Journal of Architecture, Arts and Heritage (JAH) – Vol. 2, Issue 3, September 2023
e-ISSN: 2822-437X

Adıyaman University Campus Plan: Design, Development and Snapshot after Earthquake

Dr. Ekrem Bahadır Çalışkan
Ankara Yıldırım Beyazıt University, Department of Architecture
ebcaliskan@aybu.edu.tr
ORCID No: 0000-0002-5258-2976

Submission Date: 09.08.2023 / Acceptance Date: 19.09.2023

ABSTRACT

Universities have a significant role in higher education with their campuses, including educational, social, cultural, and sports facilities. The campus is a place of settlement and daily life with diverse activities for students, staff, and city residents. Adıyaman University campus is one of the campuses founded in the last twenty years with a great ratio of establishments. Besides, it has the size and other features of the suburban campuses by being integrated into the city. This research investigates Adıyaman University Campus from the design perspective, and a development track study is conducted. Satellite imagery is used to observe the development and be evaluated the original master plan in a time sequence. The consistency and integrity of the establishment of universities are important to define the actual situation for further development. Besides, a section is implemented into the research to record the situation after the big earthquakes on February 2023. This snapshot is an initial observation of Adıyaman Campus, one of the most affected cities by Kahramanmaraş Earthquakes. The design framework of the campus and conducted brief literature survey about university campuses present an explanatory environment of the case. The framework of tracking campus development by satellite images figures the construction processes over 17 years. With the snapshot after the earthquake, the presented case and the conducting evaluations and documents contribute to the area as a valuable example.

KEYWORDS

Campus planning, Adıyaman University, Development Track, Satellite Imagery

INTRODUCTION

University campuses represent a complex realm of planning and design challenges while examining their general characteristics and planning principles (Salihoğlu et al., 2021). A campus is a unique place with a distinctive community with green spaces such as streets, squares, amphitheaters, courtyards, small gardens, and lakes, and It also accommodates buildings such as student centers, offices, halls, childcare facilities, shops and sports arena (Bahari & Said, 2011). Universities provide services through on-campus academic and research endeavors and social, recreational, and cultural activities. Based on their connections to their locations and cities, campuses are split into two categories: urban universities, located inside the city, and non-urban colleges, located outside the city (Güneş & Gökçe, 2022). Each university forges a connection with the city, and both parties gain from it. Depending on what has changed or evolved in each city, the relationship between the university and the place where it was formed varies (Kuyrukçu & Alkan, 2021). Sharing each other's cultural and social places and activities is more advantageous on urban campuses. Universities outside of cities, however, have the freedom to create and implement their logical regulations (Erçevik & Önal, 2011). From this angle, it is advantageous to have a campus situated in a practical area with simple access to the city and enough room for expansion. The utilization and vitality of well-designed multi-functional campuses that include cultural and recreational activities expand over time (Özdemir & Sivri, 2019). Therefore, while choosing a location for a university, development plans are established that have an impact on both the university's internal curriculum and its relationships with the surrounding community. For instance, institutions founded in villages or small cities have a big influence on how their surrounds are shaped (Merlin, 2006).

Turkey has 208 universities, up from about 140 state and foundation institutions after 2000 (URL-1). Some universities were founded in places where there were previously universities, while others were the first to be

founded there. The founding of 16 universities in 2006, 22 universities in 2007, 15 in 2008, 9 in 2009, and 17 in 2010 may be credited with the recent expansion in higher education institutions (Mevzuat Bilgi Sistemi, 2023). Following their project criteria and prepared strategic plans, the recently founded universities have begun to develop and build one or more campuses of various sizes, either inside or outside of the city. Adıyaman University was founded in 2006 in the city center, and by 17 years, the buildings, surroundings and infrastructure in the main campus have almost completed.

This research aims to underline the design of the Adıyaman University campus by conducting the development track by satellite imagery. The research was expanded to take a snapshot of the campus situation after the big disaster "Kahramanmaraş Earthquakes". These Earthquakes happened on 06.02.2023 with 7.7 and 7.6, affecting 11 cities and over ten million people in Turkey (URL-2). First, a brief literature survey is given, and then the design explanations about Adıyaman University Campus are presented based on the context of being completed time. Having rural university campus land features and being in the city simultaneously make case valuable and instructive examples among Turkey's recently founded universities. Subsequently, the development and situation after the earthquake are evaluated through captured satellite images.

RESEARCH METHOD

The research outline is illustrated in **Figure *1*. Research Outline.**Figure 1. The first part includes a brief literature survey about university campus planning. Secondly, the Adıyaman University campus plan is presented under the campus location and design headings. Then, satellite images from Google Earth are inserted to evaluate the development and statement of the situation after the earthquake. The images were captured before the construction period until today upon availability to maintain

time consistency. Besides, the image(s) was used to take a snapshot of the campus after the earthquake.

