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I am honored to serve as the 14th President of this great university and to have the opportunity to further the Texas Tech mission. That mission embraces the values we stand for: Excellence, Teamwork, Integrity, Social Responsibility, and Diversity.

Texas Tech is a fully accredited institution with a full complement of degree offerings and research initiatives. Degree programs are available at the baccalaureate, master’s, doctoral, and professional levels. The faculty, staff, students, alumni, and administration of Texas Tech share a common bond. …

We believe in the strength of our university community and we believe in fostering diversity and supporting access, equity, and opportunity for all members of our community.…

About the University

Campuses

Nearly 28,000 students attend classes in Lubbock on the 1,839-acre university campus. The Texas Tech University Health Sciences Center functions as a separate institution that includes the School of Medicine, School of Nursing, School of Allied Health, Graduate School of Biomedical Sciences, and the School of Pharmacy. The university also operates the Research Center–East Campus (Lubbock); Texas Tech University Farm at Pantex (agricultural research farm of about 16,000 acres in the Texas Panhandle); research facilities at Reese Center; agricultural field laboratories at New Deal; satellite medical facilities in Amarillo, El Paso, and Midland-Odessa; Texas Tech University Campus at Junction (411-acre educational facility in the Texas Hill Country); and off-campus educational sites at Amarillo, Abilene, Highland Lakes, and Fredericksburg.
Location

With a population of more than 200,000, Lubbock is located in the heart of the vast Southern Plains of West Texas and Eastern New Mexico. It is a major medical center for the entire area within a 300-mile radius of Lubbock and a major regional center for business and industry. The climate is excellent, with over 3,550 hours of sunshine every year. Winters are dry and moderate (average annual rainfall is 18 inches) while the summer heat is tempered by very little humidity. An average annual temperature of 60 degrees coupled with the average noon humidity of 46 percent combine to make Lubbock comfortable year round. The city lies 320 miles west of Dallas and 320 miles southeast of Albuquerque. Several airlines and an interstate bus line serve the city, as well as an interstate highway and three additional U.S. highways.

History

Texas Tech University was created by legislative action in 1923 and has the distinction of being the largest comprehensive higher education institution in the western two-thirds of the state of Texas. The university serves a region larger than 46 of the nation’s 50 states and is the only campus in Texas that is home to a major university, law school, and medical school.

Originally named Texas Technological College, the college opened in the fall of 1925 with six buildings and an enrollment of 910. Graduate instruction did not begin until the fall of 1927 within the School of Liberal Arts. A “Division of Graduate Studies” was established in 1935 and eventually became known as the Graduate School in 1954.

The college grew slowly and survived a move in the legislature in 1933 to reduce sharply its size and scope. By 1939-40 enrollment stood at 4,246, and although it dropped during World War II, the college trained 4,747 men in its training detachments for the armed services. By 1955 enrollment was 7,992, and by 1969, when the college was renamed Texas Tech University, it had reached 19,490.
Intercollegiate sports began at Tech in 1925. On May 10, 1956, Texas Tech was admitted to the Southwest Conference. In 1935 the college became a regional deposit library for government documents. By 1969 the college library held some 1,200,000 volumes in support of large and growing undergraduate and graduate programs. The first Tech Ph.D. was granted in 1952. Military training began as early as 1925, and in 1936 formal A&M ROTC training began; Air Force ROTC was added in 1946.1

By action of the Texas State Legislature, Texas Technological College formally became Texas Tech University on September 1, 1969. At that time the schools of Agricultural Sciences, Arts and Sciences, Business Administration, Education, Engineering, and Home Economics also became known as “colleges.” From Engineering Architecture became a College in 1986. Two colleges changed their names in 1993 to reflect the broadening fields each serves: the College of Agricultural Sciences became the College of Agricultural Sciences and Natural Resources and the College of Home Economics became the College of Human Sciences. The Honors College was established in the fall of 1998, and the College of Visual and Performing Arts opened in the fall of 2002. The most recent College of Mass Communications was established in the fall of 2003.

Texas Tech was first accredited by the Southern Association of Colleges and Schools in 1928 and has been accredited continuously since that time. The university is classified as a Research University Extensive II by the Carnegie Foundation, making it one of the top 125 universities in the nation.

Although Texas Tech is one of the youngest major universities in the nation, a spirit of intellectual growth pervades the campus. Many of the special facilities for research are described in the catalog. The library is one of the finest in the Southwest, with strong collections in the humanities and in biological and physical sciences. An International Cultural Center provides a unique approach to international education and contributes to ongoing efforts to diversify the campus and foster diversity among students.

As a member of the National Collegiate Athletic Association, Texas Tech began competing in the Big 12 Conference in 1996 after a 35-year membership in the former Southwest Conference.


Financial Support

The university receives the major share of its operating funds from tuition and appropriations by the Legislature. For the construction and renovation of academic and general buildings, funds are made available from the Higher Education Assistance Fund (HEAF). State-appropriated funds are not used to support the residence halls, intercollegiate athletics, bookstore, student publications, health service, or Student Union.

The Texas Tech Foundation is a nonprofit corporation that receives and distributes gifts to the university. Gifts and grants received through the foundation supplement state funds in supporting research, establishing scholarships and fellowships, and helping to provide physical facilities and educational materials.

Organizational Structure

Texas Tech University is governed by a nine-member Board of Regents who also governs the Texas Tech University Health Sciences Center, which is a separate institution by legislative mandate. The Regents are appointed to six-year terms by the Governor of the State of Texas. The terms of office of three Regents expire every two years. The government, control, and direction of the university are vested in the Regents who in turn appoint a Chancellor to carry out the policies of the system as determined by the Regents. The Chancellor appoints a President of Texas Tech University and a President of Texas Tech University Health Sciences Center. The presidents are chief executive officers of their respective institutions and responsible for the strategic operation of each institution. The President of Texas Tech University is supported by a Provost who oversees the educational programs of the university; a Vice President for Fiscal Affairs who is responsible for the fiscal operations of the university; a Vice President for Student Affairs who is concerned with the general welfare of the students of the university; a Vice President for Research, Graduate Studies, and Technology Transfer who directs the research efforts and graduate education of the university; and a Vice President for Operations who manages the physical plant of the university.

Texas Tech University consists of the Colleges of Agricultural Sciences and Natural Resources, Architecture, Arts and Sciences, Business Administration, Education, Engineering, Human Sciences, Library, Mass Communications, Visual and Performing Arts, the Honors College; the School of Law, and the Graduate School. Each college is administered by a dean and consists of a number of instructional departments or areas.
Administrative Officers

(Date following rank indicates calendar year of initial appointment to Texas Tech.)

Chancellor David R. Smith

Provost William M. Marcy, Professor of Computer Science, 1975. B.S., Texas Tech, 1964; M.S., 1966; Ph.D., 1972; Reg. Prof. Eng. (Texas)
Vice Provost James E. Brink, Professor of History, 1974, Ph.D., University of Washington; 1970, M.A., University of Washington; 1967, B.A., University of Kansas; 1966, Diplome des Hautes Etudes, Grenoble, France
Vice Provost Elizabeth Hall, B.S., University of North Texas, 1972; M.A., Texas Women's University, 1979; Ph.D., Texas Women's University, 1981
Vice Provost James Brink,
Vice President for Student Affairs Michael D. Shonrock, Associate Professor in Educational Psychology and Leadership, 1990. B.S., Western Illinois, 1979; M.S., 1981; Ed.S., Pittsburgh State, 1987; Ph.D., Kansas, 1991

Administration
Board of Regents

Officers
C. Robert Black, Chair
Brian C. Newby, Vice Chair
Ben W. Lock, Secretary
Lucy Lanotte, Executive Secretary

Members
Term Expires January 31, 2005
Carin Barth, Houston
E.R. Brooks, Dallas
Brian C. Newby, Ft. Worth

Term Expires January 31, 2007
C. Robert Black, Horseshoe Bay
J. Robert Brown, El Paso
Bob Stafford, MD, Amarillo

Term Expires January 31, 2009
Windy M. Sitton, Lubbock
F. Scott Duesser, Abilene
Vice President for Research, Graduate Studies, and Technology Transfer Robert M. Sweazy, Professor of Civil Engineering, 1970. B.A., Wichita State, 1962; M.S., 1966; Ph.D., Oklahoma, 1970; Reg. Prof. Engr. (Texas)

Executive Secretary, Board of Regents, Lucy Lanotte, 2000. B.A., Mills College, 1966

Senior Vice Chancellor Richard Butler, 1996. B.A., Humboldt, 1971


Vice Chancellor and General Counsel Pat Campbell, 1981. B.S., Texas Tech, 1968; J.D., 1971


A-2.0 INSTITUTIONAL MISSION

Committed to teaching and the advancement of knowledge, Texas Tech University, a comprehensive public research university, provides the highest standards of excellence in higher education, fosters intellectual and personal development, and stimulates meaningful research and service to mankind.

Vision Statement

Texas Tech University will be a national leader in higher education – manifesting excellence, embracing diversity, inspiring confidence, and engaging society. The university aspires to a national recognition of excellence and performance in scholarship through teaching, research, and service.

Texas Tech University will

- be recognized as one of the top public educational and research universities in the United States, attracting the best students, faculty, and staff;
- prepare students to be leaders and decision makers, articulate and principled, innovative and confident, and able to think critically with sound reasoning ability;
- be a research-intensive institution where faculty discovery enhances learning and prepares students to compete in a knowledge-based society; and
- be engaged in local, regional, and state social and economic development for the benefit of both the public and private sectors.

Texas Tech University is committed to the values of

- mutual respect;
- cooperation and communication;
- creativity and innovation;
- community service and leadership;
- academic and intellectual freedom;
- pursuit of excellence;
- public accountability; and
- diversity.
A-3.0 PROGRAM HISTORY: TTU COLLEGE OF ARCHITECTURE

Architectural education was offered at Texas Tech University beginning in 1927 within the College of Engineering. The catalog of the first year stated that the major emphasis of the program was advanced construction and the mechanical equipment of buildings. There was one instructor for all the architecture courses. In 1928, Professor Florian A. Kleinschmidt was appointed Head of the newly created Department of Architectural Engineering. That year also marked the first time a specialization in architectural design was offered.

Four years later, the architecture program became the Department of Architecture and Allied Arts. The emphasis expanded from engineering and structures to design. A Bachelor of Commercial Art was offered in addition to a Bachelor of Science in Architectural Engineering. In 1933, the first Bachelor of Architecture degree was offered. The program was expanded from a four-year to a five-year program the following year.

The department joined the Association of Collegiate Schools of Architecture in 1948. It had also been a member of the Beaux Arts Institute of Design. Beginning in 1949, students were encouraged to spend the summer working in professional architectural offices. That same year saw the introduction of a thesis project for the final semester of study.

Professor Nolan E. Barrick, FAIA, became Chairman of the Department of Architecture and Allied Arts in 1955. Within two years, the program was accredited by the NAAB and has been continuously accredited. Professor Barrick was Chairman of the department for 22 years.

In 1971, the program occupied its current building which was designed by the firm of Ford Powell and Carson. Four years later, the regents designated the architecture program as the Division of Architecture and gave the chairman additional duties as an Associate Dean in the College of Engineering.

In 1981 the Master of Architecture degree (currently known as the Master of Science in Architecture as a post-professional degree) program was approved by the State Coordinating Board with the first M.Arch. (MS) degree conferred in 1985. In 1990 the Dean of the College assumed direction of the Ph.D. interdisciplinary program in Land-use, Planning, Management and Design. The Master of Architecture professional degree program was first awarded a full five-year accreditation in 1992.

In 1996, Texas Tech University College of Architecture became the first architecture education program to offer a 173 credit hour Master of Architecture first professional degree. The new program consisted of two parts: 131 credit hours at the undergraduate level followed by 42 credit hours at the graduate level. Students completing the required 131 hours of the pre-professional architecture curriculum receive the Bachelor of Science in Architecture, a degree requiring further coursework to qualify for professional licensure.

The admission procedures to the graduate level architecture coursework include a formal review near the end of the undergraduate work. The review criteria includes application and acceptance into the Texas Tech University Graduate School, followed by an internal review of the Graduate Record Examination scores, grade point average, and a portfolio of work; ranked on a sliding scale. Students admitted to the graduate level program, having entered at the undergraduate level, will receive an undergraduate degree at the completion of undergraduate level requirements, typically 3 ½ years after entering the College.

Students accepted into the Graduate School and meeting the entrance requirements for the College of Architecture Master of Architecture program generally complete the 42 graduate course credits within 18 months to two years.

The College houses its own shop, computer lab, slide collection and Library. The College of Architecture also contains the only fully lending branch library outside of the main library on campus.
A-4.0 STRATEGIC PLAN

The strategic planning process began at the University level in 2000. Each College was required to develop their own strategic plan specifically patterned after and responding to the nine goals of the University Strategic Plan. The College has been rigorous with its efforts to assess, update and prioritize items in the strategic plan.

THE FOLLOWING IS THE LATEST FULL STRATEGIC PLAN WITH NAAB PERSPECTIVES NOTED. COLLEGE OBJECTIVES LISTED BY PRIORITY CAN BE FOUND IN SECTION 2.5.

2003-2004 COLLEGE OF ARCHITECTURE

STRATEGIC PLAN

MISSION STATEMENT

The College of Architecture (COA) educates students for future design practice and the advancement of knowledge for the benefit of society.

VISION STATEMENT

The College will be an international learning community; engaging in exemplary architectural teaching, research, scholarship, creative endeavor, and service.

The College of Architecture will

- Educate its students for effective practice in architecture;
- Supplement sound training by nurturing the whole person within an understanding of architecture as a broad humanistic and scientific discipline.
- Produce leaders able to meet the demands of a changing profession, and whose technical skills will be complemented by personal vision, ethical persuasiveness and entrepreneurial drive.

The College of Architecture is committed to the values of

- mutual respect;
- cooperation and communication;
- creativity and innovation;
- community service and leadership;
- “1940 Statement of Principles on Academic Freedom and Tenure” of the AAUP;
- pursuit of excellence;
- public accountability;
• diversity; and
• Hanover principles – Design for Sustainability

GOALS, CRITICAL SUCCESS FACTORS, and
OBJECTIVES (including Strategies and Assessments)

Goal 1. Access and Diversity: Establish a multidisciplinary college that recruits, retains, and graduates a more academically prepared and diverse student body with a higher proportion of graduate students. This goal incorporates the NAAB PERSPECTIVES OF 1.2 ARCHITECTURE EDUCATION AND THE STUDENTS, 1.4 ARCHITECTURE EDUCATION AND THE PROFESSION, AND 1.5 ARCHITECTURE EDUCATION AND SOCIETY.

Critical Success Factors (measures of the degree of success over the next 5 years):
• Diverse faculty equal to diversity of student body.
• Mean SAT scores for enrolled students of 1160.
• Mean graduate application scores of 9.5 of enrolled students.
• Increase the number of architecture students accepted into the honors college.
• Forty presidential scholars.
• Increase student diversity to more closely reflect the high school graduates in Texas.
• Scholarships for incoming freshmen, transfer and graduate for access and diversity.
• Mentorship program.
• 180 MArch students, and 40 MS students.

Objectives:

Objective 1.1: Establish a dialogue with related disciplines to discuss a college of related disciplines.

Strategies:
• Establish two meetings a semester between Architecture, Landscape Architecture and Interior Design to discuss opportunities and barriers to establishing a College of Architecture and Design.
• After initial dialogue College of Architecture will develop a draft plan for a College of Architecture and Design.

Assessment:
• Evaluate opportunities, barriers and draft plan for establishing a College of Architecture and Design.
Objective 1.2: Recruit more highly qualified students into the Architecture program. NAAB PERSPECTIVE 1.1 ARCHITECTURE EDUCATION AND THE STUDENTS.

Strategies:
- Develop the quality of the selected academic programs by defining their curriculum.
- Update/develop a marketing program for selected academic programs. Feature programs in brochure and journal.
- Develop and improve recruitment practices.
- Establish annual goals and track recruiting successes/failures.
- Make Honors College information available to students qualified to enter the Honors program.
- Identify and recruit Presidential Scholars.

Assessments:
- SAT/ACT scores of entering freshman.
- High school class rank.
- Number of Honor students and Presidential Scholars.
- GPA of transfer students.
- Graduate Application scores.

Objective 1.3: Improve retention and graduation rates for Architecture students. NAAB PERSPECTIVE 1.2 ARCHITECTURE EDUCATION AND THE STUDENTS.

Strategies:
- Identify and promote successful programs and activities that assist retention.
- Upgrade advising and enhance opportunities for faculty-student contacts.
- Mentorship program.

Assessments:
- COA Retention rate after sophomore year and above.
- COA Graduation rate.

Objective 1.4: Improve recruitment efforts for a more diverse student population. NAAB PERSPECTIVE 1.2 ARCHITECTURE EDUCATION AND THE STUDENTS.

Strategies:
- Conduct a university/college study that identifies barriers to access.
- Targeted recruitment and scholarships to support increased diversity.
- Establish policies and practices that eliminate barriers and create greater access.
Assessments:
- Student body diversity.
  - More non-Anglo students.
  - More women students

**Objective 1.5:** Enroll and retain a more diverse student population with opportunities for event and organizational leadership. 
**NAAB PERSPECTIVE 1.2 ARCHITECTURE EDUCATION AND THE STUDENTS.**

Strategies:
- Seek partnerships that enhance diversity through increased access.
- Celebrating cultural diversity.
- Develop effective mentoring program to assist with retaining and graduating a more diverse student population.
- Increase scholarship offerings.
- Acknowledge and support student organizations and their development of leadership opportunities for a diverse student body.
- Celebrate the contribution of women to architecture.
- Partnership agreement signed with three institutions with more diverse populations.
- Celebrate Afro-American contributions to architecture.
- Celebrate Hispanic contributions to architecture.
- Celebrate Asian contributions to architecture.

Assessment:
- Total amount of scholarship endowments.

**Objective 1.6:** Have an enrollment management plan consistent with College priorities.

Strategies:
- Create an enrollment management plan including policies, procedures and activities that incorporates university and college enrollment priorities.
- Review and modify annually the College’s enrollment management plan to ensure alignment with priorities.
- Establish a tracking mechanism to document implementation of the enrollment management plan.
Assessment:
- Control of studio enrollment in pre-professional and professional curriculums.

**Goal 2. Academic Excellence: Increase national recognition as a multi-disciplinary, student-centered teaching, research and service college, while upholding the College’s reputation as a place to receive a solid, professional education and to gain an appreciation of the breadth and scope of architecture and its related fields in a changing future.**

**Critical Success Factors (measures of the degree of success over the next 5 years):**
- Receive unqualified accreditation from the National Architectural Accrediting Board (NAAB).
- Increase publication in national journals and conferences especially ACSA.
- One Fellow of American Institute of Architects (FAIA) faculty member.
- Reduce student/faculty ratio in undergraduate studios to match national standards.
- Reduce student/faculty ratio in graduate studios to match national standards.
- Increase national funding for research and scholarly activities.
- Increase the ratio of licensed professionals on the faculty.
- One Association of Collegiate Schools of Architecture (ACSA) nationally recognized teacher.
- Increase American Institutes of Architects (AIA)/American Architectural Foundation (AAF) scholarships.
- Increase the pass rate on the NCARB exams. (eliminate -Texas Board of Architectural Examiners (TBAE) license exam pass rate.)
- Increase collaboration with other related disciplines.
- Increase services and resources provided by the COA library.

**Objectives:**

**Objective 2.1: Gain full six-year accreditation of professional program from the National Architectural Accreditation Board.**

**NAAB CRITERIA 1.2 ARCHITECTURE EDUCATION AND THE ACADEMIC CONTEXT.**

Strategies:
- Establish a link with NAAB for ongoing effective communication.
- Establish an Accreditation Task Force to rectify problems and concerns raised by the National Architectural Accreditation Board (NAAB) 2001 accreditation report.
- Have two faculty serve on accreditation teams.
• Alert Texas Tech Administration to University responsibilities regarding accreditation.

• Establish regular meeting schedules with appropriate Texas Tech University administration and our faculty to inform and access the level of successful compliance of the strategies.

Assessments:

• University agreement to COA enrollment management profile.

• Accreditation.

• Chair position approved.

• Have APR reviewed.

• Plan and target dates approved.

• Preliminary layout of team rooms.

• Statistical data gathering completed.

• Write 1st draft of APR.

• Internal strategy meetings should be at least once a month.

• Number of communications with National Architecture Accrediting Board. (NAAB)

• Building renovation commitment from University.

**Objective 2.2:** *Improve national reputation of the professional program and increase national student opportunities.*  
**NAAB PERSPECTIVE 1.2 ARCHITECTURE EDUCATION AND THE STUDENTS.*

Strategies:

• Develop, implement and document a guest speaker program that features nationally recognized architects, designers and planners.

• Send strong 4th year student to MIT/GSD/Columbia/Berkeley/PENN/Yale. Add two per year per institution.

• Bring in external reviewers at the end of the semester.

• Raise admission standards to increase SAT/ACT scores combined with higher high school class ranking. (2nd year gate)

• Establish competitive admission to design studio sequence.

• Develop additional faculty-mentored research opportunities for students.

• A policy to allow students to participate in competitions in lieu of regular studio projects and in lieu of Masters Design Studio.

• Secure Placement Officer position.

• Increase internship opportunities with nationally recognized firms.
• Increase student participation in national and regional programs and conferences.
• Recruit national merit scholars and distinguished high school and post-secondary school graduates.
• Encourage and assist students in applying for nationally recognized scholarships.
• Develop and implement a marketing program that advances the College of Architecture’s reputation.
• Track and report the professional success of students, faculty and alumni.
• Increase the number of faculty and students affiliated with professional and honor societies.
• Provide support for honor and professional society officers to attend national conferences.
• Develop a journal for the College and send out four issues the first year.
• Develop an alumni news section of the Journal.
• Print a brochure.
• Involve student organizations in publications.

Assessments:
• Number of promotional pieces printed.
• Number of visitors outside of Lubbock.
• Number of undergraduate students involved with research should be 6 the first year and 12 the next year.
• Number of national scholarships.
• Number of nationally recognized guest speakers.
• Number of national design competitions entered.
• Average SAT/ACT/GRE scores.
• Number of student participants in national programs and conferences.
• Number of internships in nationally recognized firms.
• Number and size of all design studios.
• College generated publication of faculty and student accomplishments.
Objective 2.3: Improve national ranking and reputation of post-professional graduate programs. NAAB PERSPECTIVE

1.1 ARCHITECTURE EDUCATION AND THE ACADEMIC CONTEXT.

Strategies:

- Increase national marketing efforts for existing successful graduate programs and research efforts.
- Improve resources and facilities for post-professional programs.
- Develop additional graduate research opportunities and graduate research support facilities.
- Increase graduate participation in national and regional programs and conferences.
- Recruit outstanding professional degree graduates for the post professional program.
- Encourage and assist graduate students in applying for nationally recognized scholarships and funded research opportunities.
- Track and report the professional success of post-professional graduates.
- Define criteria for rankings in nationally recognized journals/publications and target publicity about program successes.
- Increase timely completion of degree requirements.
- Build relationships with high profile firms.
- Include research in the Journal.

Assessments:

- Average GRE scores.
- Number of national programs and conferences attended.
- Number of outstanding post-professional degree recruits.
- Number of scholarships awarded.
- Number of publications by graduate students.
- Renovation of visualization lab completed.
- Number of agreements with industry to explore digital fabrication.
- Ranking of graduate program.
- Timely completion of degree requirements.
Objective 2.4:  Improve architectural branch library services and resources to further the college’s educational and research objectives.

Strategies:

- Expand library holdings, including images and electronic databases, in all areas to match or exceed peer schools.
- Expand use of library collections.
- Work with appropriate university administration to help increase the number and salaries of Library professional staff.
- Participate and cooperate in the recruitment, retention, and advancement of qualified professional library staff.
- Market the fact that we have our own branch library.
- Fully involve the professional library staff in awareness and library use education efforts of students in their class assignment and independent research needs.
- Support the professional library staff in their efforts to develop education exhibitions of College of Architecture work.
- Hire Assistant Librarian to oversee Slide Library. (Visual Resource Center)
- Migration from DRA online system to Ex-Libris Aleph online system which will allow integrated book and periodical searches.
- Establish an image bibliographic data base using the Aleph system as a sub-library data base.
- Establish two more computer research stations.
- Establish two more flatbed scanning stations.
- Establish four ports for laptops.

Assessments:

- Chart book and periodical circulation and holdings; increase computer facilities and services; increase image collection holdings and management.
- Image database accessible from library computers.
- Increase number of images accessible from library computers by students.
**Objective 2.5:** Improve our research programs and creative activities to achieve university, state and national recognition. *NAAB PERSPECTIVE 1.4 ARCHITECTURE EDUCATION AND THE PROFESSION.*

Strategies:

- Fund and implement visiting distinguished architect program.
- Formalize existing ad-hoc mentoring program for tenure-track faculty.
- Reduce faculty loads to allow for development of nationally recognized research and creative activities.
- Match course assignments with faculty research interests and creative activities.
- Increase financial and physical resources for research projects and creative activities.
- Provide incentives to increase research and creative activities.
- Develop a support system for application/nominations.
- Establish another exhibition space.

Assessments:

- Faculty loads.
- Number of visiting distinguished architects.
- Funding and physical resources.
- Number of awards.
- Number of exhibitions.
- Number and dollar amount of grants and contracts.

**Objective 2.6:** Improve policies, practices and funding to support national publication of faculty and student research and creative efforts. *NAAB PERSPECTIVE 1.1 ARCHITECTURE EDUCATION AND ACADEMIC CONTEXT.*

Strategies:

- Emphasize publication as a priority of all research and creative work.
- Establish merit awards for publication in nationally recognized publications.
- Expand opportunities for faculty and students to pursue research and creative activities that may lead to national publication.
- Acquire the equipment and resources to create COA publications and newsletters.
- Expand graduate/professional course offerings that emphasize publication of the research and creative activity results of the course for students and faculty.
• Hire a staff member to coordinate/facilitate COA publications and newsletters.

Assessment:

• Number of university, local, state and national publications.

**Objective 2.7: Develop and implement policies, practices, and funding to support and enhance teaching effectiveness.**

Strategies:

• Develop a coherent and valid core curriculum for the professional degree program.

• Use the National Architectural Accrediting Board (NAAB) accreditation criteria: Condition 12. Student Performance Criteria to establish teaching goals for all core curriculum courses. Establish objectives for the courses based on the goals.

• Provide opportunities for training and professional development for the teaching of architecture.

• Publicly and clearly define and implement the specific criteria that will be used to measure the level of effective teaching.

• Hire a Chair of Instruction.

• Provide funding to send all tenure and tenure-track faculty to one Association of Collegiate Schools of Architecture (ACSA) conference.

Assessments:

• Number of tenure track faculty attending Association of Collegiate Schools of Architecture (ACSA) Conferences.

• Regular curriculum committee meetings.

• Number of teaching awards.

• Number of faculty participating in teaching enhancement programs.

• Evaluations of courses and teaching.

• Compliance with National Architectural Accrediting Board (NAAB) condition #12.
Objective 2.8: Develop and implement policies, practices, and funding to assist faculty in becoming licensed architects. NAAB PERSPECTIVE 1.4 ARCHITECTURE EDUCATION AND THE PROFESSION.

Strategies:

• Develop professional partners to create a summer internship program for faculty.
• Provide funding support for faculty to join The American Institute of Architects.
• Spear head a strategy to get The American Institute of Architects to have an institutional membership.
• Assist faculty with development leaves for both internship and taking the Architectural Registration Examination (ARE).
• Provide staff support to assist with satisfying pertinent state and federal laws.
• Provide staff support to assist with Intern Development Program (IDP) requirements.

Assessment:

• Number of registered architects.

Objective 2.9: Improve recruitment efforts to attract registered architects qualified for tenure-track faculty positions.

Strategies:

• Establish standard wording for faculty search advertisements that indicates that registration or the ability to become registered is both desired and a priority.
• Place advertisements in print and digital media that focus on the audience of registered architects.
• Establish a permanent national database network of registered architect alumni that actively aid in the recruitment of registered architect applicants for faculty positions.

Assessment:

• Number of registered architects in tenure-track positions.
Objective 2.10: Develop a nationally recognized level of excellence of the Architectural Registration Examination (A.R.E.) pass rate for professional program graduates (NCARB).  NAAB PERSPECTIVE 1.3 ARCHITECTURE EDUCATION AND REGISTRATION.

Strategies:

- Provide resources to assist graduates in their preparation for the Architectural Registration Examination (A.R.E.)
- Develop statistical information regarding Architectural Registration Examination (A.R.E.) pass rate.
- Engage professional alumni firms in Intern Development Program (IDP) of our graduates targeted toward success in the A.R.E.
- Set up an annual practice exam (in pro-practice)
- Track the average pass rates – National, Big 12, and Region.
- Publicize the success of our graduates in appropriate print and digital media.
- Gain official recognition in both educational and professional areas for excellent results.

Assessment:

- Pass rate.

Objective 2.11: Increase the number of nationally recognized faculty.

Strategies:

- Create distinguished visiting architects program.
- Recruit nationally recognized architects, designers, and planners.
- Identify and provide required support to internal faculty who are doing, or wish and are qualified to do, scholarly activities with the potential for national recognition.
- Review tenure and promotion progress of each tenure-track faculty to insure the national publication and presentations of scholarly activity.
- Provide competitive salaries and benefits.
- Identify and market faculty achievements.

Assessment:

- Number of nationally recognized faculty.
**Objective 2.12:** Improve the support for the Architectural Research Center (ARC). *NAAB PERSPECTIVE 1.4 ARCHITECTURE EDUCATION AND THE PROFESSION.*

Strategies:

- Target specific areas of excellence within the Architectural Research Center (ARC).
- Identify faculty members interested in establishing or participating in funded interdisciplinary research.
- Provide seed funding to support emerging research.
- Strengthen the ARC role in vetting of research/scholarly/creative activities.
- Review all existing faculty research efforts and eliminate or reform those that are not productive and/or relevant.

Assessments:

- Procedure to include the ARC in the review of faculty research/scholarly/creative activities.
- Number of faculty supported by Architecture Research Center.
- Amount of funding

**Objective 2.13:** Expand opportunities for national and international experiences and study participation. *NAAB PERSPECTIVE 1.2 ARCHITECTURE EDUCATION AND THE STUDENTS.*

Strategies:

- Coordinate course offerings and course credit of national and international study programs with existing professional and post-professional degree requirements.
- Seek partnerships with other national and international schools of architecture and design disciplines.
- Seek external funding to establish a permanent Seville, Spain Program for Architecture.
- Develop a faculty opportunity-rotation system to lead-teach in national and international study programs.
- Provide staff support to establish permanent national and international study programs.
- Seek permanent funding for student scholarships.
- Establish college specific uniform procedures and policies for all national and international study programs consistent with University procedures and policies.
Assessments:

- Number of programs.
- Number of program participants (faculty and students).
- Amount of funding.
- Evaluations of programs.
- Number of partnerships.

