

Texas Tech University College of Architecture

APR

Architecture Program Review

2010

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1.1 History and Description of the Institution

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.

Campuses

Just over 30,000 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 Abilene, 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 230,000, 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 couple 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 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

¹ Lawrence L. Graves. <http://www.tsha.utexas.edu/handbook/online/articles/view/TT/kct32.html>, accessed August 13, 2003.

international education and contributes to ongoing efforts to diversify the campus and foster diversity among students

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 Senior Vice President for Administration and Finance who is responsible for the fiscal operation 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 an Associate 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, Outreach and Distance Education, Visual and Performing Arts, the Honors College; the School of Law and the Graduate School.

Administration
Board of Regents

Officers

Larry K. Anders, Chair
Jerry E. Turner, Vice Chair
Ben W. Lock, Secretary
Christina Martinez, Executive Assistant

Members

Term Expires, January 31, 2011

Larry K. Anders, Dallas
Daniel T. Serna, Arlington

Term Expires January 31, 2013

L. Frederick "Rick" Francis, El Paso
John F. Scovell, Dallas
Jerry E. Turner, Blanco

Term Expires January 31, 2015

John Huffaker, Amarillo
Mickey L. Long, Midland
Nancy Neal, Lubbock

Administrative Officers

Chancellor Kent Hance
President Guy Bailey
Provost Bob Smith
Senior Vice Provost Rob Stewart
Senior Vice President for Administration and Finance, Corky Dragoo
Vice President for Research, Taylor Eighmy
Vice President for Student Affairs, Michael Shonrock

1.2 Institutional Mission (Reviewed in 2008)

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, engaging society. The university aspires to a national recognition of excellence and performance in scholarship 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 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.

1.3 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.

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.

Upon Professor Barrick's retirement in 1977, administration of the program was assumed by W. Lawrence Garvin, AIA (1977-1983; Chairman), followed by A. Dudley Thompson (1984-1986, Interim Chairman). The division of Architecture became an independent college in 1986 with the following administration of the program: A. Dudley Thompson (1986-1987, Interim Dean); R. Wayne Drummond, AIA (1987-1990, Dean); Willard B. Robinson (1990-1991; Interim Dean); Michael A. Jones, Ph.D., RIBA, AIA (1991 Interim Dean); Martin J. Harms, Ph.D., AIA (1992 to 1997, Dean); James E. White, AIA (May 1997-Oct. 1997, Interim Dean) (Dean, Oct. 1997-Jan. 2002); John Borrelli, BSAE, MSAE, Ph.D., (Jan 2002-July 2002, Interim Dean), and Andrew Vernooy, AIA (Dean July 2002 – present).

In 1982 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 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, and Library. The College of Architecture also contains the only fully lending branch library outside of the main library on campus.

1.4 Program Mission

Reviewed 2005

1.4.1 Mission Statement

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

1.4.2 Vision Statement

We envision a College of Architecture that bridges the aesthetic concerns of the discipline of Architecture with the issues of future practice by educating students to be engaged designers and technologically astute professionals, by fostering a unique connection to the profession, and by encouraging scholarship in design, technology, historic preservation, community design and development, and land-use planning.

1.4.3 Values

The College of Architecture is committed to values of mutual respect, cooperation and communication, creativity and innovation, community service and leadership, pursuit of excellence and public accountability, and diversity. The College also recognizes the Hannover principles for sustainability and "The 1940 Statement of Principles on Academic Freedom and Tenure".

1.5 Program Self-Assessment

Outline the program's strengths and challenges and include a plan to address those challenges.

1.5.1 Strengths and Plans

The College has made significant progress in its educational and cultural goals since the last VTR.

- The first goal is to forge a unique relationship with the profession. The College is doing this with its Practicum+Studio and its Atelier Studio Program. The College is working on a 7 month Residency Program, which will use mentors in the profession to guide students through specially designed projects that parallel the work efforts that the students are engaged in their employment. The College is also reorganizing its Alumni Board to foster greater participation in recruitment, placement and institutional advancement.
- The College has made significant improvements in the diversity of the faculty, staff and students. It has become one of the most diverse colleges on the campus. The College intends to strengthen this effort by strengthening the El Paso program, expanding the High-School summer programs and actively recruiting and celebrating the presence of females in the staff and the student body.
- The College is a community-engaged institution. Both Community engagement and Service Learning are rewarded annually. It is an excellent time for the College to be involved with the Lubbock and El Paso communities; so, we have plans to set up a downtown studio in both cities.
- The College has the good fortune to have the talents of 7 showing artists on its faculty. The tradition of art instruction apposite to architecture instruction goes back a long way at Texas Tech. The new curriculum affords the artists the opportunity to engage the students through their own art disciplines. This instruction should strengthen hands on material intelligence, sharpen judgment and build a sense of process in the students.
- The senior Study Abroad requirement has given the graduate student body new sophistication and maturity.
- New equipment and the second shop area have given the College the opportunity to focus on "making" as a pedagogical theme that runs through the curriculum. The College is working to develop a Digital Design and Fabrication Program.

1.5.2 Weaknesses and Plans

The College is striving to solve some basic weaknesses that come from making many changes at the same time.

- The technology curriculum depends on a retired but very good teacher. Currently we do not have someone to take his place. We hired a person a

couple of years ago but we lost him to Tulane. We are looking for a new faculty member in this area who will start in the fall of 2010.

- Creating architecture culture in Lubbock continues to be a challenge. The College is trying to expose students to a larger culture through study abroad and through Architour—a tradition of travel over the spring break. We are also trying to build lecture funds and a tradition of symposia.
- The last two years have brought many changes to the College, which need to be ironed out. It will take a couple of years to finish this work.
- The El Paso program holds great potential for the College the University and the community of El Paso. It enjoys broad professional support and focused support from the El Paso Community College administration. The College is actively trying to raise money and resources for the program.
- Funded External Research is a challenge for architecture in general and more specifically for this College because we have never had a tradition of research here. Yet, this is a very important agenda for the University. We have hired new faculty members over the past three years who are interested in research and the College has built a support system that includes a two full time staff members and extra money for faculty travel associated with funded research.

2.1 Summary of Responses to the Team Findings

2.1.1 Conditions Not Met

Condition 11: Professional Degrees and Curriculum

Students need more opportunities for broader general studies.

Since the VTR the College has focused on broadening its curriculum and the opportunities that it offers its students to better prepare them for a global and engaged architecture practice.

- The College has strengthened its advising and placement functions with new staff, new software and a new program in El Paso.
- The College and the University have changed the structure of the General Education Core. The architecture curriculum has been loosened in the first year to allow for more General Education courses to be taken. This will also help those students who decide to transfer out of the College of Architecture, as they will be able to fulfill more of their core requirements.
- The strong Art faculty has been given a new directive, which encourages them to pursue a more art related agenda—rather than professional agenda—in their courses. Two of their courses are devoted to non-professional exploration.
- The 9-hour Comprehensive Studio was created to provide a strong core to the overall curriculum and a threshold to the Graduate Studio sequence. This will allow us to broaden the agenda of the topical studios to include more service learning, research and formal speculation.
- Elective studies have been strengthened through the development of MS programs and Certificate opportunities in the areas of Community Design and Development, Historic Preservation and Visualization. A Digital Design and Fabrication Program will commence this fall.

2.1.2 Causes for 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 Library had the slide collection assessed and felt that the slides varied greatly in quality. Estimates vary on how useful the images were but no one felt that more than 60% of them were of a quality that could be used and none of them were documented correctly. The Library estimated that it would take over \$500k to digitize them and they were concerned that the lack of documentation would make them useless with today's copyright laws as none of the

photographers are identified. The Library felt that the money could be better spent acquiring new digital images, which they have pursued. None of the current faculty use slides. At the time of the visit, the College had one, very vocal faculty member who insisted that only slide images would do. He has left the College and the architecture teaching profession.

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

The faculty spent two years meeting to reshape the curriculum. Every member of the faculty was contacted several times to review different portions of the curriculum and different proposals at different times. Over the course of this work half of the tenured and tenure track faculty were engaged directly by participation on the curriculum committee itself. During this two year period over a dozen milestones were met to finalize the change.

Staffing levels have not kept pace with increased enrollments and faculty levels.

In spring of 2004 the College had 11 staff. Since then the staff has grown to 17. With the exception of one advising position the funding for this increase in staff has come from increasing course fees.

3.1.1 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 administer of our Branch Architecture Library, the University General Libraries—one of the top 50 university libraries in the country; 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, 3D, simulations—and the wireless network; the Office of Student Affairs, which sponsors the Architecture Learning Community, the Ombudsman, the Center for Campus Life, and the elegantly remodeled Student Union Building.

The University also provides a more intimate level of infrastructure that includes: the Office of International Affairs, which administers the International Cultural Center and all study abroad programs; the National Ranching Heritage Center, which conserves and maintains a building museum dedicated to the architecture of West Texas; the Southwest Collection, which documents the evolution of culture across the southwestern regions of the United States; the Teaching Learning and Technology Center, which helps with all aspects of teaching support; and the Texas Tech University Press. In order to support student learning the University has Mentor-Tech for students from underserved populations, Access-Tech for students who have disabilities, the Mc Nair Program for First Generation College Students, the Women's Studies Program and the Writing Center.

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 two countries, three states, six major metropolitan areas and the unparalleled natural beauty of the Hill Country, Big Bend, the Guadalupe Mountains and Marfa. Texas Tech University takes advantage of this position to run higher education learning centers in Abilene, Amarillo, Junction and El Paso, where the College of Architecture conducts a one-of-a-kind program to provide architectural education to students from the Rio Grande Valley and eastern New Mexico. The Texas Tech System also includes the University at San Angelo.

3.1.1.1 Contributions to the University

The College of Architecture contributes education courses to the intellectual and academic life of the campus including: architecture history, freehand drawing, design environment and society, and introductory architecture design. The College offers delineation and building technology courses to Interior Design students, who reside in the College of Human Sciences and general education courses to students in the Colleges of Business and Engineering.

The students in the College of Architecture are academically strong students. These students remain (about 90%) in the University if they decide to pursue

another degree or if they do not pass the Comprehensive Review at the end of the first year. Architecture students are prominent members of many campus organizations and occupy key positions on the Residential Life Staff.

At the advanced level the College contributes many specialized skills including printing and output services, visualization techniques, documentation techniques and a strong service learning initiative in the Community Design Lab and the new Lubbock Studio. In addition, the College oversees the multi-disciplinary Land-use Planning Management and Design Ph.D. Program.

3.1.1.2 Standards

The College attracts high quality students (average SAT 1101) 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 senior year—to enter the graduate Professional Program.

The faculty of 46 includes 37 full time teachers, of which 20 have been hired within the past 7 years. Of this group, 15 were educated at other universities including: two from Princeton, three from the GSD at Harvard, two from Pratt, two from the University of Virginia, one from Yale, one from Carnegie Mellon and one from Columbia. They also have global experience. Of the full time teachers, 14 have significant intellectual and cultural experience outside of the United States.

3.1.1.3 Interaction with other Programs

The College has dual degrees with Business and Engineering at both the undergraduate and graduate levels. There are 19 students in the Honors College and we are constructing a special track for them to make this even easier. IDEA (Interdisciplinary Design Education Alliance) Tech fosters collaboration with the Colleges of Architecture, Human Sciences and Agriculture by overseeing the Collaboration Studio, which includes architecture, interior design and landscape architecture students taught by an interdisciplinary group of instructors. The College supports ongoing research with Wind Science and Engineering, the High Performance Engineering Center, the School of Nursing, and the Health Organization Management Program in the College of Business.

On a day to day level, the College of Architecture shares its building with the College of Visual and Performing Arts and it shares its El Paso program with the College of Outreach and Distant Education. In the former case we share spaces and some events; and, in the latter case we work to build a distance program that could change the demographics of the profession of architecture in West Texas.

3.1.1.4 Benefits and Contribution from the University

Texas Tech University was first accredited by the Southern Association of Colleges and Schools in 1928 and has been continuously accredited since that time. The Carnegie Foundation currently classifies the University as a Research University Extensive II. It has eleven colleges and two schools: Agricultural

Sciences and Natural Resources, Architecture, Arts and Sciences, Business Administration, Education, Engineering, Honors, Human Sciences, Mass Communications, Outreach and Distance Education, Visual and Performing Arts, the School of Law and the 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.