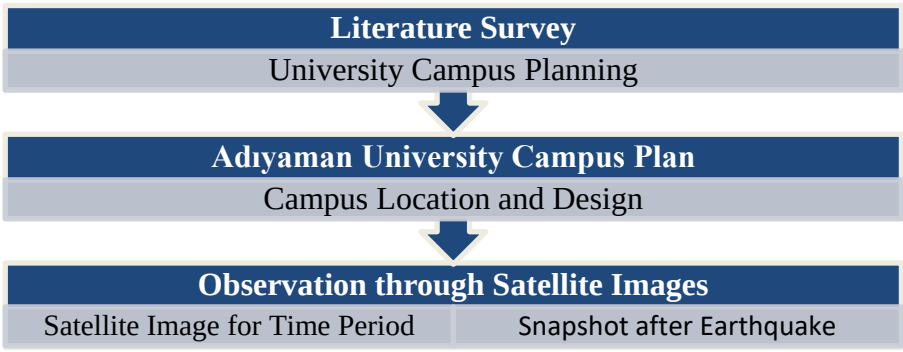

Figure 1. *Research Outline.*

UNIVERSITY CAMPUS PLANNING

At Princeton University in America, "campus" was first employed in the late 18th century (Turner, 1984). While deriving from many historical organizations, colleges built over the last 200 years have influenced the world. In these colleges, the idea of a comprehensive campus layout was not treated seriously until the 1940s (Sun & Chiou, 2019). Dober proposed planning modules and building standardization methods while discussing three crucial facets of campus design: planning, architecture, and landscape (Dober, 1992). Campus layout has changed due to a rising focus on providing academic staff and students with aesthetically beautiful and efficient spaces. In order to create well-designed and integrated campuses, it is now crucial to integrate the concepts of architectural design, landscape architecture, and urban planning. The importance of taking sustainability, accessibility, and community involvement into account has also grown in modern campus planning techniques. The necessity of deliberate campus design and development remains important in maintaining a suitable learning and living environment as universities continue to grow and adapt to the changing education requirements. Being a “place” for the campus

has a valuable strategic function that today's universities try to maximize (Coulson et al., 2015).

PLANNING TYPOLOGIES

Planning typologies are diversified and are called by different names. Some examples include (1) dispersed settlement, centralized settlement, molecular settlement, network settlement, and linear settlement; (2) core-based approach, linear approach, and grid approach; (3-outside the city) scattered planned, centrally planned, radial planned, clustered planned, network, and multi-polar; (4-inside the city) developing in organic tissue, developing in building blocks, network, and can be given linearly (Erçevik, 2008; Erkman, 1990; Güneş & Gökçe, 2022; Türeyen, 2002). Universities, all structures, and urban components should consider the universal ideas of accessibility and equal access. The basic campus planning framework serves as the foundation for accessibility, which is achieved at the building design level. As a result, the integration of slopes, altitudes, and transportation networks should be considered throughout the planning stage. Designing university campuses considers several factors, including interior vehicle and pedestrian transit planning to create links with the surrounding settlements.

Universities in Turkey grow their campuses through institutionally created strategic plans, much like the rest of the globe. Evaluations of building analyses, educational programs, campuses, and environments lead to the necessity for requirement specifications (Lidsky, 2002). All state universities founded in Turkey deliver their services by having their strategic plans approved and carrying them out throughout the short, medium, and long term (URL-3).

FUNCTIONS

Academic buildings occupy the physical core of most campuses, and while residence halls, athletic facilities, and campus centers all support student life (Neuman, 2013). This integrated relationship with education buildings and rest create a situation to enrich self-sufficient life on campuses. In parallel to having instruction, research, and services facilities, universities are built as self-sufficient campuses with all the essential housing, retail, sporting, health, and cultural units (Türeyen, 2002). Universities use these activities to organize activities and events that the general public, academics, and students may participate in. A campus should serve the purposes of working, housing, relaxing and leisure, and transportation (Erkman, 1990); these tasks need to build a connection inside a pattern. Urban universities. May have the choice or duty to provide services like housing and food as part of the urban infrastructure. As a result, in the case of urban colleges, strategic decisions are taken depending on the size of the campus area and the urban texture.

There are no growth restrictions on newly built suburban and surrounding campuses, such as the inability to build or establish essential linkages to transportation networks. Urban characteristics, climatic conditions, accessibility, traffic, services and amenities, land use, pedestrian and vehicular circulation, building placement and features, sustainability and flexibility, phasing, and life cycle cost are important topics in the design of educational campuses (Terro et al., 2021).

TRANSPORTATION AND SERVICES

In many universities, pedestrian circulation and building access are prioritized in designs and implementations. Universities must include transportation alternatives in their planning to provide accessibility for automobiles, as the availability of transportation is a crucial demand in today's society (Kahveci, 2021). Therefore, how directly the institution

interacts with the public depends on the nature and extent of the interaction between pedestrian size and mobility. Because circulation is provided by the city's transportation network, which the university does not own, it is difficult to govern this connection in the case of parcel-based institutions within the city. Conversely, suburban campuses benefit from more land, enabling larger and broader designs that accommodate different facilities and recreational spaces. They are less restricted by the limits of urban infrastructure and frequently feature dedicated parking facilities. Because of this, suburban campuses may create a more exclusive and intimate setting, generating a sense of community among students and teachers. Additionally, suburban schools could benefit from nearby natural features and a calmer setting, creating a favorable educational and research environment. However, they could experience difficulties connecting to the city and getting to some city services.