**Objective 2.14: Establish a consistent emphasis in the architecture curriculum to develop students’ written and oral communication skills.**

Strategies:

- Implement a writing overlay for the curriculum.
- Introduce written and oral presentation requirements as a portion of the grade in all design studios.
- Introduce library training skills into freshman classes and require development of those skills in subsequent classes.
- Coordinate COA writing and speaking expectations with TTU English Department and Writing Center.
- Establish a student essay as one of the components in the gates into the Undergraduate and Graduate portions of the curriculum.
- Establish undergraduate and graduate annual essay contest/award programs.
- Within five years, establish COA annual design and essay publication of student work.
- Involve students in the development of Lecture and Dean’s Fellows documentation.

Assessments:

- Improve scores on the writing portion of the GRE.
- Chart number of awards given and quality of writing in contest/award program.
- Chart number of articles published by students.
- Achieve academic/professional recognition for COA design/essay publication.
Goal 3. Engagement: Build active partnerships between the college and communities to enhance the college and the community’s quality of life.

Critical Success Factors (measures of the degree of success over the next 5 years):

- 50% of the College participating in community cultural events each year.
- 25% of the students participating in national cultural events each year.
- 15% of the students participating in international cultural events.
- Articles published each month in university and community publications that raise the awareness of the profession.
- Provide economic and community development assistance in design, planning, visioning and preservation for ten communities each year.
- Broad based participation of students in student organizations.

Objectives:

Objective 3.1: Establish institutional traditions and incentives that encourage students, faculty and staff to participate in community service and cultural events. NAAB PERSEPECTIVE 1.5 ARCHITECTURE EDUCATION AND SOCIETY.

Strategies:

- Give a Habitat for Humanity College of Architecture volunteer(s) reward to those persons who have donated the most time to Habitat.
- Create an active partnership or liaison with the University’s Habitat for Humanity chapter.
- Design and build a College of Architecture House for Habitat for Humanity each year.
- Establish a Habitat for Humanity design studio.
- Provide two season tickets to the University Cultural Events to be given each year to a student, faculty and staff member for their service to the College, University and Community.

Assessments:

- Award system.
- Number of student/faculty/staff participation.
- Establishment of a Habitat for Humanity design studio.
- Amount of funding that has been accumulated towards constructing a Habitat for Humanity home.
Objective 3.2: Maintain the appropriate management infrastructure and support resources necessary to sustain off-campus program(s) and insure quality education results and meaningful cross-cultural experiences. NAAB PERSPECTIVE 1.5 ARCHITECTURE EDUCATION AND SOCIETY.

Strategies:

- Establish off-campus programs administered and funded by the COA.
- Denote an administrator and staff person responsible for the development and administration of an off-campus program.
- Establish evaluation criteria.
- Establish a five-year strategic plan for off-campus programs.

Assessments:

- Three off-campus programs/cross-cultural opportunities.
- Documentation of results of off-campus programs.

Objective 3.3: Build a research initiative that contributes to cultural, social and economic development through design, planning, visioning and preservation. NAAB PERSPECTIVE 1.5 ARCHITECTURE EDUCATION AND SOCIETY.

Strategies:

- Build a self-sustaining educational program in Dallas that incorporates the design professionals in the education of students.
- Establish an Architectural Research monograph that promotes the value of good community design.
- Establish a prototypical Community Information Technology and Economic Development Center in West Texas within three years.
- Establish a Design Center in Dallas in three years.

Assessments:

- Permanent Design Center in Dallas.
- Published monograph.
- Established Community Information Technology Development Center.
**Objective 3.4:** Increase faculty, staff, and student participation in community organizations and promote leadership and advisory roles. NAAB PERSPECTIVE 1.5 ARCHITECTURE EDUCATION AND SOCIETY.

**Strategies:**
- Recognize faculty, staff, and students members that are involved with college, community, and professional organizations.
- Promote and provide a support system within the COA for faculty, staff, and students members in order to encourage involvement within community and professional organizations.

**Assessments:**
- Number of faculty/staff participation in Community Leadership and Advisory Roles.
- Number of awards and or rewards for Community Leadership and Advisory Roles.

**Goal 4. Technology:** Utilize information technology and computing to assist the development of the College as a collaborative environment for learning and teaching design.

**Critical Success Factors (measures of the degree of success over the next 5 years):**
- 20 faculty with active on-line sites.
- 25% of students using student-owned computers used in the classroom.
- Links to 100% of students’ online portfolios.
- 5 information technology-based distance learning course offerings.
- 1 state-of-the-art Telecommunication Infrastructure Fund (TIF) lecture spaces.

**Objectives:**

**Objective 4.1:** Increase student, faculty and staff access to and improve understanding of information technology and computing.

**Strategies:**
- Encourage and help students to select and acquire personal computers.
- Assist faculty with creating and maintaining web sites for all courses.
- Provide permanent web-server space and facilities for documenting student work.
- Strengthen technical support for information technology users.
- Encourage personal development of information technology skills.
- Incorporate/expand advanced information technology infrastructure into teaching office spaces.
- Increase the integration of information technology and computing across the curriculum.

Assessments:
- Increased infrastructure.
- Web server space.
- Faculty online sites.
- Increase use of the information technology and computing as integral part of the curriculum.

**Objective 4.2:** Support and advance the use of information technology and computing in research.

Strategies:
- Assist in developing research methods and increase technical support for researchers and research assistants.
- Assist researchers with creating and maintaining Web sites for all research projects.
- Provide permanent Web-server space and facilities for documenting research.

Assessment:
- Number of Research websites.
- Evaluate the degree of information technology and computing in research projects.

**Objective 4.3:** Use information technology to streamline administrative activities.

Strategy:
- Improve the College's website with more content and easier access.
- To develop a information technology and computing plan for administrative activities.

Assessments:
- Number of online activities.
- Resources.
- Have a plan.
Objective 4.4: Expand and promote our professional leadership in the use of the computer as a tool for design development, communication and visualization.

Strategies:

- Improve the College’s website with more content and easier access.
- Promote and encourage a continuing dialogue between professional practice and the academy on design computing.
- Develop design visualization graduate program.
- Increase integration information technology and computing into the design curriculum.
- Develop a mechanism for faculty to develop computer aided design and visualization methods.
- Develop methods for faculty engagement with the design professions and the computing industry.
- Expand and develop our leadership in the use of the computer as a design tool.

Assessments:

- Increased use of the computer as a visualization, design drawing and design development tool in the curriculum.
- Quantitative evaluation of the above strategies.

Objective 4.5: Increase the number of Web-based and Web-assisted courses.

Strategies:

- Strengthen pedagogical and technical support for faculty and students.
- Assist faculty with creating and maintaining web sites for all courses.

Assessments:

- Amount of interactive technology.
- Number of courses.

Objective 4.6: Increase the public’s access to college information.

Strategies:

- Improve content and access to the College’s Website.
- Assist faculty with creating and maintaining web sites for all courses.
- Assist researchers with creating and maintaining web sites for all research projects.
• Promote on-line discussions about issues in architectural education.

Assessments:

• Links to Faculty/Student/Research sites.
• Number of “Hits” on Websites.

Goal 5. Partnerships: Establish the College as a collaborative institution, based on the principle that designing the built environment is a holistic and multidisciplinary endeavor.

Critical Success Factors (measures of the degree of success over the next 5 years):

• Establish a Dean’s Advisory Council.
• Enrollment of twelve in the Land-use, Planning, Management and Design (LPMD) doctoral program.
• Increase funded and unfunded partnerships with the design professions and industry by 10% each year.
• Increase funded and unfunded research collaborations with local, state and federal agencies by 10% each year.
• Increase the number of courses in collaboration with other TTU/TTUHSC units by one per year for a total of five.
• Increase the number of collaborative efforts with other TTU/TTUHSC units to five.
• Increase the collaboration between educational institutions outside of the University and the College of Architecture to two.

Objectives:

Objective 5.1: Strengthen and increase the collaboration activities between the COA and other TTU/TTUHSC colleges and departments. NAAB PERSPECTIVE 1.1 ARCHITECTURE EDUCATION AND THE ACADEMIC CONTEXT.

Strategies:

• Support faculty collaboration initiatives to develop joint teaching, research and service agendas.
• Enhance partnerships and cooperation with targeted university areas.
• Identify and facilitate activities and programs that are mutually beneficial with targeted university programs.
• Develop a database of faculty teaching and research interest with collaborative areas.
• Market and publicize joint initiatives to gain funding and attract potential new collaborators.

Assessments:
- Number of cross-discipline, joint venture programs.
- Number of students that successfully complete collaborative design studios.
- Joint publications.
- Amount of funding.
- Number of faculty awards and rewards for collaborative efforts.

**Objective 5.2:** *Increase the number of funded and unfunded partnerships with communities, state and federal agencies.*

**Strategies:**

- Identify potential governmental partners that could provide benefits to the College of Architecture.
- Establish formal partnership agreements with agencies.
- Establish relationships with leaders of local and regional design organizations.
- Annually assess the quality of the partnerships.
- Market the results of the partnerships to attract funding and potential future collaborators.
- One active member from a governmental agency on the Dean’s Advisory Board.

**Assessments:**

- Number of partnerships.
- Funding generated.
- Quality of partnerships.

**Objective 5.3:** *Increase the number of partnerships within the design profession. NAAB PERSPECTIVE 1.4 ARCHITECTURE EDUCATION AND THE PROFESSION.*

**Strategies:**

- Identify firms that would be interested in associating with the College of Architecture in instruction and research programs.
- Market partnership programs to promote the College of Architecture within the design professions.
- Establish new and support existing formal partnerships that significantly advance the College of Architecture.
- Evaluate the effectiveness and quality of the partnerships.
- One active member from the design profession on the Dean’s Advisory Council.
Assessments:

- Number of partnerships related to instruction.
- Number of partnerships related to research.
- Number of jointly authored articles in professional publications.

**Objective 5.4: Develop partnerships with the building construction industry.**

Strategies:

- Identify companies that would be interested in associating with the College of Architecture instruction and research programs.
- One active member from the building construction industry on the Dean’s Advisory Council.
- Establish formal partnerships that significantly advance the College of Architecture.
- Evaluate the effectiveness and quality of the partnerships.
- Market partnership programs to promote the College of Architecture within the building construction industry.

Assessments:

- Number of partnerships related to instruction.
- Number of partnerships related to research.
- Number of trade-related publications.

**Objective 5.5: Develop and strengthen partnerships with other educational institutions.**

Strategies:

- Establish new and support existing formal partnerships with regional community colleges that provide high quality transfer students.
- Identify partnerships with other institutions that provide opportunities for external funding.
- Expand the K-12 initiatives.
- Evaluate the effectiveness and quality of the partnerships.
- Market partnership programs to promote the College of Architecture to regional educational institutions.
- Have a representative from another educational institution (Secondary Education or Junior College) on the Dean’s Advisory Council.
Assessments:

- Number of inter-university partnerships.
- Number of K-12 partnerships.
- Number of post-secondary partnerships.

**Goal 6. Human Resources and Infrastructure:** Develop the College as a performance-oriented learning organization, encouraging mutual respect, diversity, and individual development in a supportive environment.

**Critical Success Factors** *(measures of the degree of success over the next 5 years):*

- Monthly faculty meetings.
- Increase the diversity of the faculty.
- A written merit system for faculty and staff evaluation.
- Measure the percentage of faculty and staff participating in development (learning) opportunities.
- Parity in salaries for faculty and staff with other Big 12 universities’ architecture programs.
- Twenty staff positions. (gone from 15 to 14)
- 13:1 student to faculty ratio.
- Retain 67% of faculty on tenure-track.
- Faculty and staff meeting each semester.
- Natural light in all workspaces.
- No environmental pollutants within the workplace.
- A space syntax study to identify opportunities for informal interaction between building occupants.
- A funding commitment for facility renovations and additions.
- Increase the diversity of the staff.
- Conform to University and State policy regarding workloads for faculty.
- A statement in the Faculty Handbook that affirms support of the “1940 statement of Principles on Academic Freedom and Tenure” of the AAUP.
Objective 6.1: Establish the college as a performance based learning organization.

Strategies:

- Establish a clear, measurable and consistent merit system for faculty and staff.
- Create two (2) merit awards for staff.

Assessments:

- A written merit policy for staff and faculty.
- Merit awards for staff.

Objective 6.2: Develop and implement a development policy for faculty and staff.

Strategies:

- Conduct a knowledge, skills and attitudes assessment of staff.
- Create and conduct a knowledge, skills and attitudes assessment of faculty.
- Create a budget item to fund faculty development.
- Create a budget item to fund staff development.

Assessments:

- Amount of development activities.
- A development policy for staff and faculty.
- Number of faculty and staff participating.

Objective 6.3: Achieve parity in salaries and compensation for faculty and staff with other Big 12 universities’ architecture programs.

Strategies:

- Work through faculty and staff organizations to create awareness of the issue.
- Provide annual compensation data to the administration.

Assessment:

- Compensation with peer institutions.
**Objective 6.4:** Increase number of staff positions to achieve appropriate workloads.

Strategy:
- Develop a white paper to present to the university administration which clearly documents the need.

Assessment:
- Increase number of staff positions.

**Objective 6.5:** Achieve parity in student: faculty ratios with other Big 12 universities’ architecture programs.

Strategies:
- Develop a white paper which clearly delineates the issue.
- Create a task force for Enrollment Management.
- Create an enrollment management policy.

Assessment:
- Student/faculty ratio.

**Objective 6.6:** Increase communications and dialogue between faculty, staff, students and college administration.

Strategies:
- Regularly scheduled meetings of faculty.
- Regularly scheduled meetings of staff.
- Regularly scheduled meetings of faculty, staff and students.
- Develop college web site as a communication tool.

Assessments:
- Number of meetings.
- Web-page links to password protected communication tools.

**Objective 6.7:** Provide a healthy, productive work environment for faculty and staff.

Strategy:
- Create a task force for facility needs.

Assessment:
- Five year facilities program.
**Objective 6.8:** Develop work patterns which use natural resources efficiently.

Strategy:
- Create a “Green Building” committee.

Assessment:
- Sustainable policies in place.

**Objective 6.9:** Provide a working and learning environment which is conducive to formal and informal interaction and communication.

Strategy:
- Develop a procedure to measure the existing level of interaction and make recommendations for improvement.

Assessment:
- Facility improvements which increase interaction of faculty, staff and students.

**Objective 6.10:** Work toward a diverse faculty and staff, that more accurately reflects the context of the university.

Strategies:
- Target new hires to support diversity goals.
- Office of Community and Cultural Affairs provide a training/information session with faculty.
- Provide annual EEO training.

Assessments:
- Amount of bilingual funding.
- Diversity of faculty and staff.
- One training/information session per year.

**Objective 6.11:** Implement work load policy which allows for quality teaching, research and service.

Strategies:
- Teaching loads for faculty which are based on norm of a studio and a lecture one semester, and only one studio the next semester in an academic year.
- Research goals which recognize teaching loads.
- Service obligations which recognize teaching loads.

Assessments:
- Parity among faculty with all teaching, research, and service load factors included.
Goal 7. Tradition and Pride: Promote a positive internal, local, regional, national and international image for the College.

Critical Success Factors (measures of the degree of success over the next 5 years):
- Exposure through publications about the College of Architecture.
- Visibility through publication of books/papers annually.
- Collaboration with recognized institutions.
- Faculty presentations at conferences and symposia.
- Host conferences and symposia.
- Recognized faculty.
- Recognized alumni.

Objectives:

Objective 7.1: Develop a College of Architecture public relations program to disseminate information about College of Architecture faculty, student, and alumni activities and awards.

Strategies:
- Establish College of Architecture public relations office staffed by a head personal relations person and at least one additional staff person.
- Develop standardized methods/forms for the collection of faculty, student and alumni information and data.

Assessments:
- Established College of Architecture Public Relation’s Office.
- Monitor submitted information and data forms.

Objective 7.5: Develop and implement policies, practices and funding to support the faculty’s travel and expenses to attend national and international conferences and symposia.

Strategies:
- Increase College funding for faculty travel and expense to attend national and international conferences and symposia.
- Seek endowments that will financially support faculty travel and symposia expenses to attend national and international conferences.

Assessments:
- Amount of budget funding.
- Number of faculty support endowments secured.
- Level of endowments.
**Objective 7.6:** Acknowledge, publicize and build on accomplishments of the College of Architecture.

**Strategy:**
- Develop/expand College of Architecture’s publication into a quarterly magazine format illustration, faculty research and activities, student work and activities, alumni news, awards and activities.

**Assessment:**
- Outside funding to support publications.

**Objective 7.7:** Establish a Place of Recognition.

**Strategy:**
- Develop long range plan and design for recognition.

**Assessment:**
- Number of permanent recognition indicators (i.e. photos, plaques).

**Goal 8. Institutional Advancement and Accountability: Advance the College of Architecture as a financially responsible through a strong program for securing external funding.**

**Critical Success Factors** *(measures of the degree of success over the next 5 years):*
- $6,000,000 in deferred giving.
- $675,000 in cash and pledges.
- Base endowment of $1,700,000.
- Maintain average research income and expenditures of $200,000 per year.
- $5,000,000 in external commitments for capital improvements.

**Objectives:**

**Objective 8.1:** Increase external funding opportunities.

**Strategies:**
- Develop and market deferred giving opportunities.
- Enhance annual giving including unrestricted funds and corporate support.
- Increase scholarship endowment.
- Develop industry sponsored and funded collaborative research initiatives.
Assessment:

- Funds generated

**Objective 8: 2  Enhance relationships between College of Architecture, alumni and the profession.**

Strategies:

- Leverage established relationships with the Architectural Alumni Association.
- Establish a leadership advisory council consisting of faculty, students, alumni and non-alumni architects to discuss direction of profession and recommend potential focus areas for future professional education and research.
- Communicate with alumni and profession through print media.

Assessment:

- Increased interest and participation in planning, giving and success.

**Objective 8: 3  Establish a Capital improvement fund.**

Strategies:

- Identify major donors for naming opportunities.
- The Dean identifies and contacts ten potential donors.

Assessment:

- Dollars raised for capital improvement.

**Goal 9. Accountability: Advance the College of Architecture as a publicly accountable institution.**

**Critical Success Factors (measures of the degree of success over the next 5 years):**

- Committee for the oversight of strategic planning and assessment.
- Priority and performance-based resource allocations.
- Twelve month budget cycle plan for sustainable infrastructure.

**Objective 9: 1  Ensure fiscal accountability.**

Strategies:

- Develop systematic assessment of fiscal accountability.
- Maintain open and accessible records.
- Distribute an annual report to inform the public of performance.
- Empower faculty, administrators and administrative staff to allocate available resources based on College priorities.
Assessment:

- Annual report.

**Objective 9:2 Develop a sustainable infrastructure.**

Strategies:

- Implement energy saving building heating and cooling schedules.
- Provide motion sensors for lighting in studio spaces.
- Continue efforts to recycle paper and aluminum products.
- Continue efforts to increase communication through electronic media.
- Develop a plan for energy efficient procedures and practices.

Assessments:

- Realized energy savings report.
- Less paper usage.

**Objective 9:3 Develop a quality based and performance based resource allocation system.**

Strategies:

- Identify key measurable factors related to performance and quality.
- Integrate the measures into an accountability system.
- Provide opportunities for faculty and staff input within the system.
- Evaluate the effectiveness of the system.
- Reward successful performance.
- Create a formal review mechanism for strategic planning assessment.

Assessment:

- Accountability system established.
B-1.0 SUMMARY OF RESPONSES TO THE TEAM FINDINGS

Since reception of the last Visiting Team Report, dated July 26, 2001, the College of Architecture and Texas Tech University have worked assiduously to address concerns outlined in the report. Student, faculty and physical resources have been enhanced; diversity goals in faculty and administration have been achieved; and the College has worked as a ‘learning organization’ to collaboratively change the structure and content of the curriculum. We appreciate the NAAB for their efforts to help us improve our program and we look forward to a positive visit in spring of 2004.

Condition 1.2 Architecture Education and the Students

“Although the Team found evidence that the program provided support and encouragement for students to assume leadership roles during their academic career and later in the profession, it was not evident that such support and encouragement was offered to all students irrespective of race, ethnicity, creed, national origin, gender, age, physical ability and sexual orientation. Nor was there evidence that the program provides an interpersonal milieu that embraces cultural differences.” 2001 VTR

- The current and interim administrations have worked with the students to identify problems associated with maintaining an open culture in the College. A committee for diversity was formed, which included representatives from the administration, faculty, staff and students. The committee recommended that a diversity elective be required and that a diversity survey be taken by faculty, staff and students. Diversity surveys were taken in the fall of 2003. The surveys showed that the students, faculty and College were respectful of different opinions and backgrounds.

- Faculties have been encouraged to develop courses that explore both non-western architecture and diversity within the profession to meet the Required Diversity Elective. This has lead to the following courses being offered:
  
  ARCH 4311 Architecture in Non Western Societies
  Professor Joanna Mross, Fall 2002 and Spring 2003

  ARCH 4364 Issues of Differences in the Built Environment
  (offered under ARCH 4362 Honors)
  Women and the Architecture of the American West, Associate Professor Hendrika Buelinckx, Ph.D., Spring 2003

- Forty-four courses offered on campus are listed on the college web site as meeting the required diversity elective. This list was established by the Diversity Committee and is modified annually by the curriculum committee.
• All architecture history courses have been redeveloped to include non-European architecture traditions. Catalogue descriptions have been changed as a result of this.

• We have hired a Hispanic course and schedule counselor and Spanish is spoken in the Architecture Programs Office.

• The Chair of Instruction is female and Hispanic.

• Design Environment and Society, the introductory architecture theory course, includes the “context of architecture” as one third of its content. Globalization, the role of women in architecture and the shift in worldview from a mechanistic view to systems theory view are covered. A panel of women architects has been invited to present to the class annually.

• The Assistant Dean for Undergraduate Programs is African American and the Chair of Instruction is Mexican American. Of the last thirteen full time faculty hires (2002 and 2003); there are two Korean born faculty, two Hispanic faculty, one African American, one Iraqi born faculty, one French national and one German national. This very talented and accomplished group represents six non-English languages.

• The Dean's Fellows program in the spring of 2003 included an African American who is a scholar in the development of Islamic cities and a Korean urbanist.

• Three of the last four faculty development leaves have gone to faculty for study in China, Zimbabwe and France.

• Over the past four years the College has sponsored study in Italy, France, Montreal, Spain, and Korea. We are working on a program in Mexico--for spring of 2004 and Panama for the Summer 2004--and we plan to expand our program in Spain to a long semester.

• Lack of diversity in the student body is an important issue. Although the portion of Hispanic students is 50% above the national average (2001 ACSA). To this end we are casting a broader net for students with minority backgrounds who might otherwise be eliminated. We are also improving our relationships with community colleges that have a more diverse student body. Last year we signed an agreement with San Antonio College and we are currently working on agreements with El Paso Community College and Del Mar College. Transfers from these important Colleges will significantly impact the diversity of the student body.
Condition 2.0 Program Self-Assessment

“The overall impression of the program gained by the Visiting Team was of contentment with the status quo. The temptation not to meddle with a formula that is perceived to be successful tends to stifle creativity in teaching and leads to complacency at the administrative level. The primary focus of the program appears to be to deliver technically competent graduates who are well equipped to enter the workforce as productive employees who fit comfortably into established regional social patterns. This conclusion was reinforced by the representatives of the alumni the Team met, who appeared to have risen relatively quickly to responsible positions in successful Texas practices.” 2001 VTR

The College has a totally new complexion with a new administration and 13 new fulltime faculty members, which includes six new tenure track lines.

- The Dean of one year, Andrew Vernooij, was hired from the outside the College and has taught at two other institutions in Texas and Canada. His professional education was completed at Princeton, the University of Texas and Harvard.

- Associate Deans for Research and Academics, respectively Glenn Hill and David Driskill, are new to these positions. Glenn Hill holds a professional degree from Texas Tech University and a Master degree in Architecture from the University of Colorado. David Driskill holds a terminal degree from The Catholic University of America, Washington D.C. and has fifteen years of professional experience prior to accepting a teaching position in 1987. He has worked professionally in Washington D. C. and Houston, Texas.

- The newly created Chair of Instruction position—responsible for the culture of the College—has been filled with MaryAlice Torres-MacDonald, who received her professional training from the University of Texas and MIT. Further, she brings significant experience from outside the academy as the head of Community Heritage Development for the State of Texas.

- Of the 13 new full time faculty hires over the past two years, seven were born outside of the United States and ten have educational experience outside the United States. As a group they represent seven countries and six languages. Culturally, six come from typically underrepresented population groups: Asian, Hispanic, and African American. The intellectual impact of these new hires on the faculty as a whole is substantial.

- The curriculum has been reorganized to include new tonalities for each semester. Seeing, Making, Conceptualization, Site/Programming, Technology, Integration, Urban Design, Research/Service, and Masters Design I and II are simplistic terms to assist students and faculty in visualizing the curriculum. Half of the semester coordinators come from the new faculty.

- The College has established a new mission statement that features the future of practice. While this mission is coincident with traditions at the College, the intent to gauge educational objectives by thinking ahead to new tools, new cultural and social

Architecture student Jeremy Wahlberg.
concerns, new aesthetic intentions, and new technologies is prominent in the corpus of the new curriculum and the College itself.

- The research agenda changed significantly with the establishment of the Architecture Research Center (ARC) in 1997-98, by Dr. Joseph Bilello, AIA, and has grown to a well established national and internationally recognized program.

- Graduate and undergraduate students can participate in research being conducted within three new post-professional programs: Historic Preservation, Visualization, and Community Design. This research constitutes significant evidence of the mission statement as in all three cases the work being done uses cutting edge technology.

- The College is in its third year of participatory strategic planning, which is geared to the plan of the University and which specifically addresses the perspectives of the NAAB.

- Last year the College established a review system with scheduled internal and external reviews at the end of the semester. This review of the work was followed by a week long assessment of the curriculum that set goals for coordination and fulfillment of the NAAB teaching criteria on a semester by semester basis. The new “Coordinator Policy” is written to support an end of semester internal self-assessment review. Funds have been included in the fee structure of the College to support an external review for all design studios. The recent addition of five new review/seminar spaces to the building will strengthen these new traditions.

**Condition 3.0 Public Information**

“The Team did not find the NAAB Mandatory Statement in either the Bulletin of Texas Tech 2000-2001 Undergraduate Catalog; Bulletin of the Texas Tech University, Graduate Catalog 2000-2001, or the College web-page at the time of the visit.” 2001 VTR

The NAAB Mandatory Statement was in the Bulletin of Texas Tech 2000-2001 Undergraduate Catalogue and it was in the Bulletin of the Texas Tech University Graduate Catalogue 2000-2001, and it was on the College’s web page. The NAAB Mandatory Statement is also in all subsequent Bulletins. It is also on the College web page and it is posted in the College Library and in the newly created student resource room, P²ARC (Placement, Programs, Advising and Recruitment Center) within the Architectural Programs Office.
Condition 4.0 Social Equity

“Despite the program’s statistics, which show that visible minorities constitute 22% of the student population, the Team observed that very few of the students who attended the student meetings (or final exit meeting) came from this significant segment of Texas society. Approximately 26% of the students are female, compared to 16% of the full-time faculty. Both of these ratios are very low, when compared with the national averages. In contrast to the visible minority students, however, the female students were notable for their vigorous involvement in discussions with the Team.

The program administration must lead in eliminating what appears to be deliberate discrimination within the College, which is preventing access to equitable opportunities for all faculty and students.” 2001 VTR

The University and the College recognize the significance of the role of Hispanic students in our culture and the responsibility for educators of this population.

The College is actively trying to increase minority enrollment and the representation of minority and non-Anglo administration, faculty and staff. Achieving diversity is an essential part of the Strategic Plan of the College.

- The Assistant Dean for Undergraduate Programs, one of our senior faculty and one of our most popular teachers, is African American.
- The Chair, the administrator responsible for the culture of the College, is Hispanic with significant social service experience.
- Of the 13 new hires over the past two years, six come from typically underrepresented population groups: Asian, Hispanic and African American. The intellectual impact of these new hires on the social culture of the College as a whole is substantial.
- The change in the cultural diversity of the faculty is significant. At the time of the last accreditation visit only four of 25 full time faculties—16%—were non-Anglo. Currently nine of 37 full time faculties—24%—are non-Anglo—significantly higher than the national average of 15% (2001 ACSA nos.)
- The College has added an advisor for graduate programs. She is Hispanic and she expands the Architecture Programs Office’s ability to counsel in Spanish as well as English.
- As the demographics of Texas changes to include more Hispanic and African American students and as the University of Texas and Texas A&M become more expensive and exclusive, Texas Tech has an opportunity to be a leader in this regard. Recognizing trends within these communities to support community colleges the University has initiated a program to make agreements with community and junior colleges. The College of Architecture has followed suit by developing agreements with San Antonio College, El Paso Community College and Del Mar College. All three of these institutions have
a culturally diverse student population. The new College student enrollment plan anticipates an eventual cohort transfer of about 20 students, which would raise minority representation above 30% if just 60% of the transfers were from underrepresented cultures.

- In order to enrich multicultural opportunities for all of our students and in order to support the foundation culture of the very students that we are trying to attract, the College is forging international relationships with Escuela de Arquitectura, in Sevilla, Spain, the Universidad de las Américas, in Puebla Mexico and Inje University in Busan, Korea.

- The College has constructed an enrollment management plan that attempts to ‘cast a broader net’. This broader, *hopefully more diverse pool*, will be comprehensively reviewed for entry into the pre-professional program after their first year of study.

- The College is starting a Hispanic students association, Arquitectura. The faculty sponsor will be our senior historian, Dr. Matthew Gallegos.

- In 2001 the Hispanic student population per full-time student population was 150% of the national average. It has remained steady since then.

“Only four of 25 full-time faculty are females. Two of the female faculty have tenure; the other two are tenure-track. One of these had recently been denied tenure by the university, even though the quality of her academic work has received international recognition. The APR (Table A on page 63) showed that no senior or graduate level design studios were assigned to female faculty, who were limited to teaching design only in the earlier years. This offensive restriction was subsequently corrected and the Team noted that female faculty directed most of the high-pass graduate design thesis projects selected by the program for display in the Team Room.” 2001 VTR

The College administration is actively addressing concerns that the program did not adequately represent females on the faculty and in the administration.

- The Chair, MaryAlice Torres-MacDonald, is female, with significant area of authority concerning the development of studio, faculty and student culture respectively.