Texas Tech University is a rich and diverse doctoral research institution offering over 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 has over 30,000 students of which over 24,000 are undergraduate students and almost 6,000 are graduate students. The Law School has 600 law students and the Health Sciences has 600 medical students in five areas of study. The faculty at Texas Tech University numbers approximately 1,500, spread across 12 colleges.

The College of Architecture students, faculty, and administrators take these conditions as an opportunity to benefit from and contribute to this academic context. We exchange intellectual and social benefits through the sharing of resources, collaborative research, teaching and service and participation in the governance of the University. Here the College of Architecture is extensively vested. The faculty continuously participates in standing committees and advisory panels such as the Faculty Senate, Graduate Council, Research Council, Academic Council, Associate Deans Council and the biweekly Dean's gatherings. The faculty also participates in a range of provisional University governance and planning activities including dean and chair search committees and the institution's Quality Enhancement Plan.

Many of the students in the College take advantage of special programs that the University offers. The Women's Studies Program gives the students the opportunity to explore gender issues within an academic context. The University's centers in Germany and Spain afford opportunities for study abroad. The Wind Engineering Research Center attracts a number of our dual degree students. The Band and special activities of the College of Visual and Performing Arts also attracts many students.

In summary, Texas Tech University is a rich intellectual and academic environment that provides a vibrant culture for the study of Architecture. In return, the College of Architecture provides one of the most dynamic portals into the University.

3.1.2 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.

3.1.2.1 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 29%**. The overall student minority population has risen from 20% to 35%. 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 in Lubbock and Skyline High School in Dallas. We have two high school summer programs to support this initiative—one in Dallas and one in Houston. 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, our hourly worker profile is more diverse than the student body.

One way to support diversity in the student body is to foster diversity in the faculty. Of the last twenty two faculty hires over the past two years, 55% were non-Anglo, 23% were female, and 64% were either born outside of the United States or have significant life/educational experience outside of the United States.

3.1.2.2 Leadership and Learning Opportunities

Students are given the opportunity to 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: Program Committees, and the Curriculum Committees. Students are also asked to serve on all service committees in the college. Students are also involved with faculty awards at both the University and College levels.

Student organizations are an essential aspect of College culture. Currently there are three ongoing student organizations: the Knights of Architecture, Tau Sigma Delta, and American Institute of Architecture Students (AIAS). The Knights serve the Dean's Office and perform many service functions during the year— such as University Day which is a huge recruitment event, and any local high school event that is a recruitment or local community college event, Tau Sigma Delta is dedicated to academic excellence and funds a lecture every year and AIAS is active working with the profession, the Alumni Board and they attend the state and national conventions. There is an office located in **Room 101D** for these groups. We now have a new student lounge for all students for studying, relaxing and socializing.

3.1.2.3 Collaboration and Collective Learning Opportunities

The curriculum supports collaboration. In the first lecture class on Design Education and Society, the students complete their writing and design projects in teams of three. This strategy has increased the quality of the work because it insures that the students work out their ideas and have them 'edited' by their teammates. The third year studios are required to have at least one significant group assignment. At a more advanced level, students may choose the IDEATech Collaboration studio, which is a Topical Studio. Or, they may choose a topical studio option which includes a community design & development—service-learning option that requires internal studio collaboration as well as cooperation with real members of the community.

3.1.2.4 National and International 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. Career Fair brings a wide variety of firms to the College each year. Our Atelier Program hires well-known firms from around Texas to teach 'experience-rich' projects—healthcare, performing arts, high-rise, and sports facilities—and expose students to the logic and design process of the firm. The Internship Program takes place within the body of a host firm in the participating city. Roughly a 35% of our graduate students participate in this program. We are developing a more intense "Residency" program to replace this one.

There are many national and international opportunities for students to carve out special educational opportunities such as the required study abroad, urban studio—Mexico; French Canada; Spain; France; Nicaragua; Belgium; and Korea; Architour—a spring time architecture road trip; funded research—in preservation, community design & development or visualization and a new program in digital design and fabrication; internship—in Dallas, El Paso, Houston, Austin/San Antonio; Habitat for Humanity; 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.

3.1.2.5 Financial Support and Resources

Financial support – Graduate School Teaching Assistants and Research Assistants bring over \$70,000 financial support annually plus over \$80,000 in scholarships to help bring tuition down to in-state levels.

A new advising facility has been constructed on the tenth floor. Counselors have private offices and students have a new advising resource room, P²ARC. We have purchased new software called ArchWay that can be used as an advising tool or placement tool with our students or alumni. This enables us to keep up with advising sessions, what firms students see at Career Fair and alumni needs after they leave the college.

We now have new incoming freshmen scholarships funds to help us encourage diverse students to attend the college. The University hosts Spring Recruitment events that

have helped us find/identify students that is diverse and bright. The Provost's office provides the money for us to hire a graduate assistant and his/her job is solely to work with our recruiter to find, email, talk to, tour, and recruit students. His/her duties include designing recruitment materials, talk about being a student in the program, taking people on a tour of the building and developing a timeline for writing emails and follow-up emails/postcards and other forms of contacts to a prospective student to make attending the College of Architecture a real experience to them. We set up tours of firms in various cities with our alumni for prospective students so they get a better idea of what architecture is really about.

The College continues to look for more financial resources for its students. For the University campaign the College has initiated a new program—The 200—to raise 200 twenty thousand dollar endowments. We have raised almost \$400,000 so far.

3.1.3 Architectural Education and Registration

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

3.1.3.1 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”, which is the number 1 Strategic Planning Goal: “Provide a strong and instrumental relationship with the profession to educate our students for future practice through increased technical and design acumen”.

In that regard, the College of Architecture (COA) maintains strong relationships with the profession through interfaces with architecture firms in several areas including Practicum + Studio, Ateliers, and Continuing Education as related below. The COA also celebrates major architecture firms with a “Firm Day” each semester that began in 2007 with the recognition of the work of HOK. It has since featured the offices of HKS, SHW and Perkins & Will of Dallas, and Decker Perich Sabatini of Albuquerque, N.M. The firms mount an exhibition of their work and give lectures to the students and to the public.

3.1.3.2 Curriculum and Registration

Registration is seen by the student body to be the inevitable result of a first professional degree in architecture. The Practicum + Studio program (an NCARB award winner) stresses the academic value of professional experience – roughly 15% of our students have been in this program each summer. It requires professional work in an office in Dallas, El Paso, Houston, or San Antonio while enrolled in a studio taught by COA faculty at a distance with weekly face – to – to face studio sessions. Most students that do not participate in this program have worked in architects offices during the year. Thirty eight firms participated in the Practicum + Studio program in 2008. A list of those firms can be found in the appendix.

This past year the COA has been converting the Practicum + Studio from an undergraduate experience to a graduate program that satisfies the recently adopted requirement for “all students to have a documented professional experience before they can graduate with a professional degree”. Students may also satisfy this requirement by working in an architect’s office on their own.

We are currently implementing a Residency program for qualifying graduate students to spend 7 months at some of the top architecture firms in the country, working and completing academic projects under the leadership of the firm. The goal is to initiate this program in 2010. Another option for fulfilling the professional experience requirement in response to the economic downturn and subsequent difficulty in securing jobs for students is the “Emerging Professional Companion” course work developed by the AIA which will be available to students beginning in 2010.

Another program that has become an important part of the COA curriculum consists of Atelier studios, each of which is taught by a principal of a major architecture firm in conjunction with a faculty member here in Lubbock. These are topical studios focusing on the experience of the architecture firm in areas of their special interest or expertise. In addition, the COA works with HKS Inc. of Dallas and their Director of Quality Management, Jeff Larue in our Building Information Technology classes.

The curriculum is designed to encourage the incorporation of considerations of health, welfare and public safety throughout. Students are exposed to the environmental and technical requirements throughout the undergraduate core of the curriculum. This core knowledge culminates in a newly implemented 9-hour Comprehensive Studio in which students are required to integrate all the technologies of building design through three phases of the design process. This is the first studio of the Graduate Program. Subsequent to this studio, students are presented with an array of topical studios that may focus on specific areas of interest or exploration.

3.1.3.3 Faculty Graduates and the Board

Graduate Students, those entering the Professional Program, are required to set up their IDP program when they are admitted. They may enroll in a 3 hour course to document work completed in a professional office. A faculty member advises the student and reviews the work being performed in the office to ensure that the student is receiving a broad range of experience. The student is required to submit a written report at the end of the internship along with a letter of evaluation from the employer. A visit to the COA in September of 2009 by the state IDP Coordinator Jim Dunn reinforced the importance of keeping up with IDP. He gave a lecture and made a presentation to students about the IDP process and requirements.

The COA also enjoys a good relationship with the Texas Board of Architectural Examiners (TBAE), and students are referred to their web site for matters pertaining to professional experience and educational requirements for licensure. In the spring of 2009, Susan Hendricks from the TBAE visited the College and spoke to faculty about coordinating efforts of colleges and the profession.

In order to better serve the profession and the students, the COA has become an AIA/CES provider. During the fall 2009 semester, two faculty members, Upe Flueckiger and Maria Perbellini, conducted CES sessions at the College. In addition, in order to better meet the imperatives of today, the COA provided a LEED class last spring that was open to alumni, local professionals and faculty which culminated in the participants sitting for the LEED AP exam.

The College of Architecture has a policy of rewarding faculty members who join the AIA through merit points that contribute to raises in their salary. After three years of active membership, the increase in base pay more than pays for their dues. Ten tenured or tenure track faculty members and three instructors are registered architects. In addition, two faculty members are registered abroad.

3.1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base.

3.1.4.1 Mission Statement

The initial section of the College Mission Statement reads, "The College of Architecture educates students for future design practice".

3.1.4.1 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.

3.1.4.2 Engagement and the Professional Community

The College enjoys an integral and cooperative relationship with the profession of architecture, especially in the State of Texas. All professional degree candidates are required to obtain some documented professional experience before they graduate. This helps them balance their academic knowledge of architecture with 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 and the College hosts an active chapter of AIAS. 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 three part-time faculty members are participants. Nine members have active practices, however modest, but active nonetheless. Every year the local AIA chapter hosts a golf tournament that raises significant money for the school in the form of scholarships—more than a quarter of a million dollars so far.

The Dean has recently served four years on the TSA Board including two years on the Executive Board as Vice President for Professional activities. He now serves as the Chair of the Publication Committee.

Diverse firms across the country have an ongoing relationship with the College and hire graduates from Tech. Each year the College hosts a Career Day to expose students in their final semesters of study to firms looking for employees and to expose students to the job interview experience. A digital portal,

ArchWay, affords the opportunity to match students with potential employers year around.

3.1.4.3 Goal #1: Future Practice

Provide a strong and instrumental relationship with the profession to educate our students for future practice through increased technical and design acumen.

The College has three unique ways to build a bridge to the profession: the Practicum+Studio, the Atelier Program and the newly initiated Residency Program. The Practicum+Studio Program uses a host firm to conduct weekly review sessions for the studio, which is taught in Dallas, Houston or El Paso, by a resident professional or a faculty member. The students work in supporting offices around the city and post their work throughout the week. Often the projects for these studios are community engaged projects that take advantage of their significant urban context. This program won an NCARB award.

The Atelier Program hires firms to conduct studios in Lubbock that engage 'experience rich' architecture—healthcare, performing arts, sports, and education—for which the typical faculty member has little experience. The studio is conducted with the help of a resident faculty member so they also get the advantage of working with experts in a particular area of design. The dedication of the professional firms to this program is exciting and they make a lasting impression on the students.

The new Residency Program takes advantage of the contacts that the College has with exceptional design firms throughout the country. A mentor is identified within the firm who works with the Residency Coordinator in Lubbock to fashion an academic product that parallels and contributes to the work product that the student is expected to engage. This program is based upon the notion that there are challenging and unique intellectual problems embedded in professional practice. We believe that this program will go along way to fulfilling our #1 strategic planning goal.

3.1.4.4 Lifetime of Practice and Research

Research Methods, ARCH 5365, presents a survey of methods used in the profession of Architecture and related design disciplines (literature review, observation, interview/survey, experiment, case study/history, and feasibility and market study). 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 firm and in executing 'research based design'. This type of intellectual flexibility is essential for acquiring life-time learning skills needed for professional practice.

The College enjoys a productive relationship with its Alumni Board. The Alumni Board is a steady counsel to the administration of the College and they visit the

College at least twice a year to see how the College is doing and to discuss ways to increase interaction with the profession. They are also instrumental to the institutional advancement of the College helping to raise money, engage their local professional communities and reach out to prospective students. Members of the Alumni Board sit on reviews helping the students see first hand the benefits of a lifetime of practice and professional engagement.

