July 24, 2003

David Schmidly, President
Texas Tech University
PO Box 42005
Lubbock, TX 79409

Dear President Schmidly:

At the July 2004 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the Visiting Team Report for the Texas Tech University College of Architecture. As a result, the professional architecture program:

Master of Architecture (5 years)

was formally granted a six-year term of accreditation. The accreditation term is effective January 1, 2004. The program is scheduled for its next accreditation visit in 2010.

Accreditation is subject to the submission of Annual Reports. Annual Reports are due by June 1 and must include a response to each condition identified as not met in the Visiting Team Report, a response to each of the causes of concern in the Visiting Team Report, a brief summary of changes that have been made or may be made in the accredited program, and the two-page statistical report. If an acceptable Annual Report is not submitted to the NAAB by the time of its fall board meeting, the NAAB may consider advancing the schedule for the program’s next accreditation sequence. A complete description of the Annual Report process can be found on pages 41-42 of the 1998 Conditions and Procedures. (Changes to the process are included in the 2002 Addendum to the 1998 Conditions and Procedures.)

NAAB encourages public dissemination of information about each school contained in both the school’s Architecture Program Report and the Visiting Team Report. If the Visiting Team Report is made public, then it is to be published in its entirety.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,

Joseph P. Giattina, Jr., FAIA
President

Enc. Visiting Team Report

cc: Andrew Verwooy, AIA, Dean
C. James Lawler, FAIA, Team Chair
Visiting Team Members
Texas Tech University
College of Architecture

Visiting Team Report

Master of Architecture (5 years)

The National Architectural Accrediting Board
March 10, 2004

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.
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I. Summary of Team Findings

1. Team Comments

- The president and the provost understand the unique mission of an architectural program and should be commended for their support.
- The students are very active (five or six student organizations).
- The students care deeply about the program (as exemplified by an enormous student meeting lasting several hours).
- The faculty members are diverse and highly qualified.
- There exists a collegial atmosphere among the faculty, the students, and the staff.
- There is a wonderful spirit of cooperation behind a strategic plan.
- There is a strong tradition of preparation for professional practice demonstrated by student projects and the professional practice courses.
- A strong first-year series of courses is available to a variety of students. This contributes to an awareness of architecture campus wide and is recognized by the provost as excellent preparation for students in other fields. Approximately half the students from this year go on to other fields of study.
- The students and student organizations take an active role in the college.
- There is a supportive staff that understands and champions student needs.
- The leadership of the new dean is respected and appreciated.

2. Progress Since the Previous Site Visit

Condition 1.2, Architecture Education and Students

Previous Team Report: 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.

At present, there is support for students irrespective of race, ethnicity, creed, national origin, gender, age, physical ability and sexual orientation. The students were very clear at the student meeting that there is support in every one of these categories.

Condition 2, Program Self-Assessment

Previous Team Report: 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.

The program continues to grow and seeks excellence, building on its strong tradition in preparing students for professional practice. The college has developed a strategic plan within the context of the university's goals and objectives. The program is much broader than the previously perceived focus on preparation for professional practice.
Condition 3, Public Information

Previous Team Report: 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.

This condition is met.

Condition 4, Social Equity

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

Only four of 25 full-time faculties are female. 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.

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.

Significant progress has been made in this area through faculty hires, coursework, and the improved culture of the college. Expanded opportunities have been given to female faculty members. New faculty hires represent diverse cultures and educational backgrounds. The dean has received significant assistance from the president and provost in funding his efforts. Students are exposed to a variety of role models. Administrative efforts encourage a culture of acceptance.

The proportion of women and minorities in both the student body and the faculty continues to grow. Efforts to partner with community colleges and local high schools will continue to diversify the student body.

The overall climate of the college has improved in this regard.

Condition 5, Human Resources

Previous Team Report: 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.

Communications and management. The Dean and the Associate Dean for Academics need to work more 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.

Advising. Team strongly recommends that the advising of students be performed in a space that offers greater privacy for the student and the Colleges primary advisor.

Teaching Loads

The increase in the number of faculty members has enabled Texas Tech's College of Architecture to establish normative teaching loads for its faculty, resulting in a significant improvement in student learning.