Internal vehicle and pedestrian transportation networks are planned as part of the university campus plans to provide links with the city. Within the campus, the design of access points and transportation components adheres to both the design tenets of the campus plan and the fundamentals of the urban transportation network. However, it is only normal for city institutions to experience difficulties establishing appropriate transportation partnerships due to the nature of the city's built environment. Entrances, highways, plazas, and parking lots are the four major categories into which the components of the campus circulation system may be divided (Türeyen, 2002). The transportation network divides roads into vehicle, pedestrian, and bicycle lanes based on usage and has varying lengths and widths. It is crucial to design the entire campus to enable building accessibility, accounting for pedestrian walking distances and reducing the impact of vehicle traffic.

ADIYAMAN UNIVERSITY CAMPUS PLAN

CAMPUS AREA

Adıyaman City, where the university was founded, is in the Southeast Anatolian Region of Turkey. In 2021, the city center's population was around 312.000, with eight villages rather than the city center (URL-4). Adıyaman's distance is 769 km to Ankara and 1210 km to Istanbul. Adıyaman is bordered to cities Malatya, Kahramanmaraş, Urfa, Gaziantep, and Diyarbakır. Adıyaman University was founded in 2006 by merging the units of Gaziantep and Harran University, which were in Adıyaman; now, it has 13 faculty, vocational and technical schools, and centers in both the city center and villages (URL-5). The campus design was executed in 2008, and the definitive explanations in this section are based on the context of this period.

At the 5th km mark following the Adıyaman exit of the road connecting Adıyaman to Malatya via the Gölbaşı district, a designated area has been selected for the campus of Adıyaman University (Figure 2). The University Campus, chosen on an elevated terrain changing from approximately 650m to 670m elevation, commencing from the periphery of the highway route and ascending towards elevations of 705m and above, encompasses a total area of 20 hectares where construction has been completed. In this area, existing structures include the School of Health Sciences, Dining Hall, Faculty of Science and Literature, Vocational School, Residences, Faculty of Technical Education, and Dormitories. Considering the existing structures as points of reference, the acquisition process for a 36 hectares expanse has been concluded. The functions of the proposed structures in the designated area are the Rectorate Building, Cultural and Conference Center, Medico-Social Building, Faculty of Education, Faculty of Economic and Administrative Sciences, Faculty of Science and Literature, Library, Indoor Sports Hall, Guest House, Central Lecture and Laboratory Building, new Residential Structures, and Additional Dormitory Areas. These construction endeavors are slated for realization in alignment with the envisaged investment program.

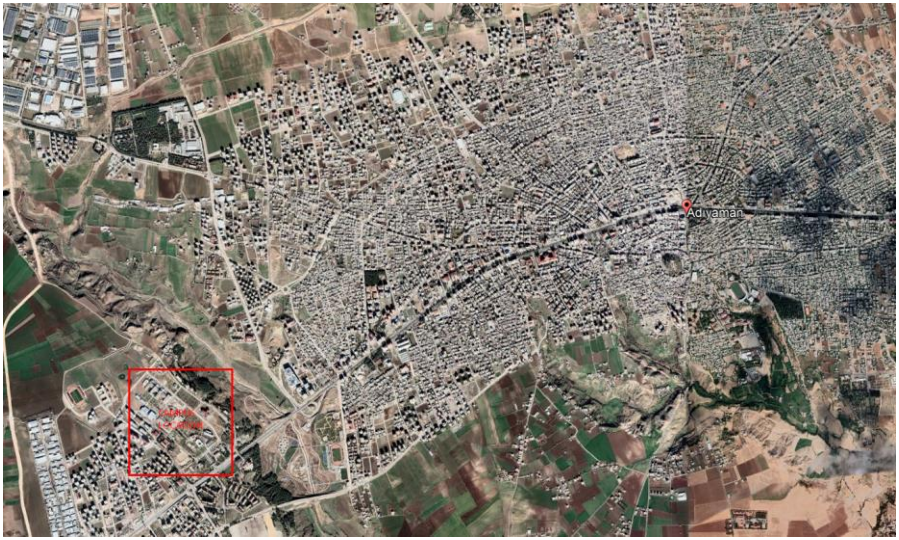

Figure 2. *Adıyaman and Campus Location* (URL-6)[1].

By the end of 2007, the campus area had been expropriated, registered, allocated, and included approximately 1200.000 m2 with the possibility of both expropriation and allocation. The master plan design was significantly influenced by the land already possessed by the university and the potential areas for acquisition. The part of the campus facing the highway accommodates existing buildings. In the middle of the terrain, a dry riverbed divides the area, and a water canal forms a natural boundary at the northwest extremity. Figure 3 shows the boundaries (bold black lines), water canal (blue), dry riverbed (red), and contours (1 m for each) of the campus area. Campus development envisions existing buildings and the 250 hectares of land at the northwest edge of the university premises. With this in mind, a pedestrian pathway will be established in the dry riverbed, extending from the highway towards the water canal, flanked by buildings on both sides, forming a main pedestrian way.