3.1.4.5 Collaboration with Associated Disciplines

The College is dedicated to professional collaboration. The Comprehensive Studio, ARCH 5901, which is the first studio of the graduate professional program, requires students to consider landscape architecture and interior design issues for each of the three phases of the design process. The Collaboration Studio, which is given as a topical studio, ARCH 5501, has professional interdisciplinary cooperation as its pedagogical focus. IDEA Tech—Interdisciplinary Design Education Alliance—is an organization that bridges Landscape Architecture, Interior Design and Architecture with an advisory board that includes practitioners who have all three disciplines in their firms. This studio is lead by teams of design instructors from three colleges—Human Sciences, Agriculture and Architecture. The students work in interdisciplinary teams to set common objectives and agree to basic design responses. This experience helps to foster respect for the other design professions.

The number one strategic planning goal of the College is to forge a unique relationship with the profession. This goal has become an active part of our pedagogical objectives and our business plan.

3.1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions.

3.1.5.1 Mission Statement

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

3.1.5.2 Curriculum and Informed Social Action

Social and Environmental problems and the effect that they have had on the profession of architecture are introduced to students in their first theory course, DES—Design Environment and Society—which 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 Hannover principles, 2) the physical environment’s effect upon personal and social behavior, and 3) awareness of the history of architecture and its most recent past as a result of the environmental and social forces that created it.

Urban studies—learning to read and intervene in the city—are a required component of the required summer studio, ARCH 4601. This studio takes place off campus—abroad in cities such as Puebla, Montreal, Seville, Paris, Brussels and Granada—but it begins with an “Acculturation” seminar in the preceding spring that introduces the students to tools, which can be used to ‘read’ the urban environment. It also gives the individual studio instructors an opportunity to cover specific issues relative to the culture and society of their focus city. Once in the city the students are asked to read and map portions of the city in support of a design problem that asks them to design a small public space and an adjacent building as an ‘intervention’ into the physical and cultural context of the city. The students are asked to justify their response in terms of the Social, Political, Economic, Aesthetic and Religious (SPEAR) forces at play. The students learn to operate in unfamiliar cultures and languages—excellent preparation for the global responsibilities and opportunities that face architects today. They also learn to understand the environmental and societal impacts on architecture through recognizing them in a culture that is not their own. This usually leads them to see their own building culture more critically.

3.1.5.3 Service Learning and Community Engagement

At any given semester a quarter of the studios will engage projects that have specific community contacts. The College of Architecture is a campus leader in this type of activity and two of our faculty are Service Learning Fellows. The Community Design Studio conducts projects for communities in West Texas. This is accomplished using small teams of students who travel to the community, meet with the leaders there and help them visualize potential solutions to their problems, which are usually focused on built environment issues. Similarly, the award winning Practicum+Studio Program, which takes place in Dallas, Houston or El Paso, usually engages members of the community who represent real

community constituencies. The Houston Program is particularly successful at this because the College has a faculty member there who has extensive statewide connections as she directed the Mainstreet program and three other heritage/conservation programs for the State of Texas. Her guidance and initiative has built a program that has been a real asset to the City of Houston. Through these advanced level opportunities students gain an understanding of the social and community dimensions of architecture and how architecture can mitigate social and economic problems when the architect nurtures community engagement.

3.1.5.4 Generating Knowledge for the Benefit of Society

The post-professional masters program in Community Design & Development and the doctoral program in Land-use Planning Management and Design afford a presence of environmental and societal issues on a sophisticated level that advances the knowledge of these issues as they relate to the design of the built environment. The commitment of the post-professional masters program in Historic Preservation 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. Two members of the faculty are actively engaged in the Partners for Sacred Places, an organization based in Philadelphia that helps religious organizations save their architectural resources. These special programs are available to all of our graduate students through the certificate programs granted by the Graduate School.

Through the educational culture that the programs described above support, students are exposed to the ethical, social and economic dimensions that define architecture's engagement with the community.

3.2 Program self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission.

3.2.1 Mission Statement

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

3.2.2 Vision Statement

We envision a College of Architecture that bridges the aesthetic concerns of the discipline of Architecture with the issues of future practice by educating students to be engaged designers and technologically astute professionals, by fostering a unique connection to the profession, and by encouraging scholarship in design, technology, historic preservation, community design and development, and land-use planning.

3.2.3 Values

The College of Architecture is committed to values of mutual respect, cooperation and communication, creativity and innovation, community service and leadership, pursuit of excellence and public accountability, and diversity. The College also recognizes the Hannover principles for sustainability and "The 1940 Statement of Principles on Academic Freedom and Tenure".

3.2.4 Description of the Program's Self-Assessment Process

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 academic unit that addresses all of the goals set out by the institution's strategic plan. The University also requires that the individual units file an annual assessment report (SPAR) for the preceding year. These assessment reports are available for 2008, 2007, 2006 and 2005. The 2009 SPAR will not be completed until February 2010. These reports follow at the end of this section. Note that PLOA stands for Program Learning Objective Assessment. Items with this designation receive special attention and must be included in our annual assessment report.

Further Self-Assessment procedures include a close relationship with the Alumni Board, which meets at the College twice a year, and the end of semester External Review Process. At the end of each semester external critics are brought to the College to review the work. Their opinions of the work are solicited informally; but they influence the discussion that follows at an Internal Review, which occurs on every 'dead day' immediately following the last day of class. The Internal Review is a half-day discussion of the full faculty that focuses on a different topic, or set of topics, each semester. Sometimes it takes the form of a tour of studio work. Responding to the Internal Review is not obligatory but it has a major effect on the teaching process and the pedagogical discussions that ensue.

3.2.5 The Strategic Plan

The following is the College of Architecture Strategic Plan. It includes four Goals that represent the College as an institution and the three aspects of the mission statement: Future Practice, Advancement of Knowledge, and Social Benefit. The University Goals are in uppercase under each Goal statement. The Objectives that address the NAAB Perspectives are noted as such; this is our habit.

2009-2010 COLLEGE OF ARCHITECTURE

STRATEGIC PLAN

MISSION STATEMENT

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

VISION STATEMENT

We envision a College of Architecture that bridges the aesthetic concerns of the discipline of Architecture with the issues of future practice by educating students to be engaged designers and technologically astute professionals, by fostering a unique connection to the profession, and by encouraging scholarship in design, technology, historic preservation, community development, land-use and visualization.

The College of Architecture is committed to the values of

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

GOALS, OBJECTIVES, and STRATEGIES

1. GOAL #1: FUTURE PRACTICE: Provide a strong and instrumental relationship with the profession to educate our students for future practice through increased technical and design acumen.

(PARTNERSHIPS)

1.1. Objective: Recover and emphasize Technical Acumen of Graduates. (NAAB 1.3 Registration)

1.1.1. Strategy: Revamp Construction Curriculum to respond to future practice.

1.1.2. Strategy: Make formal but modest connections between construction and environmental systems courses and the design studios.

1.1.3 Strategy: Begin to feature technology topics in symposia, exhibits and lectures.

1.2. Objective: Increase the design culture awareness and sophistication of our students. (NAAB 1.3 Registration)

1.2.1. Strategy: Maximize exposure of students to global design culture.

1.2.2. Strategy: Demonstrate a value for design within the College by structuring integrated faculty external reviews.

1.2.3. Strategy: Use the building to highlight contemporary design culture and design teaching.

1.3. Objective: Establish Research Based Design as a core value in the curriculum. (NAAB 1.3 Registration)

1.3.1. Strategy: Make Research-Based Design a concept that is featured in the graduate topical studios.

1.3.2. Strategy: Raise the analytical skills of the students.

1.3.3. Strategy: Establish a writing overlay for the college.

1.4. Objective: Incorporate the latest analogue and computer-assisted design methods into the curriculum. (NAAB 1.1 Academic Context)

1.4.1. Strategy: Use Base Building Design Methods in the Technology Courses.

1.4.2. Strategy: Overlay of contemporary drawing skills performance criteria in the curriculum.

1.4.3. Strategy: Continue to develop high-definition survey technology.

1.5. Objective: Incorporate integration as a core value in the curriculum. (NAAB 1.2 Students)

1.5.1. Strategy: Make formal but modest connections between construction and environmental systems courses and the design studios.

1.5.2. Strategy: Create opportunities for taking visualization and conceptualization into fabrication.

1.5.3. Strategy: Provide every student an opportunity for service learning.

1.5.4. Strategy: Respond to Program Learning Outcomes Assessment (PLOA) by requiring all third year studios to have at least one documented team assignment each semester.

1.6. Objective: Establish a research-based design partnership with the profession. (NAAB 1.4 Profession)

1.6.1. Strategy: Take advantage of resources of the firms that have our graduates.

1.6.2. Strategy: Develop firm-sponsored research program including professionals on papers and symposiums.

1.6.3. Strategy: Have all our students participate in a professional practicum before they graduate.

1.6.4. Strategy: Facilitate Growth of local Chapter AIA & AIAS.

1.7. Objective: Technology and Design. (NAAB 1.1 Academic Context)

1.7.1. Strategy: Plan for the relocation of the metal shop.

1.7.2. Strategy: Actively build an image resource center for the college.

1.7.3. Strategy: Respond to PLOA by restructuring technical courses and strengthening the teaching of building based technologies in the Design Studio.

1.8. Objective: Forge a unique relationship with the Design Profession.

1.8.1. Strategy: Continue Practicum+Studio relationships.

1.8.2. Strategy: Begin a Residency Program focusing on design rich firms.

1.8.3. Strategy: Continue to host Atelier firms for experience rich project types.

1.8.4. Strategy: Host a "Firm Day" each semester.

Goal #2: KNOWLEDGE: Build a nationally recognized scholarship agenda in technology and design, historic preservation, community design, land use planning and visualization.

(RECOGNITION)

2.1 Objective: Establish a CoA position on scholarship and professional practice.
(NAAB 1.1. Academic Context)

2.1.1. Strategy: Provide general support and facilitation to the faculty to advance their scholarship.

2.1.1.1. Task: Establish seed monies and release time policy for faculty scholarship enhancements.

2.1.2. Strategy: Respond to PLOA by reviewing each Topical Studio project for evidence of critical thinking.

2.2 Objective: Increase sponsored scholarship in the CoA. (NAAB 1.2 Students)

2.2.1. Strategy: Increase sponsored grant applications in the College by 10% each year for the next five years.

2.2.2. Strategy: Train the staff to assist faculty in finding sponsorship opportunities and applying for them.

2.2.3. Strategy: Train faculty to apply for scholarship opportunities.

2.3 Objective: Establish a productive relationship between the MS programs, students and scholarship. (NAAB 1.2 Students)

2.3.1. Strategy: Build a culture of collaboration between faculty member's and students scholarship.

2.4. Objective: Create centers of Excellence for collaborative scholarship. (NAAB 1.1. Academic Context)

2.4.1. Strategy: Establish complimentary research Laboratories for each of the M. S. Certificates with one paid R.A. assigned to each laboratory, which is collaborative.

2.4.2. Strategy: Encourage the establishment of other collaborative groups to create programs such as history.

2.4.3. Strategy: Create a Digital Design and Fabrication certificate, M.S. program and laboratory.

2.5 Objective: Increase peer review scholarship in the College of Architecture.
(NAAB 1.1 Academic Context)

2.5.1. Strategy: Identify and Establish alternative peer review forums for faculty scholarship – colloquia, exhibit, lecture.

2.5.2. Strategy: Establish Faculty Scholarship Colloquia.

2.6 Objective: Increase the national recognition of our scholarship. (NAAB 1.1. Academic Context)

2.6.1. Strategy: Increase national and international publications.

2.6.2. Strategy: Host Symposiums on scholarship reflective of the mission of the College.

2.6.3. Strategy: Increase our faculty member's profile through conference participation.

2.7 Objective: Establish a public relations program (NAAB 1.1 Academic Context)

2.8 Objective: Incorporate undergraduate students into the scholarship initiatives of The College. (NAAB 1.2 Students)

2.8.1. Strategy: Establish a mentoring program between faculty and undergrad students.

3. GOAL #3: BENEFITTING SOCIETY: Establish a humanistic understanding of architecture and related disciplines and their relationship to a broader world view.

(ACADEMIC EXCELLENCE AND ENGAGEMENT)

3.1 Objective: Incorporate aesthetic sophistication as a core value informed by history and theory (NAAB 1.5 Society)

3.1.1. Strategy: Codify the design studio coordinator and team teaching policy in order to establish a more overt set of teaching objective.