The enrollment management plan, which uses gates at the end of the first and fourth years, will allow the college to carefully control the size of the student body in relationship to faculty and facility resources.

Communication and Management

The new dean has been very successful in establishing modes of communication, thereby empowering the staff, faculty, and students. Tensions have been dissipated, and a spirit of cooperation thrives.

Advising

Alterations to the academic advising area have greatly improved privacy and the corresponding quality of the advising experience. The advising staff is highly regarded by the student body and faculty. The addition of a staff member will be very important because of the increased advising load that will be created by the new enrollment management plan.

Condition 7, Physical Resources

Previous Team Report: 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.

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.
Important modifications since the last visit include the following:

- ADA toilets are now installed.
- New seminar/jury spaces promote student learning.
- Indirect lighting and acoustical treatment in a pilot project provide a model for future studio renovation.
- A program for furniture replacement is in place.

Condition 9, Financial Resources

Previous Team Report: The Team found it difficult to assess this condition without having adequate comparative data on annual expenditures per undergraduate and graduate student relative to the other relevant professional programs in the institution.

In spite of university-wide cutbacks, the College of Architecture has been fortunate to receive funding for new faculty hires and facility improvements.

Deregulation of tuition will improve the financial condition of the university in the future.

Criterion 12.8: 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

Previous Team Report: The Team found no evidence that 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.

The college has made exceptional efforts to make students aware of human diversity and nontraditional communities through faculty research, course assignments, and studio coursework. The community outreach efforts provide architectural services to communities with diverse needs ranging from small local towns to large metropolitan areas. The faculty composition reflects a diverse global culture.

Criterion 12.19: Understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems.

Previous Team Report: The Team determined that the evidence did not show that all students gained an understanding of the basic principles in the criterion.

The team found evidence that this criterion is met in several courses.

3. Conditions Well Met

12.2 Graphic Skills
12.6 Collaborative Skills
12.8 Human Diversity
12.11 Non-Western Traditions
12.22 Building Systems Integration
12.26 Building Economics and Cost Control
12.29 Comprehensive Design
12.34 Professional Internship
4. **Conditions Not Met**

11 Professional Degrees and Curriculum

5. **Causes of Concern**

The image collection must become readily available to the faculty for lecture or instructional purposes. Experienced and new faculty members are spending significant time and personal funds unnecessarily. The slide collection must be expanded, be readily accessed by faculty and students, and must continue to be digitized.

The faculty will need to engage in a broad range of discussion about the curriculum to maintain the professional curriculum and expand general studies.

Staffing levels have not kept pace with increased enrollments and faculty levels.
II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Programs must respond to the relevant interests of the five constituencies that make up the NAAB: education (ACSA), members of the practicing profession (AIA), students (AIAS), registration board members (NCARB), and public members.

1.1 Architecture Education and the Academic Context

The program must demonstrate that it both benefits from and contributes to its institutional context.

Met [X] Not Met [ ]

The college participates in and contributes to the larger strategic plan of the university. The first-year curriculum is open to the whole university with about half of the students going into architecture, therefore it exposes about 150 students to architecture and design and prepares them for other fields of study.

1.2 Architecture Education and 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.

Met [X] Not Met [ ]

Many opportunities for leadership are available in a diverse range of student organizations. Recently formed student organizations include the Association of Women in Architecture and Design as well as Arquitectura.

1.3 Architecture Education and Registration

The program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure.

Met [X] Not Met [ ]

Preparation for the profession and registration is a traditional strength of Texas Tech College of Architecture.

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 and regulatory demands, and an expanding knowledge base.

Met [X] Not Met [ ]
1.5 Architecture 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.

Met [X] Not Met [ ]

The college provides a wide range of service to the region through historic preservation, urban/community design and efforts such as Habitat for Humanity. Additional global perspectives are gained with faculty teaching and research interests. Recent student trips sponsored by the faculty have included visits to Spain, Mexico, Korea, Canada, Berlin, and New York City. Students are well prepared before travel and are required to share their experiences upon return.

2. Program Self-Assessment

The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan.

Met [X] Not Met [ ]

3. 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, which explains the parameters of an accredited professional degree program.

Met [X] Not Met [ ]

4. Social Equity

The program must provide all faculty, students, and staff—irrespective of race, ethnicity, 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.