[1] Aligned to North Up direction

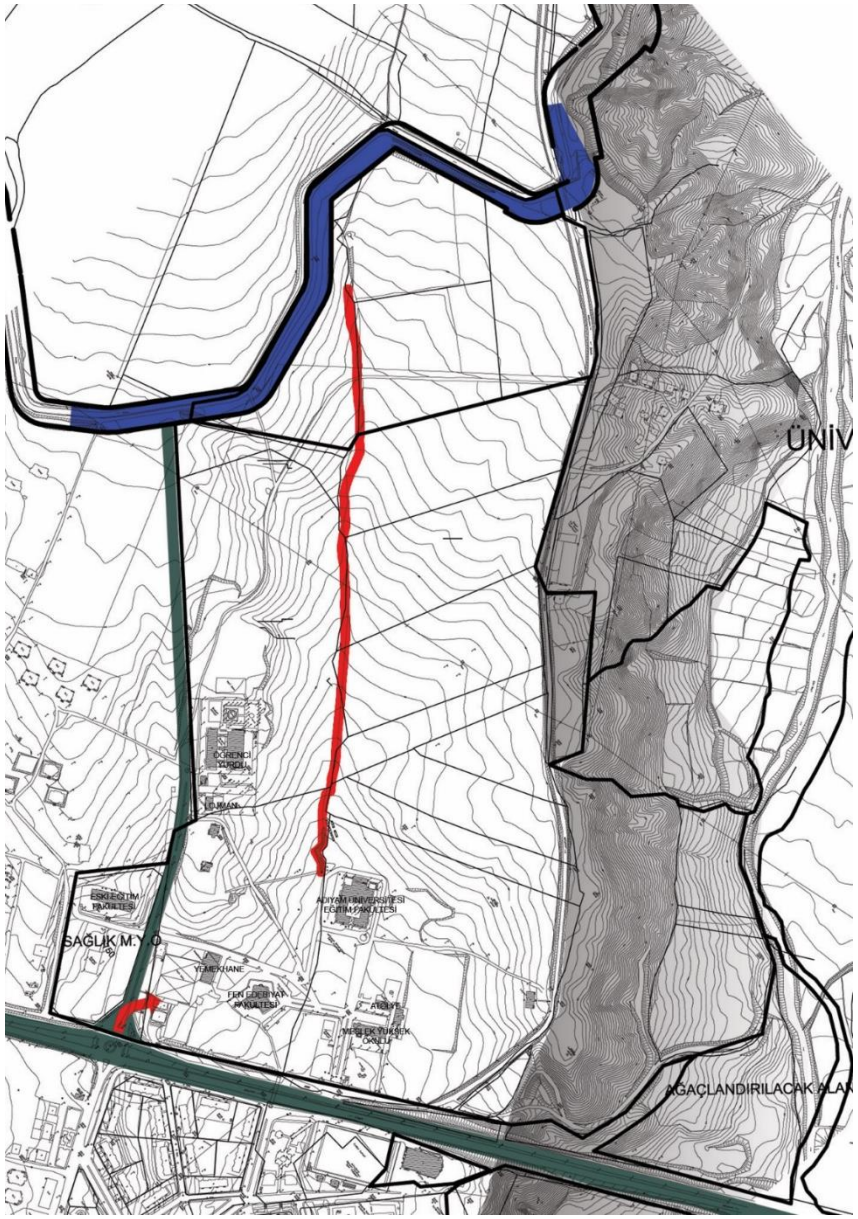

Figure 3. *Map of the Campus Land* (*Project Author*).

CAMPUS DESIGN

In the design of the campus plan, in addition to architectural and urban criteria, the property issues and processes of the newly established university, budgetary considerations, and infrastructure matters, as well as the design criteria of the State Planning Organization for university campus plans, exert significant influence. Therefore, alongside the established architectural design criteria, flexible and functional solutions have been contemplated to address questions and challenges consistently and coherently. Within the dynamics of campus planning, considering both the projected needs program and factors such as land acquisition and building construction costs, new development projections are also being considered to enhance the overall evaluation of the campus and increase service efficiency. In other words, as the university progresses and advances its scholarly stature, it is anticipated that new service areas and recreational needs will emerge in parallel. It is envisaged that a final phase encompassing an area of 129 hectares might be required to ensure the provision of all these services and enable the comprehensive functioning of Adıyaman University, along with the effective translation of its scientific advancements into practical applications. The anticipated population for the Adıyaman University Campus is considered 15,000 individuals, with the capacity for housing in dormitories calculated at 5,000 occupants.

Figure 4 and Table 1 show the campus plan, buildings, and zones completed in 2008. A main pedestrian axis from east to west passes the entire campus, with secondary pedestrian paths branching off and reaching educational and service structures. The vehicular transportation requirements of these buildings are supported by an encompassing traffic system that encircles the entire campus. The parking needs for each building have been considered, prioritizing minimal walking distances while preserving the integrity of the pedestrian flow system.