3.1.2. Strategy: Reinforce connections between designs studios and theory/history content.

3.2 Objective: Incorporate ecological sustainability as a core value in the college.
(NAAB 1.5 Society)

3.2.1. **Strategy**: Overlay of ecological sustainability performance criteria and the curriculum.

3.2.2. **Strategy**: Develop a "Green Building" Plan and integrate it into the facility and equipment program.

3.2.3. **Strategy**: Promote the greening of the university campus.

3.3. **Objective**: Engage the community. (NAAB 1.5 Society)

3.3.1. **Strategy**: Promote the pedagogy of service learning.

3.3.2. **Strategy**: Apply scholarship and research to the needs of society, professionals and individuals.

3.3.3. **Strategy**: Maximize community and professional participation in college lecture series, exhibits, workshops, seminars and symposia.

3.3.4. **Strategy**: Support faculty and staff participation in community, professional and volunteer efforts through recognition and merit awards.

3.3.5. **Strategy**: Third year second semester must explicitly indicate design to meet accessibility issues and clearly note accessibility issues on the presentation documents.

3.3.6. **Strategy**: Record community engaged studios.

3.4 **Objective**: Provide opportunities for students, staff and faculty to experience and appreciate diverse world views through international studies. (NAAB 1.5 Society)

3.4.1. **Strategy**: Provide a variety of international studies summer programs to engage a broad perspective of students with varied economic means.

3.4.2. **Strategy**: Promote collaborations and exchanges with international architectural programs.

3.4.3. **Strategy**: Assist international entities in establishing quality architectural programs.

3.5 **Objective**: Provide opportunities for students, staff and faculty to experience and appreciate diverse perspectives through collaborations with other campus entities. (NAAB 1.1 Academic Context)

3.5.1. **Strategy**: Offer a variety of collaboration studios each year.

3.5.2. **Strategy**: Seek partners in scholarship and research from other campus units.

3.5.3. **Strategy**: Promote and encourage participation in university committees and events.

4. Goal #4: INSTITUTION: Build the Culture and Resources of the College.
(CULTURE AND RESOURCES)

- 4.1 Objective: Establish a vibrant and diverse College culture. (NAAB 1.1. Academic Context)
 - 4.1.1. Strategy: Establish a visiting critics studio.
 - 4.1.2. Strategy: Establish funding for a signature lecture series.
 - 4.1.3. Strategy: Hold a symposium in the college each long semester.
 - 4.1.4. Strategy: Publish a journal four times a year.
 - 4.1.5. Strategy: Insure that at least one lecture from a female architect and one lecture from an architect who represents a diverse cultural perspective.
- 4.2 Objective: Define and provide physical facilities and equipment commensurate with our mission statement. (NAAB 1.2 Students)
 - 4.2.1. Strategy: Engage a process of facilities programming.
 - 4.2.2. Strategy: Establish a strategic plan for instructional technology.
- 4.3 Objective: Recruit the best students (NAAB 1.2 Students)
 - 4.3.1. Strategy: Develop an "honors" track.
 - 4.3.2. Strategy: Establish a recruitment plan.
 - 4.3.3. Strategy: Establish a four year degree program in El Paso.
 - 4.3.4. Strategy: Increase merit scholarship pool for architecture.
- 4.4. Objective: Progressively develop communication structures within the College. (NAAB 1.2 Students)
 - 4.4.1. Strategy: Embed learning organization principles in the College.
 - 4.4.2. Strategy: Continue faculty workshops in culture, research and college goals.
 - 4.4.3. Strategy: Develop an effective studio culture.
- 4.5 Objective: Achieve a funding level appropriate for an architecture program in The top half of the Big 12. (NAAB 1.2 Students)

4.6 Objective: Pursue continued development of faculty and staff (NAAB 1.2 Students)

4.6.1. Strategy: Set a development goal for each member of the faculty and staff.

4.6.2. Strategy: Find funding for the development of each member of the faculty and staff.

4.7 Objective: Increase the proportions of graduate students to undergraduates. (NAAB 1.2 Students)

4.7.1. Strategy: Develop and expand access to the certificate and M.S. programs.

4.7.2. Strategy: Consider the development of a 3 ½ year first professional MArch for students with undergraduate degrees from other disciplines.

**ANNUAL ASSESSMENT REPORT
AND
STRATEGIC PLANNING UPDATE
Year: 2008**

Area or Unit Name: COLLEGE OF ARCHITECTURE

Area or Unit Leader: DAVID VERNOOY **Email:** andrew.vernooy@ttu.edu

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Section 1. Goals and Accomplishments

Goal 1: Future Practice

- All students must document professional practice before they can graduate with a first professional degree. (1.6.3.)
- (PLOA) still working on the content map for each of the technology courses – this must include a shared excuse with the contiguous design studio. (1.1.2.) (1.7.4.) (1.5.1.)
- Need to complete installation of CNC Router. (1.5.2.)
- Revised curriculum to include a nine hour comprehensive studio.
- Began a medical research studio working with HKS. (1.6.2.)
- (PLOA) all third year studios were required to have a least one documented team assignment each semester.
- Hosted lectures, exhibits and Atelier throughout this year.
- John White was President of AIA Lubbock. (1.6.4.)
- Began integrating faculty into external reviews with 15 visiting critics. (1.2.2.)
- Hosted two "Firm Days", one each semester – HOK and SHW. (1.8.4.)
- Hosted two Practicums + Studios in Houston and Dallas. (1.3.1.)
- Hosted three Atelier firms: HKS-medial, HOK-highrise, HKS Sports. (1.3.3.)
- Still working on consensus of Design Studio 'Tonalties'.
- Revised curriculum to include three topical studios giving all faculty an opportunity to explore how the discipline of architecture can foster advanced study (1.3.1.)
- (PLOA) have not developed an approved writing skills overlay for the curriculum.
- A broad range of software is used in the College including, 3D Max, MINO, and Form Z (1.4.2.)
- (PLOA) continued to support the Collaboration Studio by bringing in Gensler to direct the project. (1.5)
- All students required to have a study abroad experience. (1.2.1)
- Dean was on the TSA Board and its Executive Committee. (1.6.4.)

Goal 2: Knowledge

- (PLOA) Masters of Science students have not been reviewed for program learning outcomes because there are not enough students in the MS programs.
- No progress has been made to have faculty scholarship recognized. (2.7)
- Supported 4 students to travel to give presentations. (2.3.1.)
- Organized and outlined the new MS Program in Digital Design and Fabrication. (2.4.3.)
- 4 of our BS graduates entered the Graduate program at Columbia.

Goal 3: Benefitting Society

- Have strengthened the role of the Coordinators but, have not written a policy. (3.1.1.)
- Planned for and received a grant for a "Greening the Campus" symposium. (3.2.2.)
- Continued student recycle program. (3.2.1.)
- Professor Shacklette served as a university Service Learning Mentor. (3.3.1.)
- Chair Rex serves as university Service Learning Fellow. (3.3.1)
- Practicum+Studio program continues to address community engaged projects. (3.3.2)
- Merit raise recognizes community engagement. (3.3.4)
- Planned and received funding for a "Green Campus Action Plan." (3.2.2)
- Established study abroad "Urban Analysis" studio for all senior students. (3.4.1)
- Had joint summer programs with students at UDLA-Mexico and the University of Sevilla. (3.4.2)
- Had three faculty members from Mekelle University, Ethiopia, enrolled in MS and PhD programs. (3.4.3)
- Students and faculty participating in several First Friday Art Trail. (3.3.3)
- Failed to engage the community for College lectures.
- (PLOA) addressed accessibility standards in third year studio.
- (PLOA) more resources were added to the Collaboration Studio – Gensler Atelier.
- Faculty worked with Texas Tech to design a virtual high school.

Goal 4: Institution

- Ateliers provided visiting critics studios. (4.1.1.)
- Added a female faculty member but lost two.
- Started construction of Distance Learning room.
- Continued work on honors track.
- Printed recruitment brochures for MS Program. (4.7.1.)
- Grew graduates by 60 students with the El Paso two year program. (4.3.3)
- Helped revive tenured and tenure track faculty meetings. (4.4.1)
- Added 5 endowments to the endowment total (4.5)
- Established a student lounge for architecture and art students.

Section 3b: Qualitative Information

- The College continues to develop the new curriculum in response to the Strategic Plan and the results of Program Learning Outcomes Assessment.
- The program continues to emphasize its tradition and its mission by requiring some documented form of professional experience. To this end the Residency Program has been started.
- The College continues to develop the course work and equipment for a new MS program in Digital Design and Fabrication.
- The College continues to emphasize the importance of international experience to the practice of architecture by requiring all undergraduates to study in another country.
- Creative Thinking – an ability criteria for the NAAB and a PLOA goal – is now required of all topical studios.
- Collaborative Skills – an ability criteria for the NAAB and a PLOA goal – is now required in DES, third year studios and the Comprehensive Studio.
- The College held its first LEED training course.

Commentary:

The College of Architecture administration updated its Strategic Plan for FY – 2009/10. Program Level Learning Outcomes Assessments (PLOA) were strengthened by requiring that special outcomes for Accessibility, Critical Thinking and Collaborative Skills be defined and addressed by specific courses in the curriculum. PLOA concerns for the MS Programs are not defined because there are so few students in these programs. The College will address this in the Fall of 2009.

ANNUAL ASSESSMENT REPORT AND STRATEGIC PLANNING UPDATE Year: 2007

Area or Unit Name: COLLEGE OF ARCHITECTURE

Area or Unit Leader: DAVID VERNOOY **Email:** andrew.vernooy@ttu.edu

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Section 1. Goals and Accomplishments

Goal 1: FUTURE PRACTICE: Provide a strong and instrumental relationship with the profession to educate our students for future practice through increased technical and design acumen. (Partnerships)(PLOA) * Items thusly indicated respond to Program Learning Outcome Assessments.

- Introduced BIM to update traditional construction drawing class. It is now Arch 3352, Building Information
- (PLOA) A more coherent technology sequence was implemented that culminates in the undergraduate with Integrated Systems, and is supplemented at the graduate level with Construction IV, Special Studies in Technology - Technology Integration
- (PLOA) Construction and building courses were better integrated by alternating their position in the curriculum - Technology Integration
- BIT is now used to structure the capstone technology course, Integrated Systems
- CNC Technology has been successfully added as a tool for design studios
- (PLOA) Introduced Arch 3314, Contemporary Issues as a more advanced and specialized component of History and Theory - Critical Thinking
- Began participation of the College in First Friday's Art Trail
- Increased international studies opportunities with a second European section and a new summer program in Puebla, Mexico
- Hosted lectures, ateliers and exhibits throughout the year
- Invited external reviewers from across the U.S. to final design reviews both semesters
- Don't have a broad consensus of objectives for design studio sequence. Not using walls of building to promote design awareness
- Revised curriculum to expand MDS to 2-6 hour studios
- Opened range of faculty teaching in Arch 5604 and 5605
- Established a requirement for two writing intensive classes within the architecture curriculum
- Offered ateliers to take advantage of professional expertise
- (PLOA) Have not established a writing overlay for the curriculum - Critical Thinking
- Introduced Media Electives
- Every available drawing/design software is used in studios
- Better integrated drawing classes into the curriculum by spreading them across the curriculum
- Added Media Electives
- Increased service learning opportunities through topical studio offerings and Site Planning course potentially through the conversion of summer 4601 studios to Urban Design focus
- (PLOA) Every third year studio does NOT have at least one team assignment as required by the PLOA - Collaborative Skills
- (PLOA) Collaboration studios have been established at the graduate level that will expand the number of architecture students to gain that experience - Collaborative Skills
- Developed a researched based partnership with the Beck Group
- The number of architectural firms involved in ateliers at the College of Architecture and offering practicums to students has grown
- A new residency program is being planned to expand our partnership with firms nationally
- Established large firm recognition day
- All students complete their final undergraduate design studio off campus, either in

study-abroad programs or in a practicum+studio. Therefore, over half of our students participate in a professional practicum

- College of Architecture figured prominently in the AIA 150 Charette
- Dean is on the TSA Board
- Three image collections are now available on line
- The El Paso program has been established and a Director has been hired and is on the ground in El Paso
- Adjunct faculty from the El Paso community have been hired
- Advisory Board has been established
- El Paso students have been advised from the College of Architecture, but now have an advisor in place in El Paso that has been trained at the COA

Goal 2: KNOWLEDGE: Build a nationally recognized scholarship agenda in technology and design, historic preservation, community design, land use planning & visualization (Recognition) (PLOA) Items thusly indicated respond to Program Learning Outcome Assessment