- The College has added Professor Joanna Mross to its senior faculty. Ms. Mross is a gifted and experienced teacher who has won University commendation for her teaching excellence. She is a welcomed addition to the Full Professor rank.

- The one female Assistant Professor on staff at the time of the last VTR was given tenure. Associate Professor Hendrika Buelinckx, Ph.D. was awarded a development leave from the College which was spent in Marseille, France working on a book dealing with shape grammars and their use in architecture education.
• Of the 11 tenure track hires made over the past two years four were female, 36%. One was hired into the rank of Associate Professor.

• Full time female faculties have increased from four out of 25—16%—to nine out of 37—24%, which is significantly closer to the proportion of the student body that is female—26%.

• Female participation in the student body has risen steadily from 18% in 1991 to 26% today and we expect it to continue to rise. The administration continues to press for a larger percentage of female students through relationships with noted educational institutions like Texas Woman’s College, where we hope to attract female graduate students to our Master of Science programs and our Ph.D. in Land-use Planning Management and Design.

Condition 5.0 Human Resources

The administration of the College has endeavored to normalize teaching loads and studio student/faculty ratios. Physical, faculty and financial resource assessments have been coordinated with demographic data to provide a clear picture of professional education objectives and resource need in all three areas. Even given the larger financial pressures facing higher education in Texas and across the nation, the University has been forthcoming with the needed resources.

A. “Teaching Loads. The last Visiting Team Report stated: Since the last accreditation visit, no improvement has been made in the excessively high faculty teaching load. Currently, virtually all faculty members are teaching two studios and a required course while the national average workload consists of one studio and a required or elective course. Those faculty members who wish to offer an elective must do so on top of their already excessive classroom responsibilities.

The enrollment since that visit has increased dramatically by 194 undergraduate students in 1999 and the graduate student population rose from 61 to 85 students. The teaching load has worsened with the addition of only one new faculty position in the Fall 2000. In each of the previous three visits, teaching loads were cited as being TOO high. There continues to be a lack of opportunities for faculty to engage in research and scholarly activities. There is also a heavy reliance on graduate students in their fifth year of study to teach lower division studios.

The team strongly recommends that the College and University adopt a realistic enrollment management plan to more closely align the teaching loads with that of the national average.” 2001 VTR

• No Tenure Track or Tenured faculty teach more than one studio in a semester.

• As the curriculum matures—becomes more sophisticated by virtue of contiguous MS offerings—the annual standard has become: One studio and one elective for each semester. While
the three MS programs recently established—Historic Preservation, Visualization, Community Design—have deep roots within the history of the College they have never been codified; so, faculty have taught the required courses within their chosen program as a third course within the semester. Now that the programs are officially defined, the courses required within them are taught as part of the basic load of the faculty. This is a critical point. Most MS courses include first professional graduate students.

- The University has provided six new tenure track faculty lines for the College. The College has hired 13 new full-time faculty over the past two years.
- All new tenure-track faculty members receive a workload credit equivalent to a three hour course for the first four semesters of teaching in the college to allow time to develop research agendas.
- The Dean was hired from outside of the University and a Chair was hired as one of the six new faculties. These additional administrative resources effect a substantive improvement in teaching effectiveness for the College because they allow perfunctory tasks to be distributed in such a manner that innovations in teaching and curriculum can be considered for the benefit of making the teaching mission more efficient for each faculty member.
- An “Enrollment Management Plan” has been crafted and adopted to meet both University and College goals. The College is broadening its ‘net’ for the freshman year in an effort to glean a more diverse population and in an effort to fulfill University objectives to attract the best and brightest. There is a comprehensive review of all students at the sophomore and senior levels for admittance into the pre-professional and graduate, professional programs respectively. These reviews allow the College to match student population profiles to resources to achieve a studio student/faculty ratio in these two programs of 14.0 significantly below the 15.5 ratio established in 2002. With more emphasis on graduate education coming from both the College and the University, the studio student/faculty ratio will drop to 13.0 in the next five years.
- Tuition and fee increases initiated this year, 2003-2004, will bring additional human resources to the College.

B. “Communications and management. The Dean and the Associate Dean for Academics need to work as a team. Currently, they are working at cross-purposes, drawing the faculty and staff into their disputes. Students and faculty are aware of the conflicts. Also, the faculty seems to be split in opinions about pedagogy, curricular content and academic performance. The split is somewhat along seniority lines, and the gender makeup of the senior and junior faculty. The Team recommends significant effort be expended on improving communication and focus in the management of the College.” 2001 APR
• The Dean, Associate Dean’s and Chair meet once a week in a three-hour work session. The Administrative Council including the Assistant Deans and the Program Directors and the key staff Finance, Administration, Academic Programs, Information Technology, and Development meet once every two weeks.

• New administrative resources are aimed at improving the culture of the College and the daily communication between the faculty and the administration.

• The Senior Faculty Council—all the full professors—meet with the Dean once a month.

• The assistant professors meet with the Dean for four sessions in the middle of the semester to discuss concerns, research and the tenure process.

• The budget is shared with the tenured faculty.

• Two extensive three hour faculty/staff workshops were held last year, using learning organization techniques (world café) to provide a decision field for the administration. The College plans to continue applying learning organization techniques.

• Learning organizations are a high priority with the University and within the College. Three College administrators have attended the Pegasus Systems Thinking Conference and three executive staff members attended in the Fall 2003.

• There is a new more efficient committee structure that uses smaller committees and e-minutes. The intent here is to make better use of everyone’s time and to set clear responsibilities for involvement in the resolution of issues confronting the College.

C. “Advising. Team Strongly recommends that the advising of students be performed in a space that offers greater privacy for the student and the College’s primary advisor.” 2001 VTR

The space used for advising during the last site visit has been renovated to serve as a student resource center, P²ARC (Placement, Programs, Recruiting and Advising Center). The College now provides private offices for all of its academic advisors. All advisors and academic administrators are using software that tracks individual meetings with students and allows for more through communication between advisors without “hall meetings”.

Sophomore Design critiques.
**Condition 7.0 Physical Resources**

"Improvements to the physical facilities since the last visit include: an upgraded electrical system to provide computer networking in the studios, seminar rooms, classrooms and offices. ADA accessibility to the building has also been accomplished. Additionally, furniture replacement has occurred in selected studios." 2001 VTR

*There still are no ADA accessible bathrooms in the entire 10-story building. Additionally, there is an acute need to treat the lecture and studio spaces in the building acoustically. The College needs to implement an aggressive program of furniture replacement and renewal.*

The University and the College have cooperated to address problems of specific space needs, acoustics, ADA compliance and furniture.

- The University has recently renovated five teaching spaces within the building to provide badly needed review and seminar spaces.
- Renovations to the building have afforded specific acoustical separation of class teaching spaces and studio spaces—which was the largest acoustical problem in the building. These renovations have also broken up the studio spaces into two separate spaces substantially decreasing the number of noise sources in a studio space.
- A quarter of the fifth floor has been renovated for the Visualization Program.
- There are now two ADA restroom pairs in the building—on the tenth floor and the fifth floor. Better signage has added effective communication about locations.
- The ninth floor has been renovated for a CAD lab, print bureau and AV resource suite.
- The College is aggressively replacing furniture each year. So far, the furniture in one side of four floors has been replaced. This affects 16 of our studios. We have an equal number of studios to outfit.

**Condition 12.0 Student Performance Criteria**

**Performance Criteria 12.8 Human Diversity**

"*The Team found no evidence that the students are exposed to or aware of the diverse religious, racial, social or economic cultures or the implications of the societal roles and responsibilities of architects.*" 2001 VTR

The following curriculum changes have been made to address this criteria:

- Diversity issues are addressed in the freshman year within Design Environment and Society.
• A required diversity elective was placed into the curriculum. ARCH 4311 Architecture in Non-western Societies, ARCH 4364 Issues of Differences in the Built Environment and courses selected from a list of offerings from across campus may meet this requirement.

• The Architecture History sequence was modified to include “world architecture” and is reflected in the catalog descriptions.

• Additional faculty hired with specialization in Middle Eastern Studies.

Performance Criteria 12.19 Life-Safety Systems

“Understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their sub-systems.

The team determined that the evidence did not show that all students gained an understanding of the basic principles in the criterion.” 2001 VTR

ARCH 4355 Construction Documents is redefined to focus on life safety issues and the analysis of technical information as well as the communication of technical information. The City of Lubbock Fire Marshall lectures to the class each semester.

B-2.0 SUMMARY OF CONFORMANCE TO CHANGES IN THE CONDITIONS

We have received the comprehensive addendum to the 1998 Conditions and Procedures and the 1998 Guide to Student Performance Criteria. Copies of the Guide and its addendum were distributed to the faculty by interdepartmental mail; incoming students were issued their copies at Orientation. This APR incorporates the changes in the conditions since 1998, specifically the language describing the student performance criteria 12.26, 12.31, 12.35 and 12.37.
COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION

C-1.0 Program Responses to the NAAB Perspectives
The program must demonstrate that it responds to the interests of the five constituencies that make up the NAAB.
C-1.1  Architecture Education and the Academic Context
Program must demonstrate that it both benefits from and contributes to its institutional context.

The University offers an essential array of learning resources including the General Libraries, which administers the Branch Architecture Library and Slide Library; the Office for Institutional Technology, which sponsors advanced computing equipment, servers, software—like the Eon Reality system used by the Visualization Program for real time simulations—and the wireless network; the TTU facility at Junction, in the environmentally sensitive central Texas hill-country; the Office for Student Affairs, which sponsors the Architecture Learning Community and the Ombudsman; and the elegantly remodeled Student Union.

The location of the University in West Texas affords a unique prospect on the world—rather than being disconnected from the culture of architecture one acquires a larger sphere of operation, which includes three states, four major metropolitan areas and unparallel natural beauty in the Hill country, Big Bend, the Guadalupe mountains and Marfa.

Contributions to the University:
The College contributes general education courses to the intellectual and academic life of the campus including: architecture history, delineation, design environment and society, and the architectonics studio. The College offers delineation and building technology courses to Interior Design students, and general education courses to students in Business and Engineering.

The students in the College are academically strong students. These students remain (about 90%) in the University if they decide to pursue another degree. The President of Texas Tech Habitat for Humanity is an architecture student and architecture students are prominent members of many campus groups including a former student body president and student senators.

At the advanced level the College contributes many specialized skills including visualization techniques, documentation techniques and a strong service learning initiative, in the Community Design Studio. In addition, the College administers the multidisciplinary Land-use Planning Management and Design Ph.D. Program.

Standards:
The College attracts high quality students (average SAT 1140) who must go through two comprehensive reviews—at the end of their freshman year to enter the pre-professional program and at the end of their junior year—to enter the graduate Professional Program.

Many of the faculty have received their training from other institutions: two from Princeton, three from MIT, five from the GSD at Harvard, one from York, U.K, one from Rutgers, one from Columbia. (See chart in Supplemental Information Volume 2)

Members of the faculty have broad experience—of 37 faculty members 14 have significant intellectual and cultural experience outside of the United States—and their teaching standards are high. Last year, in teaching awards initiated and administered by the students our faculty won four out of twelve awards. Further, the faculty is very productive. Please see the following table of productivity for the faculty of the College during the calendar year of 2002.
<table>
<thead>
<tr>
<th>Area of Productivity</th>
<th># of Faculty</th>
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<tbody>
<tr>
<td>Publications</td>
<td></td>
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<tr>
<td>Lecture</td>
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</tr>
<tr>
<td>Peer Review Article</td>
<td>28</td>
</tr>
<tr>
<td>Editor of Article</td>
<td>4</td>
</tr>
<tr>
<td>Publication Pending</td>
<td>5</td>
</tr>
<tr>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>Conference Organization</td>
<td>4</td>
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<tr>
<td>Invited Juror or Professor</td>
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</tr>
<tr>
<td>Research Project</td>
<td>18</td>
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<tr>
<td>Research Proposal</td>
<td>7</td>
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<td>Culture</td>
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<tr>
<td>Documents Building</td>
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<tr>
<td>Construction</td>
<td>0</td>
</tr>
<tr>
<td>Building Recognition</td>
<td>0</td>
</tr>
</tbody>
</table>

Interaction with other programs:
The College has dual degrees with Business and Engineering at both the undergraduate and the graduate levels. We are currently looking at a business minor for students who graduate with a BS in Architecture. There are 38 students in the Honors College. IDEAtech fosters collaboration with Colleges of Architecture, Human Sciences—Interior Design—and Agriculture—Landscape Architecture for the design of a collaborative studio. The College supports ongoing research in cooperation with Wind Engineering, High Performance Computing Center, the Department of Archeology, and the departments of Geological and Biological Sciences.

COA Strategies Plan Objectives meeting this condition

*College of Architecture Strategic Goal 2. Academic Excellence: Increase national recognition as a multi-disciplinary, student-centered teaching, research and service college, while upholding the College’s reputation as a place to receive a solid, professional education and to gain an appreciation of the breadth and scope of architecture and its related fields in a changing future.*

Benefits and Contribution from the University

Texas Tech University is a rich and diverse doctoral research institution offering 150 undergraduate, 100 masters and 50 doctoral degrees. This does not include the programs also available through the Texas Tech University Medical Center, which shares the main campus. Texas Tech University has approximately 27,569 students of which 22,768 are undergraduate, 4,099 non-degree graduate students, 710 master level students, 147 Ph.D. students and 702 law students. The faculty at Texas Tech numbers approximately 2,118. Texas Tech University Health Sciences Center has 297 faculty members teaching 1,223 students in five areas of study. The College of Architecture students, faculty and administrators take these conditions as an opportunity to benefit from and contribute to this academic context. The students, faculty and administrators exchange these intellectual and social benefits through the sharing of educational and intellectual
resources, collaborative research, teaching and service, and participation in the governance of the university.

The College of Architecture has made a commitment towards diverse professional experiences. Towards this goal the College has recently doubled the percentage of general electives required in the professional program, and minor degree opportunities. The College has a long-standing program of dual degrees with the College of Engineering and College of Business Administration. The College continues to reinforce our strong academic relationship with the other design disciplines on campus, Interior Design and Landscape Architecture. The College and University, with personnel and financial resources, have strongly supported the collaborative design studio, IDEATech, run each Fall semester with Landscape Architecture in the College of Agriculture and Interior Design in the College of Human Sciences. The College also provides core course work for Interior Design students in Building Technology and Design Communication.

The faculty and students of the College are involved in a number of interdisciplinary research, creative, and scholarly activities. The most prominent evidence of this is our students and faculty involvement in the largest on-going research effort on campus, the Wind Engineering Research Center (WERC). The faculty and students also benefit from the collaborative and interdisciplinary activities of the Architectural Research Center (ARC) and Community Design Studio (CDS). Because of the recent efforts of the ARC, the University has established a Rural Assistance Initiative to facilitate interdisciplinary research, planning, and service programs extending the research into rural areas. The faculty and students involvement with the Office of Economic Development enhances and enriches the intellectual context of the College.

The students and faculty enjoy the special enrichments that University resources provide such as the Architecture Library and slide collection, High Performance Computing and Visualization Center, the International Cultural Center, The National Ranching Heritage Center, Texas Tech Museum, and Planetarium.

The student programs, both at the College and University level, offer a variety of benefits to the academic context. Among the university-wide programs are the Student Government Association, which gives the students a voice in the management of policies of the university, and the Honors College which offers the more academically motivated and scholastically capable access to university student opportunities. The University enjoys specific agreements with UDLA in Pueblo, Mexico and the University of Sevilla in Spain. The College has taken advantage of both of these arrangements to support study abroad experiences in Mexico and Spain.
The College of Architecture faculty is extensively vested in governance and planning of the University. The faculty continuously participates in standing committees and advisory panels such as Faculty Senate, Graduate Council, Research Council, Academic Council, Associate Deans Council and Deans Council. The faculty also participates in a range of temporary university governance and planning activities such as the University’s Self-Study on Evaluating Teaching Effectiveness, the College Dean Selection Committees and the Presidential Search Committee. This past year an Associate Professor from the College was President of the Faculty Senate.

Texas Tech University and Texas Tech University Health Sciences Center, located on one campus, are multi-disciplinary institutions. Texas Tech University was first accredited by the Southern Association of Colleges and Schools in 1928 and has been accredited continuously since that time. The University is currently classified as a Research University Extensive II by the Carnegie Foundation.

Texas Tech University has programs in ten colleges and two schools: Agricultural Sciences and Natural Resources, Architecture, Arts and Sciences, Business Administration, Education, Engineering, Honors, Human Sciences, Mass Communications, Visual and Performing Arts, School of Law, and Graduate School. The Health Sciences Center includes degree studies in Schools of: Allied Health, Graduate School of Biomedical Sciences, Medicine, Nursing, and Pharmacy. The programs in the arts, the humanities, the sciences, and the professions are fully accredited and enjoy excellent reputations.

The College of Architecture benefits from the presence of professional and non-professional disciplines on campus and through dual degree programs with the College of Business Administration and the College of Engineering. Offerings of interdisciplinary courses as general education requirements and electives, and invited speakers from related disciplines provide other support.

**COA Strategies Plan Objectives meeting this condition**

*Objective 2.1:* Gain full six-year accreditation of professional program from the National Architectural Accreditation Board.

*Objective 2.3:* Improve national ranking and reputation of post-professional graduate programs.

*Objective 2.6:* Improve policies, practices and funding to support national publication of faculty and student research and creative efforts.

*Objective 5.1:* Strengthen and increase the collaboration activities between the COA and other TTU/TTUHSC colleges and departments.
C-1.2 Architecture Education and the Students

The program must demonstrate that it provides support and encouragement for students to assume leadership roles during their school years and later in the profession, and that it provides an interpersonal milieu that embraces cultural differences.

Response to the 2001 VTR Concern

- The current and interim administrations have worked with the students to identify problems associated with maintaining an open culture in the College. A committee for diversity was formed, which included representatives from the administration, faculty, staff and students. The committee recommended that a diversity elective be required and that a Diversity Survey be taken by faculty, staff and students. Diversity surveys were taken in the Fall of 2003. The surveys showed that the students, faculty and College are respectful of different opinions and backgrounds.

- Faculties have been encouraged to develop courses that explore both non-western architecture and diversity within the profession to meet the Required Diversity elective. This has lead to the following courses being offered:

  ARCH 4311 Architecture in Non Western Societies
  Professor Joanna Mross, Fall 2002 and Spring 2003

  ARCH 4364 Issues of Differences in the Built Environment
  (offered under ARCH 4362 Honors)
  Women and the Architecture of the American West, Associate Professor Hendrika Buelinckx, Ph.D., Spring 2003

- 44 courses offered on campus are listed on the college website as meeting the Required Diversity Elective. This list was established by the Diversity Committee and is modified annually by the curriculum committee.

- All architecture history courses have been redeveloped to include non-European architecture traditions. Catalogue descriptions have been changed as a result of this.

- We have hired a Hispanic course and schedule counselor and Spanish is spoken in the Architecture Programs Office.

- The Chair of Instruction is female and Hispanic.

- Design Environment and Society, the introductory architecture theory course, includes the “context of architecture” as one third of its content. Globalization, the role of women in architecture and the shift in worldview from a mechanistic view to systems theory view are covered. A panel of women architects has been invited to present to the class annually.

- The Assistant Dean for Undergraduate Programs is African American. Of the last thirteen full time faculty hires (2002 and 2003) there are two Korean born faculty, two Hispanic faculty, one African American, one Iraqi born faculty, one French national and one German national. This very talented and accomplished group represents six non English languages.

- The Dean’s Fellows program in the spring of 2003 included an African American who is scholar in the development of Islamic cities and a Korean urbanist.

- Three of the last four faculty development leaves have gone to faculty for student instruction in China, Zimbabwe and France.

- Over the past four years the College has sponsored study in Italy, France, Montreal, Spain, and Korea. We are working on a program in Mexico—for spring of 2004 and Panama for the Summer 2004—and we plan to expand our programs in Spain to a long semester.

Student Population Diversity and Cultural Difference

Students arrive from the major metropolitan areas of the state and the agricultural areas and small communities of the plains in Texas, New Mexico and Oklahoma. About 50% are from larger metropolitan areas. Female participation has risen over the past ten years from 18% to 26%. The College has risen to 150% of the national average of Hispanic students, the overall student minority population has risen slightly from 18% to 20%. The College has an active policy to increase the diversity within the student body by casting a broader net the first
year, making connections to community based institutions of higher education with a more balanced population, and working with special high schools—such as the magnet program for engineering and design at Estacado High. Cultural diversity is one of several factors that are considered for admission to the Pre-Professional and Professional Programs; and, the College tries to support students from under-represented portions of the population through employment—for example the hourly worker profile is more diverse than the student body. There is an organization for female students, Women in Architecture and Design; and, the College is starting an organization for Hispanic students called Arquitectura.

One way to support diversity in the student body is to foster diversity in the faculty. Of the last thirteen full time hires over the past two years, 46% were non-Anglo, 31% were female, and 70% were either born outside of the United States or have significant life/educational experience outside of the United States.

Learning Opportunities
Students participate in all levels of the College. They support the staff, teaching, and research efforts of the College through employment as a Graduate Part-time Instructor (GPTI), Research Assistant (RA), Graduate Assistant (GA) and Teaching Assistant (TA). Students are active on many of the ongoing committees including: Dean Search, Faculty Search, Chair Search and the Curriculum Committees. Students are also involved with faculty awards at both the University and College levels.

We have a strong international representation in our LPMD and MS programs. Financial support – Graduate School Teaching Assistants and Research Assistants Emphasis Program - $100,000 financial support over the past three years plus scholarships to help bring tuition down to in-state levels. Also, there continues to be many Research Assistant opportunities on numerous documentation research programs.

Student organizations are an essential aspect of College culture. Currently there are four ongoing student organizations: the Knights of Architecture, Tau Sigma Delta, Women in Architecture and Design, and American Institute of Architecture Students (AIAS). The Knights serve the Deans Office and perform many service functions during the year—they just won campus wide acclaim by receiving an award from Center for Campus Life for Academic/Professional Organization of the Year 2003. Tau Sigma Delta is dedicated to academic excellence and funds a lecture every year. WIAD supports the broader cultural functions of the College and AIAS is active working with the profession, the Alumni Board and they attend the state and national conventions. There is an office located on the third floor in the building for these groups and a general student lounge “24/7” also located on the third floor.
There are many opportunities for students to carve out special educational opportunities such as study abroad—Mexico; French Canada; Spain; and Korea; Architour—a spring time architecture road trip; funded research—in preservation, community design or visualization; internship—in Dallas and, hopefully soon, Houston; Habitat for Humanity—each year in the fall; and special one-of-a-kind programs like ECOSA and the Ghost Program. Students are encouraged to share their experiences as regular contributors to the noon lecture series—Dialogue, an interactive forum for ideas. New internships have been established for Historic Preservation in Austin with the firm of H.H.M.C. Inc. – a Heritage Management firm. There is also the potential to establish an internship with the Texas Historic Commission.

Collaboration Opportunities
The curriculum supports collaboration in a major way. This pedagogical objective is supported in three different ways, which are open to student choice. They may choose the IDEATech Collaboration studio, ARCH 4602. Or, they may choose a study abroad option or a service learning option, ARCH 4601. In each of these latter cases the project is drawn to elicit community and internal studio collaboration.

Practice Opportunities
The student body is exposed to the profession when the local chapter meets in the College, once a year, and when the Alumni Board arrives for Homecoming in the fall. When the IDEATech collaborative studio is reviewed, practitioners with firms that house all three constituent disciplines are invited to participate. Job Fair brings a wide variety of firms to the College each year.

The Dallas Internship Program takes place within the body of a host firm in Dallas. Roughly a quarter of our graduate students participate in this program.

Resources
A new advising facility has been constructed on the tenth floor. Counselors have private offices and students have a new advising resource room.

COA Strategies Plan Objectives meeting this condition

Goal 1. Access and Diversity: Establish a multidisciplinary college that recruits, retains, and graduates a more academically prepared and diverse student body with a higher proportion of graduate students.

Objective 1.3: Improve retention and graduation rates for Architecture students.

Objective 1.4: Improve recruitment efforts for a more diverse student population.

Objective 1.5: Enroll and retain a more diverse student population with opportunities for event and organizational leadership.

Objective 2.2: Improve national reputation of the professional program and increase national student opportunities.

Objective 2.13: Expand opportunities for national and international experiences and study participation.
C-1.3 Architecture Education and Registration
The program must demonstrate that it provides students with sound preparation for the transition to internship and licensure.

Mission Statement and Emphasis
Students choose the Texas Tech program because of its emphasis on professional practice and its tradition of stressing professional concerns in the curriculum. The mission statement of the program emphasizes "future practice" and registration is seen by the student body to be the inevitable result of a first professional degree in architecture. The Dallas Internship Program stresses professional experience—roughly 25% of our students participate in this program and of those students that do not participate in this program roughly 50% work in architect's offices during the summer or during the school year.

Curriculum and Registration
The curriculum is designed to encourage the incorporation of considerations of health, welfare and public safety throughout. Students are exposed to the environmental, social, and programmatic responsibilities manifest in professional registration through the following courses respectively: Environmental Analysis/Site Planning, ARCH 3373; Design, Environment and Society, ARCH 1311; and Architectural Programming, ARCH 2394. There is a specific and articulated intension to feature the manner in which these issues conspire with design sensitivities in the "SITE/PROGRAMMING" semester of the second half of the second year. It is expected that Architectural Design Studio II, ARCH 2402, will integrate site and programming issues addressed in the lecture classes in a modest but formal manner.

The technical requirements for exercising judgment in professional situations consistent with licensure are explored in the building construction and environmental systems sequences: respectively Building Systems, ARCH 2351; Building Technology, ARCH 3350; Structural Mechanics, CE 3385; Structures, CE 4385; Environmental Systems, ARCH 3353; and Environmental Systems II, ARCH 3354. The introduction of technical concerns which influences design decisions is featured in the "TECHNOLOGY" semester of the first half of the third year (ARCH 3501).

The integration of technical concerns with the conceptual design of building systems and building organizational and aesthetic concerns is featured in the “INTEGRATION” semester of the second half of the third year (ARCH 3502).

Mature and comprehensive integration of technical, environmental, programmatic and social issues is featured in the “COMPREHENSIVE” semester of the fourth year this comprehensive integration takes place in Architectural Design Studio V, ARCH 4601.

Registration responsibilities of Accessibility and Life Safety are covered in Environmental Analysis/Site Planning, ARCH 3373, and Architectural Design Studio III, ARCH 3501.

Awareness and understanding of the legal context of architecture practice, practice organization management, professional internship, and ethics and professional judgment are covered in the Professional Practice course ARCH 5392.
Graduate students, those entering the Professional Program, are required to set up their IDP program when they are admitted.

The Internship Program is an elective option in which students reinforce their educational experience with a seven month, first-hand working experience in an architectural office. They are required to submit detailed reports to the coordinator describing their professional experience. Their employer submits an evaluation of the student’s performance to the coordinator. The students may elect to take the internship for IDP credit in lieu of academic credit. The College believes these opportunities are significant for students in their professional development and progress toward licensure.

**Faculty, Graduates and the Board**

The College enjoys a good relationship with the State Board, TBAE, and students are referred to their web site for matters pertaining to professional experience, and educational requirements for licensure. ([url:www.tbae.state.tx.us](url:www.tbae.state.tx.us))

Twelve tenured or tenure-track faculty members are registered to practice architecture. Five part time faculty members are registered to practice architecture. Eleven faculty members have an active practice, even if at a modest level, and are committed to practice as a way to expand their understanding of architecture in support of their educational objectives.

Currently, six local chapters in the region are lead by Texas Tech graduates.

**COA Strategies Plan Objectives meeting this condition**

Objective 2.10: Develop a nationally recognized level of excellence of the Architectural Registration Examination (A.R.E.) pass rate for professional program graduates (NCARB).
C-1.4 Architecture Education and the Profession
The program must demonstrate how it prepares students to practice and assume new roles within a context of increasing cultural diversity, changing client regulatory demands and expanding knowledge.

Mission Statement
An essential section of the College Mission Statement reads, “the future of practice.”

Curriculum and the Profession
College of Architecture faculty share an abiding commitment to developing student’s abilities to be effective producers and consumers of knowledge related to architecture. The curriculum reflects this commitment. Professional Practice, ARCH 5392, addresses: the legal responsibilities of the profession, the legal context in which the practice of architecture occurs, the management imperatives of practice, the legal instruments of practice, professional internship, and professional judgment and ethics. Architectural Programming, ARCH 2394, addresses essential professional skills: budget economics and cost control as well as program preparation.

Research methods, ARCH 5365, presents a survey of methods used in the professional and related design disciplines (literature review, observation, interview/survey, experiment, case study/history, and feasibility study and market survey). After establishing a foundation in canonical research methods, the final one-third of the course addresses methods in practice, so that students understand the hybrid methods developed by practitioners in building knowledge in their firms. This type of intellectual flexibility is essential for acquiring life-time learning skills needed for professional practice.

Engagement with the Professional Community
The College enjoys an integral and cooperative relationship with the profession of architecture, especially in the State of Texas. Many students gain substantial office experience throughout their education that balances their academic professional understandings. They often experience the ethical dilemmas with which they will be faced as they negotiate between the day-to-day exigencies of professional practice and the profession’s societal missions. Students actively participate in state conferences of the Texas Society of Architects—where last year 2002 they won the inter-college design charrette—and the American Institute of Architecture Students. Additionally, some students and faculty members participate each year in Habitat for Humanity, trying to extend the scope of professional services to sectors of the population that are traditionally denied these services.

The College enjoys a close relationship with the local AIA chapter. Eight full-time faculty members are participating members of the chapter and five part-time faculty members are participants. Eleven faculty members have active practices. Every year the local AIA chapter hosts a golf tournament that raises significant money for the school in the form of scholarships. Membership in the American Institute of Architects is considered an important credential in the College and three faculty members have been nominated for fellowship: Jim White, John White and Andrew Vernooy.

Diverse firms across the country have an ongoing relationship with the College and hire graduates for Tech. Each year the College hosts a Job Fair to expose students in their final semesters of study to firms looking for employees and to
expose students to the job interview experience. The Alumni Board of the College helps to facilitate this process by meeting with students each fall semester during Homecoming to review portfolios and provide advice for securing employment. Board members often sit on juries and sometimes come for new student orientation in the summer.

The Dallas Internship Program is a unique program that allows students to work and earn college credit. The students work in different firms in Dallas but meet once a week in a host firm who donates space to work and review work with the professor. Often the focus project is a project that is ancillary to a real project in the firm. The collaborative aspect of this arrangement echoes to significant measure the cooperation required to function in the professional world.

The last two lecture series and the planned lecture series for this year included 24 practicing architects.