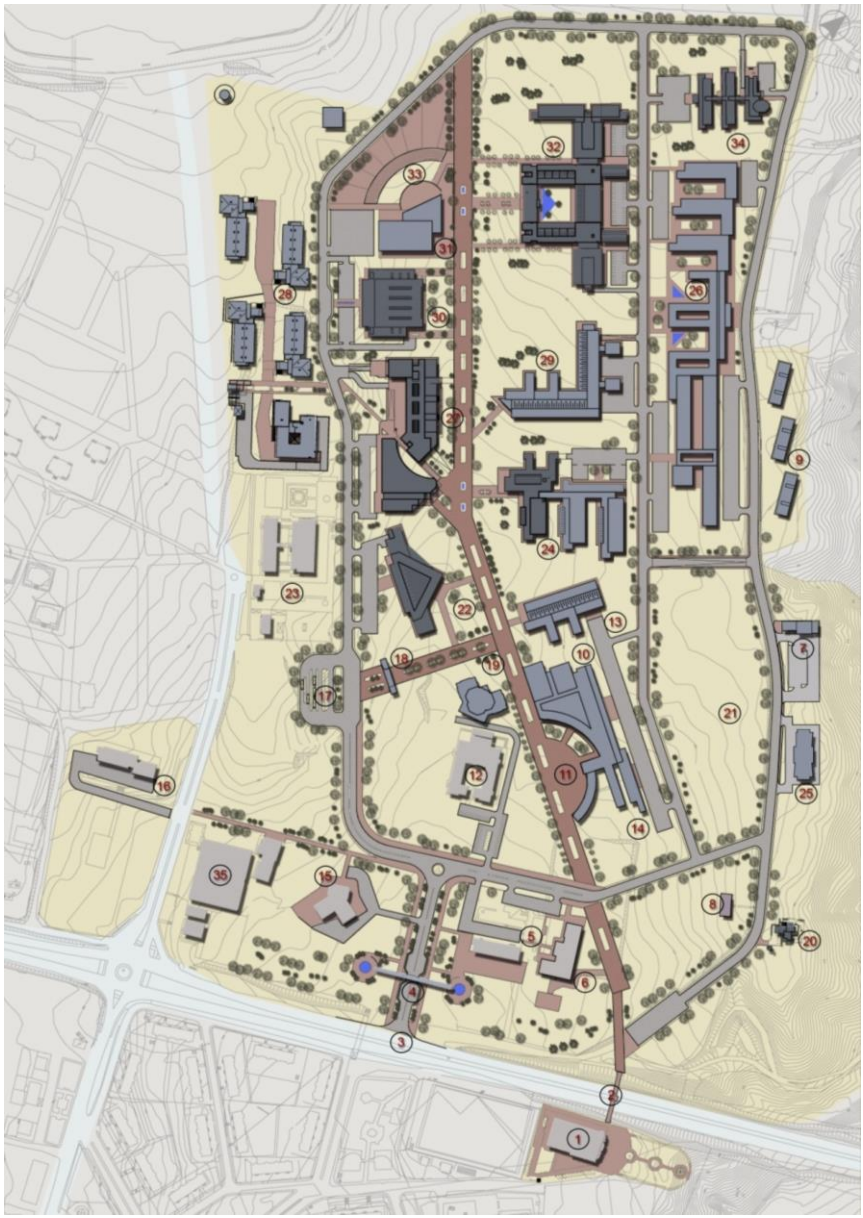

Figure 4. *Campus Plan* (*Project Author*).

Table 1. *Buildings and Zones.*

1	Rectorate		19	Cafeteria
2	Connection Bridge		20	Rectorate Residence
3	Entrance Road		21	Reserve Area for Faculty
4	Gate		22	Library
5	Vocational School		23	Dormitories
6	Atelier		24	Faculty of Administrative Sciences
7	Garage		25	Guesthouse
8	Residences		26	Faculty of Engineering
9	Residences		27	Student Center
10	Congress Center		28	Dormitories
11	Square		29	Faculty of Education
12	Vocational School of Technical Sciences		30	Indoor Spor Hall
13	School of Foreign Languages		31	Indoor Swimming Pool
14	Rectorate		32	Faculty of Literature
15	Faculty of Literature (present)		33	Amphitheater
16	Vocational School of Health Services		34	Research Center
17	Service Area		35	Open Sport Areas
18	Arkad			

A connection bridge is also thought in the plan where the main pedestrian axis meets the highway at the campus entrance. The decision to implement this bridge during the planning process is motivated by two significant factors. Firstly, the presence of structurally suitable data makes this avenue ideal for the design of Health and Cultural areas. Secondly, it facilitates planned interactions with the surrounding urban fabric, potentially enhancing the environmental quality through improved contextual relationships.

Parts of the area suitable for development have been identified through a threshold analysis, revealing potential regions for future expansion. The planning process has meticulously considered the layout of structures and the integrated transportation scheme. Beyond land ownership, the most crucial factor limiting usage areas is the sloping ridges that also demarcate the northeastern boundary of the campus. Commencing from the canal intersecting the development areas in a north-south direction, the gradual increase in elevation towards the west dictates the campus's orientation in a southeast-northwest direction, following the contours of the land. The existing structures within the area have constituted a significant input in the planning process. The existing Faculty of Education building, located on the southwestern side of the campus and approximately opposite the current entrance, has played a determining role in the campus layout. Furthermore, the Vocational School and workshops between the entrance road and the highway have been envisioned to be interconnected with vehicular traffic routes and pedestrian pathways, establishing a coherent linkage. This ensures the seamless integration of these existing components into the comprehensive campus plan.

The completion of the Adıyaman University campus within the current area should be realized and progress achieved in subsequent phases; the final form of the transportation scheme may not encompass the ultimate scenario designed, and the likelihood of constructing a circumferential 'ring' road around the campus might diminish. Consequently, due to the compact nature of the campus, with short walking distances, pedestrian accessibility will not pose a concern until the construction of the ring road. Until that point, buses will not need to operate on a ring route, and they can serve the central pedestrian way and function as terminal points for bus transportation.