Met [X] Not Met [ ]

Significant progress has been made in this area through faculty hires, coursework, and the improved culture of the college. Students confirmed that there is a strong supportive and nurturing culture for all students.
5. Human Resources

The program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, administrative and technical support staff, and faculty support staff.

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The workload for faculty members has been appropriately adjusted in proportion to the student body. However, the staff complement has not kept pace with the growth of the faculty, the student body, and technology.

6. Human Resource Development

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

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With the addition of so many tenure-track faculty members, equitable funding for faculty development must be provided for all.

7. 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.

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Important modifications since the last visit include the following:

- The installation of ADA-compliant toilets
- The creation of seminar/jury spaces promoting learning for students
- The installation of indirect lighting and acoustical treatment in a pilot project that provides models for future studio renovation.

Additional needs to be considered are as follows:

- Plotters to support the ever-increasing digital printing needs in instruction and research
- Appropriately sized, configured, and equipped teaching and lecture spaces
- Improved facilities for delineation studios
- A comprehensive technology plan for instruction and research needs.
8. Information Resources

The architecture librarian and, if appropriate, the staff member in charge of visual resource or other non-book collections must prepare a self-assessment demonstrating the adequacy of the architecture library.

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The inclusion of the branch library within the architectural building is a welcome addition to the academic environment, reflected in dramatic increases in the circulation rates.

The image collection must become readily available to faculty for lecture/instructional purposes. Experienced and new faculty members are spending significant time and personal funds unnecessarily.

9. Financial Resources

Programs must have access to institutional support and financial resources comparable to those made available to the other relevant professional programs within the institution.

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Significant university investment and support has had a remarkable impact in improving the quality of the program.

10. Administrative Structure

The program must be a part of, or be, 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.

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11. Professional Degrees and Curriculum

The NAAB only accredits professional programs offering the Bachelor of Architecture and the Master of Architecture degrees. The curricular requirements for awarding these degrees must include three components—general studies, professional studies, and electives—which respond to the needs of the institution, the architecture profession, and the students respectively.

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Students need more opportunities for broader general studies. It is commendable that the college has been able to open its first-year courses to the entire university for liberal/general education credits. However, the first-year cohort of courses is clearly part of the requisite professional curriculum. Including these courses as part of the professional degree program means approximately 75 percent of the M. Arch. curriculum is required professional core courses. A variety of curriculum strategies can be explored while preserving the strength of the delineation foundation.
12. Student Performance Criteria

The program must ensure that all its graduates possess the skills and knowledge defined by the performance criteria set out below, which constitute the minimum requirements for meeting the demands of an internship leading to registration for practice.

12.1 Verbal and Writing Skills

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

Met | Not Met
---|---
[X] | [ ]

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

Met | Not Met
---|---
[X] | [ ]

The team was impressed with the visual thinking and model making in the delineation sequence followed up with computer skills developed in the second year.

12.3 Research Skills

Ability to employ basic methods of data collection and analysis to inform all aspects of the programming and design process

Met | Not Met
---|---
[X] | [ ]

12.4 Critical Thinking Skills

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

Met | Not Met
---|---
[X] | [ ]

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

Met | Not Met
---|---
[X] | [ ]
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

Met [X]  Not Met [ ]

The collaborative studio is a best-practices example of the use of collaborative skills across the other design disciplines within the university. Other examples of collaboration exist in community outreach.

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

Met [X]  Not Met [ ]

Cultural understanding is promoted within the studio as students study a variety of cultures and their impact on the physical environment.

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

Met [X]  Not Met [ ]

The college has made exceptional efforts to make students aware of human diversity through faculty research, course assignments, and studio coursework. The community outreach efforts provide architectural services to communities with diverse needs ranging from small local towns to large metropolitan areas. The faculty composition reflects a diverse global culture.

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

Met [X]  Not Met [ ]

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
12.11 Non-Western Traditions

Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world

Met [X] Not Met [ ]

An appreciation of non-western traditions pervades the entire program

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

Met [X] Not Met [ ]

The school's tradition of historic preservation has enhanced a regional understanding of environmental heritage.