**Lifetime of Practice and Research**

Demonstration of the importance of lifetime learning is exemplified by the faculty—two faculty have won lifetime teaching excellence awards from the Texas Society of Architects: Jim White and Andrew Vernooy; and John White has won a lifetime achievement awards for his dedication to historic structures documentation. Excellence in Teaching award recipients from the College of Architecture include Elizabeth Louden, 2003; Glenn Hill, 2002; Bob Perl, 2001; David Driskill, 2000; JoAnna Mross, 1999; Michael Peters, 1997; James White, 1994; and James Watkins, 1990.

The Dean’s firm has won over 30 design awards—recently an honorable mention in an international urban design competition for Winnipeg Manitoba and a new Associate Professor, Bennett Neiman has won two education Honor Awards from the AIA.

The College also has faculty members and alumni who contribute regularly or have contributed to the state architecture magazine *Texas Architect*—Darwin Harrison, Mark Gunderson, and Andrew Vernooy to name a few.

**Collaboration with Associated Disciplines**

The College is dedicated to professional collaboration. The design studio in the final semester of the Pre-Professional Program focuses on Collaboration and is described as such in the curriculum. Comprehensive Design, ARCH 4601, is dedicated to collaboration with local and international communities and the professional disciplines that this collaboration engenders. IDEATech—Interdisciplinary Design Education Alliance is an organization that bridges three disciplines currently: Landscape Architecture, Interior Design and Architecture—with an advisory board that includes practitioners who have all three disciplines in their firms. It is also the focus of the Collaboration Studio, ARCH 4602.

An MS internship was established with H.H.M., Inc., Austin, a Heritage Management Firm and Ms. Emma Dawson was granted an LPMD internship in Dallas for the 2003 year.
Cultural Diversity
The required Urban Design Studio, ARCH 5604, and the Community Design Studio, an option of ARCH 5605, emphasize collaborative work with communities that embody a diversity of cultural agenda. In a service learning environment the students learn to work with community planners, politicians, engineers and business people. At the advanced level the Master of Science Program in Community Design offers a concentration that exposes students to the multiple professional interests of community development, and the Land-use Planning Management and Design (LPMD) program offers an interdisciplinary Ph.D. that requires a focus on land use, which must address resource identification, policy and design.

COA Strategies Plan Objectives meeting this condition

Objective 2.5: Improve our research programs and creative activities to achieve university, state and national recognition

Objective 2.8: Develop and implement policies, practices, and funding to assist faculty in becoming licensed architects.

Objective 2.12: Improve the support for the Architectural Research Center (ARC).

Objective 5.3: Increase the number of partnerships within the design profession.
C-1.5 Architectural Education and Society
The program must demonstrate that it not only equips students with an informed understanding of social and environmental problems, but that it also develops their capacity to help address these problems with sound architecture and urban design decisions.

Mission Statement
An essential section of the College Mission Statement reads, “the advancement of knowledge for the benefit of society.”

Curriculum, Informed Social Understanding and Ethics
The first course that all students in the College take is DES—Design Environment and Society—ARCH 1311. This course covers the natural and social context in which architecture must operate. There are three parts to this course: 1) environmental awareness and dedication to the Hanover principles (included as a goal in the College Strategic Plan), 2) the built environment and personal behavior, and 3) awareness of the practice of architecture in the context of twenty-first century society.

Urban studies are a required component of the curriculum at both the lecture and studio levels: Urban Theory, ARCH 4381, and Urban Design Studio, ARCH 5604, expand the student awareness of society and its needs. These courses regularly involve students directly with citizens on a community-wide basis; utilizing local, regional, state, national, and international projects. The Community Design Studio—one of several research/service choices under ARCH 5605—raises the level of discourse in the College regarding societal issues and ethical concerns by engaging real communities in design issues and providing real service to them through service learning projects.

Architecture students also gain social prospect through cultural diversity of the faculty, cultural diversity of the student body, emphasis on international experience for students and faculty, exhibitions—like the recent exhibition of the photographs of Robert Brown - Deans Fellows—including Joon Kang from Korea, and core studio projects like the most recent ARCH 3502 studio, which included seven of eight sections, that addressed the possibility of dense inner-city housing in a marginal area of Lubbock.

The intent is to have all students taking advanced studios ARCH 4601 and ARCH 4602 (IDEATech) to have a collaborative experience that includes other professionals or other significant components of society. The former is often taken as an international experience and the latter includes students of Interior Design and Landscape Architecture.

Professional practice, ARCH 5392, emphasizes the necessary responsibility to which an architect in a business atmosphere must commit by representing the profession through the canon of ethics, the moral, legal obligations to society, and the level of integrity one must achieve in the design and construction of the built environment.

Lubbock TX.
Generating Knowledge for the Benefit of Society

The doctoral program in Land-use, Planning, Management and Design and the post-professional masters program in Community and Design afford a presence of environmental and societal issues on a sophisticated level that advances the knowledge of issues of social concern and ethics as they relate to the design of the built environment. The commitment of the Historic Preservation Program to the documentation of the agrarian architectural heritage of West Texas advances knowledge of the incipient settlement patterns of the plains and the environmental consequences and history of this settlement. The Preservation Program has also provided essential documentation of the Statue of Liberty, Chaco Canyon and George Washington's 1776 sleeping marquee. Recent projects of the Dallas Internship Program test out development possibilities for area schools, hospitals and the Dallas Area Rapid Transit system in the DFW Metroplex. These projects are usually hypothetical but they involve real clients and are often realized with the assistance of area architectural firms.

Civic Engagement

Historic Preservation plans and projects require direct interaction with the occupants, owners and stakeholders of significant historic structures. They often engage the communities in which the project is situated. Some of the most recent (last three years) projects include:

2001

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<tr>
<th>Project Description</th>
<th>Funding Agency</th>
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<tr>
<td>6666 Ranch</td>
<td>CH Foundation</td>
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<tr>
<td>Daniel's Ranch</td>
<td>Big Bend National Park</td>
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<td>Castolon Historic District</td>
<td>Big Bend National Park</td>
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<tr>
<td>Dorgan House &amp; Sublett Farm</td>
<td>Big Bend National Park</td>
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<td>J. A. Ranch</td>
<td>C. H. Foundation</td>
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<td>McBride Ranch</td>
<td>Lake Meredith National Recreation</td>
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<td>Exell Helium Plant</td>
<td>NPS/Denver Service Center</td>
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<tr>
<td>Statue of Liberty</td>
<td>HABS/National Park Service</td>
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2002

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<tr>
<td>6666 Ranch</td>
<td>CH Foundation</td>
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<tr>
<td>Chaco Canyon Outlier Sites</td>
<td>Denver Service Center, NPS</td>
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<td>Dorgan House &amp; Sublett Farm</td>
<td>Big Bend National Park</td>
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<tr>
<td>Goodnight Ranch</td>
<td>Panhandle Plains Museum</td>
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<td>J.A. Ranch</td>
<td>C. H. Foundation</td>
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<td>Mallet Ranch</td>
<td>C. H. Foundation</td>
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<tr>
<td>Sabine Pass Lighthouse</td>
<td>Cameron Preservation Alliance</td>
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<td>McBride Ranch</td>
<td>Lake Meredith National Recreation</td>
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<td>Exell Helium Plant</td>
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<tr>
<td>Statue of Liberty</td>
<td>HABS/NPS</td>
</tr>
</tbody>
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2003

- 6666 Ranch  C. H. Foundation
- Bluff Dale Bridge  HHM/TXDOT
- Brownwood Elevator  HHM/TXDOT
- Harold Bugbee Ranch  Panhandle Plains Museum
- Chaco Canyon Outlier Sites  Denver Service Center, NPS
- Daniel's Ranch  Big Bend Nation Park
- Dorgan House & Sublett Farm  Big Bend National Park
- Goodnight Ranch  Panhandle Plains Museum
- J. A. Ranch  C. H. Foundation
- Mallet Ranch  C. H. Foundation
- Statue of Liberty  HABS/NPS
- George Washington 1776 Marquee  Center for the American Revolution and Valley Forge National Historical Site

The Community Design Studio works with the political, business and society leaders of a community to establish goals and objectives for the projects that they work on. Some of the recent (last three years) projects include:

2001 Fall ARCH Studio 5605/Service Learning
- “Renovations and Modifications to Runnels School to Accommodate VA Transitional Housing” Big Spring, Texas

CDS Funded Research /Community Service
- “Green Fair Housing Project” Lubbock, Texas

2002 Spring ARCH Studio 5605/Service Learning
- “Additions and Renovation: Texas Boys Ranch”, Lubbock, Texas
- “Affordable Housing: Azteca Housing Corporation”, Dimmitt, Texas
- “Child Learning Center” Texas Tech University
- “Floyd County Veterans Memorial”
- “Downtown Redevelopment Plan for Borger, Texas”
- “Booker ISD Aquatic Center” Booker, Texas

2002 Summer CDS Funded Research/Architectural Design
- “Center for Economic Business and Workforce Development” Office of Economic Resource Development, Texas Tech University
- “Remote Control Airfield Facility” Lubbock City Parks and Recreation
- “Parent Adolescent Center” 110th Judicial District, Floyd County, Texas

2002 Fall ARCH Studio 5605/Service Learning
- “Lubbock City Zoo” Lubbock, Texas
- “Littlefield Downtown Building Survey and Redevelopment Plan” Phase I  Littlefield, Texas
- “Weeks Hall Child Care Facility”, Texas Tech University Phase I
- “Center for Economic Business and Workforce Development”
- CDS Funded Research/Architectural Design
  Office of Economic Resource Development, Texas Tech University
2003 Spring ARCH Studio 5605/Service Learning
- “Littlefield Downtown Building Survey and Redevelopment Plan”
- Phase II Littlefield, Texas
- “Senior Center Renovation”, Muleshoe, Texas Phase I
- “Downtown Gateway” Borger, Texas

CDS Funded Research/Community Service
- “Cochran County Park” Morton, Texas

2003 Summer ARCH Studio 5605/Service Learning
- “Veteran Memorial Plaza” Littlefield, Texas
- “New Fire Station and Community Information Technology Center” Lubbock, Texas

CDS Funded Research/Community Service Project
- “Senior Center Renovation”, Muleshoe, Texas Phase II
- “Center for Economic Business and Workforce Development”
- “Office of Economic Resource Development”, Texas Tech University

**COA Strategies Plan Objectives meeting this condition**

Objective 3.1: Establish institutional traditions and incentives that encourage students, faculty and staff to participate in community service and cultural events.

Objective 3.2: Maintain the appropriate management infrastructure and support resources necessary to sustain off-campus program(s) and insure quality education results and meaningful cross-cultural experiences.

Objective 3.3: Build a research initiative that contributes to cultural, social and economic development through design, planning, visioning and preservation

Objective 3.4: Increase faculty, staff, and student participation in community organizations and promote leadership and advisory roles.
C-2.0 Program Self-assessment
The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan. In particular, it must demonstrate its progress toward achieving NAAB perspectives.

Response to the VTR Concern
The College has a totally new complexion with a new administration and 13 new fulltime faculty members, which includes six new tenure track lines.

- The Dean of one year, Andrew Vernooy, was hired from the outside and has taught at two other institutions in Texas and Canada. His professional education was completed at Princeton, the University of Texas and Harvard.
- Associate Deans for Research and Academics, respectively Glenn Hill and David Driskill, are new to these positions. Glenn Hill holds a professional degree from Texas Tech University and a Master degree in Architecture from the University of Colorado. David Driskill holds a professional degree from Texas Tech University and an M. Arch degree in Urban Design from the Catholic University of America, Washington D.C. and has fifteen years of professional experience prior to accepting a teaching position in 1987. He has worked professionally in Washington, D. C. and Houston, Texas.
- Of the 13 new hires over the past two years, seven were born outside of the United States and ten have educational experience outside the United States. As a group they represent seven countries and six languages. Culturally, six come from typically underrepresented population groups: Asian, Hispanic, and African American. The intellectual impact of these new hires on the faculty as a whole is substantial.
- The curriculum has been reorganized to include new tonalities for each semester. Seeing, Making, Conceptualization, Site/Programming, Technology, Integration, Comprehensive, Urban Design, Research/Service, Masters Design Studio I and II are simplistic terms to assist students and faculty in visualizing the curriculum. Half of the semester coordinators will come from the new faculty.
- The College has established a new mission statement that features the “future of practice”. While this mission is coincident with traditions at the College, the intent to gauge educational objectives by thinking ahead to new tools, new cultural and social concerns, new aesthetic intentions, and new technologies is prominent in the corpus of the new curriculum and the College itself.
- There is a new emphasis on research in the College, begun under the interim dean, Dr. John Borrelli, who is now the Dean of the Graduate School. Graduate and undergraduate students can participate in research being conducted within three new post-professional programs: Historic Preservation, Visualization, and Community Design. This research constitutes significant evidence of the mission statement as in all three cases the work being done uses cutting edge technology.
- The College is in its third year of participatory strategic planning, which is geared to the plan of the University and which specifically addresses the perspectives of the NAAB.
- Last year the College established a review system with scheduled internal and external reviews at the end of the semester. This review of the work was followed by a week long assessment of the curriculum that set goals for coordination and fulfillment of the NAAB teaching criteria on a semester by semester basis. The new “Coordinator Policy” aims specifically at a semester self-assessment tradition and funds have been included in the fee structure of the College to support external reviewers. The recent addition of five new review/seminar spaces to the building will strengthen this new tradition.

C-2.1 Description of the program’s Self-Assessment Process

Institutional Self-assessment
The University participates in a strategic planning process as part of its obligations to the Southern Association of Colleges and Schools. The institution requires a strategic plan from each unit that addresses all of the Goals set out by
the institution. The College is in its third year of participatory strategic planning, which is geared to the plan of the University and which specifically addresses the perspectives of the NAAB.

The Mission Statement, values and goals are as follows:

- **Mission Statement:** The College of Architecture educates students for future design practice and for the advancement of knowledge for the benefit of society.

- **The College of Architecture is committed to the values of**
  - mutual respect;
  - cooperation and communication;
  - creativity and innovation;
  - community service and leadership;
  - “1940 Statement of Principles on Academic Freedom and Tenure” of the AAUP;
  - pursuit of excellence;
  - public accountability;
  - diversity; and
  - Hanover principles – Design for Sustainability

- **Goal 1. Access and Diversity:** Establish a multidisciplinary college that recruits, retains, and graduates a more academically prepared and diverse student body with a higher proportion of graduate students.

- **Goal 2. Academic Excellence:** Increase national recognition as a multi-disciplinary, student-centered teaching, research and service college; while upholding the College’s reputation as a place to receive a solid, professional education and to gain an appreciation of the breadth and scope of architecture and its related fields in a changing future.

- **Goal 3. Engagement:** Build active partnerships between the college and communities to enhance the college and the community’s quality of life.

- **Goal 4. Technology:** Utilize information technology and computing to assist the development of the College as a collaborative environment for learning and teaching design.

- **Goal 5. Partnerships:** Establish the College as a collaborative institution, based on the principle that designing the built environment is a holistic and multidisciplinary endeavor.

- **Goal 6. Human Resources and Infrastructure:** Develop the College as a performance-oriented learning organization, encouraging mutual respect, diversity, and individual development in a supportive environment.

- **Goal 7. Tradition and Pride:** Promote a positive internal, local, regional, national and international image for the College.

- **Goal 8. Institutional Advancement and Accountability:** Advance the College of Architecture as a financially responsible through a strong program for securing external funding.

- **Goal 9. Accountability:** Advance the College of Architecture as a publicly accountable institution.
The plan in its entirety, including NAAB perspectives, is found in section A-4.0 Strategic Plan.

Learning Organization
The College of Architecture is working to become a learning organization as stated in Goal 6. The three top administrators in the College have been to the Pegasus Systems Thinking Conference. This fall three key staff attended the Pegasus conference and next year the College will send its new Chair to the conference. Learning organization techniques include systems thinking, “world café” techniques, and opportunity/obstacle identification work sessions that are aimed at understanding and communication rather than decision making. The shift in emphasis fosters communication and builds bridges between seemingly conflicting points of view. The goal of learning organization techniques is to train the members of an organization to learn collectively from each other’s experiences.

College of Architecture Meetings and Reviews
The College applied the “world café” technique to promote faculty dialogue and to facilitate decisions during the 2002-2003 academic year. The technique revolves around issues tables. Participants rotate tables during a session and report to the total group the dialogue from each table at the end of the session. “World cafes” were used to set the agenda for dialogue for the year, establish the curriculum tonality, and to prioritize the objectives of the strategic plan. In addition to the “world cafes”, the full faculty meets each month to cover general business. Key staff members are included in the monthly meetings. Senior Faculty Council (full professors) meets with the Dean each month to discuss long term issues facing the College. Tenured and Tenure Track faculty meet at the beginning of each semester to discuss the goals of that semester.

The College has initiated a policy of review that includes internal reviews and public external reviewers at the closing of each semester. The reviews are funded by course fees and coordinated by the Chair. The internal reviews at the end of the spring 2003 semester concluded with a week-long curriculum assessment work shop. Curriculum recommendations from this session are reviewed by the curriculum committee recommended to the faculty and if approved, become part of the 2004-2005 catalog. Curriculum adjustments such as specific connections between support courses and the studios and the nature of the Masters Design Study are under consideration. All of the stakeholders for the semester in question discuss the objectives, outcomes and inter-course issues, such as coordination of schedule and shared projects.

College of Architecture Strategic Planning Process
The Strategic Plan in its entirety, including NAAB perspectives, is found in section A-4.0 Strategic Plan. The College is in its third year of the current process as initiated by the University. The annual College Plan is developed by a nine member committee made up of faculty, staff and student members. The membership of the committee is changed bi-annually. The committee meets regularly to assess the successes and shortcomings based on last years plan, posts the report on the University and College web sites and develops a draft plan that is reviewed with the faculty in a workshop format. A dialogue box for faculties’ and students’ comments is maintained during the process. The plan is submitted to the dean for review with the alumni board, finalization and public posting. The faculty and key staff members met in a “world café” format to set
the priorities for the 2003-2004 strategic plan. The administrative council for the college meets early in the fall semester to develop an implementation plan for the new year.

**C-2.2 Mission Initiatives and Progress**

**Mission Statement:** The College of Architecture educates students for future design practice and the advancement of knowledge for the benefit of society.

Future design practice: The College leads practice in the area of computer applications as a design and representational tool. Graduates from the College hold significant positions in nationally known architectural firms in the area of computer applications. The developers of Quadrant Four software, a variation of PowerPoint, designed for interactive presentations sought out the College during the last academic year for product assessment and design. When researching the use of the product in the Dallas area, all evidence pointed to Texas Tech architecture students participating in design studios while in the Dallas Internship Program. The students were introduced to the software through the firms in which they interned, and pushed the limits of the software in the true spirit of academia. College faculties are working towards the use of computer technology and software as tools for teaching integrative design in the studios and associated courses. Research based design sets the tonality for ARCH 5605 Graduate Design Studio.

Advancement of Knowledge for the Benefit of Society: Advancement of knowledge is expressed in the College’s research. The College has major research agendas in the areas of Historic Preservation, Computer Visualization and Community Design. The research is used to directly benefit society through active contracts with communities, agencies and non-profit organizations. Major contracts with the National Parks Service to document the Statue of Liberty and Chaco Canyon have applied leading research in the area of documentation of historic structures. College faculty and graduate research assistants are participating in using visualization research to assist in National Defense contract held by the University. The Community Design Studio serves as a direct application of applied research to the benefit of communities in associations with the University-Based Economic Development Center. The Community Design Studio is instrumental in the conceptualization, programming and construction of the nations first Community Information and Economic Development Center in support of rural areas. The center is located in Tulia, Texas, seventy miles north of the campus. The center serves the community by giving access to information technology, as a new business incubator and as a rural research station for the university. Researchers in the College have published books and articles on the architecture of the Llano Estacada, the architecture of S.B. Haynes, the architecture of the Texas Tech campus, and photo articles on the built environment of the City of Lubbock.

**C-2.3 Assessment of the 2002-2003 Strategic Plan**

The report of successes and short comings of the 2002-2003 Strategic Plan can be found on the Universities Institutional Research web-site (www.ttu.edu/stratplan/) and is included in its entirety.
Goal 1. Access and Diversity: Establish a multidisciplinary college that recruits, retains, and graduates a more academically prepared and diverse student body with a higher proportion of graduate students.

**Critical Success Factors** *(measures of the degree of success over the next 5 years):*
- A college of three related disciplines.
- Mean SAT scores for enrolled students of 1160.
- Mean graduate application scores of 9.5 of enrolled students.
- Increase the number of architecture students accepted into the honors college.
- Forty presidential scholars.
- Maximum 2% of students on academic probation.
- Maximum 5% of students on academic suspension.
- Increase student diversity to more closely reflect the high school graduates in Texas.
- 150 MArch students, and 15 MS students.

**Significant accomplishments/disappointments**
- Obtained our goal for SAT/ACT scores of entering freshman.
- Establishing an open first year to increase access to a more diverse student population.
- Mentoring students through the Architectural Learning Center and faculty/staff participation in a pilot program to mentor Black and Hispanic students.
- Collaboration with the Engineering magnate program for the engineering and architecture professions at Estacado High School.
Goal 2. Academic Excellence: Increase national recognition as a multidisciplinary, student-centered teaching, research and service college, while upholding the College’s reputation as a place to receive a solid, professional education and to gain an appreciation of the breadth and scope of architecture and its related fields in a changing future.

**Critical Success Factors (measures of the degree of success over the next 5 years):**

- Receive unqualified accreditation from the National Architectural Accrediting Board. (NAAB)
- Track the number of graduates in award-winning firms.
- Increase national funding for research and scholarly activities.
- Increase publication in national journals and conferences.
- Increase the ratio of licensed professionals on the faculty.
- One Association of Collegiate Schools of Architecture (ACSA) nationally recognized teacher.
- Increase American Institutes of Architects (AIA)/American Architectural Foundation (AAF) scholarships.
- One Fellow of American Institute of Architects (FAIA) faculty member.
- Increase the Texas Board of Architectural Examiners (TBAE) license exam pass rate.
- Reduce student/faculty ratio in undergraduate studios to match national standards.
- Reduce student/faculty ratio in graduate studios to match national standards.
- Increase collaboration with other related disciplines.
- Broad based participation of students in student organizations.

**Significant accomplishments/disappointments**

- Plan for receiving full accreditation.
- More than doubled research funding.
- Given six new faculty positions.
- Continued Collaboration Studio with Interior Design and Landscape Architecture.
- Establishment of slide library within the University Library system.
- International recognition for the documentation of the Statue of Liberty.
- Offered architecture course through the Honors College for the first time.
• An endowment that will provide an annual professorship.

**Goal 3. Engagement: Build active partnerships between the college and communities to enhance the college and the community’s quality of life.**

**Critical Success Factors (measures of the degree of success over the next 5 years):**

- 50% of the College participating in community cultural events each year.
- 25% of the students participating in national cultural events each year.
- 15% of the students participating in international cultural events.
- Articles each month in university and community publications that raise the awareness of the profession.
- Provide economic and community development assistance in design, planning, visioning and preservation for ten communities each year.

**Significant Accomplishments/disappointments**

- We have established the Community Design Studio as an ongoing service learning course.
- A significant increase in college and community partnerships.
- Played key leadership role with faculty and student involvement on Habitat for Humanity.
- The American Institute of Architecture Students Chapter provided a Haunted House as part of the TTU Safe Halloween program.
- Hosted eight to ten national and international lecturers to speak per semester for the Lectureship series.

**Goal 4. Technology: Utilize information technology to assist the development of the College as a collaborative environment for learning and teaching design.**

**Critical Success Factors (measures of the degree of success over the next 5 years):**

- 20 faculty with active on-line sites.
- 25% of students using student-owned computers used in the classroom. Recent survey shows 90% of freshmen in Architectonics own their own computers. Computer use in studio is common only at the graduate level.
- 25% of students with online portfolios.
- Five information technology-based distance learning course offerings. One state-of-the-art Telecommunication Infrastructure Fund (TIF) lecture spaces.
Significant Accomplishments/disappointments

- Implemented a computer requirement for graduate students in the Spring of 2003.
- Technical support to assist faculty with creating and maintaining websites for all courses.
- Added one computer terminal and one flat bed scanner, electronic access: two architectural indexes, the University Libraries added the Dictionary of Art Online, as well as five new architecture-related periodical databases that index materials published from 1800 to the present.
- Revised the computer course content to support design curriculum.
- No state-of-the-art multi-media instructional space.

Goal 5. Partnerships: Establish the College as a collaborative institution, based on the principle that designing the built environment is a holistic and multidisciplinary endeavor.

Critical Success Factors (measures of the degree of success over the next 5 years):

- Increase funded partnerships with the design professions and industry by 10% each year.
- Increase the funded research collaborations with local, state and federal agencies by 10% each year.
- Increase the number of courses in collaboration with other TTU/TTUHSC units to two. Collaboration Studio and proposed MS in Medical Facilities Management. Course in collaboration with CS (Realtime Visualization) Honors.
- Increase the number of collaborative efforts with other TTU/TTUHSC units to five. Collaborative effort: Math, Computer Science, Wind Engineering, Chemical Engineering, Museum Science, GeoSciences, Archeology/Paleontology, Junction.
- Establish a Dean’s Advisory Board.
- Enrollment of twelve in the Land-use, Planning, Management and Design (LPMD) doctoral program. (10, Fall 2001)
- Increase the collaboration between educational institutions outside of the University and the College of Architecture to two. Program with Montreal and Mexico. Community college seamless transfer agreements (San Antonio, El Paso, Midland, Abilene).
Significant Accomplishments/disappointments

- Proposed MS of Science in collaboration with the Health Science Center.
- Total funded Research May 31, 2001 through June 1, 2002 is $242,350.
- A permanent urban design studio based in the offices of DART (Dallas Area Rapid Transit Authority).
- A number of seamless transfer agreements in progress with several community colleges.
- National Park Services.
- Develop the College Master Planning of the TTU Campus in Junction.
- Establishment of COA program with TTU Center in Spain and Hill Country Initiative.
- Established the Dallas program to support students with academics while engaged in internship.

Goal 6. Human Resources and Infrastructure: as a performance-oriented learning organization, encouraging mutual respect, diversity, and individual development in a supportive environment.

Critical Success Factors (measures of the degree of success over the next 5 years):

- A written merit system for faculty and staff evaluation.
- Measure the percentage of faculty and staff participating in development (learning) opportunities.
- Parity in salaries for faculty and staff with other Big 12 universities’ architecture programs.
- Twenty staff positions.
- 13:1 student to faculty ratio. 15:1 in studios (2401 and up).
- Five year cumulative running ratio of 67% of faculty on tenure-track obtaining tenure.
- Monthly faculty meetings.
- Faculty & staff meeting each semester.
- Natural light in all workspaces.
- No environmental pollutants within the workplace. Michael Loranago and Phillip Mead completed study of “Sick Building Syndrome”.

• A space syntax study to identify opportunities for informal interaction between building occupants.

• A funding commitment for a new facility.

• Increase the diversity of the faculty (tenure/tenure track).

• Educational, economical.

• Increase the diversity of the staff.

• Conform to University and State policy regarding workloads for faculty.

• A statement in the Faculty Handbook that affirms support of the “1940 statement of Principles on Academic Freedom and Tenure” of the AAUP”. Posted in the building.

**Significant Accomplishments/disappointments**

• Funding of Dean, Associate Deans attendance to the Pegasus Conference on “Learning Organizations”.

• COA Administration has become more diverse.

• The College has set up regularly scheduled meetings with faculty, staff and students.

• Created a task force for facilities needs and hired a consultant and received a report on the effective use of our building.

• Compliance with faculty workload.

• Progress in achieving compliance with ADA requirements within the building.

• Facility Improvements include: 5 Review Spaces; Visualization Suite; New H/C restrooms.

• Staff received a raise this year.

• No faculty raises for the academic year.

• No increase in number of staff positions.

• No progress in parity has been achieved.

**Goal 7. Tradition and Pride: Promote a prestigious, national image for the College.**

**Critical Success Factors** (*measures of the degree of success over the next 5 years*):

• National exposure through publications about the College of Architecture.

• Visibility through publication of books/papers annually. National - 11 International – 8 Regional.
• Collaboration with international and national recognized institutions. National Parks Service, ARCC treasurer, editorial board member of international journal, HABS, Fulbright Scholar, and member of executive board GSA.

• Faculty presentations at national and international conferences and symposia.

• Host national and international conferences and symposia.

• Nationally recognized faculty.

• Nationally recognized alumni. (FAIA, AIA) Charles Harper, Nolan Barrick, Bill Smith, Steve Oles.

Significant Accomplishments/disappointments

• *Purchase and subsequent contacts using the Cyrax 2500 3D Laser Scanner (purchased in 2001) including the documentation of the Statue of Liberty. Negotiations with EON-Reality and the Department of Homeland Defense.*

• Invitation from the Hong Kong Cultural Affairs to give lectures and exhibitions as Resident Artist.

• Note faculty who made presentations at international; national; regional conferences.

**Goal 8. Institutional Advancement and Accountability: Advance the College of Architecture as financially responsible through a strong program for securing external funding.**

**Critical Success Factors (measures of the degree of success over the next 5 years):**

• $5,000,000 in deferred giving. $4,000,000 (An increased goal of $6,000,000)

• $675,000 in cash and pledges.

• Base endowment of $800,000. ($1,000,000.00)

• Research income and expenditures of $100,000. Total Funded Research 5/31/01 – 6/1/02 $242,350.

• Plan for sustainable infrastructure.

**Significant Accomplishments/disappointments**

• Increased endowed giving by 80% of five-year goal.

• Established first endowed lectureship/professorship.

• Exceeded annual research funding goal by 150%.
**Goal 9. Accountability: Advance the College of Architecture as a publicly accountable institution.**

**Critical Success Factors** *(measures of the degree of success over the next 5 years)*:
- Committee for the oversight of strategic planning and assessment.
- Priority and performance-based resource allocations.
- Twelve month budget cycle.
- Plan for sustainable infrastructure. Hired a research assistant to work with Associate Professor Marc Giaccardo to work on this Spring 2003.

**Significant Accomplishments/disappointments**
- The budget for the College of Architecture is now transparent to all tenured faculty.
- Shared financial information and decision making processes in the College.
- Budgets being set up in all areas.
- Plan for facilities, resources and curricular needs.

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**C-2.4 College Strengths and Future Directions**
The following is a summation of the College of Architecture Development Retreat held August 5-6, 2003.

**Statement of Purpose**

*The College of Architecture actively seeks pre-eminence in professional education by looking to the future of the profession…the challenges, the tools, the culture and the responsibilities to our larger social context. We are daily pushing the limits of our abilities to conceptualize and employ advanced technologies in the areas of historic preservation, digital visualization, and community design. These programs are deeply embedded in the traditions of the College, which have created the premier architecture program of the Southwest.*

As we refine our curriculum, and as we build on our resources over the next years, the goal is to have the Texas Tech College of Architecture be the program of choice for students interested in the most sophisticated techniques of design, digital representation, community development and building construction.