- The College and ARDC has provided release time, monies and staffing resources to support scholarship in the College. (PLOA)MDS submissions have not been reviewed to respond to the PLOA
- Funding for projects increased from 2005-2007 by over 10% primarily by providing ARDC support and faculty release time to encourage them to seek sponsored scholarship. 100% attendance of New Faculty hires to the Grant Writing Workshop provided by the Office of Research Services
- Successful in making connections between M.S. in Architecture students and faculty research, specifically in Historic Preservation and Visualization. Need to establish additional opportunities
- Peer-reviewed publications have stayed steady or increased very slightly. The strategies for this Objective should be extensively reviewed and corrected
- New hires of Christian Pongratz and Maria Prebellini have given us instant recognition and show promise if adequate funding is provided to develop their CNC laboratory. Work by Upe Flueckiger and Bennett Neiman have both become nationally recognized for their design scholarship. The Historic Preservation and Visualization group are becoming national recognized as one of the developers of High Definition Documentation for Historic Architecture and held a internationally broadcast webinar on High Definition Documentation attended by 90+ participants
- No progress has been achieved in establishing a CoA scholarship awareness P.R. and Marketing program. This is still needs to be done but is significantly under resourced.
- There has been no formal success in linking faculty scholarship activities with undergraduate students

Goal 3: BENEFITING SOCIETY: Establish a humanistic understanding of architecture and related disciplines and their relationship to a broader world view (Academic Excellence & Engagement) (PLOA) Items thusly indicated respond to Program Learning Outcomes Assessment

- Design work is more sophisticated
- BS graduates entered graduate programs at Harvard, Yale, Univ. of Pennsylvania, Princeton, Michigan and Univ. of California at Berkley
- Design Coordinators reviewed design curriculum and instigated changes
- (PLOA) Theory courses reviewed and course relocated and added to curriculum - Critical Thinking
- Professor Perl introduced a Sustainable Design Course as an elective
- Faculty members participated in LEED workshops
- College participated in 2030 webinar - featuring sustainability issues
- Integrative Systems taught from an ecological perspective, Energy 10 used as a tool
- The AIAS instigated a paper and plastic recycle program
- Morgan Mercer, University Director for Service Learning, made a presentation to the College faculty
- Ben Shacklette serves as a University Serving Learning Mentor. Brian Rex serves as a University Service Learning Fellow
- The Community Design Studio and the summer Practicum + Studio programs engage the students in community projects
- Fall 2007 the first Large Firm Day was held with HOK Architects being honored
- The New Atelier Program engages firms with specific expertise to teach studios in Lubbock
- Merit raise system recognizes community engagement
- The students and faculty participate in the community First Friday Art Trail most months

- The College failed to engage the community in its lecture series
- (PLOA) The curriculum failed to formalize the delivery of accessibility issues as required by the PLOA - Assessability
- Sixty percent (60%) of the junior class participated in International Study Programs during the summer of 2007
- Developed a strategy for student financial aid to support International Study Programs
- A program with UDLA in Pueblo, Mexico was added in 2007
- One student from Ethiopia entered the Ph.D. program in Land Use Planning Management and Design and two students from Ethiopia entered our MS Program
- (PLOA) A recommitment and restructuring of the Collaboration Studio was made during the fall 2007. (architecture, landscape architecture and interior design)- Collaborative Skills
- Faculty participated with the Texas Tech High School to design and create a virtual high school campus for the program
- The merit raise system gives credit for participating in University committees and task forces

Goal 4: INSTITUTION: Build the culture and Resources of the College. (Culture and Resources)

- Ateliers provided visiting critics studios
- Balanced the design faculty in gender with Kerenza Harris and Marti Gottsch as instructors
- Jun Mariasaka, Gabrielle Gutierrez, and Rumiko Handa visited the college as external design reviewers
- Julio Barreno and Heather McKinney delivered visiting lectures in architecture culture
- Developed plans for a digital visualization "Thunder Room"
- Relocated and expanded the student print bureau
- Established a "drop-in" accessible digital media work station
- Upgraded media technologies in all seminar and lecture classrooms
- Initial meeting to establish an honors track in the professional curriculum
- Developed recruitment brochures for each M.Sc. and certificate program in the College
- Initiated a 4 year program in El Paso w/ 16 students
- El Paso Community College doubled its freshman enrollment leading into the program
- Added Ron Gover Merit Scholarship
- AIA Lubbock provided the Drewell AIA Scholarship and expanded 2 scholarships
- AIA Lubbock Mike Moss Scholarship was expanded
- Added the Langford scholarship for El Paso TTU students
- Luther Snow, an intercommunications expert and facilitator, visited the College for an asset mapping workshop
- Initiated regular tenured and tenure-track faculty meetings
- Eased the application process by setting up on-line application processes for M.Sc. post-professional and certificate programs
- Raised \$750,000 in funding in 2007, which is 5x the 2006 figure for fund raising

Section 3b. Qualitative Information.

- The College focused on the development of a new curriculum that better addresses the Goals of the Strategic Plan and the results of Program Learning Outcomes Assessments.
- -- The new curriculum introduced Building Information Modeling BIM software to its media sequence.
- -- Building Information Technologies BIT are now being used in capstone technologies class—Integrated Systems.
- -- Drawing classes are better integrated into the overall curriculum with a new Media elective and with the staggering of computer based and analogue skills courses.
- -- CREATIVE THINKING—an ability criteria for the NAAB and a PLOA goal—has been strengthened with the addition of a Contemporary Issues course and the requirement that all senior students participate in off campus instruction—either international study or practicum.
- -- COLLABORATIVE SKILLS—an ability criteria for the NAAB and a PLOA goal—has been strengthened with the restructuring of the Collaboration Studio with Interior Design and Landscape Architecture and requiring it of Architecture graduate students.
- The College broadened its engagement with the community and with the professional world in several important ways.
- -- Increase in international offerings to include a studio in Mexico and a second section in Europe.
- -- Increase in the award-winning Practicum+Studio program to include San Antonio.
- -- Increase in the number of Architecture firms involved with teaching Atelier studios in Lubbock.
- -- Establishment of the Large Firm Recognition Day.
- -- Morgan Mercer, University Director for Service Learning made a presentation to the college faculty. The College has a Service Learning Mentor and a Service Learning Fellow. The merit raise system includes points for community engagement.
- -- The College supported the training of three faculty members from Ethiopia who are engaged in developing a new architecture program at Mekelle University.
- -- Four faculty members of the College are engaged in sustainability issues and LEED training.
- -- The College supported a robust roster of regionally known and nationally known visiting critics, professionals and lecturers.
- The College initiated a four year pre-professional degree curriculum in El Paso in partnership with El Paso Community College.
- -- The College hired the Director of the Program and established an Advisory Board.
- -- The program matriculated its first cohort of students. None of these students would have gone to Texas Tech or continued to pursue their architectural education without this program.
- -- An Advisor has been hired to attend to these students.

Commentary:

The College of Architecture made only minor changes to its Strategic Plan this year because it concentrated on a full revision of its curriculum. The College made an extensive revision of its curriculum to address issues raised by the Strategic Plan and Program Learning Outcomes Assessment. (PLOA) The new curriculum will allow for more opportunities to engage the profession at the graduate level (Goal 1); it will allow more opportunities for students to pursue "certificate" study (Goal 2); it will encourage more Practicum+Studio and international studies participation (Goal 3); and it will better accommodate connections to the El Paso Program (Goal 4). The new curriculum will also help the College address Program Learning Outcome Assessments for "Critical Thinking", "Technology Integration" and "Collaborative Skills". PLOA concerns for the MS programs and assessability have not been adequately addressed.

Implementation Plan:

The Strategic Plan will be the focus of the College in the Fall of 2008 in preparation for its accreditation visit in 2010.

**ANNUAL ASSESSMENT REPORT
AND
STRATEGIC PLANNING UPDATE
Year: 2006**

Area or Unit Name: COLLEGE OF ARCHITECTURE

Area or Unit Leader: DAVID VERNOOY **Email:** andrew.vernooy@ttu.edu

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Section 1. Goals and Accomplishments

Goal 1: FUTURE PRACTICE: Provide a strong and instrumental relationship with the profession to educate our students for future practice through increased technical and design acumen. (Partnerships)

- Conducted a symposium on Building Information Modeling (BIM) by renowned expert Randy Fuqua.
- Conducted the Technology+Innovation+Land symposium at the annual Texas Society of Architects convention in Dallas.
- Faculty from the College conducted studios that designed and built Facilities and furniture for the Art Center, the Food Bank and the Salvation Army.
- Wrote initial proposal for the Digital Design Configuration and Fabrication Lab (DDCF).
- Hired four faculty with significant technical expertise to work in the Lab - in addition to several existing faculty who are interested in this area of study.
- Expanded International study to include a studio in Panama.
- Students captured two Form Z awards from an international field.
- Professor Neiman won Associated Collegiate Schools of Architecture faculty design award.
- Placed graduates in the top 10 design programs in the country: Yale, Princeton, Harvard, Rice.
- Program Learning Outcomes Assessment (PLOA) indicate that Graphic Skills and fundamental Design Skills are well met at the BS Arch level.
- Continued to develop the Integrated Systems technology course.
- Established plans to implement Building Information Technologies in the curriculum.
- Established a "green" studio with AIA Firm of the Year Lake/Flato - part of the Atelier initiative.
- Worked with The School of Nursing and the Health Organization Management program to initiate healthcare research using digital simulation.
- Completed the installation of the Model Shop.
- PLOA indicate that Building System Inegration Skills are not well represented at the MArch level.

Goal 2: KNOWLEDGE: Build a nationally recognized scholarship agenda in technology and design, historic preservation, community design, land use palnning & visualization. (Recognition)

- The College of Architecture has defined scholarship for its Discipline.
- Scholarship within professional activity is an explicit part of the annual merit evaluation.
- On an informally rotating basis the College supports a light semester for faculty with unusual and incidental research obligations.
- The ARDC has two permanent research assistants to assist faculty in their scholarship and a limited amount of seed money to promote research.
- PLOA indicate that there is little evidence that Critical Thinking Skills have been addressed at the MArch level.
- All three post-professional programs have dedicated Lab space within the College to support sponsored and non-sponsored scholarship.
- We have begun the process to establish a downtown Lubbock studio which will provide an opportunity for all three post-professional programs and DDCF.
- All three certificate programs have complimentary research laboratories.
- Obtained funding to support an annual Future Practice Symposium.
- Brought in national and international guests for the T+I+L symposium.
- A dozen Professors had scholarship published nationally.
- Public Relations handled by Executive Associate to the Dean.
- Established a postcard notification system.
- Marketing system for the MS programs has been determined and is in the profess of being produced.

Goal 3: BENEFITING SOCIETY: Establish a humanistic understanding of architecture and related disciplines and their relationship to a broader

world view (Academic Excellence & Engagement)

- Curriculum committee and the Area Coordinators Council met with the Design Coordination Task Force to work on changes to the curriculum.
- There were over a dozen community engaged projects this past year.
- Two faculty members have been designated leaders in Service Learning on campus.
- Service Learning Pedagogy was presented to the faculty by Morgan Mercer.
- PLOA indicate that response to Accessibility standards needs to be strengthened in the BS Arch level.
- Added Panama to the list of possible international destinations.
- Laid ground work for a summer studio in Mexico.
- Conducted joint education opportunities with the University of the Americas in Mexico and Inje University in South Korea.
- Brought in three graduate students from Ethiopia who are on the faculty of Mekelle University, Tigray, Ethiopia.
- Faculty members traveled to Iraq, China, Dubai, Mexico, Vietnam, Germany, Canada, the Netherlands and Turkey representing the College.
- The College is working with the School of Nursing and the Health Organization Management program on research concerning patient safety.
- Associate Dean Driskill chaired the search committee for a Director of the Art School.

Goal 4: INSTITUTION: Build the culture and Resources of the College. (Culture and Resources)

- Established the Atelier Initiative.
- Initiated Future Practice Lecture.
- Brought significant national and international speakers to the College for T+I+L.
- Hosted the first Building Partnership in Architecture Conference with our Community College Partners.
- Hired a Director for the new program in El Paso organized with El Paso Community College.
- Submitted the first draft of the final proposal of the El Paso program.
- MS recruitment effort has begun.
- College made a major commitment to the spring recruitment meetings by trying to see that all meetings had a representative of the administration.
- Established the position of the Director of Recruitment, Advising and Placement.
- Set the steady state budget for the College that matches faculty resources, physical resources and student enrollment plan.
- Developed cost and resource centers within the College to control the budget.
- Completed a full audit of College activity with excellent results.