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

Met [X] Not Met [ ]

12.14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

Met [X] Not Met [ ]

12.15 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and design of a project

Met [X] Not Met [ ]
12.16 Formal Ordering Systems

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

Met [x]  Not Met [ ]

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 structural systems

Met [x]  Not Met [ ]

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

Met [x]  Not Met [ ]

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

Met [x]  Not Met [ ]

12.20 Building Envelope Systems

Understanding of the basic principles that inform the design of building envelope systems

Met [x]  Not Met [ ]

These issues are introduced early in the curriculum and reinforced throughout.

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

Met [x]  Not Met [ ]
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

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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

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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, means of egress, fire protection, and structure

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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

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12.26 Building Economics and Cost Control

Understanding of the fundamentals of building economics and construction cost control within the framework of a design project

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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.

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12.28 Technical Documentation

Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction

Met Not Met
[X]  [ ]

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

Met Not Met
[X]  [ ]

This criterion is well met with the Capstone thesis project and Fall fourth-year studio.

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, an 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

Met Not Met
[X]  [ ]

12.31 The Legal Context of Architectural 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 legal entities

Met Not Met
[X]  [ ]

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

Met Not Met
[X]  [ ]
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

Met  Not Met
[Ô]  [ ]

12.34 Professional Internship

Understanding of the role of internship in professional development, and the reciprocal rights and responsibilities of interns and employers

Met  Not Met
[Ô]  [ ]

12.35 Architects' Leadership Roles

Awareness of architects' leadership roles in project execution from inception, design, and design development to contract administration, including the selection and coordination of allied disciplines, post-occupancy evaluation, and facility management

Met  Not Met
[Ô]  [ ]

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

Met  Not Met
[Ô]  [ ]

12.37 Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgments in architecture design and practice

Met  Not Met
[Ô]  [ ]
Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2003 Texas Tech University Architecture Program Report.

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 10,490. 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."

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.

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.


2. Institutional Mission

The following text is taken from the 2003 Texas Tech University Architecture Program Report.

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.
3. Program History

The following text is taken from the 2003 Texas Tech University Architecture Program Report.

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 4-year to a 5-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 2 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 postprofessional degree) program was approved by the State Coordinating Board with the first M. Arch. (M.S.) degree conferred in 1985. In 1990 the Dean of the College assumed direction of the Ph.D. interdisciplinary program in Landscape Architecture, Planning, Management, and Design. The Master of Architecture professional degree program was first awarded a full 5-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. The College of Architecture contains the only full lending branch library outside of the main library on campus.

The admission procedures to the graduate level architecture coursework include a formal review near the end of the undergraduate work. The review criteria include 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 beginning in the Fall 2003.

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 2 years. Students completing the 131 hours of the architecture curriculum receive the Bachelor of Science in Architecture, a degree requiring further coursework to qualify for professional licensure.

4. Program Mission

The following text is taken from the 2003 Texas Tech University Architecture Program Report.

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

5. Program Strategic Plan

The following text is taken from the 2003 Texas Tech University Architecture Program Report.

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
Appendix B: The Visiting Team

Team Chair, Representing the AIA
C. James Lawler, FAIA
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(585) 244-1294 fax
achaintreuil@mcjsarchitects.com
Appendix C: The Visit Agenda

Saturday, March 6

7:30 p.m.  Team arrival and orientation
            Team-only dinner

Sunday, March 7

8:00 a.m.  Breakfast with Dean Andrew Vernooy and Alumni/ae Board Representatives, and
            the college development officer
            Transportation by Dean Vernooy to the College of Architecture (COA)

9:00 a.m.–10:15 a.m.  Team Room orientation (with brief presentation by selected faculty members*) in
            the Gallery

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<td>*Urs Peter Flueckiger</td>
<td>*Joanna Mross</td>
<td>*Marc Giaccardo (Arch. 3502)</td>
<td>*Stephen Faulk</td>
<td>*Hendrika Buelinckx</td>
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0:30 a.m.–11:00 a.m.  Media presentation by Brian Rex, Stan Robertson, and Ben Shacklette in Room 511 A (Team accompanied by Glenn Hill to 511 A)

* Their names are in italics.
11:15 a.m.–12:00 p.m. Team tour of college facilities with COA students Zeke Fortenberry, Liz Hardwick, and Jeremy Wahlberg (Shop, COA Library, Computer Facility, ARC, and Studio)

