	16.000,00 TL	30.000,00 TL	19.680,00 TL	24.740,00 TL			
	6.3. Education income	MiAK-YK MiAK-Two	0	0	0	0			
	6.4. Donation income	MiAK-YK	720,00 TL	1.000,00 TL	250,00 TL	0			
	6.5. Non-educational income (etc.)	MiAK-YK MiAK-Two	0	0	0	18014,63 TL			
	6.6. Expenses	MiAK-YK MiAK-Two	221.484,52 TL	1.000,00 TL	933.460,23 TL	978.630,48 TL			
Target 7: Strengthening our Administrative Processes	7.1. Number of association board meetings held in a year	MiAK-YK	5	7	7	6			
	7.2. Number of MiAK-MAK meetings held in a year	MAK	9	10	12	8			
	7.3. Total number of commission/committee/working group meetings held in a year	MiAK commissions	4	10	9	4			
	7.4. Number of advisory board meetings held in a year	MAK	0	1	0	0			
	7.5. Number of new documents (directives, guidelines, etc.) produced in a year	MAK MiAK-YK Communities	3	3	4	3			
	7.6. Number of documents renewed in one year	MAK MiAK-YK	2	10	10	4			
	7.7. Program satisfaction level with Visit Team evaluations*	MAK	-	4,7 / 5,0	4,64 / 5,0	4,62 / 5,00			
	7.8. Satisfaction level in Visit Team self-assessments*	MAK	-	4,5 / 5,0	4,475 / 5,0	4,69 / 5,00			
	7.9. Number of objections to accreditation decisions	MAK MiAK-YK Appeals Committee	1	1	0	0			
	7.10. Number of complaints	MAK MiAK-YK Appeals Committee	0	1	0	0			
Target 8: Improving the Facilities Provided to Administrative Staff	8.1. Number of administrative staff leaving in a year	MiAK-YK	0	0	0	0			
	8.2. Number of new administrative staff in a year	MiAK-YK	0	1	1	0			
Objective 3.	To support the improvement of social welfare and the quality of the natural and built environment by increasing the quality of architectural services.								
Target 9: Participation in meetings of Architecture Programs, Academic Organizations, Professional Organizations,	9.1. Number of presentations made for architecture programs in a year	MAK MiAK-YK	0	2	4	3			
	9.2. Number of presentations made to academic organizations in a year	MAK MiAK-YK	2	4	3	2			
	9.3. Number of presentations made to professional organizations in a year	MAK MiAK-YK	0	1	0	3			
Target 10: Increasing National and International Cooperation	10.1. Number of international collaborations and memberships	MiAK-YK	0	1	1	0			
	10.2. Number of national collaborations and memberships	MiAK-YK	0	1	1	1			
	10.3. Number of collaborations with other accreditation bodies	MiAK-YK	0	1	0	0			
Target 11: Sharing and Applying Knowledge for the Benefit of Society	11.1. Number of trainings/seminars/events organized for the benefit of the community in a year	MiAK-YK	0	2	0	1			
	11.2. Number of news items shared on the website in a year	MiAK-YK	4	10	6	7			
	11.3. Number of announcements shared on the website in a year	MiAK-YK	5	20	16	9			
	11.4. Number of regular/continuous publications that ensure communication with the architecture community in a year	MiAK-YK	0	4	2	3			
Objective 4.	To ensure the development of the architectural profession through education; to improve architectural education and evaluation by collaborating with official institutions related to education and by creating proposals.								
Target 12: To improve architectural education by collaborating with official institutions and non-governmental organizations and	12.1. Number of cooperating public institutions	MiAK-YK	2	2	2	2			
	12.2. Number of civil society organizations in cooperation	MiAK-YK	2	3	2	2			

by creating proposals.									
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*Evaluations are averaged