Section 3b. Qualitative Information.

- The New Atelier Program uses internationally renowned firms to tutor advanced studios in experience rich projects such as performing arts centers, healthcare, high rise, educational and urban design. This year seven professionals, including two members of the College of Fellows of the American Institute of Architects, participated in the New Atelier Program.
- The Practicum + Studio Program encourages students to gain professional experience while earning academic credit. Expanded to Dallas, Houston, El Paso and now San Antonio this program exposes the students to community-based projects and institutions that are hosted by nationally significant firms. Almost 30% of our graduates have participated. The Practicum + Studio Program won a national award from the National Council of Architecture Registration Boards.
- International Study is an essential component of our curriculum with recent options in Mexico, French Canada, Spain, Belgium, Netherlands, Germany, Italy and Panama. Almost 40% of our graduates have experienced international study.
- Fabrication is at the heart of our curriculum and our building. The expansion of our shop, shop staff and shop equipment - including a CNC laser router - allows design and making pedagogy to cut across the entire curriculum: history, construction, product design, site planning, and studio. We have hired four new faculty in this area and we have laid the foundation for a certificate in Digital Design Construction and Fabrication (DDCF). Plans for a lab in this area have begun.
- Post-Professional education anchors the scholarship of the College in the areas of Historic Preservation, Community Design, Visualization, and Land Use. Lab based research - including international projects in Iraq and Mexico - is conducted in the first three of these areas assisted by an expanded, and recently renovated, Architecture Research and Design Center. Distance based Certificates are under development in the first three areas.
- The College has a dense culture of lectures and symposia. This year the College held two symposia focusing on the timeless principles of design and technology in the land and land-use development.
- The College graduates some of the most digitally savvy students on campus. Required to work on laptops beginning sophomore year, our students are expert in computer-aided design, three dimensional modeling, graphics, energy, spreadsheet, word processing, internet, presentation and publishing software. We have one of the most powerful student computing labs on campus with all new software. And, we are aggressively building our curriculum around Building Information Technologies.
- Archway, our new internet based student management and placement software, compliments our expanded advising staff and anchors our expanding recruitment program—including a recruitment plan with new brochures and events. Future plans include a nationally based placement and residency program.
- The College has begun a program of self publishing that includes a journal—tech—each semester, a monthly e-newsletter, and Architecture News—a blog published by Professor Robert Perl. Plans are in the works to add a monthly alumni newsletter.
- The College has begun a program of self publishing that includes a journal—tech—each semester, a monthly e-newsletter, and Architecture News—a blog published by Professor Robert Perl. Plans are in the works to add a monthly alumni newsletter.
- The College has established a program assessment plan, and restructured the curriculum with a view to the upcoming accreditation in 2010. Each semester the College invites nationally recognized educators and practitioners to review the work and each semester the College conducts its own internal review of the curriculum. The Program Learning Outcomes Assessment process has brought lasting changes to the curriculum both the BSArch and MArch degrees.
- Service Learning and community-based studio pedagogy is a primary objective for the College. Studios working in El Paso, Snyder, Jefferson and Lubbock have engaged real problems with real clients giving our students a first hand experience of community-based practice. These projects include a performing arts center, an equestrian center, a mimbar and screen for the Lubbock Islamic Center and a reading center for the Salvation Army.
- For the first time in the history of the College we are placing graduates in top programs around the world: Princeton, Yale, Michigan, the Bartlett School, Rice—just to name a few.
- The College has garnered significant national recognition recently. One of our faculty members, Bennett Neiman, won the prestigious ACSA Faculty Design Award this year. For the second year in a row Tech students have won international Form Z recognition. Three alumni and one student placed in the nationally known KRob Awards. that highlight United States postal history. Jesse Vogler, Lecturer, won the Rital Lloyd Moroney Award for Scholarship presented by the United States Postal Service. Awards are meant to encourage scholarship on the history of the United States Postal Service and to raise awareness about the significance of the postal system in American life.
- The College has been a leader in forming partnerships with community colleges. We held the first ever Building Partnerships in Architecture Education this past fall and after four years of work we have just established a four-year Bachelor of Science degree in El Paso in cooperation with El Paso Community College and the local chapter of the AIA.

Section 4. Strategic Planning Update.

Goal : For the College of Architecture (CoA) the Strategic Plan must address the perspectives of the accrediting body for Architecture - the National Architecture Accrediting Board (NAAB) as well as the strategic objectives of Texas Tech University. The CoA is working to have a total integrated Strategic Plan that includes the perspectives, conditions and teaching criteria of the NAAB, Program Learning Outcomes Assessments (PLOA), and the specific institutional objectives of the University.

Commentary:

This is the first year that PLOA were added to the strategic plan as strategies. We did manage to successfully address one of last year's weaknesses. There were four issues caught in the PLOA process: Collaborative Skills and Accessibility Requirements were not well represented in the review for the BS program in Architecture (a non-professional degree program) and Critical Thinking and Building System Integration for the MArch program (a professional degree). All four issues are "ability" issues for the NAAB and require specific evidence that the students understand and can apply the principles contained in each Teaching Criteria. Changes have been made in the Strategic Plan to include these three issues in Objectives: 1.5, 1.7, 2.1 and 3.3. Further, as a result of initial PLOA activities, our External Review and our Internal Review processes the College decided a year and a half ago to revise its curriculum. That task has been completed and the new curriculum is fully listed in the current Catalogue. In addition to the PLOA the CoA maintains a rigorous External Review Program that brings in nationally recognized practitioners and educators to review the work of the College at all levels, each semester. This is a standard of accreditation and it has a significant impact on the individual and aggregate teaching strategies of the College. Further, as the professional and post-professional curriculums are essentially design based, all of the work is presented at the end of the semester for the faculty to review internally. Additionally, the faculty of the College holds a specific Internal Review at the end of each semester with a focus on a particular segment of the curriculum. The Strategic Plan was significantly rewritten a year ago; so this year only minor changes were made - essentially to eliminate strategies accomplished and to add a few strategies pursuant to administrative deliberation or PLOA.

Implementation Plan:

Four new strategies were written to address the weaknesses that surfaced in the PLOA process. 1.5 we will require that all third year studios have at least one documented team project each semester. 1.7 we will restructure our technical courses and strengthen the technical design requirements for the MDS review. 2.1 we are considering holding the release of the diploma until the final MDS submission evidences Critical Thinking. 3.3 we will ask all third year second semester studios to demonstrate ability with accessibility issues by requiring that they be explicitly noted on the presentation document. At the end of the spring semester the Tenured Faculty will review the Strategic Plan and make suggestions. In the Fall the Tenure Track Faculty will be asked to comment on the Strategic Plan. Comments will be added to the Plan by review of the Dean's Council. The updated Strategic Plan will be presented to the College in a faculty work session in September after the Scheduled Assets Mapping exercise. This exercise will be externally facilitated. PLOA activities for our MS and LPMD degrees are in hold as we devoted all of our planning time to the new curriculum. We expect to complete this in the fall of 07.

ANNUAL ASSESSMENT REPORT AND STRATEGIC PLANNING UPDATE Year: 2005

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Section 1. Goals and Accomplishments

Goal 1: FUTURE PRACTICE: Provide a strong and instrumental relationship with the profession to educate our students for future practice through increased technical and design acumen. (Partnerships)

- Established the "New Atelier" in the Fall 2005. Engaged firms to teach expertise based courses. "New Atelier" courses were offered in the design of healthcare facilities, educational facilities, performance art facilities and the adaptive reuse of structures.
- Expanded the Practicum + Studio program to Dallas, Houston and El Paso.
- Hosted an architecture alumni board strategic planning session.
- Established shared assignments between Construction III and Design.
- Expanded the international study program to include Belgium.
- Expanded faculty involvement in the international studies program.
- Noted architecture educators and professionals were brought in for external reviews.
- Awarded the first three Deane Pierce Regents Visiting Professorships (Steve Oubre, Mary Crites, and Malcolm Holzman).
- Hired Mike West as a model shop manager and installed the laser cutter.
- Clay Odom was brought in from NYC to teach product design using computer-assisted techniques.

Goal 2: KNOWLEDGE: Build a nationally recognized scholarship agenda in technology and design, historic preservation, community design, land use planning & visualization. (Recognition)

- Established a MS Post-Professional Council.
- Established Certificates in Historic Preservation, Community Design and Visualization.
- Developed policy for MS program and Certificates.
- Designated lab space for three MS programs.
- Organized a history symposium on timeless architecture.
- Developed a recruiting plan and materials for the MS programs.
- Hired a full-time staff member for the Architecture Research and Design Center (ARDC).
- Hired two research assistants to work with faculty in the ARDC.

Goal 3: BENEFITING SOCIETY: Establish a humanistic understanding of architecture and related disciplines and their relationship to a broader world view (Academic Excellence & Engagement)

- Design and Area Coordinators Task Force was designated to study the undergraduate curriculum.
- Faculty and graduate assistants attend the Agents of Change Workshop in New Smyrna Beach, Florida to learn Case Study Method of teaching ecological design of building systems. Content incorporated in the required course ARCH 3354 Integrative Systems.
- Engaged the community with a lecture series that included DJ Spooky at the Louise H. Underwood Center for the Arts.

- Hosted a workshop by Bob Millbreath from HKS, Inc. model shop to open the new college model shop.
- Held a symposium on alternative careers based on successful alumni in non-architecture careers.
- Gary Smith, AIA served as the President of AIA Lubbock. Michael Martin, Michael Peters and Jim White served appointed positions within the City of Lubbock.
- Provided International study programs in Seville/Belgium, Monteval, Panama, and Rome.
- Held a joint studio with UDLA, Pueblo, Mexico.
- Joined four other universities from around the globe to work toward the documentation of world monuments.
- Service Learning projects with Slaton, Copeland, Troy and other communities were completed through the Community Development Studio.

Goal 4: INSTITUTION: Build the culture and Resources of the College. (Culture and Resources)

- Robert Bruno and Clay Odom served as visiting studio critics.
- Sponsored a successful lecture series managed by Professor Mussotter.
- Sponsored an alternative careers symposium.
- Published the Journal in the spring.
- E-journal issued by Professor Perl issued bi-monthly.
- Fourteen professionals participated in the New Atelier program.
- External reviewers were brought to campus at the end of each semester from other universities and practice.
- Plans and funding for a new student lounge were established.
- Model shop opened.
- New studio furnishings were ordered for sophomore studios.
- Purchased more powerful computers for the student lab. ✓
- Designated lab space for the MS programs.
- Developed and implemented a recruitment plan, including new brochures and events in Boston and throughout the state of Texas.
- Successfully recruited six students from El Paso and Dona Ana Community Colleges.
- Developed a new position for a coordinator of a four year program in El Paso.
- Raised \$45,000 towards merit scholarships.
- Held a world cafe discussion with the faculty on the college strategic plan.
- Held an internal review at the end of each semester focusing on different aspects of the curriculum.
- Designed a teaching schedule representative of "steady state enrollment".
- Established a more clear and stable budget based upon appropriate course fees.
- Sharen Hart recognized by the Alumni Board for her service to the college referencing her final year of service.

Section 3b. Qualitative Information.