12:00 p.m.–1:00 p.m. Meeting with the Administrative Council and Architecture Librarian over lunch in the COA Lounge

1:15 p.m.–3:15 p.m. Team examination of the exhibits

3:30 p.m.–4:30 p.m. Entrance meeting with the faculty in the COA Lounge (without the Administrative Council)

5:00 p.m. Reception with the university administration, faculty, staff, alumni/ae and local practitioners in the Stadium Club Room, Jones SBC Stadium

7:00 p.m. Team-only dinner

Monday, March 8

8:00 a.m.–8:45 a.m. Breakfast with Dean Vernooij

9:00 a.m.–9:45 a.m. Entrance meeting with Provost Bill Marcy in Room 104, Administration Building (COA students Somer Andrew, Peter Breninger, and Matt Enslin walked the team back to COA Conference Room)

10:00 a.m.–10:50 a.m. Entrance meeting with Dean Vernooij in the Conference Room

11:00 a.m.–11:20 a.m. Meeting with Financial Manager Beth Trischitti in the Conference Room

11:30 a.m.–12:40 p.m. Meeting with the studio faculty with brief presentation by listed faculty members and lunch in the COA Lounge

  Urs Peter Flueckiger (1st Year)
  Brian Rex (2nd Year)
  Joe Aranha (3rd Year)
  John White (4th Year)
  Ben Shacklette (Urban and Research/Service)
  Hendrika Buelinckx (Master's Studio/Thesis)

1:00 p.m.–2:00 p.m. Meeting with President Jon Whitmore in Room 150, Administration Building

(COA students walked team to and from meeting)

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<tr>
<td>Bryce Hamels</td>
<td>Scott Armstrong</td>
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<td>Scott Nelson</td>
<td>Britni Burkey</td>
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<td>Eric Tice</td>
<td>Kelley Ogilvie</td>
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<td>Jennifer Widmer</td>
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2:30 p.m.–3:15 p.m. Meeting with area faculty representatives in the Conference Room

James Watkins (Delineation)
Matthew Gallegos (History)
Bob Perl (Programming and Research Methods)
Stan Robertson (Computer-Aided Design Instruction)
Saif Haq (Theory)
Raymond Powell (Technology)
Stephen Faulk (Professional Practice)
3:30 p.m.–4:15 p.m. Review Studios

4:30 p.m.–7:30 p.m. Meeting with students Scott Barnhill, Whitney Blackwelder, Danielle O’Neal, and Cristi Sanchez in BA Room 358

7:45 p.m. Team-only dinner

**Tuesday, March 9**

8:00 a.m.–8:45 a.m. Breakfast with Dean Vernooij

9:00 a.m.–9:45 a.m. Meeting with the staff in the Conference Room

10:00 a.m.–11:45 a.m. Team meeting in Team Room

12:00 p.m.–1:15 p.m. Meeting with student groups over lunch in the Conference Room

1:30 p.m.–3:45 p.m. Team meeting in the Team Room

4:00 p.m.–5:00 p.m. Meeting with Administration Council and Architecture Librarian (without the dean) in the Conference Room

5:00 p.m.–6:45 p.m. Writing of the team report

7:00 p.m. Team-only dinner

**Wednesday, March 10**

7:00 a.m.–7:45 a.m. Breakfast with Dean Vernooij

8:00 a.m.–8:45 a.m. Exit meeting with Provost Marcy in Room 104, Administration Building

9:00 a.m.–9:30 a.m. Exit meeting with President Whitmore in Room 150, Administration Building

9:45 a.m.–10:15 a.m. Exit meeting with Dean Vernooij, the Associate Deans, Assistant Deans, and the Chair in the Conference Room

10:30 a.m. Exit meeting with students Lacy Barnett and Allison Chambers, the staff, and the faculty in the Wiggins Complex (Chitwood/Weymouth)

Team departure
Report Signatures

Respectfully submitted,

C. James Lawler, FAIA
Team Chair

Representing the AIA

Marleen K. Davis, AIA
Team member

Representing the ACSA

Jay M. Pau
Team member

Representing the AIAS

Ann R. Chaintreuil, FAIA
Team member

Representing the NCARB

Jane U. Henry
Observer