…Dean Andrew Vernooy

**Strengths**
- Strong tradition of excellence; program began 1927; received formal accreditation by the National Architectural Accrediting Board in 1957.
- Strong faculty and administrators through the years (alumni remember their teachers and advisors).
- Leader in the development of the 5-plus Master of Architecture program.
• Current College administrative leadership is visionary.
• Strong programs in traditional areas of Design, Historic Preservation and Community Design.
• Leader in cutting edge technologies including Visualization.
• Exciting new research is bringing attention to the College of Architecture (e.g. Documenting the Statue of Liberty with the Cyrax scanner).
• Reputation for producing quality architects; TTU architecture graduates are sought out by hiring firms.
• Number of endowments increasing; endowment base increasing.
• Donor base expanding; number of repeat donors increasing.
• Small size of the College allows for personalized stewardship (and cultivation).
• Despite the sluggish economy, sufficient gains in new investments this year offset losses in holdings.
• Increased faculty participation in the development process.

**Challenges**

• Accreditation; formal report due this fall, accreditation team visit in the spring.
• Demographics of architecture alumni.
• Limited number of prospects with “deep pockets”.
• The Economy.

**Plans for the Coming Year**

• Successfully complete accreditation renewal process scheduled for Spring ’04.
• Use the accreditation process to enrich relationships with alumni and the profession.
• Establish Advancement Board for the College of Architecture.
• Enhance efforts to get support from corporations and foundations.
• Develop stronger relationships with suppliers in the building industry.
• Develop stronger relationships with patrons of architecture.
• Actively seek funding in support of specific projects and areas of emphasis (e.g. Historic Preservation, Community Design, Land-use Planning, Management & Design, Visualization).
• Increase number of active professorships, fellowships; seek support for an endowed chair(s).
• Actively involve the administration and faculty in the fund-raising process.
• Target needs related to capital improvements; seek cash or in-kind support.
• Build a stronger contingency of deferred gift donors.
• Continue to expand donor base; enhance communication with alumni regarding gifting opportunities.
### 2.5 College Objectives Ranked by Priority

<table>
<thead>
<tr>
<th>Objective</th>
<th>High (Critical)</th>
<th>Medium (Important)</th>
<th>Low (Not as Important)</th>
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<tbody>
<tr>
<td>6.3: Achieve parity in salaries and compensation for faculty and staff,</td>
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<td>with other Big 12 Universities' architecture programs.</td>
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<td>6.4: Increase number of staff positions to achieve appropriate workloads.</td>
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<td>6.7: Provide a healthy, productive work environment for faculty and staff.</td>
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<td>2.14: Establish a consistent emphasis in the architecture curriculum to</td>
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<td>develop students' written and oral communication skills.</td>
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<td>6.11: Implement work load policy which allows for quality teaching,</td>
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<td>research and service.</td>
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<td>2.1: Gain full six-year accreditation of professional program from the</td>
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<tr>
<td>National Architecture Accreditation Board. NAAB PERSPECTIVE 1.1 ARCHITECTURE EDUCATION AND ACADEMIC CONTEXT.</td>
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<td>2.5: Improve our research programs and creative activities to achieve</td>
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<td>university, state and national recognition. NAAB PERSPECTIVE 1.4</td>
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<td>ARCHITECTURE AND THE PROFESSION</td>
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<td>6.1: Establish the college as a performance based learning organization.</td>
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<td>6.2: Develop and implement a development policy for faculty and staff.</td>
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<td>7.2: Develop and implement policies, practices and funding to support</td>
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<td>the faculty's travel and expenses to attend national and international</td>
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<td>conferences and symposia.</td>
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<td>8.1: Increase external funding opportunities.</td>
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<td>8.3: Establish a Capital improvement fund.</td>
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<td>1.4: Improve recruitment efforts for a more diverse student population.</td>
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<td>NAAB PERSPECTIVE 1.2 ARCHITECTURE EDUCATION AND THE STUDENTS.</td>
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<td>6.5: Achieve parity in student/faculty ratios with other Big 12</td>
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<td>Universities' architecture programs.</td>
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<td>2.13: Expand opportunities for national and international experiences and</td>
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<td>8</td>
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<td>study participation. NAAB PERSPECTIVE 1.2 ARCHITECTURE EDUCATION AND THE</td>
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<td>STUDENTS.</td>
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<td>6.6: Increase communications and dialogue between faculty, staff,</td>
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<td>students and college administration.</td>
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<td>8.2: Enhance advisory relationships between College of Architecture,</td>
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<td>alumni and the profession.</td>
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<td>2.4: Improve architectural branch library services and resources to</td>
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<td>further the college's educational and research objectives.</td>
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<td>2.11: Increase the number of nationally recognized faculty.</td>
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<td>3.2: Maintain the appropriate management infrastructure and support resources necessary to sustain off-campus program(s) and insure quality education.</td>
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<td>4.1: Increase student, faculty and staff access to and improve understanding of information technology and computing.</td>
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<td>4.6: Increase the public's access to college information.</td>
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<td>1.5: Enroll and retain a more diverse student population with opportunities for event and organizational leadership. NAAB PERSPECTIVE 1.2 ARCHITECTURE EDUCATION AND THE STUDENTS.</td>
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<td>9.1: Ensure fiscal accountability.</td>
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<td>2.7: Develop and implement policies, practices, and funding to support and enhance teaching effectiveness.</td>
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<td>2.12: Improve the support for the Architecture Research Center (ARC). NAAB PERSPECTIVE 1.4 ARCHITECTURE EDUCATION AND THE PROFESSION.</td>
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<td>3.1: Establish institutional traditions and incentives that encourage students, faculty and staff to participate in community service and cultural events. NAAB PERSPECTIVE 1.5 ARCHITECTURE EDUCATION AND SOCIETY.</td>
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<td>3.3: Build a research initiative that contributes to cultural, social and economic development through design, planning, visioning and preservation. NAAB PERSPECTIVE 1.5 ARCHITECTURE EDUCATION AND SOCIETY.</td>
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<td>7.1: Develop a College of Architecture public relations program to disseminate information about College of Architecture faculty, student, and alumni activities and awards.</td>
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<td>4.3: Use information technology to streamline administrative activities.</td>
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<td>5.2: Increase the number of funded and unfunded partnerships with communities, state and federal agencies.</td>
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<td>5.4: Develop partnerships with the building construction industry.</td>
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<td>6.9: Provide a working and learning environment which is conducive to formal and informal interaction and communication.</td>
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<td>9.2: Develop a sustainable infrastructure.</td>
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<td>2.3: Improve national ranking and reputation of post-professional graduate programs. NAAB PERSPECTIVE 1.1 ARCHITECTURE EDUCATION AND ARCHITECTURE CONTEXT.</td>
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<td>4.4: Expand and promote our professional leadership and the use of the computer as a tool for design development, communication and visualization.</td>
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<td>4.5: Increase the number of Web-based and Web-assisted courses.</td>
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<td>5.3: Increase the number of partnerships within the design profession. NAAB PERSPECTIVE 1.4 ARCHITECTURE EDUCATION AND THE PROFESSION.</td>
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<td>5.5: Develop and strengthen partnerships with other educational institutions.</td>
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<td>6.8: Develop work patterns which use natural resources efficiently.</td>
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<td>7.3: Acknowledge, publicize and build on accomplishments of the College of Architecture.</td>
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<td>1.6: Have an enrollment management plan consistent with College priorities.</td>
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<td>2.2: Improve national reputation of the professional program and increase national student opportunities. NAAB PERSPECTIVE 1.2 ARCHITECTURE EDUCATION AND THE STUDENTS.</td>
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<td>3.4: Increase faculty, staff, and student participation in community organizations and promote leadership and advisory roles. NAAB PERSPECTIVE 1.5 ARCHITECTURE EDUCATION AND SOCIETY.</td>
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<td>4.2: Support and advance the use of information technology and computing in research.</td>
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<td>6.10: Work towards a diverse faculty and staff, that more accurately reflects the context of the university.</td>
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<td>5.1: Strengthen and increase the collaboration activities between the COA and other TTU/TTUHSC colleges and departments. NAAB PERSPECTIVE 1.1 ARCHITECTURE EDUCATION AND THE ACADEMIC CONTEXT.</td>
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<tr>
<td>1.1: Establish a dialogue with related disciplines to discuss a college of related disciplines.</td>
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<td>2.6: Improve policies, practices and funding to support national publication of faculty and student research and creative efforts. NAAB PERSPECTIVE 1.1 ARCHITECTURE EDUCATION AND THE ACADEMIC CONTEXT.</td>
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<td>2.10: Develop a nationally recognized level of excellence of the Architectural Registration Examination (A.R.E.) pass rate for the professional program graduates (NCARB). NAAB PERSPECTIVE 1.3 ARCHITECTURE EDUCATION AND REGISTRATION.</td>
<td>3</td>
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<td>1.2: Recruit more highly qualified students into the Architecture program. NAAB PERSPECTIVE 1.1 ARCHITECTURE AND ACADEMIC CONTEXT.</td>
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<td>7.4: Establish a Place of Recognition.</td>
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<td>9.3: Develop a quality based and performance based resource allocation system.</td>
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<td>1.3: Improve retention and graduation rates for Architecture students. NAAB PERSPECTIVE 1.2 ARCHITECTURE AND THE STUDENTS.</td>
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<td>2.9: Improve recruitment efforts to attract registered architects qualified for tenure-track faculty positions.</td>
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<td>2.8: Develop and implement policies, practices, and funding to assist faculty in becoming licensed architects. NAAB PERSPECTIVE 1.4 ARCHITECTURE EDUCATION AND THE PROFESSION.</td>
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2.6 Institutional Self-assessment

- TTU strategic plan as part of its obligations to the Southern Association of Colleges and Schools.
- The institution requires a strategic plan from each unit that addresses all of the Goals set out by the institution. These goals include:

1. Access and Diversity: Recruit, retain and graduate a larger, more academically prepared, and more diverse student body.

2. Academic Excellence: Attain national recognition as a top public educational research university.

3. Engagement: Provide programs and services that disseminate knowledge and skills and that enhance the quality of life.

4. Technology: Benefit from the use of technology in the delivery of services.

5. Partnerships: Build strategic partnerships and alliances with external entities.

6. Human Resources and Infrastructure: Maintain a quality work force and work environment.


- The Strategic Plan for the University may be found at http://techdata.irs.ttu.edu/stratreport/

2.7 College of Architecture Meetings and Reviews

- The full faculty meet each month to cover general business. Key staff are included.

- The Senior Faculty Council (full professors) meet with the Dean each month to discuss long term issues facing the College.

- The Tenured and Tenure Track faculty meet at the beginning of each semester to discuss the goals of that semester. They also meet with key staff in a learning organization workshop to discuss common objectives and priorities to form a decision field for the administration.
• The College has initiated a policy of public review that includes internal reviews, external reviewers—funded by course fees and coordinated by the Chair—and a week-long curriculum assessment workshop that occurs at the end of the spring semester. During this workshop each semester is considered in turn. All of the stakeholders for the semester in question discuss the objectives, outcomes and inter-course issues, such as coordination of schedule and shared projects.

**COA Strategies Plan Objectives meeting this condition**

*Objective 6.1: Establish the college as a performance based learning organization.*

*Objective 6.6: Increase communications and dialog between faculty, staff, students and college administration.*

*Objective 6.9: Provide a working and learning environment which is conducive to formal and informal interaction and communication.*

*From Goal 6. Human Resources and Infrastructure: Develop the College as a performance-oriented learning organization, encouraging mutual respect, diversity, and individual development in a supportive environment.*
C-3.0 Public Information

The program must provide clear complete and accurate information to the public by including in its catalog and promotional literature the exact language found in appendix A-2. It must provide evidence that all faculty and incoming students have been provided with a copy of the 1998 Guide to Student Performance Criteria.

Response to the VTR Concern

The NAAB Mandatory Statement was in the Bulletin of Texas Tech 2000-2001 Undergraduate Catalogue and it was in the Bulletin of the Texas Tech University Graduate Catalogue 2000-2001, and it was on the College’s web page. The NAAB Mandatory Statement is also in all subsequent Bulletins. It is also on the College web page and it is posted in the College Library and in the newly created student resource room, P2ARC (Placement, Programs, Advising and Recruitment Center) within the Architectural Programs Office.

The mandatory accreditation statement is on page 101 of the Texas Tech University Catalog 2003 – 2004 and it is linked from the College of Architecture’s homepage. In addition, the statement is posted in the p2ARC (Placement, Programs, Advising and Recruitment Center) and the Architecture Library.

3.1 NAAB Publications

The College of Architecture provides all faculty and incoming students with a copy, in its entirety, of the 1998 Guide to Student Performance Criteria. Students are given the guide during freshmen orientation. Students sign a form stating that they have received the guide. The Academic Programs Office performs an annual audit of the forms and requires students who missed orientation to come P2ARC to receive the information. A notebook containing the signed forms since the Fall 1998 are available in the Academic Programs Office. New faculties are given a copy as part of their orientation materials. An update to the revisions to the 1998 Guide was sent to all faculties and students by email.

3.2 Program Description as it appears in the University Catalog

The portions of the Texas Tech University Catalog 2003-2004 pertaining to the College of Architecture are reprinted in their entirety on the following pages.

3.3 Course Descriptions as it appears in the Texas Tech University Catalog 2003 – 2004, page 241.

1311. Design, Environment, and Society (3:3:0). Introduction to architecture as an integral component of a complex world. Examination of societal and environmental contexts and appropriate design responses. F.


1441. Architectural Delineation I (4:0:8). Basic skills and techniques in representational drawing. Subjects include the human figure, architectural interiors and exteriors, landscapes and cityscapes. Black and white media. Outside assignments required. F.


2353. 3-D Computer Design Drawing (3:2:2). An introduction to the use of the computer as a design drawing tool with an emphasis on conceptual knowledge and computing skills for design communication.


2394. Architectural Programming (3:3:0). Introduction to architectural programming methodologies, including problem seeking, issue-goal identification, contextual and case studies, site analysis, space and spatial relationships, determination of budget, and project feasibility.


*2402. Architectural Design Studio II (4:1:8). Prerequisite: ARCH 2401. Theory and principles of architecture as they are applied to the design of structural assemblies and buildings components. Outside assignments required. S.

3312. Theory in Architecture (3:3:0). Prerequisite: Junior standing. Examination of theoretical issues in architecture through critical reading of texts selected from Vitruvius to the most contemporary thinkers in relation to emerging design challenges. S.


3324. Architectural Conservation (3:3:0). Prerequisite: Junior standing or consent of instructor. An in-depth examination of history, theory, and practice of historic preservation, restoration, and federal legislation supporting preservation.

3353. Environmental Systems I (3:3:0). Prerequisite: ARCH 2351 and 2402. Introduction and analysis of the various systems of human comfort within the built environment including artificial lighting, daylighting, and thermal design with consideration for building orientations and selection of building components. F.

3354. Environmental Systems II (3:3:0). Introduction and analysis of various systems for heating, ventilating, and air conditioning, designing electrical and plumbing piping systems, acoustical material and design, and solutions for vertical transportation. S.

3361. Design Workshop (3:3:3). Special projects and project development in architectural design. May be repeated for credit.

3362. Product Design Workshop (3:0:6). Introduction to the design and executed construction of a prototypical piece of furniture or other design product using an architectural design process. May be repeated for credit. S.

3373. Environmental Analysis - Site Planning (3:3:0). A basic course to develop a working knowledge of the techniques and principles involved in site planning to provide optimum living and working environments.

*3501. Architectural Design Studio III (5:2:8). Prerequisite: Completion of first two years of the architectural degree plan courses in their entirety; cumulative architecture GPA and overall GPA 2.25. Organization of space into a complex building entity with investigation of site conditions, structure, spatial qualities of scale and proportion, daylighting, and materials. Outside assignments required. F.

*3502. Architectural Design Studio VI (5:2:8). Prerequisite: ARCH 3501. Integration of architectural design with program development, context, building technology, environmental systems, and building codes. Outside assignments required. S.

4000. Research in Architecture and Urban Studies (V1-6). Prerequisite: Advanced standing and approval of the Dean. Individual studies of special interest in advanced architecture, history of architecture, and city planning. May be repeated for credit.

*4091. Architectural Internship (V1-6). Prerequisite: Completion of all academic course work through the third year and 2.5 GPA in architectural course work. Individual study provides opportunities for professional experience as an intern in an architectural firm.

4311. Architecture in Nonwestern Societies (3:3:0). A study of multicultural architectural contributions, interrelationships of culture and architecture, diversity of traditions, meanings, modernity, and change in the nonwestern world.


4361. Architectural Studies Seminar (3:3:0). The study, presentation, and discussion of issues regarding architecture as an aspect of culture. May be repeated for credit.

4364. Issues of Differences in the Built Environment (3:3:0). Issues of race, ethnicity, culture, gender, and political-economic contexts influencing process of design of architecture, the built environment and international and cross-cultural architectural practices.

4365. Architectural Project Management (3:3:0). Project organization and management documentation of project information, budget analysis, and coordination of consultants and building systems.

4366. Design and Building Methodology (3:3:0). Design and construction under one contract as a delivery system, including scheduling, bidding, job site safety, and management.

4381. Urban Theory (3:3:0). Prerequisite: Junior standing in architecture curriculum. An extensive writing course offering a comprehensive exploration of the relationship between culture, the city, planning, and urban design.

4391. Architectural Professionalism and Processes (3:3:1). Prerequisite: Senior standing in architecture curriculum. The principles and practices of architectural business including the discussion of professionalism, administration, management, legalities, and liabilities. Exploration of current, advanced, and complex processes for the delivery of architecture.

4601. Architectural Design Studio V (6:3:8). Prerequisite: ARCH 3502. Comprehensive architectural design involving the integration of programmatic and contextual issues, construction technology, and cultural factors. Outside assignments required. F.

*4602. Collaboration Studio (6:3:8). An interdisciplinary studio for the design professions which addresses the process and skills necessary for collaboration as well as team-developed products.

5091. Graduate Architectural Internship (V1-6). Prerequisite: College approval. Individual study provides opportunities for professional experience as an intern in an architectural firm. May be repeated for credit.

5301. Special Problems in Architecture (3). Prerequisite: College approval. Individual study projects in architecture of special interest to students. May be repeated for credit. Particularly useful for Interdisciplinary Studies master's program.

5302. Product Design Workshop (3:0:6). Introduction to the design and executed construction of a prototypical piece of furniture or other design product using an architectural design process. F.

5311. Special Problems in Architectural History (3). Individual advanced studies in architectural history of special interest to the student. May be repeated for credit.

5315. Research Methods for Historic Preservation (3:3:0). Survey of historiography and historic method; experience in use, analysis, and interpretation of primary and secondary sources from archives, libraries, and public records. (Writing Intensive)

5319. History of American Architecture: Pre-Contact to 1865 (3:3:0). Prerequisite: ARCH 2312 or approval of instructor. History of American Cultural expression, using buildings as a vehicle for exploring diverse issues including race, class and gender. Time period covers Pre-Contact to 1865.

5320. History of American Architecture: 1865 to the Present (3:3:0). Prerequisite: ARCH 2312 or approval of instructor. History of American Cultural expression, using buildings as a vehicle for exploring diverse issues including race, class and gender. Time period 1865 to present.


5326. History of American Architecture: Pre-Colombian-1900 (3:3:0). A survey of American architecture from the Pre-Columbian period to the year 1900. Architecture will be studied in a broad context that will include American art, literature, city planning, politics, and professional practice.

5331. Graduate Seminar (3:3:0). Prerequisite: College approval. Critical readings, discussions, and writing assignments on a range of interdisciplinary issues and theoretical positions. May be repeated for credit. Writing Intensive.

5333. Special Studies in the History of Architecture (3:3:0). Prerequisite: ARCH 2311 and 2315. Studies in western / nonwestern Architectural history involving written and oral analysis of scholarly sources. Topic varies and may include preservation, class, race and/or gender issues. (Writing Intensive)

5340. Design Visualization Seminar (3:3:0). Prerequisite: Approval of the instructor. Critical readings, discussions and writing assignments on issues pertaining to design visualization. Topics may vary per semester. May be repeated for credit.

5341. Internet Media for Visualization Design (3:2:2). Prerequisite: Fundamental understanding of Windows and graphic computer applications or approval of instructor. This course focuses on the design implications and application of interactive Internet visualization media for the communication of virtual environments.

5343. 3-D Computer Animation and Imaging (3:2:2). Prerequisite: ARCH 4352, equivalent, or instructor approval. This course covers the theory, design, and application three-dimensional computer animation and imaging.

5344. Virtual Reality Software and Technology (3:2:2). Prerequisite: 3D model/animation experience, permission of instructor. Focus on the theory, design, implementation and application of creating 3D stereoscopic real-time virtual environments.

5345. Design Visualization Studio (3:0:6). Prerequisite: ARCH 5343 and 5344 or permission of instructor. Students shall pursue the design and visualization of digital environments for design exploration, communication, research simulation, entertainment or gaming. May be repeated for credit.

5352. Computer Applications to Architecture (3:2:3). Survey of digital computer applications to the issues and processes of architecture and planning. May be repeated for credit.

5353. Architectural Technology (3:3:0). Examination of traditional and innovative uses of building materials, the application of industrial and scientific technology, and the integration of the building systems derived from these considerations. May be repeated for credit.

5361. Theory of Architecture (3:3:0). Architecture as art, science, and a contemporary philosophical concept. Exploration of context and goals. Illustrated lectures. May be repeated for credit.

5362. Theory in Architecture (3:3:0). Examination of theoretical issues in architecture through critical reading of texts selected from Vitruvius to the most contemporary thinkers in relation to emerging design challenges. Writing intensive.


5382. Urban Theory (3:3:0). An extensive writing course proffering a comprehensive exploration of the relationship between culture, the city, planning, and urban design.

5392. Professional Practice (3:3:1). The principles and practices of architectural business including the discussion of professionalism, administration, management, legalities, and liabilities. Exploration of current, advanced, and complex processes for the delivery of architecture.
5395. Thesis Research, Programming, and Schematics (3:3:1). Prerequisite: ARCH 5365; co-requisite or prerequisite ARCH 5362. Guided individual research and programming of an architectural topic, facility, and context and schematic design leading toward a comprehensive architectural thesis project in ARCH 5692. Writing intensive.

5601. Architectural Graduate Design I (6:0:12). Knowledge and application of fundamental principles of architectural theory, organization, including the introduction to conceptual design through context, meaning and design processes as well as the introduction to graphic skills.

5602. Architectural Graduate Design II (6:0:12). Prerequisite: ARCH 5601. Integration of fundamental building systems, functional requirements, spatial composition and interior-exterior relationships. Course broadens the design process and communication skills.

5604. Urban Design Studio (6:0:12). Prerequisite: ARCH 4381 or consent of instructor. Recommended as the penultimate design studio. Explores the interface between culture and architecture at the scale of the city in terms of theory and design.


6000 Level Courses.

6000. Master's Thesis (V1-6).

7000 Level Courses.

7000. Research (V1-12).

**COA Strategies Plan Objectives meeting this condition**

*Objective 4.3 Use information technologies to streamline administrative activities.*

C-4.0 Social Equity

The program must provide all faculty, students and staff—irrespective of race, creed, national origin, gender, age, physical ability or sexual orientation—with equitable access to a caring and supportive educational environment in which to learn, teach and work.

Response to the VTR Concern

The University and the College recognize the significance of the role of Hispanic students in our culture and the responsibility for educators of this population.

The College is actively trying to increase minority enrollment and the representation of minority and non-Anglo administration, faculty and staff. Achieving diversity is an essential part of the Strategic Plan of the College.

- The Assistant Dean for Undergraduate Programs, one of our senior faculty and one of our most popular teachers, is African American.
- The Chair, the administrator responsible for the culture of the College, is Hispanic with significant social service experience.
- Of the 13 new hires over the past two years, six come from typically underrepresented population groups: Asian, Hispanic and African American. The intellectual impact of these new hires on the social culture of the College as a whole is substantial.
- The change in the cultural diversity of the faculty is significant. At the time of the last accreditation visit only four of 25 full time faculties—16%—were non-Anglo. Currently nine of 37 fulltime faculties—24%—are non-Anglo.
- The College has added an advisor for graduate programs. She is Hispanic and she expands the Architecture Programs Office’s ability to counsel in Spanish as well as English.
- As the demographics of Texas changes to include more Hispanic and African American students and as the University of Texas and Texas A&M become more expensive and exclusive, Texas Tech has an opportunity to be a leader in this regard. Recognizing trends within these communities to support community colleges the University has initiated a program to make agreements with community and junior colleges. The College of Architecture has followed suit by establishing agreements with San Antonio College, El Paso Community College and Del Mar College. All three of these institutions have a culturally diverse student population. The new College Student Enrollment Plan anticipates an eventual cohort transfer of about 20 students, which would raise minority representation above 30% if just 60% of the transfers were from underrepresented cultures.
- In order to enrich multicultural opportunities for all of our students and in order to support the foundation culture of the very students that we are trying to attract, the College is forging international relationships with (Escuela de Arquitectura, in Sevilla, Spain; Pueblo, Mexico and Inje University in Busan, Korea.
- The College has constructed an enrollment management plan that attempts to ‘cast a broader net’. This broader, hopefully more diverse pool, will be comprehensively reviewed for entry into the pre-professional program after their first year of study.
- The College is starting a Hispanic students association, Arquitectura. The faculty sponsor will be our senior historian, Dr. Matthew Gallegos.
- In 2001 the Hispanic student population per full-time student population was 150% the national average it has remained steady since.

The College administration is actively addressing concerns that the program did not adequately represent females on the faculty and in the administration.

- The Chair, MaryAlice Torres-Macdonald is female, with significant authority concerning the development of studio, faculty and student culture respectively. Virtually nothing can happen within the College without her involvement.
• The College has added Professor Joanna Mross to its senior faculty. Ms. Mross is a gifted and experienced teacher who has won university commendation for her teaching excellence. She is a welcomed addition to the Full Professor rank.

• The College has supported the promotion of Associate Professor Elizabeth Louden to Full Professor.

• The one female Assistant Professor on staff at the time of the last VTR, Dr. Hendrika Buelincnx, was given tenure. Associate Professor Hendrika Buelincnx, Ph.D. has been awarded a year long development leave from the College. She was in Marseille, France working on a book dealing with shape grammars and their use in architecture education.

• Of the 11 tenure track hires made over the past two years four were female, 36%. One was hired into the rank of Associate Professor.

• Full time female faculties have increased from four out of 25—16%--to 9 out of 37—24%, which is significantly closer to the proportion of the student body that is female—26%.

• Female participation in the student body has risen steadily from 18% in 1991 to 26% today and we expect it to continue to rise. The administration continues to press for a larger percentage of female students through relationships with noted educational institutions like Texas Woman’s College, where we hope to attract female graduate students to our Master of Science programs and our Ph.D. in Land-use Planning Management and Design.

C-4.1 General Statement
The College of Architecture affirms and follows the policies, procedures, goals and objectives, of Texas Tech University (TTU) that address this criteria as stated in the TTU Operating and Procedure Manual (O.P.), and TTU Strategic Plan. The College of Architecture also reaffirms and strives to attain the goals, strategic success factors, objectives, and assessments (measures of accomplishment) of its own College of Architecture Strategic Plan.

C-4.2 Criteria and Procedures for Achieving Equity and Diversity in the Faculty
Criteria: TTU O.P. 40.01, Affirmative Action and Equal Employment Opportunity Policy verifies and directs that The College of Architecture of Texas Tech University not discriminate against any employee or applicant for employment because of race, color, religion, sex, national origin, age, physical or mental disability, Vietnam Era or Special Disabled Veteran Status. The TTU-College of Architecture will take affirmative action to include, but not be limited to the following employment transactions: upgrading, demotion, or transfer; recruitment or recruitment advertising; lay-off or termination; rate of pay or other forms of compensation; and selection for training, including apprenticeship. Procedure: It is the responsibility of the EEO Office to ensure that the College complies fully with all provisions of executive orders, legislative acts, federal guidelines, and pertinent case law, which form the legal basis of the TTU Affirmative Action/Equal Employment Opportunity policy. Procedures include: Development of the Affirmative Action Plan that covers: 1. workforce analysis, 2. current job classifications and pay plan, 3. rank, tenure and appointment status, 4. gender, 5. race/ethnicity for all faculty members by department, 6. faculty position vacancies by department.

Criteria: TTU O.P. 32.16 Faculty Recruitment Procedure involves a carefully devised accountability process for affirmative action and equal employment practices in employment of faculty. Procedure: All faculty vacancy requests and information passed through the Provost and EEO office including forms for:
Faculty Recruitment Procedure Checklist, Notification of Faculty Vacancy and Recruitment, Applicant Data Card, and Faculty Searches Affirmative Action In-Progress Review. All procedures are followed by COA faculty searches.

Criteria: TTU Strategic Plan, Goal 6, Objective 6.1 “Recruit and Support Excellent and Diverse Faculty…” Strategies include providing institutional resources to target diverse populations for position vacancies. Assessments include counting number of diverse faculty. Objective 6.5: “Provide Physical Resources that Effectively Meet Individual Assignments and Responsibilities.” Strategies include ensuring appropriate access and accommodations for faculty and staff. Assessments include completing a needs assessment and providing funding to implement.

Criteria: College of Architecture (COA) Strategic Plan. Objective 6.10: Work towards a diverse faculty and staff, that more accurately reflects the context of the university. Strategies include targeting new hires to support diversity goals and the assessment will be the relative count of diverse new hire faculty and staff.

C-4.3 Criteria and Procedures for Achieving Equity and Diversity in the Student Body

Criteria: TTU O.P. 34.01 Undergraduate Student Admissions. In addition to the normal quantitative/qualitative standards for class rank and SAT scores and the State of Texas mandate of automatic admissions for the top 10% high school ranking, TTU also expands its admission policy to provide opportunities for a more diverse student population. Applicants also provide information on the application form regarding high school course work; honors or advanced placement; extracurricular activities; leadership experiences; proposed field of study; civic or other service activities; any other information they wish to provide such as socioeconomic background, family educational background, bilingual proficiency; and other information that may be beneficial to the Admissions Committee. Applicants who do not meet the assured admission criteria will have their records reviewed in order to assess the impact of these other factors on their potential for success.