Regarding other vehicular traffic, parking areas have been organized in proportion to the student and staff populations of faculties and schools.

These parking areas have been arranged to allow vehicles to circulate effectively. During the transitional period until the implementation of subsequent phases, vehicular traffic will primarily utilize the road on the southwestern side of the campus. In the event of the construction of the Rectorate Building and the utilization of reserved faculty areas (or the completion of later phases), vehicular traffic originating from these areas will utilize the road situated on the northeastern side of the campus. This foresight accommodates the transitional phase while also considering the potential future expansion of the campus.

The dimensions of necessary roads, parking facilities, and related infrastructure within the campus are proper upon both the spatial expansion of the campus and the projected volume of journeys, which in turn is a function of the total number of students, faculty members, administrative personnel, and supporting staff expected to be accommodated within the University campus. Within the campus, the fundamental means of pedestrian access to all planned (or subsequently designed) buildings is primarily through the main pedestrian way. This principle has been considered when building clusters and determining entrances. Given the limited space available, an exception to this rule will apply to the future stages, particularly to the dormitory buildings and the Indoor Sports Area, which are projected to be situated in the southwestern part of the campus. In order to meet the parking requirements of students residing in the dormitories and visitors arriving by vehicle to the sports hall, parking areas have been allocated on the road-facing facades of these structures.

TRACKING THE DEVELOPMENT

In this section, development evaluations are made on eight satellite images concerning the master plan. The images show the situation from 2003, when the university was not founded until 2022. Figure 5 illustrates the images to track the development of Adıyaman University. The changes are detected

and marked in red for every new time image. The objective is to capture and record one satellite photo per year from Google Earth. However, for some dates, no satellite images could be reached, which should be noted as a limitation of the research. The below explanations also could be tracked with the building's number from Table 1. The sub-image of the figure tagged “Master plan 2008” has no upper part since the initial design had no work on this part.

On March 2003, the buildings in the university campus area, which work as a part of other universities or institutions, are marked. There were four buildings, including one dormitory building. Only the necessary roads to service buildings were present on September 2010. Approximately four years after the foundation and two years after the completion of campus design, considerable construction could be observed. Dormitories (28), Student Center (27), Indoor Sports Hall (30), Faculty of Literature (32), Research Center (34), Residences (8,9), and Rectorate Residence (20) were under construction. The first part of the Faculty of Administrative Sciences (24), Vocational School of Technical Sciences (12), Cafeteria (19), Open Sports Areas (35), Gate (4), Vocational School (5), Atelier (6) and Connection Bridge (2) had been constructed. It could be seen that layout of some circulation roads was figured out. The landscape of the entrance part was shaped.

Looking at the image of August 2013, it could be observed that the constructions of the previous satellite image were completed. Main penetration roads, main circulation ring, and landscape west and north side of the Vocational School of Technical Sciences (12) were almost completed. There were some additional buildings constructions to Dormitories (28) and Faculty of Literature (32). Construction of Indoor Swimming Pool (31) has been started. There were two other construction that were not in the campus master plan. One is a mosque northwest of Faculty of Administrative Sciences (24). The other is the east side of the Vocational

School of Technical Sciences (12). On August 2015, an annex building of Faculty of Literature (32) and two other buildings on the southeast of campus could be seen. The significant change in the date was the start of the northwest campus development, which had been left as a campus development area in the original master plan. Construction of buildings and a stadium were started. Thus, it can be stated that the campus started to expand into development areas.

On August 2016, two new buildings, which are comparatively small, could be seen. They are not in the master plan, and because of their size and roof form, it can be understood that they are service buildings like sports or warehouses. Besides, the landscape and transportation applications were improved. These buildings can be seen from the satellite image of July 2018. One is an artificial pond that started to show itself; the second is an additional building near the Construction of Indoor Swimming Pool (31) and a big building at Reserve Area for Faculty (21). On September 2020, no new building was observed. However, it can be stated that the green areas, vehicle roads, pedestrian ways, and landscape articulation were already finished. On December 2022, two items were observed. One is demolished of Open Sport Areas (35), and the second is big excavation work northwest of this part. It can be thought that there will be a big construction investment on this part of campus.

The important statement is that the development is in integrity and consistency with campus design, despite certain variations for particular buildings. Some differences mostly related to including new buildings; however, the main transportation network and zones were kept. The development area of the campus had been included in the settlement of the campus. There are some time intervals in which the progress of development is absent. It may result from the budget or bidding process of construction.