- The New Atelier Program uses internationally renowned firms to tutor advanced studios in experience rich projects such as performing arts centers, healthcare, high rise, education and urban design. This year 14 professionals, including four members of the College of Fellows of the American Institute of Architects, participated in the New Atelier Program.
- The Practicum+Studio Program encourages students to gain professional experience while earning academic credit. Expanded to Dallas, Houston and El Paso this program exposes the students to community-based projects and institutions that are hosted by nationally significant firms. Almost 30% of our graduates have participated.
- International study is an essential component of our curriculum with recent options in Mexico, French Canada, Spain, Belgium, Netherlands, Germany, Italy and Panama. Almost 40% of our graduates have experienced international study.
- Fabrication is at the heart of our curriculum and our building. The expansion of our shop, shop staff and shop equipment—including a CNC laser router—allows design and making pedagogy to cut across the entire curriculum: history, construction, product design, site planning, and studio. Visiting critics, Robert Bruno and Clay Odom also contributed to the academic dimension of fabrication within the College.
- Post-Professional education anchors the scholarship of the College in the areas of Historic Preservation, Community Design, Visualization, and Land Use. Lab based research—including international projects in Iraq, Mexico, Korea and Ethiopia—is conducted in the first three of these areas assisted by an expanded, and recently renovated, Architecture Research and Design Center. Distance based Certificates are under development in the first three areas.
- The College has a dense culture of lectures and symposia. This past year the College held a dozen lectures, featuring internationally recognized speakers in architecture and the visual arts, and two symposia focusing on alternative careers and the timeless principles of design. This next year we have symposia planned for technology in the land and land use development.
- The College graduates some of the most digitally savvy students on campus. Required to work on laptops from the sophomore year, our students are expert in computer aided design, three dimensional modeling, graphics, energy, spread sheet, word processing, internet, presentation and publishing software. We have one of the most powerful student computing labs on campus with all new hardware.
- Archway, our new internet based student management and placement software, compliments our expanded advising staff and anchors our expanding recruitment program—including a new recruitment plan with new brochures and events. Future plans include a nationally based placement and practicum program.
- The College has begun a program of self publishing that includes a journal—tech—each semester, a monthly e-newsletter, and Architecture News—a blog published by Professor Robert Perl.
- Self evaluation is an essential aspect of our culture. With three community workshops this past year, the College has entirely rewritten its strategic plan, established a program assessment plan, and begun the process to restructure the curriculum with a view to the upcoming accreditation in 2010. Each semester the College invites nationally recognized educators and practitioners to review the work and each semester the College conducts its own internal review of the curriculum.
- Service Learning and community based studio pedagogy is a primary objective for the College. Studios working in El Paso, Copeland, Slaton, Snyder, Troy, Jefferson, and Lubbock have engaged real problems with real clients giving our students a first hand experience of community based practice. These projects include a performing arts center, an equestrian center and a reading center for the Salvation Army.
- For the first time in the history of the College we are placing graduates in top programs around the world: Princeton, Yale, Michigan, the Bartlett School, Rice—just to name a few.
- The College has garnered significant national recognition recently. Teams of Historic Preservation students, under the direction of John White have won two national awards and one Texas based award for their work in historic structures documentation. One of our faculty members, Bennett Neiman, has won the prestigious ACSA Faculty Design Award this year. One of Professor Neiman's students, Jeff Oglin took the top Form-Z award this year at Acadia. Under Professor Driskill the College won an NCARB award for its Practicum+Studio Program.

Section 4. Strategic Planning Update.

Goal : For the College of Architecture the Strategic Plan must address the perspectives of the accrediting body the National Architecture Accrediting Board (NAAB) as well as the strategic objectives of Texas Tech University.

Commentary:

In 2004 the College established a new Strategic Plan geared to the perspectives of the NAAB and embedded in the College Mission and Vision Statement. This was the first year of its implementation. The Goals include: Future Practice (Partnerships), Knowledge (Recognition and Academic Excellence), Benefiting Society (Engagement), and Institution (Culture and Resources). This year the faculty reviewed the plan and established all of the task level items in an interactive workshop using world café techniques. This past year the College established a Program Level Learning Outcomes Assessment Plan for its four degree programs: Bachelor of Science in Architecture (pre-professional), Masters of Architecture (first professional), Masters of Science in Architecture (post-professional), and a Doctor of Philosophy in Land Use Planning, Management and Design. The program objectives of the first two degrees are governed by the NAAB. The Area Coordinator's Council of the College divided the "Ability" teaching criteria of the NAAB between the first two degree plans according to matters of appropriateness and applied them to the graduate program submission documents and the MDS II final documents respectively. These two sets of documents were reviewed by a standing committee from the administration using a simple rubric of "does not meet, meets or exceeds" expectations. In both cases the results were mapped into an extended scale giving an immediate visual assessment of each set of program level learning outcomes. The Masters of Science Program—consisting of three disciplines within the College—has two shared program level learning outcomes: the mastery of a body of knowledge that is set by each discipline and the advancement of scholarship within each discipline. The Post-professional Education and Research Council is working on the specific steps of this program level assessment. The Land Use Planning, Management and Design Program is an interdisciplinary program that defies a rubric based program level assessment process. It was decided that because this program has fewer than a dozen students it should be assessed using a focus group technique. This has not been accomplished. These ~~of~~ program level assessments have proven to be useful to the College and changes are being made to each of the programs on the basis of their assessment. But, more importantly, the College maintains a rigorous External Review Program that brings in nationally recognized practitioners and educators to review the work of the College at all levels, each semester. This is a standard of accreditation and it has a significant impact on the individual and aggregate teaching strategies of the College. Further, as the professional and post-professional curriculums are essentially design based, all of the work is presented at the end of each semester for the faculty to review internally. Additionally, the faculty of the College holds a specific Internal Review at the end of each semester with a focus on a particular segment of the curriculum. Substantive changes evolve from the External and Internal Review Programs.

Implementation Plan:

Implementation of Strategic Plan Objectives and Strategies come from program level learning outcomes assessment, the External and Internal Review Process and the annual faculty Workshop on the Strategic Plan. For the Pre-professional Program learning outcomes assessment has lead the College to stress the integration of "Site Conditions" into the design work of the program so that it is clearly in evidence as part of the Graduate Admissions Portfolio Review. Similarly, we will ask the students to document "Collaborative Experiences" for their Portfolios in order to reinforce the importance of this learning pedagogy. For the Professional Program learning outcomes assessment has lead the College to request that "Critical Thinking Skills" be strengthened and reviewed during the Masters Design Studio process. Site Conditions, Collaboration and Critical Thinking Skills are "Ability" level criteria for the NAAB. The External and Internal Review Process has given rise to a restructuring of the curriculum, which needs more thoughtful sequencing of fundamental design skills, technical accountability, delineation and computer aided design skills. This process has begun with a special group of area coordinators who function under the direction of the Chair of Instruction, who also chairs the Area Coordinator's Council. The Faculty has given priority to the implementation of the following action items for Future Practice: Establish tonalities for the construction courses, Encourage Design Build in the curriculum, Rotate faculty members in the international study programs, Use concrete walls for the display of design, Provide student research assistants for design based research, Integrate writing into the studio curriculum. Recruit faculty with digital visualization skills, Expand CNC resources, Require a profession based experience of all students, Require a community engaged experience of all students, and Build a metal shop. The Faculty has given priority to the implementation of the following action items for Knowledge: Build the Resources of the ARDC, Assist faculty with resources for scholarship, Increase grant applications, Establish a proactive program rewarding faculty for scholarship, Establish a Design and Technology Post-professional Program, Host symposia, and establish several levels of mentoring in the College. The Faculty has given priority to the implementation of the following action items for Benefiting Society: Connect history to design studios, Develop LEED expertise within the College, Promote community engaged design education, Double endowments for scholarships to students, and Seek collaboration from other TTU entities. The Faculty has given priority to the implementation of the following action items for the Institution: Establish a Visiting Critics studio, Seek lectures from traditionally underrepresented groups, Establish a strategic plan for instructional technology, continue to expand agreements with community colleges, Establish a four year program in El Paso, Establish a steady state for the College—in terms of enrollment, teaching resources and physical resources, Expand the Certificate program to distance access, and Increase the excellence funds for the College.

3.3 Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the *exact* language found in the *NAAB Conditions for Accreditation*, Appendix A.

The College of Architecture provides all faculty and incoming students with a copy, in its entirety, of the *2004 Guide to Student Performance Criteria*. Students are given the guide during freshmen orientation. Student must sign a form stating that they have received the guide. The Academic Programs Office (P²ARC) performs an annual audit of the forms and requires students who missed orientation to come to the P²ARC office to receive the information. A notebook containing the signed forms since the fall of 1998 are available in the P²ARC office. New faculty members are given a copy of the guide as part of their orientation materials. Also, the *2004 Guide* was given to all existing faculty when it was adopted.

The mandatory accreditation statement is on page 125 of the *2009-2010 Texas Tech University Undergraduate/Graduate Catalog*. See

[http://www.depts.ttu.edu/officialpublications/pdfs/09-](http://www.depts.ttu.edu/officialpublications/pdfs/09-10%20Web%20Catalog%20Rev.pdf)

[10%20Web%20Catalog%20Rev.pdf](http://www.depts.ttu.edu/officialpublications/pdfs/09-10%20Web%20Catalog%20Rev.pdf) It is also linked from the College of Architecture's homepage. See http://arch.ttu.edu/wiki/Accreditation_Statement

In addition, the statement is posted in the P²ARC (Placement, Programs, Advising and Recruitment Center) and the Architecture Library.

3.3.1 Degree Program Description

Master of Architecture (Accredited Professional Degree)

The Master of Architecture accredited professional program consists of an undergraduate curriculum of 131 hours and a graduate curriculum of 42 hours. The dual Master of Architecture/Master of Business Administration includes an additional 30 credit hours in the graduate program.

The highly motivated student may desire to concentrate in one of the three certificate programs. A certificate of concentration may be achieved by completing 15 hours of coursework in one of these certificate programs: Community Design & Development, Historic Preservation, and Visualization. Upon completion of the coursework, students will receive a "certificate of completion" and notification on their transcript of program completion.

3.3.2 Accessibility: NAAB Conditions for Accreditation

The *2003 Accreditation Program Report*, the *2003 NAAB Visiting Team Report*, the *NAAB Conditions for Accreditation*, and the *Student Performance Criteria* are also available online through links from the College of Architecture's website:

http://arch.ttu.edu/wiki/Accreditation_Statement.

Links to the NAAB website are posted on the College of Architecture's home webpage under both *Accreditation Statement* and *Requirements for Licensure as an Architect*. See: <http://www.arch.ttu.edu/default.asp>

Besides typical publications describing the program the College has self-published special brochures for special audiences. Publications focusing on increasing enrollments of diverse and female students are an important part of the College's recruitment plan.

3.4 Social Equity

The College of Architecture at Texas Tech University provides faculty, students, and staff-irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation-with an educational environment in which each person is equitably able to learn, teach, and work.

3.4.1 Criteria and Procedures

The College addresses social equity by striving to create an institution that is equitable by example. Being diverse is more important than talking about diversity.

3.4.2 Administration

The College has tried to build diversity into its leadership by asking a diverse group of faculty to serve in an administrative capacity.

- The Assistant Dean for Admissions is from an underrepresented population and female.
- The chair, the administrator responsible for the culture of the College, is from a minority gender group.
- The assistant Director of Academic Programs is the senior staff member and a woman.
- The assistant Dean for undergraduate programs from 2005 to 2007 is one of our senior faculty, our only distinguished professor, and one of our most popular teachers, is African American

3.4.3 Faculty

The College has endeavored to hire and promote a diverse faculty, recognizing that students need role models that reflect their diversity.

- The college has 28 full time tenured and tenure track faculty with two Hispanic (7%), six women (21%), and 12 diverse combining Hispanic, women and international faculty (42%).
- The college also has 17 instructors with five Hispanic (29%), two women (11%), and 6 diverse (35%).
- Combining all faculty members gives us a total of 45, seven Hispanic (16%), eight women (18%), and 18 diverse (40%)
- The new hires over 04/09 were ten tenure track faculty of those two were women and six International (more than half the new hires). This creates a significant cultural diversity in the college.
- Teaching Internationally for the summer abroad program is a process equal for all faculty members interested. Proposals are submitted by interested faculty a year ahead of time and the outcome is decided on by a method of "which country in the world is safe for our students to spend time in". Faculty positions in the study abroad program rotate after two years.
- Female Associate Professor Mary Alice Torrez was given tenure
- Female Assistant Professor Lahib Jaddo was given tenure

3.4.4 Students

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 through direct connection and the representation of minority and non-Anglo administration, faculty and staff.

Achieving diversity among the student body is an essential part of the Strategic Plan of the College—Objective 4.1 Establish a Diverse and Vibrant College Culture.

Staff Connection

The College has added a second advisor for graduate programs in our Lubbock Campus. She is Hispanic and she expands the Architecture Programs Office's ability to counsel in Spanish as well as English. This makes two Hispanic advisors for graduate and undergraduate students.

El Paso Program

The College has established the El Paso program of four years in Architecture. This program facilitates the study of architecture to those who did not have it for an option before because of location and the proximity to the Mexican border.

Pathways to community colleges

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 35% if 80% of the transfers were from underrepresented cultures (currently the El Paso population is 90% Hispanic). The college is also establishing new agreements with Abilene Christian University, Dona Ana College, Tarrant County College, University of Texas in Brownsville, San Jacinto Community College and Angelo State University for similar reasons.