Criteria: TTU Strategic Plan, Goal 1, Access and diversity to recruit, retain, and graduate a larger, more academically prepared, and more diverse student body. Critical success factors of this goal highlighted an increased level of student diversity to more closely reflect the high school graduates in Texas. Objective 1.2 states “Diversify the student body through increasing access” and includes one of the most comprehensive set of strategies found in the entire plan and one most meaningful assessment as follows: Strategies are: Conduct a comprehensive university-wide study that identifies existing and projected barriers to access related to ethnicity and disability. Establish policies and practices that eliminate barriers and allow for greater accessibility. Coordinate and support college initiatives for increasing diversity. Evaluate educational programs for nontraditional students. Work with system offices in recruiting. Seek partnerships that enhance diversity through increasing access. Establish educational programs in locations throughout the state that have clearly defined educational needs. Assessment: Student body diversity in relation to Texas high school graduates.

Criteria: COA Strategic Plan echoes the TTU plan for Goal 1 and states in Objective 1.4: to “Improve recruitment efforts for a more diverse student population.” The strategies include conducting a university/college study that
identifies barriers to access and establishing policies and practices that eliminate barriers and create greater access.

C-4.4 Faculty, Staff and Student Involvement with Policy, Curriculum, and Program Development

Learning Organization

- The College of Architecture is working to become a learning organization. The three top administrators in the College have been to the Pegasus learning organization conference.
- This fall three key staff attended the Pegasus conference and next year the College will send its new Chair to the conference.
- Learning organization techniques include the “world café”, systems thinking and opportunity/obstacle identification work sessions that are aimed at understanding and communication rather than decision making. The shift in emphasis fosters communication and builds bridges between seemingly conflicting points of view.
- The goal of learning organization techniques is to train the members of an organization to learn collectively from each other’s experiences. The most recent space shuttle disaster was attributed in part on NASA’s inability to become a learning organization.

College of Architecture Meetings and Reviews

- The full faculty meet each month to cover general business. Key staff are included.
- The Senior Faculty Council (full professors) meet with the Dean each month to discuss long term issues facing the College.
- The Tenured and Tenure Track faculty meet at the beginning of each semester to discuss the goals of that semester. They also meet with key staff in a learning organization workshop to discuss common objectives and priorities to form a decision field for the administration.
- The College has initiated a policy of public review that includes internal reviews, external reviewers—funded by course fees and coordinated by the Chair—and a week-long curriculum assessment work shop that occurs at the end of the spring semester. During this workshop each semester is considered in turn. All of the stakeholders for the semester in question discuss the objectives, outcomes and inter-course issues, such as coordination of schedule and shared projects.
- The recent addition of five new review/seminar spaces to the building will strengthen this new tradition.
- Faculty, staff, and student representatives formed an ad-hoc committee in the early summer of 2001 to write the first College of Architecture Comprehensive Strategic Plan. The University Strategic Planning Task Force reviewed and approved this living plan. It is incorporated into the university strategic planning matrix that includes all units and areas of the University. The University (Provost and President's office) currently uses the plan as the primary tool for evaluating annual performance of the College.
- There are three types of committees that address various aspects of policy, curriculum, and program development. They are: Advisory committees, Service committees, and Program committees.
• Advisory: provides long term and intermediate guidelines/policies to centers of instructional resources within the college. They are the Shop, Library, Center for Instructional Technology, and The Architectural Research Center. Voting members are faculty, staff, and students. They meet at least twice each semester.
• Service: provides immediate direction and service to the college in the areas of curriculum, scholarships, and research. Voting members are faculty, staff, and students. They meet once per month. Students do not participate in the scholarship committee to avoid potential real and perceived conflicts of interest.
• Program: introduces and refines issues pertaining to a particular program within the college. They are the Lecture Series, Exhibit, International Studies, LPMD (Ph.D.), Historic Preservation, Visualization, Community Design, and Outreach. Voting members are faculty and students. Staff participates in an advisory role.
• Committee participation by students is usually self selected as committee vacancies and call for committee participation are announced-solicited via email to all students enrolled in the College. Faculty and staff may volunteer or be appointed.

COA Strategies Plan Objectives meeting this condition

Goal 1. Access and Diversity: Establish a multidisciplinary college that recruits, retains, and graduates a more academically prepared and diverse student body with a higher proportion of graduate students.

Goal 6. Human Resources and Infrastructure: Develop the College as a performance-oriented learning organization, encouraging mutual respect, diversity, and individual development in a supportive environment.
C-5.0 Human Resources
The APR must provide information describing students’ educational backgrounds, program’s selectivity, retention and time-to-graduation rates since the last visit; it must provide description of the distribution of effort between teaching and other responsibilities of each faculty member and evidence that students evaluate individual courses and faculty; it must provide description of the distribution of effort between administration and other responsibilities for each position.

Response to the VTR Concern
The administration of the College has endeavored to normalize teaching loads and studio student/faculty ratios. Physical, faculty and financial resource assessments have been coordinated with demographic data to provide a clear picture of professional education objectives and resource need in all three areas. Even given the larger financial pressures facing higher education in Texas and across the nation, the University has been forthcoming with the needed resources.

- No Tenure Track or Tenured faculty teach more than one studio in a semester.
- As the curriculum matures—becomes more sophisticated by virtue of contiguous MS offerings—the standard has become: two studios, one required elective and one selected elective per year. While the three MS programs recently established—Historic Preservation, Visualization, Community Design—have deep roots within the history of the College they have never been codified; so, faculty have taught the required courses within their chosen program as a third course within the semester. Now that the programs are officially defined, the courses required within them are taught as part of the basic load of the faculty. This is a critical point. Most MS courses include first professional graduate students.
- The University has provided six new tenure track faculty lines for the College. The College has hired 13 new full-time faculty over the past two years.
- All new tenure-track faculty members receive a workload credit equivalent to a three hour course for the first four semesters of teaching in the college to allow time to develop research agendas.
- The Dean was hired from outside of the University and a Chair was hired as one of the six new faculties. These additional administrative resources effect a substantive improvement in teaching effectiveness for the College because they allow perfunctory tasks to be distributed in such a manner that innovations in teaching and curriculum can be considered for the benefit of making the teaching mission more efficient for each faculty member.
- An “Enrollment Management Plan” has been crafted and adopted to meet both University and College goals. The College is broadening its ‘net’ for the freshman year in an effort to glean a more diverse population and in an effort to fulfill University objectives to attract the best and brightest. There is a comprehensive review of all students at the sophomore and senior levels for admittance into the pre-professional and graduate, professional programs respectively. These reviews allow the College to match student population profiles to resources to achieve a studio student/faculty ratio in these two programs of 14.0 significantly below the 15.5 ratio established in 2002. With more emphasis on graduate education coming from both the College and the University, the studio student/faculty ratio will drop to 13.0 in the next five years.
- The Dean and the Associate Dean and the Chair meet once a week. The Administrative Council including the Assistant Deans and the Program Directors and the key staff; Finance, Administration, Academic Programs, Information Technology, and Development meet once every two weeks.
- New administrative resources are aimed at improving the culture of the College and the daily communication between the faculty and the administration.
The Senior Faculty Council—all the full professors—meet with the Dean once a month.

The assistant professors meet with the Dean for four sessions in the middle of the semester to discuss concerns, research and the tenure process.

The budget is shared with the tenured faculty.

Two extensive 3 hour faculty/staff workshops were held last year, using learning organization techniques (world café) to provide a decision field for the administration. The College plans to continue applying learning organization techniques.

Learning organizations are a high priority with the University and within the College. Three College administrators have attended the Pegasus Systems Thinking Conference and three executive staff members attended in the Fall 2003.

There is a new more efficient committee structure that uses smaller committees and e-minutes. The intent here is to make better use of everyone's time and to set clear responsibilities for involvement in the resolution of issues confronting the College.

C-5.1 Student Resources
The majority of the students enter the College as freshmen. They are polite, hard working, practical and intelligent students from Texas and contiguous states. Most work while in school and the median family income is considerably below the $80,000 median family income of the flagship Universities of the state at Austin and College Station. In fall of 2003 there were 755 undergraduates, 117 graduates, nine post-professional, and seven doctoral students. This total of 888 students is expected to climb to over 950 in the Fall of 2004. The demographics of the student body are tabularized in Condition 4.0 Social Equity; but may be summarized as 20% non-Anglo and 26% female. The Hispanic student population is 150% above the national average. The majority of the students are male Caucasians; but the female population has been rising steadily over the past ten years.

Our intrastate students come from throughout the state with each AIA chapter district in Texas being represented. Our largest numbers of students come from the Panhandle-South Plains and DFW Metroplex areas with El Paso, Houston and San Antonio being the next highest areas of representation. Approximately one-third of our students come from West Texas and the Panhandle.

The student population is split almost equally between metropolitan and rural school districts. While no statistical data has been assembled, it would appear that the majority of students come from high schools with enrollments of less than 1000.

The graduate Professional Program is relatively selective. See the following table that represents seven years of the graduate application, admittance and enrollment history.
While it is clear that the student body has increased considerably over the past seven years, the faculty resources have also grown in the past two years from 25 to 37 fulltime faculty and the studio student/faculty ratio has decreased to 13.5. This will be controlled through comprehensive review of student work at the end of the first year—for entry into the Pre-Professional Program—and at the end of the third year—for entry into the Professional Program. In each case the comprehensive review consists of the evaluation of a portfolio, grade point and an exam. All components of the reviews are scored numerically and points are given for extra factors including cultural diversity and experience.

There is a 50% reduction in cohort over the first year and between the first year and the second year. The University retains between 86% and 93% of the students who leave the College of Architecture to study in other areas. Between the second year and the third year the College retains 85% of the students enrolled and about 60% continue into the graduate program. The College retains virtually all of the students who enter the graduate Professional Program. Most students take six years to complete their degree. See the chart of “Graduation Completion Times” at the end of this section.

C-5.2 Faculty Resources
The College follows the University workload OP, which gives teaching credit based upon type of class (studios receive credit at the advanced rate of .75 times contact hours), credit hours, size, with consideration for first time that a course is given and for the first year that a faculty member teaches a class (a three hour class or studio for the first four semesters of teaching). Generally, faculty members teach one studio each long semester and one required three hour class one semester with the option to teach a three hour elective of their choosing the other semester. This is supported by the College of Architecture workload spreadsheet located at the end of this section.
Faculty Evaluations

All courses during the long terms must be evaluated by the students. A copy of the standard form filled out for the spring semester of last year follows at the end of this section. Annual evaluations follow TTU O.P. 32.32, COA O.P., and a Dean’s Position paper that allows for appeals and sets clear guidelines for teaching, scholarship and service.

Faculty Committee Policy

The committee assignments are distributed according to a College policy that distributes the committee load and anticipates that all faculty rotate through all of the committee assignments.

COMMITTEE ASSIGNMENTS and POLICY 2003-2004
There are four types of faculty committees: Program, Service, Advisory and Standing Committees.

Advisory, Service and Program Committees meetings are open to all faculty. Notice of committee meetings must be forwarded to the faculty and posted in the main office one week prior to the meeting. Minutes must be kept of the meeting and distributed to all faculty as well as recorded in the main office.

Standing Committee meetings are those committee meetings that are conducted as a result of faculty members ‘standing’ in the college. For example, Tenure Faculty Committee are those faculty members with tenure.

Program Committees introduce and refine issues pertaining to a particular program within the College. These programs include: Lecture, Exhibit, International Studies, LPMD, Historic Preservation, Visualization, Community Design and Outreach. Each committee is composed of three to six faculty members and one student (nominated by the committee chair and forwarded to the dean). Decisions are made on the basis of all attending committee members including the student member. Program Committees shall meet on a monthly basis.

<table>
<thead>
<tr>
<th>Lecture:</th>
<th>Historic Preservation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darwin Harrison, Chair</td>
<td>John White, Chair</td>
</tr>
<tr>
<td>Michael Mussotter, Incoming Chair</td>
<td>Elizabeth Louden</td>
</tr>
<tr>
<td>Kristina Yu</td>
<td>Clifton Ellis</td>
</tr>
<tr>
<td>Akel Kahera</td>
<td>Gary Lindsey</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exhibit</th>
<th>Visualization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jimmy Davis, Chair</td>
<td>Glenn Hill, Chair</td>
</tr>
<tr>
<td>Raimund McClain</td>
<td>Andrew Vernooy</td>
</tr>
<tr>
<td>Michael Mussotter</td>
<td>Stan Robertson</td>
</tr>
<tr>
<td>Michael Martin – ex-officio</td>
<td>Bob Perl</td>
</tr>
</tbody>
</table>
Service Committees
Approximately 2/3 of the tenured and tenure-track faculty serve on the service committee giving faculty a year off every three years. The Service Committees provide immediate direction and service to the College in the areas of curriculum, scholarship and research. Each committee shall be composed of five voting faculty, one staff member and one student member (nominated by the committee chair and forwarded to the dean). All other attendees are without vote. The faculty will rotate through the committees every two years. The chairs will be appointed by the Dean. Each faculty member of the committee shall represent one of the following areas of consideration: 1) History; 2) University Rules; 3) Teaching Resources; 4) Professional Issues; 5) Accreditation Issues. Service Committees shall meet on a monthly basis.

Curriculum Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Term Expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Peters, Chair</td>
<td>August 31</td>
</tr>
<tr>
<td>Matthew Gallegos</td>
<td>2004</td>
</tr>
<tr>
<td>Brian Rex</td>
<td>2005</td>
</tr>
<tr>
<td>Jim White</td>
<td>2004</td>
</tr>
<tr>
<td>Joseph Aranha</td>
<td>2004</td>
</tr>
<tr>
<td>MaryAlice Torres-MacDonald, Chair of Instruction</td>
<td>Ex-Officio</td>
</tr>
<tr>
<td>Patti Perkins, Academic Program Coordinator</td>
<td>Staff</td>
</tr>
</tbody>
</table>

Scholarship Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Term Expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clifton Ellis, Chair</td>
<td>2005</td>
</tr>
<tr>
<td>Joanna Mross</td>
<td>2004</td>
</tr>
<tr>
<td>John White</td>
<td>2004</td>
</tr>
<tr>
<td>Stan Robertson</td>
<td>2005</td>
</tr>
<tr>
<td>MaryAlice Torres-MacDonald, Chair of Instruction</td>
<td>Ex-Officio</td>
</tr>
<tr>
<td>Sharen Hart, Director of COA Development</td>
<td>Staff</td>
</tr>
<tr>
<td>Julie Rex, Administrative Assistant for Research</td>
<td>Staff</td>
</tr>
</tbody>
</table>

Research Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Term Expires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gary Smith, Chair</td>
<td>2005</td>
</tr>
<tr>
<td>Glenn Hill</td>
<td>2004</td>
</tr>
<tr>
<td>Ben Shacklette</td>
<td>2005</td>
</tr>
<tr>
<td>Catherine Galley</td>
<td>2004</td>
</tr>
<tr>
<td>Saif Haq</td>
<td>2004</td>
</tr>
<tr>
<td>Elizabeth Louden</td>
<td>2005</td>
</tr>
<tr>
<td>Julie Rex, Administrative Assistant for Research</td>
<td>Staff</td>
</tr>
</tbody>
</table>
Grade Appeals Committee                  Term Expires August 31
Marc Giaccardo, Chair                  2004
Upe Flueckiger                         2004
Catherine Galley                      2004
  Student Members:
  Scott Nelson                          2004
  Christina Sanchez                     2004

Graduate Admissions
Michael Peters, Chair
Marc Giaccardo                           2004
Jim White                                 2005

Undergraduate Admissions
James Watkins, Chair
Brian Rex                                 2004
Kristina Yu                              2005
Upe Flueckiger                           2005
Patti Perkins, Academic Coordinator      Staff

Fundraising Committee
Andrew Vernooy, Chair
David Driskill, Associate Dean
Sharen Hart                               Staff
Jim White
Elizabeth Louden
MaryAlice Torres-MacDonald
Pam Smith, Dean's Assistant\nBeth Trischitti, Financial Manager      Staff

Advisory Committees
2/3 of the tenured and tenure-track faculty members will serve on an advisory committee.
Every third year a faculty member will not serve on an advisory committee. Advisory Committees provide long and intermediate guideline to centers of instructional resource within the College: The Shop, Library, Center for Instructional Technology and Architectural Research Center. The committee will include three members of the faculty plus one staff member and one student (selected by the committee). All other attendees are without vote. The faculty will rotate through the committees every two years. The chairs will be appointed by the Dean. Advisory Committees shall meet at least twice a semester.

Shop Advisory Committee
Upe Flueckiger, Chair                    2004
Michael Mussofter                      2005
Michael Martin, Shop Manager           2004
Fred Porteous,                         Staff
David Driskill, Associate Dean         Ex-Officio
Library Advisory Committee
Matthew Gallegos, Chair 2004
Brian Rex 2005
Bob Perl 2004
Raimund McClain 2005
Clifton Ellis 2004
Bonnie Reed, Architecture Librarian Ex-Officio

Instructional Technology Committee
Bob Perl, Chair 2004
Stan Robertson 2004
David Driskill, Associate Dean 2005
Larry Smith, Computer Manager Staff

Architecture Research Center
Elizabeth Louden, Chair 2004
Gary Smith 2005
Ben Shacklette 2004
Glenn Hill 2005
Julie Rex, Administrative Assistant for Research Staff

Standing Committees:
Membership on standing committees is determined by virtue of a faculty members ‘standing’ in the college. These committees meet on a monthly basis or as needed.

Senior Faculty Council
This committee is made up of all senior faculty in the college.

Tenure Faculty
This committee is made up of all tenured faculty in the college.

Graduate Faculty
This committee is made up of all graduate faculty in the college.

Administrative Council
This committee membership is determined by the dean of the college based on administrative position standings.

C-5.3 Administration Resources
The Program Administrative Structure is the administrative structure of the College. The head of the program, Dean Andrew Vernooy, teaches in the summer and will begin to teach a non-studio course in the spring of 2004.

There are two Associate Deans: Glenn Hill and David Driskill, who are responsible for research and academic affairs respectively. A Chair of Instruction, Mary Alice Torres-MacDonald, is directly responsible for the culture of the College and functions much like a departmental chair. There are two Assistant Deans: James Watkins and Michael Peters, who are responsible for undergraduate studies and graduate studies respectively, and there is a Supervisor of Information Technology, Bob Perl, who oversees all the audio visual and computer needs of the College.
The Associate Deans and the Chair are expected to teach 50% time. The Assistant Deans teach 100% of the time. The job descriptions of the administrators are in section C-10 Administrative Structure.

C-5.4 Staff
There are four exempt positions (not on a time sheet) that include the Manager for Financial Services, Beth Trischitti; Development Officer, Sharen Hart; the Director of the Architecture Programs Office, Patti Perkins; and the head of the computer facility, Larry Smith. There are eight nonexempt positions who staff overlapping work areas including the Dean’s office, the Architecture Programs Office, Instructional Technologies, the Architecture Research Center, and the Shop. A staff listing is located in C-10 Administrative Structure.

COA Strategies Plan Objectives meeting this condition

Objective 6.2: Develop and implement a development policy for faculty and staff.
Objective 6.3: Achieve parity in salaries and compensation for faculty and staff with other Big 12 universities’ architecture programs.
Objective 6.5: Achieve parity in student: faculty ratios with other Big 12 universities’ architecture programs.
C-6.0 Human Resources Development

The program must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.

Texas Tech University is a comprehensive university with academic programs at both the undergraduate and the graduate levels. Therefore, it is essential that its faculty be dedicated to achieving excellence in teaching, research and creative activity, and professional service in order to preserve and strengthen the vitality of the university. Academic promotion and tenure are awarded to faculty making continuing contributions in these areas. While promotion and tenure determinations are separate and distinct, similar standards and procedures apply to both. The preservation of quality requires that all persons recommended clearly satisfy the general criteria presented herein. Fairness requires that these criteria be applied as uniformly as possible.

The College of Architecture challenges and enables its members and collaborators to surpass their own expectations as they advance the quality of built and natural environments. The College is:

- an international learning community;
- engaging in exemplary architectural teaching, research, scholarship, creative endeavor, and service;
- educating its students for effective practice in architecture;
- seeking to supplement sound training by nurturing the whole person within an understanding of architecture as a broad humanistic discipline;
- producing leaders able to meet the demands of a changing profession, and whose technical skills will be complemented by personal vision, ethical persuasiveness and entrepreneurial drive.

As a professional program regularly reviewed by a national accreditation board (the National Architectural Accreditation Board, or NAAB), the College of Architecture is different from more purely academic departments in that it incorporates professional training and real-world practice as well as scholarly theory and research. In this regard, architecture faculty are involved in a wide spectrum of activities that range from academic scholarship and writing, on one hand, to architectural design, creative work, and professional practice, on the other hand. The evaluation procedures seek to allow for and support the diversity of activity that is meritorious in a university program like Texas Tech’s College of Architecture.

C-6.1 Faculty Development

At Texas Tech University, general guidelines for the evaluation system are covered in OP 32.01 Vol. 1.

The purpose of this section is to set forth the college’s standards and procedures for awarding promotion and/or tenure to College of Architecture faculty members.
It is based upon the policies of the Board of Texas Tech University as they relate to Promotion and Tenure Standards and Procedures.

Recommendation for Promotion and Tenure is to be based on the quality of accomplishments and does not require participation in every category listed.

Research, creative activity, professional and citizenship involvement each have an effect on the ability and performance of a faculty member as a teacher and as a representative of the College. Such involvement is encouraged but not at the expense of the basic commitment to teaching.

Promotion in rank is a matter of critical importance to the professional development and personal growth of each faculty member. The College of Architecture presents its candidate to the University for evaluation on the basis of evidence submitted in response to clearly-defined standards. A decision on promotion and/or tenure is made on the basis of both the University’s standards and those which are unique to a particular college. The following statements further define the academic environment of the College of Architecture, and are intended to establish the framework within which faculty evaluation for promotion and tenure will be carried out.

- The college commits itself to the highest standards of excellence in its teaching programs as well as in the research, scholarship, creative and service activities of its faculty members. The College of Architecture faculty recognizes the role that continuous improvement in knowledge, experience, and ability plays in their ability to instruct and influence students within its discipline and profession. Excellence in teaching and research is of paramount importance to the fulfillment of the University’s mission, while high-quality achievement—continuous and visible—in creative works, research, scholarship, and service is an obligation in all faculty positions. In the promotion process, the College and candidates are jointly responsible for the development and presentation of evidence which manifests these standards of excellence.

- The College of Architecture recognizes the equivalency of significant professional and creative involvement with scholarly activities when such involvement contributes to academic excellence. The program is characterized by a diversity of academic and professional specialization. Our promotion standards must reflect this diversity. The faculty recognizes the symbiotic relationship among, and significant contributions of, each of our various orientations; the college benefits from an appropriate balance among these educational elements. The full range of design, planning, and construction-related activities—whether scholarly productivity, artistic or design creativity, or unique formulations or applications of theory—will be considered equally significant as potential contributions to academic excellence.

- The College of Architecture recognizes the role of its faculty in contributing creatively to the arts, sciences, and technologies of their respective disciplines in concert with their academic duties. In belief that theory leads to practice and practice leads to theory, the expectation of the College and the University is to encourage and maintain an active faculty which is continuously striving to advance knowledge and to enhance the quality of professional practice. Subject to College, University and Board of Regent’s Policies, involvement in current professional activities is basic to academic excellence. Documentation of a candidate’s participation in his or her profession or discipline will be an
important element in evaluation. Professional activity alone, however, is not considered equivalent to scholarly activity. Only when the professional activity contributes to public discourse and value does it warrant consideration as scholarly activity. Evidence of the public value of professional activity is necessary for advancement in rank and for tenure.

The Architecture Research Center (ARC) facilitates research and service activities within the College of Architecture, serves as an interface with other research and service centers and institutes at Texas Tech University, and provides research services to the wider public realm. There are nine areas specifically identified as research focus areas in the College of Architecture. Although research and creative activities are not specifically limited to these areas and indeed as new faculty arrive, these focus areas may expand, currently we are involved in the following areas: Visualization (Virtual Environment, Generative Architectural Geometrics, Industrial Processes), Historic Preservation (Building Documentation, West Texas Historical Architecture, Tourism-Conservation), Community Design (Community Design, Urban Design, and Land-use Planning, Management and Design (LPMD)).

We are also working on an International Architecture Program with vernacular studies as its core.

Professional Development

The College sent 19 faculty members to AIA and ACSA functions overseas. See table at the end of this section.

2002 - Joseph Aranha, Hong Kong  
2002 – Marc Giaccardo, Austin, First International U.S. Green Building Conference

Other requests by faculty for special training:  
2002 - Association for Preservation Technology International - Scaffolding and Job Safety Workshop - Elizabeth Louden  
2003 - LEED Training and Certification - Marc Giaccardo

Development leave recipients (100% salary for one semester, 50% salary for one year):  
2. Professor JoAnna Mross - *Paid* Spring, 1999, Research work, West Sumba, Malasia.  
Of seven leaves granted, four went to female faculty, one to African American male one to an Indian male and only one went to an Anglo male.

C-6.2 Staff Development
Staff is provided with a Staff Handbook upon their arrival to the College of Architecture. Key components are job and comportment descriptions.

The Staff goal is to work together as a single entity with many facets in completing the mission statement for the College of Architecture. To create a work environment that enables faculty and students to perform at peak effectiveness.

The staff sees themselves as a team with a single purpose in mind. They always strive to be positive when talking with others around campus as well as students and faculty within the College.

The Texas Tech University SERVICEplus Mission

To provide the highest standard of excellence in higher education while pursuing continuous quality improvement; to stimulate the greatest degree of meaningful research; and to support faculty and staff in satisfying those whom we serve.

The philosophy of SERVICEplus applies to the work environment on the university campus and the health sciences center, as well as in the classroom and clinics. The focus of the program is on the skills and behaviors that the individual can control to impact the work environment as well as the quality of service provided to the various customer bases with which we all deal.

To provide excellent quality service in an environment that is caring and friendly, 100% of the time.

SERVICEplus is an on-going awareness effort by Texas Tech to aid the internal representatives of the university, faculty, staff, administrators and physicians in supporting the continuous quality improvement mission of the university. The multi-level program helps us identify the customers that we serve: students, patients, parents, co-workers, colleagues, the local community and regional and national constituents. Through SERVICEplus we also identify the skills needed to provide excellent service and positive interactions with these individuals and groups and promote a positive image of Texas Tech as a multi-faceted institution that provides excellence in education, research and its interactions with the public.
Tech policy requires that all employees serve a six-month “probationary” period. At the end of six months the employee will receive an evaluation from their immediate supervisor which becomes a part of their personnel record. After the initial six month period evaluations will be performed on a yearly basis. Negative evaluations could result in dismissal from the College.

A good evaluation depends on three major areas:

1. SERVICEplus attitude
2. Prompt and regular attendance
3. Good work performance

A negative evaluation generally occurs from repeated occurrences of any or all of the following five areas:

1. Poor Conduct (Abusive/Inappropriate actions, language or liaisons)
2. Poor attendance
3. Excessive personal use of university equipment
4. Illegal use of a controlled substance
5. Poor work performance

The College has a staff manual that covers evaluations, grievances, promotional opportunities, salary increases, and resources.

C-6.3 Student Development

There are a multitude of support services available to the students at the University level. A few examples of the TTU Academic Support Services: AccessTECH: promotes a supportive learning community for students with disabilities through the provision of reasonable academic accommodations. Programs for Academic Support Services (PASS): This center provides free peer tutoring, on-line tutoring services, study skills assistance, self learning computer/video lab, supplemental instruction in specific courses, and testing accommodations for students with disabilities. Success Center: Located in a first-year residential complex, the Success Center assists students by providing referrals to campus resources, academic support, career exploration software, and other services that assist student success. University Writing Center: Working with writers at any stage of the writing process, the staff of the Writing Center can help writers interpret assignments and brainstorm, as well as read and respond to drafts of documents. All TTU support services are available on this Website: http://www.techniques.ttu.edu/documents/academicsupportservices.pdf

Academic Advising There are three academic advisors available to the students from 8 a.m. - 12:00 p.m. and from 1:00 p.m. to 5:00 p.m. Monday through Friday. Advisors are equipped/trained to assist students with scheduling questions, on-off campus course information and availability, elective courses available each semester, equivalent course numbers at other colleges, university/college policies, assist with questions involving other offices on campus, and know who to call to find answers to questions the Academic Programs Office (APO) cannot immediately answer.

Career guidance The APO use the faculty as resources to guide students into areas of special interest. College of Architecture Job Fair: Each March the APO holds a Job Fair with as many as 42 architectural firms represented and our students normally have at least one job offer before graduation. The University has a Career Center: This center assists students in career advising, offers SIGI=computerized career guidance system, helps with internships, holds job
fairs and career days, conducts on-campus interviews with hundreds of employers, assists with resume writing, and has a referral system for employers.

**Evaluation of progress** each semester at pre-registration, advisors are checking degree plans and throughout the semesters students come by to see if they are "on track". APO checks the degree plans for students one to two semesters prior to graduation where the student will be informed of courses which still need to be taken. In extreme cases the student will be notified to come see an advisor (probation/suspension letters).

**Internship placement** is handled by the Associate Dean for Academics who works with firms in Dallas, Houston and San Antonio to develop internship programs that also are connected with other classes offered at a distance.

**Student travel and study opportunities**

Students have many opportunities within the College of Architecture to travel and there are other opportunities available to them through their own initiative at the Honors College or the International Cultural Center on the TTU campus.

**New Initiatives**

- **ECOSA Institute.** Students are encouraged to attend other programs such as ECOSA that addresses the issues of sustainability and ecological design. Web address: http://www.ecosainstitute.org/

- **Ghost Project.** Ghost is the research lab of Brian MacKay-Lyons, architect and professor at Dalhousie University's School of Architecture. This two-week summer design/build program offers internships for students, faculty, and practitioners and takes place on the ruins of a nearly 400-year-old village at the MacKay-Lyons farm on the Nova Scotia coast. Web address: http://www.dal.ca/%7Earch/architecture/visitors/ghost.shtml

- **Korea.** A student competition was held this September in Korea and TTU and the College of Architecture was represented by two faculty members and seven students that resulted in a cooperative agreement between the College and Youngsan University. A COA student won the international competition.

- **McGill University, Montreal.** Studio, Urban Theory, photography, and drawing classes have been offered the last 5 years.

- **The College is currently working to establish a program in Puebla, Mexico.**

- **Junction Campus.** Summer 2003 was the first time the College of Architecture offered a course on the Junction campus. One of our delineation faculty members went for the second summer session and we had nine freshmen students attend.

- **Seville.** Summer 2003 the College of Architecture offered classes on the Texas Tech University campus in Spain. Nine College of Architecture students attended classes this summer.
Ongoing Programs

- **Dallas Internship Program.** Created in the spring 2001, the program provides academic courses in the Dallas area to support students in internships. The college places the students in the internship for a spring semester plus the summer or for a summer plus a fall semester.