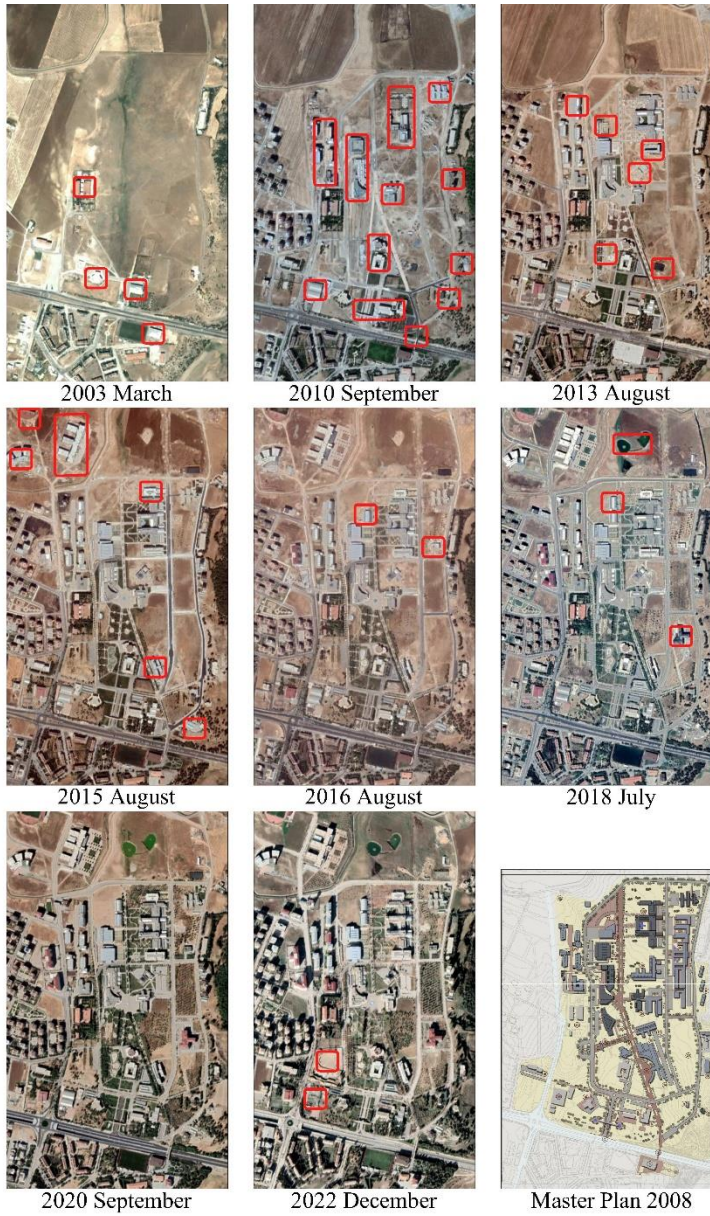

Figure 5. *Satellite Images* (URL-6).

AFTER EARTHQUAKE

In this section, a snapshot to observe the situation after the earthquake is conducted. Captured image after the earthquake is shown in Figure 6. It is four months later than a disaster. Due to the government's announcement, there has been great work to demolish the buildings marked as dangerous but not demolished and remove the buildings' rubble. So, it can be said that on the date of satellite images, the trace of this work should be seen. No demolished buildings or cleaned are observed. Besides, the recreational areas, vehicle roads, and pedestrian ways stand like the satellite images of December 2022. The important situation that can be tracked is the existence of temporary shelters at and around the stadium and the east part of the pond. These are tents and containers for the residents of Adıyaman who lost their houses in the earthquake. The infrastructures of university campuses make them suitable for establishing temporary accommodation areas.

Figure 6. *Satellite Image On June 2023* (URL-6).

EVALUATIONS AND CONCLUSION

Adıyaman University Campus is not strictly an in-city campus; however, due to the increasing density of neighboring settlements, it cannot be classified as a purely rural campus. Its proximity to the city and the growing institutional development along the connected distance and the surrounding settlements integrate the campus into urban life. The interaction between the city and the university environment is mutually beneficial. One significant attribute of the campus land is that educational activities are ongoing. The presence of existing buildings should be regarded as positive, given that they are located at one end of the terrain, thereby not hindering the campus design. This approach avoids starting the educational environment from zero and benefits from the existing structures' constraints and contributions. The land is rectangular, oriented in an east-west direction. A dry riverbed runs along its length at approximately the midpoint of the land's width, serving as the fundamental topographical feature. The riverbed route has been designated as the main pedestrian way with buildings positioned on both sides in a facing position. Service access to the buildings is provided from behind, using vehicular traffic roads that follow the boundaries of the land. This design sustains that pedestrian and vehicular pathways do not intersect. Briefly, the way of the dry riverbed on which the pedestrian way is located, along with the ridge tops on the northern and southern perimeters that follow the route of the vehicular roads, has guided the formation of the campus layout. The infrastructure scheme has been integrated accordingly.

Secondly, in light of development by satellite evaluation, it can be said that the main layout of the campus plan has been maintained for 17 years, such as building zones and transportation layout. It is important to track development to the actual state, compared with the objectives of the original master plan, because any investment decision can be made by the statement of presence and underlining the design principles. It should be noted that the evaluation may be expanded by remote sensing or ground

shape analysis to get more detailed results. However, this method figures the general layout to elicit requirements of investigation. The snapshot of the campus after the earthquake shows there are no critical damages on campus which make the campus also a facility to manage all needed activities after a disaster. This is an important field to investigate to learn how the possible temporary contribution of university campuses can be implemented better after a disaster.

The University campus is one of the important built area typologies. They do not include only one type of building as an education building. Social and cultural buildings, student centers, research centers, diverse sports facilities, recreational areas, infrastructures, and service and transportation facilities make them a complex and self-sufficient settlement sample. From this point of view, suburban campuses or campuses with big land to be facilitated as self-sufficient settlements should successfully integrate many functions. Adıyaman University campus is one of the important universities founded in Turkey in the last two decades. This research contributes to an overview of campus design, including a case study and an examination of the development track by satellite imagery.

ACKNOWLEDGEMENT

The evaluations and explanations presented in this study are based on the project's design documents completed in 2008 and satellite images. Special thanks to the University Staff and Project Authors.

REFERENCES

Bahari, N. B., & Said, I. Bin. (2011). *Establishing a Greenway Network for University Campus*.

Coulson, J., Roberts, P., & Taylor, I. (2015). The future of the campus: Architecture and master planning trends. *Perspectives: Policy and Practice in Higher*

Education, *19*(4), 116–121. https://doi.org/10.1080/13603108.2015.1026421

Dober, R. (1992). *Campus Design*. Wiley&Sons.

Erçevik, B. (2008). *Üniversitelerde Sosyal Mekan Kullanımlarının İncelenmesi: Kent Üniversitesi, Kent İçi Ve Kent Dışı Kampüsler*. Yıldız Teknik University.

Erçevik, B., & Önal, F. (2011). Üniversite Kampüs Sistemlerinde Sosyal Mekan Kullanımları. *Megaron Journal*, *6*(3), 151–161.

Erkman, U. (1990). *Büyüme ve Gelişme Açısından Üniversite Kampüslerinde Planlama ve Tasarım Sorunları*. İTÜ Mimarlık Fakültesi.

Güneş, Z., & Gökçe, D. (2022). Dağınık Planlı Kent Dışı Genç Üniversite Yerleşkelerinde Büyüme ve Gelişme: Düzce Üniversitesi Konuralp Yerleşkesi Örneği. *Düzce Üniversitesi Bilim ve Teknoloji Dergisi*, *10*, 847–861. https://doi.org/10.29130/dubited.755187

Kahveci, H. (2021). Sustainability of University Campuses: Bilecik Seyh Edebali University Example, Bilecik/Turkey. *European Journal of Science and Technology*, *27*, 810–817. https://doi.org/10.31590/ejosat.983505

Kuyrukçu, Z., & Alkan, A. (2021). Üniversitelerin Şehir içi Yer Seçimine Yönelik Metodolojik Bir Yaklaşım. *Yuksekogretim Dergisi*, *11*(3), 649–670. https://doi.org/10.2399/yod.20.704647

Lidsky, A. J. (2002). A perspective on campus planning. In *New Directions for Higher Education* (Vol. 2002, Issue 119, pp. 69–76). Wiley. https://doi.org/10.1002/HE.73

Merlin, P. (2006). The campus or back to the city? City-university spatial relationships. In *Ciudad y universidad. Ciudades universitarias campus urbanos*.

Mevzuat Bilgi Sistemi, T. C. (2023). *Yükseköğretim Kurumlari Teşkilati Kanunu*.

Neuman, D. J. (2013). *Building Type Basics for College and University Facilities* (2nd ed.). Wiley.

Özdemir, N., & Sivri, G. H. (2019). Üniversite ile Kent Arasında Bir İletişim Aracı Olarak Üniversite Müzeleri. *Mimarlık Dergisi*, *Temmuz-Ağu*, 55–58.

Salihoğlu, T., Salihoğlu, G., Özyılmaz Küçükyağcı, P., & Yıldız, M. (2021). Kampüs Tasarımının Öğrencilerin Kampüs Yaşamının Kalitesine Etkisi: Gebze Teknik Üniversitesi Çayırova Kampüsü Master Planı Örneği. *Kent Akademisi*, *14*(4), 975–994. https://doi.org/10.35674/kent.909791

Sun, C. J., & Chiou, S. C. (2019). The comparison of campus planning development at the initial stage of school establishment: A study of the two newly instituted private universities of science and technology in Taiwan. *Sustainability (Switzerland)*, *11*(6). https://doi.org/10.3390/su11061525

Terro, M. J., Soliman, A. M., & Angell, J. (2021). Taxonomy of tertiary education campus planning. *Journal of Architecture and Urbanism*, *45*(1), 19–37.

Türeyen, M. N. (2002). *Yükseköğretim Kurumları-Kampüsler*. Tasarım Yayın Grubu.

Turner, P. V. (1984). *Campus: An American planning tradition. Cambridge*. MIT Press Series 7.

URL-1. YÖK. (2023). *Yükseköğretim Kurulu*. Retrieved March 6, 2023, from https://www.yok.gov.tr/universiteler/universitelerimiz

URL-2. *AFAD*. (2023). Retrieved August 6, 2023, from https://www.afad.gov.tr/

URL-3. T.C. Cumhurbaşkanlığı Strateji ve Bütçe Başkanlığı. (2023). Retrieved March 6, 2023, from, https://www.sbb.gov.tr/

URL-4. *T.C. Adıyaman Valiliği*. (2023). Retrieved August 6, 2023, from http://www.adiyaman.gov.tr/

URL-5. *Adıyaman Üniversitesi*. (2023). Retrieved August 6, 2023, from https://adiyaman.edu.tr/tr

URL-6. *Google Earth*. (2023). Retrieved August 6, 2023, from https://earth.google.com/web/search/adıyaman+üniversitesi/@37.747924 1,38.22759184,681.1862758a,2591.70284338d,35y,359.99999999h,0t,0r/da ta=CigiJgokCeSEOLGE5kRAETevUFEg5ERAGaMNTTBlMTtAIaUnqW_ZIztA