- **Architour.** Travel opportunities to different cities each year at Spring Break. There is an acculturation class which covers the architecture of the place(s), museums, language, and firms to be toured. Architour has been consistently ongoing since 1981.

Student organizations and the faculty support of each.

- **Knights of Architecture - Ambassadors for the college.** Besides representing the College of Architecture, the Knights also strive to make the college a better place for learning while enhancing the overall college experience. The Coordinator of Academic Programs is the sponsor. Meetings, tours for prospective students, special events for community college, high schools and all students visiting the campus, assist with summer orientations, graduations, and convocation. Web address: http://www.arch.ttu.edu/koa/whatis.htm

- **Tau Sigma Delta - Honor Society,** John White, National President of the Executive Board and TTU Sponsor, National Executive Board Treasurer is Elizabeth I. Louden, TTU faculty also. Web address: http://www.orgs.ttu.edu/tausigmadelta/

- **Women in Architecture and Design,** MaryAlice Torres-MacDonald, Chair, Sponsor.

- **Architectura, Hispanic Student Organization,** Matthew Gallegos, Ph.D., sponsor.

- **American Institute of Architecture Students,** Gary Lindsey, Sponsor, National Website: http://www.aiasnatl.org/

- **The Center for Campus Life Student Organization Services** is a collaborative partner with all our student organizations.

Convocation Scholarship total amount for the College of Architecture is $53,500 for the 2003-2004 academic school year.

- **Texas Society of Architects Design Competition, Student Team Winners,** Fall, 2002

- **AIA scholarships, Fall 2003,** Three (3) of our students were awarded competitive scholarships.

- **CSI Scholarships, Fall 2003,** Three (3) of our students were awarded statewide competitive scholarships.

**Phi Kappa Phi.** New inductees 2000-01 ten, 2001-02 twelve and 2002-2003 thirteen (total of 35), Marc Giaccardo, faculty sponsor.

Honors College. The College of Architecture has 38 students enrolled in the Honors College as of Fall, 2003.

Collective Development

List of lecture schedule for the past three years—include this year Darwin

DIALOGUE 2003/2004 Lineup - the noon presentations and discussion events

10 Dialogues for 2003-2004

Fall 2003

<table>
<thead>
<tr>
<th>Date</th>
<th>Presenter</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 9/17</td>
<td>Joe Aranha/Students</td>
<td>Summer in Spain</td>
</tr>
<tr>
<td>2 10/1</td>
<td>Darwin Harrison</td>
<td>Student Union Building Tour</td>
</tr>
<tr>
<td>3 10/15</td>
<td>Andrew Vernooy</td>
<td>State of the College Address</td>
</tr>
<tr>
<td>4 10/29</td>
<td>Justin Park</td>
<td>TTU student participant in “Ghost” – Nova Scotia</td>
</tr>
<tr>
<td>5 11/12</td>
<td>Upe Flueckiger/</td>
<td>Marfa Studies</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td></td>
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</tbody>
</table>

Spring 2004

<table>
<thead>
<tr>
<th>Date</th>
<th>Presenter</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2/4</td>
<td>Bryce Hamels</td>
<td>TTU Student attendee at ECOSA</td>
</tr>
<tr>
<td>2 2/18</td>
<td>Michael Britt</td>
<td>Mercedes Benz Showroom Building Tour</td>
</tr>
<tr>
<td>3 3/24</td>
<td>Gary Lindsey</td>
<td>West Texas Architecture</td>
</tr>
<tr>
<td>4 4/21</td>
<td>Architour Students</td>
<td>2004 Trip</td>
</tr>
</tbody>
</table>

Dean’s Fellows - a new visiting speaker and studio critics series.
Richard Cleary, Historian
Akel Kahera, Islamic Urbanist, Historian, Architect
Joon Kang, Korean Urbanist and Architect

LECTURE SERIES

Wide Open 2001-2002

Fall 2001

Jusuck Koh

Spring 2002

1. Ian MacBurnie
2. Les Shepherd
3. Elizabeth Chu Richter
4. Larry Speck
5. David Heymann
6. Joanna Mross / Joe Aranha
7. Arthur Andersson / Chris Wise
8. Douglas Moss
9. Peter Brown
10. MJ Neal
LECTURE SERIES

Crossing Boundaries  2002-2003

**Fall 2002**
1. Mell Lawrence
2. Brian MacKay-Lyons
3. Nichole Wiedemann
4. Robert Harris (Lake Flato)
5. Paul Shepheard
6. John Fairey/Carl Schoenfeld
7. David Guthrie
8. Max Levy

**Spring 2003**
1. Vincent James
2. Peter Brown, Photographer

LECTURE SERIES

BLUR  2003-2004

**Fall 2003**
2. John Loomis  Architect, Historian, Revolution of Forms – Cuba’s Forgotten Art Schools
5. Marianne Stockebrand  Director, Chinati Foundation, www.chinati.org
6. Carroll William Westfall  University of Notre Dame

**Spring 2004**
   Lecture to Coincide with 75 year Celebration

Exhibits:
- 2000  February: Hardy Holzman Pfeiffer Exhibit, Architecture Gallery
- Faculty Exhibit, Architecture Library Gallery
- Delineation Student Exhibition, Architecture Library Gallery
- 2002  September: “Custom Picture Frames”, One-Zero-One Gallery
2002  October: “Re-Collecting Rome: A Diachronic Guide to the City” an Exhibit by Nichole Wiedeman, Architecture Gallery
2002  December: “Furniture Design Class Exhibit”, Architecture Library Gallery
2003  March: Peter Brown Exhibition, Architecture Library Gallery

Fall 2003
September: “Summer in Spain Exhibition”, Architecture Library Gallery
October: “Traveling Exhibit” from Brian Rex, Architecture Library Gallery
C-7.0 Physical Resources

The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space.

Response to the VTR Concern
The University and the College have cooperated to address problems of specific space needs, acoustics, ADA compliance and furniture.

- The University has recently renovated five teaching spaces within the building to provide badly needed review and seminar spaces.
- Renovations to the building have afforded specific acoustical separation of class teaching spaces and studio spaces—which was the largest acoustical problem in the building. These renovations have also broken up the studio spaces into two separate spaces substantially decreasing the number of noise sources in a studio space.
- A quarter of the fifth floor has been renovated for the Visualization Program.
- Men and Women’s ADA restrooms are available on the tenth floor and construction is completed on the 5th floor for another pair. Better signage has added effective communication about locations.
- The ninth floor has been renovated for a Computer Aided Design Lab, Print Bureau and Audio Visual resource suite.
- The College is aggressively replacing furniture each year. So far, the furniture in one side of four floors has been replaced. This affects 16 of our studios. We have an equal number of studios to outfit.
- The College has appointed a Building Manager, Michael Martin, who has made a significant difference in the maintenance and preparedness of the physical facilities, furniture and equipment.

C-7.1 General Description

The College of Architecture is housed in its own building on the Texas Tech campus. The building, a ten floor structure, was completed in 1969. All design studios, visual communications studios, computer instruction laboratory, workshops and most lecture rooms are housed in the building, along with Branch Library and slide collections, administrative and faculty offices. Large lecture classes are conducted at other locations on campus, within a three to five minute walk from the Architecture Building.

Educational Spaces
There are two audio/visual lecture rooms and one multimedia classroom equipped with sound system, screen, chalkboard, and computer networked for on-screen presentations. There are five new seminar rooms located on the 5th, 6th, 7th, and 8th floors. Each one is equipped with a large conference table, chairs, and window blinds. Floors four, five and seven are studios for design coursework. The sixth and eighth floors each have almost one-half the total area designated as studios. The typical arrangement of the space allocated to the design studios is one 2,720 square feet area and one 896 square feet area symmetrically located on each side of the elevator/fire stair core. These areas are equipped with drafting tables, and equipment storage lockers. Display tack space is located on both sides of the corridor walls and on the concrete masonry end walls of each studio. The larger and smaller studios form an “L-shape” and are separated by newly constructed review spaces. Approximately 6,052 square feet of the studio space is located on the fourth, fifth and seventh floors,
respectively, and 3,026 square feet of studio space occurs on the sixth and eighth floors respectively. All of these spaces are completely networked and have adequate power supply. They are also on a wireless digital system.

The third floor, 6,052 square feet, is used for delineation classes, and internet studios.

The Department of Art currently uses one of the 896 square feet spaces as well as the entire second floor and one-half of the ground floor. These areas are not shared with the College of Architecture.

**Exhibition Space**
A two-story, 2,635 square feet gallery/exhibit/jury hall and a 325 square feet student gallery are located on the courtyard level.

**Library and Audio/Visual spaces**
The Branch Library occupies the northern half of the ninth floor and three-fourths of the northern half of the eighth floor. An interior stair connects the floors. The remainder of the eighth floor is occupied by the audio/visual resources suite.

**Architecture Research Center**
The Research Center occupies the southern half of the sixth floor and includes study carrels, research workspaces, a conference area, and office space for the administrative staff.

**Computers**
The computer instructional laboratory, construction documents studio, and materials reference collection occupy the southern half of the ninth floor. There are two computer studios, one equipped with twenty Pentium NT computers in the beginning laboratory and sixteen Pentium NT computers for advanced instruction. Plotters and printers are provided in this space. The computer labs are networked to the University as well as to each faculty office equipped with a networked personal computer with Internet access. 'AutoCad' is the principal software employed at the present time and AutoCAD 2000 has been installed. 'Corel 6.0' and 'Thumbs Plus' are other software available. The Architecture Research Center also provides seven computer work stations for faculty and research assistants.

Facilities for word-processing and data-processing for faculty and students are also available at the University Advanced Technology Learning Center and the Teaching, Learning, and Technology Center, both located in the Main Library.

**Ancillary Spaces**
The Architecture Shop, located on the courtyard level, is used as a service and teaching facility. It is well equipped with wood and metal-working machinery, power tools (saws, lathe, sanders, jointers, planers, welding equipment), hand tools, work tables and lockers. The Shop has a complete under-floor dust collection system attached to all major pieces of equipment. The Shop is open to all architecture students from 8:00 a.m. to 5:00 p.m., Monday through Friday. Detailed usage instruction is given to students prior to handling equipment.
Students are required to sign a College of Architecture release form before using shop equipment.

The College also has facilities in the Audio/Visual Space, 9th floor, for students to photograph their design projects. It is equipped with backdrop, special lighting and cameras.

The College of Architecture lounge is located on the tenth floor, furnished with copying equipment, mailboxes, conference tables, chairs, lounge furniture, and equipped with a small kitchen. Student offices are provided for AIAS, Tau Sigma Delta, Knights of Architecture, the Tech Chapter of Habitat for Humanity, and Women in Architecture and Design in Room 303. A student lounge is located in Room 308.

**Offices**

On the tenth floor of the building are offices for the College Dean, Associate Deans, Chair, the Dean’s conference room, reception, Academic Programs Office, and office for the Manager of Financial and Administrative Services. Also located here are offices for the Chair, Development Officer, and Senior Administrative Assistant to the Dean. The total administrative space is 3,600 square feet.

Each tenured and tenure-track faculty member has a private office, with some offices shared by part-time faculty. Faculty offices are located on the tenth floor and floors three through eight. Three offices on the tenth-floor and four on the second floor are currently on loan to the neighboring Art Department. All faculty offices are networked.

**C-7.2 Building Plans**

The Building Plans are located in volume two “Supplemental Info” of the APR.

**C-7.3 Changes Current and Anticipated**

The Architecture Research Center is located on the south side of the sixth floor. The mission of the Architectural Research Center is to facilitate research and service activities within the College of Architecture, serve as an interface with other research and service centers and institutes at Texas Tech, and provide research services to the wider public realm. To meet the challenge of a significant increase in research associated with historic structures documentation the ARC has steadily added computers and other equipment. There are now seven computer work stations, two scanners, two printers, one plotter and a large format 4"x5" field camera. The state of the art work accomplished here for the Statue of Liberty and Chaco Canyon using a 3-D laser scanner has given our Historic Preservation program an international reputation. This is the future of practice. The Architectural Resource center employed 19 undergraduate and graduate first professional degree students and many other students take courses that expose them to the equipment and the skills needed to use it during the summer, 2003. Community Design work employs 2-3 students throughout the year while Historic Preservation research maintains 3-4 students consistently throughout the academic year.
A corner of the 5th floor has been set aside for advanced classrooms featuring information technology that is being explored in our Visualization Program. This suite consists of a small conference and presentation room, a studio, and a large presentation room for more than 40 people. We plan to acquire a single screen, stereo projection system this year for the small room that can also be used remotely. Currently the Visualization Program is exploring stereo-3D, real-time projections of building spaces on desktop Intel processors. This, also, is the future of practice. Like animation techniques developed a decade ago, these representation skills will be a standard part of architectural education and professional practice in five or six years.

The Community Design Studio has relocated to the fifth floor—next to the visualization suite—to take advantage of the growing use of media, animation and real-time simulation technologies in regional planning, community development and urban design. The studio is organized around a central space for discussion, presentation and large urban model. The outside of the studio is dedicated to individual work stations that are networked. The College of Architecture is third on the list to become part of the wireless network that will embrace a majority of the campus. This will enlarge the collaborative objectives of this studio and help us explore the community design benefits of advances in media and information technology.

The University has added five new review and seminar spaces, on the 5th, 6th, 7th and 8th floors, to the building by enclosing five marginal spaces, which were defined by partial partitions—these spaces were referred to in the last VTR as being ineffective. This change has improved both security and acoustical conditions for the adjacent studios. This is a significant investment in the culture of the College as it supports our new internal and external review policy (see condition 2.0 Self Assessment). Eventually these spaces will accommodate advanced instructional technology made accessible by the wireless network.

The University has helped us to expand the number of offices in our building, allowing each tenure-track and tenured faculty member to have an office of their own. These changes have allowed us to provide private advising rooms for our counselors and a student career and education resource room, P²ARC (Placement, Programs, Advisement & Recruiting Center), where students can plan their future.

In order to further serve our students, the University renovated a pair of restrooms on the fifth floor to be accessible. This gives the College two pairs of accessible restrooms.

C-7.4 Future Opportunities
The current, two story gallery space, located on the courtyard level, is marginal for the exhibition of architecture and art. Further, with advances in audio and visual technology the gallery is marginal for lectures. In Fall of 2003 two state of the art lecture spaces were constructed in the classroom complex next door. The Senior Faculty Council and the Alumni Board have approved the expansion of the shop into the courtyard level of the existing gallery space with the construction of a second floor gallery, to be entered off the main entrance, which will cover two thirds of the existing volume. This will afford an aggressive “making” pedagogy that will serve to tie our technical courses to our design studios. We have appointed a new Shop Manager, Michael Martin, who has over
twenty years of studio teaching experience and we have initiated a Shop Advisory Committee to insure that the daily selection and placement of equipment is consistent with this long term policy. The College intends to confront, in an immediate and physical manner, the configuration of architecture, the logic of its technics, the theory of its production, and the manner in which all of these conspire with the enterprise of design. The conversion of the lower gallery space into an enlarged shop will serve to make these goals—an essential tradition of the Tech program—into a core value that brings all levels of the College together around the fascinating and heuristic study of design based construction.

C-7.5 Furniture and Equipment
The College is engaged in an aggressive plan to replace all of the furniture in the studios. Three years ago the University helped us replace four studios of furniture—for Collaboration Studio. Over the past two years the College replaced another six—including three that received an open office furniture system. This year the College intends to replace three more studios with tables and lockers. This will leave us with another twelve design studios to upgrade over the next four years.

The College is also engaged in an aggressive plan to update audio-visual equipment, computer equipment and software. A list of our acquisitions for the past three years follows:

2001
Computers - $28,220
Software - 18,929
Other - $5,711

2002
Computers - $226,747
Software - $29,534
Other - $14,056

2003
Computers - $57,095
Software - $5,146
Other - $25,975

COA Strategies Plan Objectives meeting this condition
Objective 6.9: Provide a working and learning environment which is conducive to formal and informal interaction and communication.
Objective 9:2 Develop a sustainable infrastructure.
C-8.0 Information Resources
The librarian in charge of the architecture library and other visual resources must prepare a self-assessment demonstrating the adequacy of the architecture library.

C-8.1 General Description
University Libraries Mission Statement: Through individualized service, the Texas Tech University Libraries connect users with resources that advance intellectual inquiry and discovery.

The Texas Tech University Library system currently includes the main library, Southwest Collections/Special Collections, the Architecture Library, and the International Cultural Center Library. Texas Tech is one of two Regional depositories for U.S. Government Documents in Texas and is a repository for federal patents and trademarks. The University Libraries’ collections, including government documents, contain over 2.3 million volumes, 30,788 serial subscriptions, and approximately 2.2 million units of microfilm. The Southwest Collection/Special Collections Library includes the Southwest Collection, University Archives, the Archive of the Vietnam Conflict, Hoblitzelle Conservation Lab, and the Rare Books Collection. The University Libraries’ collections include the Southwest Collection, University Archives, the Archive of the Vietnam Conflict, Hoblitzelle Conservation Lab, and the Rare Books Collection. The University Libraries completed a $17.4 million building renovation project in 2001. The University Library offers remote access to a new online catalog and other electronic databases, including electronic packages from FirstSearch, EBSCO, TexShare, Lexis-Nexis, and Web of Knowledge. Services offered include interlibrary loan, library express, reserve, library instruction, and the liaison program. The University Libraries is a member of the Association of Research Libraries

The Architecture Library became an official branch library in 1997. The space was renovated, with new lighting, carpeting, painting, relocation of stacks, and the creation of two new offices, which resulted in an attractive addition to the College. About 12,000 monograph volumes and 30 journal subscriptions were transferred to the new Architecture Library at that time. In 2002, the former Media Center was renovated and became the Visual Resources Collection under the direction of the Architecture Library. In Spring 2003, the Architecture Library added two librarian positions.

One of the new library positions is dedicated to creating, cataloguing, and operating the Visual Resource Collection. The College of Architecture provides two student workers to assist in that task. The 80,000 slide Departmental Library Architectural Slide Collection has been transferred into high density storage cases. The University's Main Library is developing an online database and circulation system for the University Library Architectural Slide Collection. A classification system for the collection is also being developed.

C-8.2 Library Statistics Report
The Library Statistics Report from this year’s annual report follows:

Facility/Resource Data
Departmental Library LCNA:  17,435
Total Architecture Collection in Dept. Library:  25,693
University Library LCNA:  65
Total Architecture Collection in Univ. Library:  65
Branch Library Architecture Slides:  80,000
University Library Architecture Slides:  6,287
Branch Library Architecture Videos:  138
Staff In Dept. Library: 6.5 FTE total (4 full-time staff plus student workers)
Computer Stations for Internet Research:  7
Annual Budget for Library Resources:  $46,608
Branch Library Area (net sq. ft.):  9,466 sq. ft. with 848 sq. ft. devoted to work areas.

**COA Strategies Plan Objectives meeting this condition**

Objective 2.4:  Improve architectural branch library services and resources to further the college’s educational and research objectives.
C-9.0 Financial Resources
The program must have access to institutional support and financial resources comparable to those made available to the other relevant professional programs within the institution.

C-9.1 Program Budget
The total 2003-2004 budget for the College is $2,712,615.00, which is roughly $2,855.00 per student. This budget does not include scholarships or operation expenses of the library. It represents a 7.1% increase over last year’s operating budget of $2,521,849.00. The teaching budget is $1,947,923.00, which includes all instructors of record. The rest of the budget, $764,692.00, represents an investment of $805 per student in services, operating expenses, additional classroom assistance, college advancement, faculty travel, and administration.

A copy of the budget for 2003-2004 follows:

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Amount</th>
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<tr>
<td>Faculty Salaries</td>
<td>$1,507,878.00</td>
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<tr>
<td>Instructors</td>
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<td>G.P.T.I.’s</td>
<td>$130,400.00</td>
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<td>Teaching Assistants</td>
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<td>Staff Salaries</td>
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<td>Hourly Workers</td>
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<td>Faculty Travel</td>
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<td>Dean’s Travel</td>
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<td>Development Officer Travel</td>
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<td>Operating Expenses</td>
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<td>Classroom Expenses</td>
<td>$22,500.00</td>
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<td>Shop Operations</td>
<td>$17,235.00</td>
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<td>Lecture Series (guest lecturers, critics)</td>
<td>$28,620.00</td>
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<tr>
<td>Print Bureau (self funded)</td>
<td>$60,000.00</td>
</tr>
<tr>
<td>Information Technology</td>
<td>$13,829.00</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td><strong>$2,712,615.00</strong></td>
</tr>
</tbody>
</table>
C-9.2 Endowments, Scholarships and Program Advancement

In 1986, the architecture program separated from the College of Engineering to become an independent college. In that transition, the College retained eight small endowments, mostly memorial scholarships, totaling less than $50k.

During the next decade, from 1986 to 1997, the top leadership in the College changed six times. There was no organized fund-raising program in place. In 1994, the first development officer was assigned to the College on a part-time basis. There were probably less than 25 alumni who contributed on an annual basis and their contribution, for the most part, were less than $100. There were no professorships. There were no indications that there were any bequests designated for the college. Research grant proposals in the College were minimal.

Today, the College has 48 endowments with an endowment base totaling almost $1,100,000.00. Please refer to the “College of Architecture Endowment Report”, which follows. Bequests were unknown nine years ago; but today the college has bequests totaling almost $3,500,000.00 “Bequests/Planned Gifts,” which follows. The donor base has expanded to 300 annual donors and their support is essential to ongoing student support. Please refer to the summary of the “College of Architecture Scholarships Academic Year 2002-2003.”

College of Architecture Endowment Report
Market Value of Endowment Base

<table>
<thead>
<tr>
<th>Year</th>
<th>Endowments</th>
<th>Market Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>48</td>
<td>$1,069,070.00**</td>
</tr>
<tr>
<td>2002</td>
<td>43</td>
<td>$ 635,861.68**</td>
</tr>
<tr>
<td>1997</td>
<td>22</td>
<td>$ 207,697.70</td>
</tr>
<tr>
<td>1994</td>
<td>17</td>
<td>$ 151,111.00</td>
</tr>
</tbody>
</table>

** In addition to new endowments, several previously established endowments experienced significant increases.

College of Architecture
Endowment Market Value
(Figures represent actual cash monies; pledges to establish endowments are not included in this report)

<table>
<thead>
<tr>
<th>Year</th>
<th>Principal</th>
<th>Interest</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>$1,069,079.00</td>
<td>$82,978.00</td>
<td>$1,152,057.00</td>
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<td>2002</td>
<td>$ 635,861.68</td>
<td>$56,918.30</td>
<td>$ 702,779.98</td>
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<td>2001</td>
<td>$ 535,246.51</td>
<td>$48,916.75</td>
<td>$ 584,161.26</td>
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<tr>
<td>2000</td>
<td>$ 400,470.64</td>
<td>$43,357.33</td>
<td>$ 443,827.88</td>
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<td>1999</td>
<td>$ 358,197.22</td>
<td>$34,928.57</td>
<td>$ 393,125.79</td>
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<tr>
<td>1998</td>
<td>$ 314,278.89</td>
<td>$35,704.74</td>
<td>$ 349,986.63</td>
</tr>
<tr>
<td>1997</td>
<td>$ 207,697.70</td>
<td>$25,415.81</td>
<td>$ 233,113.49</td>
</tr>
</tbody>
</table>
Bequests/Planned Gifts

$1 million bequest, established by Tommie, attd “58 and Sylvia Huckabee to create:
  Nolan Barrick Professorship
  James E. White Professorship
  John P. White Professorship
  Tommie and Sylvia Huckabee Lectureship

$1 million bequest, established by Bill ’77 and Ellen Persefield

$500,000 bequest, established by Ethelene Bucy to establish professorship in architectural history

$500,000 in insurance, Bert ’74 and Christy Mijares, scholarships for students from the El Paso area (The total gift/pledge by the Bert Mijares is a $1 million insurance policy. The other $500,000 is designated for the TTU Medical School in El Paso.)

$375,000 bequest, established by Bill Smith ’63 to create the Bill D. Smith professorship in Design Communication and an enrichment endowment for the College of Architecture

$30,000 bequest, established by Carl ’52 and Mary Childers to create the Carl and Mary Childers Endowed Scholarship (This scholarship is currently being funded on an annual basis.)

The University is reorganizing to begin a new capital campaign—Path to Preeminence—that will begin to be active in 2004-2005. The Chancellor of the Texas Tech University System has announced that the focus of the campaign will be academics and that he has set aside over $10,000,000.00 for matching major gifts raised by the Colleges. In preparation for this the College of Architecture has established a 10 year model of the needs of the program. This model was generated by the administration and the senior faculty; it was given to the faculty for review and comment at the first faculty meeting of the fall of 2003 and it follows.
College of Architecture Scholarships
Academic Year 2003-2004

College Scholarships
-funded through
- private donations that have created endowments
- annual gifts restricted to scholarship resources
- graduate tuition fees
- scholarships funded through AIA Lubbock and AIA National

2003-2004 $52,500 in awards 47 students

Previous years’ awards:

2002-2003 $54,550 68 students
2001-2002 $65,000 69 students
2000-2001 $40,750 82 students
1999-2000 $36,000 77 students
1998-1999 $34,750 77 students
1997-1998 $32,900 64 students
1996-1997 $31,700 68 students
1995-1996 $28,450 79 students
1994-1995 $30,850 80 students
1993-1994 $31,500 71 students

Texas Architectural Foundation Scholarships
-funded through
- endowments established with the Texas Society of Architects

$11,650 16 students

University Scholarships for academic year 2002-2003
-funded by Texas Tech; includes all levels of the honors scholarships

$205,000 122 students
## COLLEGE’S 10 YEAR GOALS

<table>
<thead>
<tr>
<th>Funding Objectives Millions</th>
<th>10 Year Goals</th>
<th>Remarks</th>
<th>Annual Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.6</td>
<td>Faculty Fellowships</td>
<td>6/100,000</td>
<td>30,000</td>
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<tr>
<td>1</td>
<td>Faculty Professorships</td>
<td>4/100,000</td>
<td>50,000</td>
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<tr>
<td>0.4</td>
<td>Travel Money for Faculty</td>
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<tr>
<td>0.5</td>
<td>Travel Money for Students</td>
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<td>25,000</td>
</tr>
<tr>
<td>0.2</td>
<td>Gallery Mezzanine</td>
<td>gallery/ground</td>
<td></td>
</tr>
<tr>
<td>0.7</td>
<td>Recruitment Scholarships</td>
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<td>35,000</td>
</tr>
<tr>
<td>0.5</td>
<td>Scholarships for International Students</td>
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<td>25,000</td>
</tr>
<tr>
<td>0.2</td>
<td>Preservation Program</td>
<td>director, travel, scholarships</td>
<td>10,000</td>
</tr>
<tr>
<td>0.2</td>
<td>Visualization Program</td>
<td>director, travel, scholarships</td>
<td>10,000</td>
</tr>
<tr>
<td>0.2</td>
<td>Community Design Program</td>
<td>director, travel, scholarships</td>
<td>10,000</td>
</tr>
<tr>
<td>0.4</td>
<td>Visiting Faculty</td>
<td></td>
<td>20,000</td>
</tr>
<tr>
<td>0.8</td>
<td>Visiting Critics - Studio</td>
<td>2/semester</td>
<td>40,000</td>
</tr>
<tr>
<td>0.4</td>
<td>Lectures</td>
<td>4/year</td>
<td>20,000</td>
</tr>
<tr>
<td>0.3</td>
<td>Library Books/Collection Slides/Journals</td>
<td></td>
<td>15,000</td>
</tr>
<tr>
<td>0.4</td>
<td>Book Collection</td>
<td>1 time purchase</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Building Addition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.1</td>
<td>Student Lounge</td>
<td>Courtyard</td>
<td></td>
</tr>
<tr>
<td>0.1</td>
<td>Student Resource Room</td>
<td>10th Floor</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>310,000</strong></td>
</tr>
</tbody>
</table>

The College campaign will run from 2004 to 2008 and will attempt to raise money from alumni, foundations, corporations, patrons, and firms who hire Texas Tech students. The “Donor Map” is located at the end of this section.
C-9.3 Comparative Data
The College spends approximately $805 per student above the teaching costs. This compares with Law, $947; Landscape Architecture, $806; Interior Design, $206; Engineering Technology, $425; Mechanical Engineering, $741; and Civil Engineering, $1,459.

COA Strategies Plan Objectives meeting this condition
Goal 8. Institutional Advancement and Accountability: Advance the College of Architecture as a financially responsible through a strong program for securing external funding.
C-10.0 ADMINISTRATIVE STRUCTURE

The program must be part of an institution accredited by a recognized accrediting agency for higher education. The program must have a degree of autonomy that is both comparable to that afforded to the other relevant professional programs in the institution and sufficient to assure conformance with all the conditions for accreditation.

C-10.1 Statement of Institutional Accreditation

Texas Tech University is accredited by the Southern Association of Colleges and Schools (SACS), the regional accrediting organization for eleven states in the southeastern United States, including Texas. Reaffirmation of accreditation is on a ten-year schedule, and Texas Tech University was last reaccredited in 1994. Normally, the university would be planning for a 2004 reaffirmation, but the process was delayed by one year at the request of SACS.

C-10.2 Program Administrative Structure

The Program Administrative Structure is the administrative structure of the College. The head of the program, Dean Andrew Vernooy, reports directly to the Provost, who is the chief academic officer of the University. The Dean is supported by a Financial Manager, Beth Trischitti and an Administrative Assistant Pam Smith.

There are two Associate Deans: Glenn Hill and David Driskill, who are responsible for research and academic affairs respectively. Each has dedicated staff support. The Architecture Programs Office is directed by Patti Perkins. A Chair of Instruction, Mary Alice Torres-MacDonald, is directly responsible for the culture of the College and functions much like a departmental chair. There are two Assistant Deans: James Watkins and Michael Peters, who are responsible for undergraduate studies and graduate studies, and there is a Supervisor of Information Technology, Bob Perl, who oversees all the audio visual and computer needs of the College. The staff support for IT is directed by Larry Smith.

Administration

The Program Administrative Structure is the administrative structure of the College. The head of the program, Dean Andrew Vernooy, teaches in the Summer and will begin to teach a non-studio course in the spring of 2004.

The Associate Deans and the Chair are expected to teach 50% time. The Assistant Deans teach 100% of the time. The job descriptions of the administrators follow immediately.

Dean

- Oversees administration of the College
- Attends Deans Council, Provost Council and Senior Administrative Council (SACS)
- Director of Steering Committee for LPMD Program
**Associate Dean for Academics**
- Conducts summer orientation program for new students
- In cooperation with the Pre-Professional and Professional Coordinators, assists in developing teaching assignments, course scheduling, student counseling and student registration
- Evaluation of staff whose immediate supervisor is the Associate Dean for Academics
- Works with Shop Manager on building management and maintenance
- Works with Dean to develop resources
- Oversees placement and internship opportunities
- Attends College and University meetings as required

**Associate Dean for Research**
- Director of Architectural Research Center
- Oversees research activities of the College
- Coordinating role in recruitment of Post-professional students (except LPMD)
- Counseling of Post-Professional students relative to specific tracks, determined by research/service activities
- Assists the faculty toward opportunities in the area of research
- Evaluates staff whose immediate supervisor is the Associate Dean for Research
- Attends College and University meetings as required

**Chair of Instruction**
- Liaison between Administration and Faculty
  - (meet with faculty individually)
- Assists Associate Dean for Academics and Assistant Deans with curriculum, program needs, student and faculty issues
- Attends College and University meetings as required
- Oversees final reviews
- Assists with scheduling guest critiques (on College calendar)
- Works with Academic Programs Office (APO) and Assistant Deans with coordinating design studio teaching assignment proposals that go to Associate Dean
- Works with Lecture and Exhibit committees (on College calendar)
- Coordinates faculty awards and scholarship
- Works with Dean on committee assignments
- Assist in portfolio review for graduate admissions

**Assistant Academic Dean – Undergraduate**
- Oversees the first three and one-half years of MArch program and the Bachelor of Science in Architecture Program
- Insures that all students in these programs are on track
- Responsible for preparation of students to enter into the graduate portion of the MArch program
- Assists in developing teaching assignments, course scheduling, student counseling and student registration
Assistant Academic Dean - Graduate
- Oversees professional program, graduate students
- Reviews with the Pre-Professional Coordinator the admission requirements “gate” for admission to the Professional level of the degree
- Appoints graduate admissions review committee
- Recommends admission to the Associate Dean for Academics
- Contact person for all graduate level admissions at the Professional level
- Assists in developing teaching assignments, course scheduling, student counseling and student registration

Supervisor of Information Technology
- Reviews the computer courses offered in the College
- Submits Information Technology Budget to the Administration
- Coordinates with the Computer Manager on all equipment needs
- Chairs the Computer Use Committee
- Reviews with the Computer Manager and Computer Use Committee any changes or purchases for the labs and reports such to the Administration
- Evaluates Manager of College Computing Lab

Staff

There are four exempt positions (not on a time sheet) that include the Manager for Financial Services, Beth Trischitti; Development Officer, Sharen Hart; the Director of the Architecture Programs Office, Patti Perkins; and the head of the computer facility, Larry Smith. There are eight nonexempt positions who staff overlapping work areas including the Dean's office, the Architecture Programs Office, Instructional Technologies, the Architecture Research Center, and the Shop.

Karen Brownmiller, Academic Programs Assistant and Recruitment, 1999-present; Primary duties include recruitment of students. Also handles undergraduate admissions and registration.

Carole Davis, Secretary II, 1996-present; Primary duties are as receptionist and typist for the faculty and administrators.

Sharen Hart, Development Officer, 1993-present; Primary duties include fundraising activities for the College of Architecture and Mass Communications.

Maria Jeffery, Computer Support Technician, 1997-present; Primary duties are to assist the Manager of the College Computing Labs in caring for all computers in the College which are state property. Responsible for performing in-house computer setup, repair and maintenance. Assists faculty and staff in solving software problems.

Patricia Johnson, Administrative Assistant, 1998-present; Primary duties include administrative support for personnel in Dean's unit and serves as backup for Secretary II.

Anna Martinez, Academic Programs Assistant, 2000-present; Primary duties include graduate admissions and registration.
Denny Mingus, Audio/Visual Technician, 1999-present; Primary duties include operating audio/visual unit. Also manages College website and assists computer staff.

Patti Perkins, Coordinator of Academic Programs; 1999-present; Primary duties are maintaining and supervising the Academic Programs Office, coordinating orientation, advisement, retention of all architecture majors, and graduation. Also assists in preparing course schedules.

Fred Porteous, Shop Technician, 1999-present; Primary duties include shop safety for users, maintenance of equipment and assisting students' in equipment use.

Julie Rex, Administrative Assistant, 2002-present; Primary duties include administrative support for Associate Dean for Research. Also handles hourly payroll and faculty travel, reimbursements, new employee forms and scholarship paperwork.

Larry Smith, Computer Manager, 1996-present; Primary duties include overseeing maintenance and operation of all computing systems and peripheral equipment, computing supplies and operations security.

Pamela R. Smith, Senior Administrative Assistant to the Dean, 1996-present; Primary duties include administrative support for the Dean, assisting with special projects and College publication.

Beth Trischitti, Manager of Financial and Administrative Services, 1996-present; Primary duties include all financial operations of the College. Works on special projects as assigned by the Dean. Oversees the staff.

C-10.3 Autonomy
The entire Program Administrative Structure is autonomous.

C-10.4 Other Programs
There are no other professional programs in the College.

COA Strategies Plan Objectives meeting this condition

 Objective 9:3 Develop a quality based and performance based resource allocation system.
C-11.0 PROFESSIONAL DEGREES AND CURRICULUM
The circular requirements for awarding a professional degree in architecture include three components—
general studies, professional studies, and electives—which respond to the needs of the institution, the
architecture profession, and the students respectively.

C-11.1 Specification of Degrees Offered
The College offers a variety of degree options that emerge from the 173 hour
professional Masters of Architecture. The core degree is a 131 hour Bachelor of
Science in Architecture (BS). All students receive the Bachelor of Science degree
as soon as they complete the required 131 hours. Those who are accepted into
the graduate, Professional Program, complete an additional 42 hours to receive
their first professional degree in architecture. A dual degree may be earned in Bachelors of Science in Engineering (BSE) or a Bachelor of Science in Business Administration (BA), offered from the College of Engineering and the College of Business Administration respectively. The curriculum sheets for these three
degree options follow at the end of this section.

Note that the BS curriculum is essentially the first three and one-half years of the
professional degree curriculum. This affords considerable flexibility for the
student as it matches the broad array of career paths open to someone with pre-
professional architecture training—development, construction, technical work in
the trades or suppliers, institutional and corporation project management, to
name a few—with an education model that supports the College’s position that
architecture is a fundamental component of a university education. At the end of
the Pre-Professional Program students are prepared to continue their graduate
studies in architecture, at Tech or elsewhere, pursue one of the allied career
options just mentioned, or further their education in business or engineering. The
College views the education of enlightened consumers, architecturally sensitive
contractors and developers, and broader minded technicians as an obligation to
the profession.

This broader view of the importance of architecture to higher education lead the
College to construct a General-Architecture first year that meets the University
needs for “general education”. Specifically, all of the first year architecture
courses offered satisfy general education requirements; and therefore, they may
be transferred freely to other degree options. This is responsible stewardship of
the broad spectrum of young students who are interested in architecture. It is
tradition that half of these students will decide that architecture is not for them.
They will leave the College but roughly 90% of them will stay at the University.
The College believes that architecture affords a unique and exciting portal into
the University and that those students who move into other programs will be
more sophisticated patrons of our art in the future.

General Studies: All first year architecture courses are classified as general
education courses by the University as listed in page 44 of the Texas Tech
University Catalog 2003-2004. There are 71 general studies hours in the first
professional degree curriculum.

ARCH 1311 Design Environment & Society
ARCH 2311 History Of Ancient thru Baroque
ARCH 1441 Architectural Delineation I
ARCH 1301 Essentials of College Rhetoric
ARCH 1321 Trigonometry
ARCH 1412 Architectonics Studio
ARCH 2315 History 18/19/20 Century Architecture
ARCH 1442 Architectural Delineation II
ENGL 1302 Advanced College Rhetoric
MATH 1350 Analytical Geometry
PHYS 1403 General Physics I w/lab
Natural Science Lab
HIST 2300 History US to 1877
POLS 1301 American Government Organization
HIST 2301 History US since 1877
Diversity Elective (3 hrs)
Elective (3 hrs)
POLS 2302 American Public Policy
COMS Elective (3 hrs)
Elective (3 hrs)
Writing Intensive Elective (3 hrs)
Elective (3 hrs)

Professional Studies: There are 102 professional studies hours in the professional degree curriculum. Professional studies makes up 102/173=59% of the professional degree curriculum.

ARCH 2401 Architectural Design Studio I
ARCH 2353 Computers in Architecture
ARCH 2351 Building Systems
ARCH 2402 Architectural Design Studio II
ARCH 2394 Arch. Programming
ARCH 2354 Comp. Assist. Design Develop.
ARCH 3350 Building Technology
ARCH 3373 Environmental Analysis/Site Planning
ARCH 3501 Architectural Design Studio III
ARCH 3353 Env. Systems
ARCH 3385 Structural Mech.
ARCH 3502 Arch. Design Studio IV
ARCH 3354 Environmental Systems II
ARCH 4385 Structures
ARCH 4601 Architectural Design Studio V
ARCH 4381 Urban Theory
ARCH 4355 Construction Documents
ARCH 5604 Urban Design Studio
ARCH 5365 Arch. Research Methods
ARCH 5362 Theory in Architecture
ARCH Elective (3 hrs)
ARCH 5605 Adv. Arch. Design Studio
ARCH 5395 Thesis Research Schematics
ARCH 5333 Area Studies in Arch. History
ARCH 5692 Arch. Design Thesis
ARCH 5392 Professional Practice
ARCH Elective (3 hrs)

Electives: nine three hour electives are included in the 173 hour curriculum: four open electives, one diversity elective, one communication elective, one writing intensive elective, and two architecture electives
C-11.2 Minors and Concentrations
Within the College, careful selection of the Research/Service studio ARCH 5605 Advanced Architecture Design and two Architecture Electives, usually taken in the last three semesters, may make a Concentration in one of the newly established MS programs—Historic Preservation, Visualization and Community Design. One of the powerful advantages of having advanced Post-Professional study is that courses required for these programs enrich the options afforded the professional student. Gradually the typical path of study becomes more and more sophisticated and the whole Professional Program benefits from these options.

Outside of the College, the College of Business Administration is working on a Minor in business that will be available to our students. We have communicated with the College of Business Administration on this issue and they know that we support it. The proposal is working its way through their system. This would be especially useful to our BS graduates who wish to pursue a career in real-estate development or construction.

COA Strategies Plan Objectives meeting this condition
Goal 2. Academic Excellence: Increase national recognition as a multi-disciplinary, student-centered teaching, research and service college, while upholding the College’s reputation as a place to receive a solid, professional education and to gain an appreciation of the breadth and scope of architecture and its related fields in a changing future.

Objective 2.2: Improve national reputation of the professional program and increase national student opportunities.

Objective 2.3: Improve national ranking and reputation of post-professional graduate programs.

Objective 2.14: Establish a consistent emphasis in the architecture curriculum to develop students’ written and oral communication skills.

Goal 5. Partnerships: Establish the College as a collaborative institution, based on the principle that designing the built environment is a holistic and multidisciplinary endeavor.

Objective 5.5: Develop and strengthen partnerships with other educational institutions.
STUDENT PERFORMANCE CRITERIA

C12 Student Performance Criteria
Mission Statement: The College of Architecture educates students for the future practice of architecture and the advancement of the knowledge for the benefit of society.

GENERAL ARCHITECTURE
The first year curriculum is open to all students accepted into the university and is designed to give broad exposure to the design disciplines in general and the profession of architecture in specific. The college works with the university advising center and the testing resources available to assist students in discovering their place in the university. The course work in the General Architecture curriculum serves to give students a solid basis for continuation into the Pre-Professional curriculum. Students who select other fields of endeavor after this year will carry with them a usable knowledge base of architecture.

PRE-PROFESSIONAL PROGRAM
Students completing the General Architecture curriculum may apply to the Pre-Professional Program. This program leads to a Bachelor of Science in Architecture. The majority of student performance criteria are met with this curriculum. The program offers an innovative foundation in computer technology, focusing on modeling and use of computer technology as a design tool. Faculties are exploring the use of advanced programs for design analysis to inform the architecture. Future practice is seen as the full integration of design and technology. All students participate in studios and courses which contribute to the core knowledge necessary for a comprehensive design experience and a collaborative design experience. Students who elect to enter the workforce with this degree are well prepared to serve both the architecture profession and any of the other construction related professions. The college has developed dual programs at the undergraduate level with the College of Engineering and the College of Business Administration to support a broad avenue of career paths.

PROFESSIONAL PROGRAM
Students completing the General Architecture and Pre-Professional curriculums may apply to the graduate school for admission into the Professional Program. The curriculum engages graduate education through theory, research, service learning and a masters design study. The students have available to them advanced coursework created for the Master of Science programs in Historic Preservation, Visualization and Community Design. The profession is engaged through the Professional Practice course and the Dallas Internship Program. Twenty to thirty graduate students choose to participate in the Dallas Internship Program annually. The students are supported with coursework while in Dallas via extended learning technologies and Dallas based studios.
GRAPHIC MATRIX
The graphic matrix hereafter cross-references each required course with the course criterion(a) that it fulfills. Course criterion(a) are fulfilled in other courses not cross-referenced; however, an attempt was made to simplify the review process by listing only featured courses. An exception to this rule are the listing of preparatory courses often located in the General Architecture curriculum which may not feature the fulfillment of the criterion(a), but are essential in establishing the knowledge and skill base for the criterion(a).
Overview of Curricular Goals and Content
12.1 Verbal and Writing Skills

*Ability to speak and write effectively on subject matter contained in the professional curriculum.*

Speak: All students are required to take a 3 credit hour verbal communication elective. Each student must orally present to an open audience their Masters Design Study. Students are prepared in the studio sequence to present and participate in semi-public dialogue on the subject matter of their projects.

*Ability is demonstrated in the following required architecture course(s):*

Write effectively: The University no longer allows incoming students to CLEP out of the core English courses. The courses were redesigned effective in the Fall 2003 to be writing intensive. The innovative system provides class facilitators and outside graders. Students may select from a list of topics for their readings and writings. Graders are trained in available topic areas. The College of Architecture is engaged with the English department to develop selected topics in architecture. All students in the Pre-Professional program must take a 3 credit hour writing intensive elective in addition to the core English requirements.

*Ability is demonstrated in the following required architecture courses:*
  - ARCH 4381 Urban Theory
  - ARCH 5362 Theory in Architecture
  - ARCH 5365 Architecture Research Methods
  - ARCH 5333 Area Studies in Architecture History
  - ARCH 5692 Master Design Studio II

12.2 Graphic Skills

*Ability to employ appropriate representational media, including computer technology, to convey essential formal elements at each stage of the programming and design process.*

Traditional media: The College prides itself in the ability of our students in the area of architectural delineation. Professors Watkins and Davis wrote the textbook, which has been adopted by programs across the nation. Architecture Delineation I & II are solid foundation courses to develop graphic skills. Diagramming and information imaging is introduced in programming and design drawing is reinforced in the design studios.

*Ability is demonstrated in the following required architecture courses:*
  - Upper level studio Sequence (ARCH 3501, 3502, 4601, 5604, 5605, and 5692)

Computer technology: The computer technology courses focus on use of the technology as a design and representational tool. ARCH 2353 Computers in Architecture is a preparatory course. Students in the Professional program interact and learn from students in the MS Visualization program and are increasingly sophisticated in using the computer as a representational tool.

*Ability is demonstrated in the following required architecture courses:*
  - ARCH 2354 Computer Assisted Design Development
  - Upper level design studios (ARCH 3501, 3502, 4601, 5604, 5605, and 5692)

12.3 Research Skills

*Ability to employ basic methods of data collection and analysis to inform all aspects of the programming and design process.*
Future practice is increasingly driven by research based design. This concept is central to our design pedagogy and is introduced at the early level of the Pre-Professional curriculum via the Architecture Programming course, reinforced in the Professional curriculum via Research Methods and demonstrated in the Masters Design Studio I.

**Ability** is demonstrated in the following required architecture courses:

Courses:

ARCH 5365  Architectural Research Methods

### 12.4 Critical Thinking Skills

*Ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space.*

Critical thinking skills are addressed in a significant way as part of the General Architecture Program. One third of the Design Environment and Society (DES) course is committed to the study of environment and behavior. Another third of the DES course focuses on the analysis of icons of architecture and the History sequence is located at this level. Critical thinking skills are formally reinforced in the upper levels of the Pre-Professional curriculum and Professional curriculum.

**Ability** is demonstrated in the following required architecture courses:

Courses:

ARCH 2315  History of the 18th, 19th, and 20th Century Architecture
ARCH 4381  Urban Theory
ARCH 5362  Theory in Architecture

### 12.5 Fundamental Design Skills

*Ability to apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components.*

Fundamental Design Skills are the focus of Architectonics in the General Architecture curriculum and the first year of studios in the Pre-Professional curriculum.

**Ability** is demonstrated in the following required architecture courses:

Courses:

ARCH 2401  Architecture Design Studio I
ARCH 2402  Architecture Design Studio II

### 12.6 Collaborative Skills

*Ability to identify and assume divergent roles that maximize individual talents, and to cooperate with other students when working as members of a design team and in other settings.*

IDEATech is a collaboration of Interior Design, Landscape Architecture and Architecture taught by a team of faculties drawn from each of the disciplines. All students are required to take either the IDEATech studio or one of the other comprehensive studios. The Urban Design studio is organized around design teams.

**Ability** is demonstrated in the following required architecture courses:

Courses:

ARCH 4601  Architectural Design V
ARCH 4602  Collaboration Studio (Idea Tech)
### 12.7 Human Behavior

*Awareness of* the theories and methods of inquiry that seek to clarify the relationships between human behavior and the physical environment.

One third of the Design Environment and Society course in the General Architecture curriculum is based on environment and behavior. The criterion is evidenced in the Pre-Professional curriculum in the required diversity elective and specifically in the Issues of Differences in the Built Environment course. The criterion is reinforced in the Professional curriculum in the Theory in Architecture course.

*Awareness* is demonstrated in the following required architecture courses:

**Courses:**
- ARCH 5362 Theory in Architecture

### 12.8 Human Diversity

*Awareness of* the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects.

Diversity issues are addressed in the freshman year within Design Environment and Society as part of the discussion on the context of architecture in the 21st century. All students are required to take a diversity elective. ARCH 4311 Architecture in Non-western Societies, ARCH 4364 Issues of Differences in the Built Environment and courses selected from a list of offerings from across campus will meet this requirement. The Theory in Architecture course and the Architecture History sequence is based on "world architecture" and offers examples and precedents beyond the icons of western architecture.

*Awareness* is demonstrated in the following required architecture courses:

**Courses:**
- ARCH 1311 Design Environment and Society
- ARCH 4311 Architecture in Non-Western Societies
- ARCH 4364 Issues of Differences in the Built Environment

### 12.9 Use of Precedents

*Ability to* provide a coherent rationale for the programmatic and formal precedents employed in the conceptualization and development of architecture and urban design projects.

The use of precedents to provide a coherent rationale for the conceptualization of architecture is the focus of the first design studio of the Pre-Professional curriculum. Students are prepared for this criteria as applied to urban design in ARCH 4381 Urban Theory and the demonstration of this ability as applied to urban design projects occurs in the last semester of the Pre-Professional curriculum and in the Professional curriculum.

*Ability* is demonstrated in the following required architecture courses:

**Courses:**
- ARCH 2401 Arch. Design Studio I
- ARCH 2402 Arch. Design Studio II
- ARCH 5604 Urban Design Studio
12.10 Western Traditions
Understanding of the Western architectural canons and traditions in architecture, landscape, and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them.

Understanding is demonstrated in the following required architecture courses:

Courses:
- ARCH 2315 History of 18th, 19th & 20th Century Architecture

12.11 Non-Western Traditions
Awareness of the parallel and divergent canons and traditions of architecture and urban design in non-Western world.

Awareness is demonstrated in the following required architecture courses:

Courses:
- ARCH 2315 History of 18th, 19th & 20th Century Architecture

12.12 National and Regional Traditions
Understanding of the national traditions and the local regional heritage in architecture, landscape, and urban design, including vernacular traditions.

Understanding is demonstrated in the following required architecture courses:

Courses:
- ARCH 2315 History of 18th, 19th & 20th Century Architecture

12.13 Environmental Conservation
Understanding of the basic principles of ecology and architects' responsibilities with respect to environmental and resource conservation in architecture and urban design.

The Hanover Principles are part of the College’s value system as documented in the preamble of the strategic plan. All students are made aware of the Hanover Principles their first semester in General Architecture as part of the Design Environment and Society course.

Understanding is demonstrated in the following required architecture courses:

Courses:
- ARCH 3373 Environmental Analysis/Site Planning
- ARCH 3353 Architectural Environment Systems I
- ARCH 3354 Architectural Environment Systems II
- ARCH 3501 Architectural Design Studio III

12.14 Accessibility
Ability to design both site and building to accommodate individuals with varying physical abilities.

Accessibility is core to the Pre-Professional studio experience. Specific accessibility exercises are included in the Environmental Analysis-Site Planning course.

Ability is demonstrated in the following required architecture courses:
Courses:
ARCH 3373    Environmental Analysis/Site Planning
ARCH 3501    Arch. Design Studio III

12.15 Site Conditions
*Ability* to respond to natural and build site characteristics in the development of a program and design of a project.

This criteria defines the tonality for the second semester of the Pre-Professional curriculum. Studio projects are focused on Site/Programming and the Environmental Analysis/Site Planning course is offered parallel to the studio.

*Ability* is demonstrated in the following required architecture courses:

Courses:
ARCH 2402    Architecture Design Studio II
ARCH 3373    Environmental Analysis/Site Planning

12.16 Formal Ordering Systems
*Understanding* of fundamentals of visual perception and the principles and systems of order that inform two-and three-dimensional design, architectural composition, and urban design.

Preparatory courses are offered in the General Architecture curriculum and the tonality of the first semester of the Pre-Professional curriculum is based on conceptualization and formal ordering systems. This knowledge is demonstrated at the scale of urban design in the Professional curriculum.

*Understanding* is demonstrated in the following required architecture courses:

Courses:
ARCH 2401    Arch. Design Studio I
ARCH 2402    Arch. Design Studio II
ARCH 5604    Urban Design Studio

12.17 Structural Systems
*Understanding* of the principles of structural behavior in withstanding gravity and lateral forces, and the evolution, range, and appropriate applications of contemporary structure systems.

Preparatory courses include ARCH 2351 Building Systems I, ARCH 2401 Architectural Design Studio I, and ARCH 3350 Building Technology.

*Understanding* is demonstrated in the following required courses:

Courses:
CE 3385    Structural Mechanics
CE 4385    Structures

12.18 Environmental Systems
*Understanding* of the basic principles that inform the design of environmental systems, including acoustics, lighting and climate modification systems, and energy use.

*Understanding* is demonstrated in the following required architecture courses:

Courses:
ARCH 3353    Architectural Environment Systems I
ARCH 3354    Architectural Environment Systems II
12.19  Life-Safety Systems

*Understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems.*

ARCH 4355 Construction Documents focuses on life safety issues and the understanding of the International Building Code. The course is designed around the analysis and the communication of technical information. The City of Lubbock Fire Marshall lectures to the class each semester.

*Understanding* is demonstrated in the following required architecture course(s):

Courses:
- ARCH 4355  Construction Documents

12.20  Building Envelope Systems

*Understanding of the basic principles that inform the design of building envelope systems.*

Preparatory building systems and technology courses are located in the first year of the Pre-Professional curriculum. The tonality of second year of the Pre-Professional curriculum is technology and integrative design. Students gain understanding through large scale modeling of a typical bay, exploring the relationship of envelope systems and structure. Assistant Professors McClain and Yu offer an elective course specifically committed to developing the *ability* to design building envelope systems.

*Understanding* is demonstrated in the following required architecture course(s):

Courses:
- ARCH 3501  Arch. Design Studio III

12.21  Building Service Systems

*Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems.*

*Understanding* is demonstrated in the following required architecture course(s):

Courses:
- ARCH 3353  Architectural Environment Systems I
- ARCH 3354  Architectural Environment Systems II

12.22  Building Systems Integration

*Ability to assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design.*

The tonality of the spring semester of the second year of the Pre-Professional curriculum is integrative design. This forms a strong basis for comprehensive and graduate studios that follow the next semester in the Professional curriculum.

*Ability* is demonstrated in the following required architecture course(s):

Courses:
- ARCH 4601  Arch. Design Studio V
- ARCH 4602  Idea Tech Studio V

12.23  Legal Responsibilities

*Understanding of architects’ legal responsibilities with respect to public health, safety, and welfare; property rights, zoning and subdivision ordinances; building codes; accessibility and other factors affecting building design, construction, and architecture practice.*
Alumni, architect and attorney Donavan Olliff lectures to the Professional Practice class each semester on architecture and the law. The land and context issues are taught in Environmental Analysis – Site Planning.

*Understanding* is demonstrated in the following required architecture course(s):

Courses:

- ARCH 3373 Environmental Analysis/Site Planning
- ARCH 4381 Urban Theory
- ARCH 5392 Professional Practice

### 12.24 Building Code Compliance

*Understanding* of the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, occupancy requirements, means of egress, fire protection, and structure.

Students are introduced to building code compliance in the building systems courses. The Integrative semester of the Pre-Professional curriculum requires *understanding*, and the *ability* to use the International Building Code is gained in the construction documents course.

*Understanding* is demonstrated in the following required architecture course(s):

Courses:

- ARCH 3502 Arch. Design Studio IV
- ARCH 4355 Construction Documents

### 12.25 Building Materials and Assemblies

*Understanding* of the principles, conventions, standards, applications, and restrictions pertaining to the manufacture and use of construction materials, components, and assemblies.

*Understanding* is demonstrated in the following required architecture course(s):

Courses:

- ARCH 2351 Building Systems
- ARCH 3350 Building Technology
- ARCH 3501 Architectural Design Studio III

### 12.26 Building Economics and Cost Control

*Understanding* of the fundamentals of development financing building economics, and construction cost control within the framework of a design project.

Students are prepared early in the Pre-Professional curriculum in the programming and building systems courses and they are prepared in issues of urban economics in the urban theory course, late in the Pre-Professional curriculum. Cost Estimating using cost guides for square foot and assemblies cost estimates is included in the construction documents course. Urban design studio develops *understanding* at the urban scale.

*Understanding* is demonstrated in the following required architecture course(s):

Courses:

- ARCH 4355 Construction Documents
- ARCH 5604 Urban Design Studio

### 12.27 Detailed Design Development

*Ability* to assess, select, configure, and detail as an integral part of the design appropriate combinations of building materials, components, and assemblies to satisfy the requirements of building programs.

The tonality of the third design studio in the Pre-Professional curriculum is technology. Preparing the students to develop design development details is a primary goal of the
The course establishes a firm foundation for the Integrative studio, the comprehensive studios and the graduate studios.

**Ability** is demonstrated in the following required architecture course(s):

Courses:
- ARCH 4601 Architectural Design Studio V
- ARCH 4602 IdeaTech Studio V

**12.28 Technical Documentation**

**Ability** to make technically precise descriptions and documentation of a proposed design for purposes of review and construction.

Students are prepared for technical documentation in the technology sequence of the Pre-Professional curriculum. Students learn the philosophy of contract documentation and the ability to make technical drawings/specifications in the construction documents course.

**Ability** is demonstrated in the following required architecture course(s):

Courses:
- ARCH 4355 Construction Documents

**12.29 Comprehensive Design**

**Ability** to produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program's design criteria.

The tonality of the fifth studio in the Pre-Professional curriculum is comprehensive design. Evidence for comprehensive design is demonstrated in ARCH 4601.

**Ability** is demonstrated in the following required architecture course(s):

Courses:
- ARCH 4601 Architecture Design Studio V
- ARCH 4602 IdeaTech Design Studio V.

**12.30 Program Preparation**

**Ability** to assemble a comprehensive program for an architecture project, including an assessment of client and user needs, a critical review of appropriate precedents, and inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and an assessment of their implications for the project, and a definition of site selection and design assessment criteria.

Site and Programming sets the tonality in the second semester of the first year of the Pre-Professional curriculum. Preparation for this criteria is found in ARCH 2394 Architecture Programming and ARCH 3502 Architectural Design Studio IV. The level of understanding is the goal at this level. **Ability** is evidenced in the Thesis Research, Programming and Schematics (Masters Design Studio I in the 2004-2005 catalog) course in the Professional curriculum.

**Ability** is demonstrated in the following required architecture course(s):

Courses:
- ARCH 5395 Thesis Research, Programming and Schematics (Master Design Studio I in the 2004-2005 catalog)
12.31 The Legal Context of Architecture Practice
Understanding of the evolving legal context within which architects practice, and of the laws pertaining to professional registration, professional service contracts, and the formation of design firms and related entities. Understanding is demonstrated in the following required architecture course(s):

Understanding is demonstrated in the following required architecture course.

Courses:
- ARCH 5392 Professional Practice

12.32 Practice Organization and Management
Awareness of the basic principles of office organization, business planning, marketing, negotiation, financial management, and leadership, as they apply to the practice of architecture.

All students in the Professional curriculum take the professional practice course. One third to one half of the students take this course simultaneously with an Internship, using the firms as a resource to understand the basic principles.

Awareness is demonstrated in the following required architecture course(s):

Courses:
- ARCH 5392 Professional Practice

12.33 Contracts and Documentation
Awareness of the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service.

Awareness is demonstrated in the following required architecture course(s):

Courses:
- ARCH 5392 Professional Practice

12.34 Professional Internship
Understanding of the role of internship in professional development, and the reciprocal rights and responsibilities of interns and employers.

Students develop understanding of the Intern Development Program of the National Council of Architecture Registration Boards in the Professional Practice course. Students are required to establish a record with the NCARB as a condition for entering the Professional Program. The college encourages internships for students in the Professional curriculum by providing placement services and courses in the Dallas area. Plans are to expand the Internship program to the Houston area for the summer 2004.

Understanding is demonstrated in the following required architecture course(s):

Courses:
- ARCH 5392 Professional Practice

12.35 Architects’ Leadership Roles
Awareness of architects’ leadership roles from project inception, design, and design development to contract administration, including the selection and coordination of allied disciplines, post-occupancy evaluation, and facility management.

The first course of the General Architecture curriculum and the last course of the Professional curriculum create awareness of the architect’s leadership roles.

Awareness is demonstrated in the following required architecture course(s):

Courses:
- ARCH 5392 Professional Practice
12.36   The Context of Architecture

Understanding of the shifts which occur - and have occurred - in the social, political, technological, ecological, and economic factors that shape the practice of architecture.

The context of architecture in the 21st century is one-third of the content of Design Environment and Society. Awareness would be the most descriptive at the level of General Architecture. Understanding is developed in the theory sequence.

*Understanding* is demonstrated in the following required architecture course(s):

Courses:
- ARCH 4381   Urban Theory
- ARCH 5362   Theory in Architecture

12.37   Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgments in architecture design and practice.

*Understanding* is demonstrated in the following required architecture course(s):

Courses:
- ARCH 5392   Professional Practice