Minority Student recruitment

Cutis W. Clerkley, Jr. Architecture Academy, a two-week summer experience designed for minority juniors and seniors in high school. Students from this program can apply to become students in the college.

Huckabee's next generation design institute, a competitive program for high school students to intern at the firm. This demystifies the profession for them and gives them the option of thinking of architecture as a profession.

3.4.5 Retention

International Experience for students, retention

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 Seville, Spain and UDLA in Pueblo, Mexico. The College has constructed a study abroad program for all undergraduate students in their last year of study to diversify their horizons. These programs exist in Canada, Spain, Belgium, Mexico, France and Nicaragua.

The faculty member responsible for our students in Houston is Hispanic and female with significant social service experience.

Gender issues, faculty/students retention

The College administration is actively addressing concerns that the program did not adequately represent females on the faculty and in the administration. And it has remedied that in placing Female faculty Hendrika Buelinckx as assistant Dean of Graduate Admissions from 2005 to 2007 to be followed by female faculty Lahib Jaddo as assistant Dean of Admissions from 2007 to 2009.

- Female Associate Professor Mary Alice Torres-McDonald was given tenure
- Female Assistant Professor Lahib Jaddo was given tenure
- There are 758 students in the undergrad program, with 219 women (29%) and 208 Hispanic (27%). This Hispanic percentage number is more than double the percentage at Texas Tech University of 13%. The percentage of minority undergraduate students in the College is 30%.
- There are 101 students in the graduate program with 19 Hispanic (18% up from 5 the year before) and 27 women (26%).
- Female participation in the student body has risen steadily from 18% in 1991 to 29% in 2009. The administration continues to press for a larger percentage of female students through events and publications.
- Celebrating Pink, an event in 2009 to celebrate gender with students.
- Gender equity workshop 2009 for faculty to focus on freedom, equality, and being on the side of students.
- The College has put together a diversity brochure accumulating all the events that were designed in the last few years to bring out the diverse programs it runs. This brochure is available for students, faculty and staff through the college website.
- Comprehensive review is what students have to go through at the end of the first year to enter the pre professional program in architecture. This process includes a blind review of portfolios that insures competitive but equal admission.

- A new position has been created in 2009/2010 for a female staff member Director of Academic Programs for communicating with students, connecting the college to community Colleges, and recruitment.
- For the El Paso campus, four out of five instructors hired for teaching are Hispanic.
- During the year 2008/2009 the college hired a female student worker in the shop.

3.4.6 Access

The College has devised a system of rotation in the administrative positions that allow faculty and staff access in the formulation of policies and procedures, including review and program development. The College has a curriculum committee involved in developing the curriculum. The members in this committee rotate. Each area in the program is lead by a faculty member, a coordinator that creates the connection between administration and the different parts of the college, to whom faculty members can appeal.

Representatives of Staff participate in the Administrative council and Dean's Council. Each of these councils meets once a week. This is an arena for communication with Administration and a place where staff is given access to the formulation of policies, procedures and program development.

Students are given access to the formulation of policies and procedures, including curriculum review and program development through the existing four student organizations (Knights, AIAS, and Tau Sigma Delta). The leaders of these organizations are invited to attend meetings and participate. Two minority student organizations of Arquitectura (Hispanic organization in architecture), and women in Architecture and Design have dissolved and absorbed into the existing four organizations because of the lack of need for them. All three of those organizations had women leaders during 2008/2009 year. This year 2009/2010 the leader of Knights is a woman.

3.4.7 Concerns

The number of female administrators remains at a very low percentage. This problem is recognized and will be resolved as more female faculty acquires tenure.

Participation of students in the formulation of policies and procedures is encouraged, including curriculum review and program development; but, it is not supported as well as it should be.

3.4.8 University Criteria and Procedures for Achieving Equity and Diversity

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: 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.

3.4.9 Involvement

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 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 meets each month to cover general business. Key staff members are included. 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.

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, 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.

The College of Architecture at Texas Tech believes that Social Equity is not a policy issue; it is an action issue. The College has tried to address the notion of Social Equity in every aspect of its culture. There is no better example of this than the El Paso program. The College has invested precious resources and extraordinary effort over a period of five years to extend architectural education to a community that needs good architecture and new pathways for its young adults.

3.5 Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration and staff.

3.5.1 Studio Culture and Ethics

The College of Architecture has been working diligently over the last several years to ensure that the learning environment in the studio is one based on respect for individuals among and between students and faculty. In an attempt to enhance the quality of education at the institution, Texas Tech University initiated a campus- wide plan entitled "Do the Right Thing: A Campus Conversation on Ethics." This is the university's Quality Enhancement Plan (QEP) for the university's Southern Association of Colleges and Schools Accreditation. Texas Tech's QEP is a broad-based institutional plan that focuses on the topic and enhancement of ethical behavior. The QEP focuses on learning as it relates to ethical issues on campus and supports the Texas Tech mission. The implementation of Texas Tech's QEP is broad-based and involves students, faculty and staff. A significant part of the Texas Tech University QEP is the *TTU Statement of Ethical Principles*, approved by the Board of Regents on March 6, 2008.

For more information on the Statement of Ethical Principles, please see the TTU website:

<http://www.depts.ttu.edu/officialpublications/catalog/EthicalPrinciples.php>

3.5.2 The College Response

This statement outlines the university's commitment to an environment of Mutual Respect, Cooperation and Communication, Creativity and Innovation, Community Service and Leadership, the Pursuit of Excellence, Public Accountability, and respect for Diversity. These goals are integral to the COA Studio Culture Policy adopted in early 2009. In addition to the COA's encouragement for adherence to these beliefs, the College has hosted events meant to increase respect for diversity within the classroom and among the faculty and staff. These events include a Spring 2009 *COA Pink Day* to honor our female students and faculty, and a Spring 2009 *Workshop on Diversity*. In the last few years we have seen a marked improvement in attitudes and respect, both toward students, and between our faculty, staff and administration; and

sharing among and between our faculty and students, as well as innovations in teaching methods and projects. The addition of many new faculty members in the last five years provided us with the opportunity to guide them toward more respectful and optimistic attitudes within the classroom. This is an ongoing process, as we will continue to improve the atmosphere within the College.

3.5.3 The Studio Culture Policy

A copy of the Studio Culture Policy can be found in section 4.2 of the Supplemental Information volume of the APR.

3.5.4 Diversity

Diversity is an essential component of studio culture. In this regard the College has made a significant investment toward the increased diversity of its student body. Each summer the College supports high school programs that are aimed at increasing the number of underrepresented populations in the College. Further, the El Paso Program, which partners with El Paso Community College, has increased our exposure to a significant Hispanic population at the westernmost edge of the State of Texas.

During the first four years of the planning and execution of these two initiatives, the diversity of the student body of the College of Architecture increased over 70%. During this same period the diversity of the University increased only 17%.

3.6 Human Resources

The accredited degree 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, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

3.6.1 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 below the \$80,000 median family income of the flagship Universities of the state at Austin and College Station. Texas Tech offers free tuition and fees to any student whose family's income is below \$40,000. In fall of 2008 there were 693 undergraduates, 126 graduates. This total of 819 is towards the lower side of our numbers since 2004 (885,845,817,868). **The College now has 862 students as the result of actively looking for creative and responsible ways to increase enrollment.**

The demographics of the student body are tabularized in Condition 4.0 Social Equity; but may be summarized as 32% non-Anglo (**the national average is 28%**) and 29% 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. Our undergraduate students have an automatic admittance with a 3.0 GPA. Those under the 3.0 GPA and students submitting application from outside the college are required to take the GRE, submit a portfolio, submit three recommendations and a letter of intent. While it is clear that the student body has increased considerably over the past six years, the faculty resources have also grown from 37 fulltime faculty in 2004 to 45 in 2009 and the studio student/faculty ratio has decreased from 13.5 in 2004 to 11.8 for FY 2009.

Level	Students	Faculty	Ratio
2 nd Year	206	14	14.7
3 rd Year	252	17	14.8
4 th Year	126	15	8.4
Graduate	220	22	10
Total	804	68	11.8

Student enrollment is 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 analytical writing exam, and a letter of intent. All components of the reviews are scored numerically and points are given for extra factors including cultural diversity and experience.

Generally, 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. The College has been asking for money to fund more graduate studios in the summer in order to encourage students to complete their professional education within 5 years; **this is our NAAB mandate.**

Retention: with 242 beginning as freshmen in 2004, 31 left with a GPA less than 2.0, 22 left with GPA higher than 2.0 and 78% retained. Graduation rates are as follows: with 176 students beginning the sophomore professional program in the Fall of 2004, 66 received their degree in 4 years, 20 in five years, fifteen in six years which totals to 101 graduating in six years and under (57% graduating). The changes to the curriculum have made it more compact; it is expected that the **professional** graduation rate for **5 ½** years and under will increase considerably.

Enrollment in 2008 was 118 for the Masters program, eight for the Doctoral with 126 graduates, and 693 undergraduates. The total number of students in 2008 was 819 with 198 Hispanic, 28 African American, 33 Asian, 7 American Indian (32% from diverse populations) and 240 female (29%).

3.6.2 Faculty Resources

The college had a total of 47 full time faculty in 2008 excluding TA and GPTI (graduate part time instructors). The number of graduate faculty was 25. Each faculty member divides his or her time between teaching, research and service. A rough assessment of the division of each faculty member's effort is filed with the University annually and will be available to the team. Their teaching loads gives them enough time to do their scholarship activities and service. New faculty members receive a light teaching load every third semester so they can spend more time during that semester on scholarship.

Students evaluate faculty in every course through a standard evaluation form. This form contains questions about teaching effectiveness and course content. The results are available for faculty to see on the web. A copy of the standard evaluation form follows at the end of this section. The faculty-student teacher ratio for studios of all design levels is 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.

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.

3.6.3 Faculty Committee Policy

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

There are four types of committees. Each type serves a distinct purpose for the College. The committees all respond to the mission of the College. Committee membership and work fits into the area of service (service, scholarship, teaching) at Texas Tech. Area Coordinators and Design Coordinators have been re-formulated and combined with the Curriculum Committee to form the Curriculum/Coordinators Committee. Off-campus programs considerations have been moved out of committee and into the administration. Committee work, along with other service work, makes up 1/3 of a faculty member's responsibility to the College and University.

3.6.4 Program Committees:

Introduce and refine issues pertaining to a particular program within the College. The program committees are intended to move the College forward. They assist the college in meeting its goals and adhering to its mission statement. These programs include: LPMD, Historic Preservation, Visualization and Community Design. Each committee is composed of all faculty members associated with that program plus two rotating faculty –at-large. Decisions are made on the basis of all attending committee members. Program Committees shall meet once a month. **FY 2009 assignments follow:**

Community Design, Vacant, Chair

Program faculty

David Driskill

Michael Peters

MaryAlice Torres MacDonald

At large faculty

B. Rex

G. Smith

Historic Preservation

John White, Chair

Program faculty

Clifton Ellis

Elizabeth Loudon

Gary Smith

At large faculty

J. Davis

B Zugay

LPMD

Saif Haq, Chair.

Program faculty

Hendrika Buelinckx

At large faculty

C. Ellis

E. Loudon

Visualization

Glenn Hill, Chair

Program Faculty

Bob Perl

Brian Key

At Large Faculty

B. Shacklette

R. Ajlouni

3.6.5 Service Committees

All faculty members serve on at least one service committee. Service committees fall under one of two types: administrative or task. Administrative service committees fall under the authority of the administration. For example, an administrator who can then report back to the Dean's Council chairs the Graduate Admissions Committee. A faculty member chairs the task service committees. Membership on these committees would normally be for two years with one member designated as chair-elect. The membership is determined by rotation, but faculty members can request participation on the committee assignment form distributed each year. These committees are made up of a combination of faculty and administrative members. They serve to accomplish certain aspects of college life. For example, Scholarship and Grade Appeals

Committees are necessary in order for the College to take care of daily life. Service Committees shall meet once a month. **FY 2009 faculty assignments follow:**

Awards Gary Smith, Chair

Saif Haq 2009

James Watkins 2008

Jim White 2010

Curriculum/ Coordinators Brian Rex, Chair

Patti Perkins, Academic Program Coordinator

Michael Peters, ex officio

Saif Haq 2010

Elizabeth Loudon 2010

Kuhn Park 2010

Maria Perbellini 2010

Exhibit Vacant, Chair

Michael Martin, ex officio

Joe Aranha 2008

Zach Pauls 2009

James Watkins 2008

Brian Zugay 2009

Lecture Brian Rex, Chair

Jimmy Davis 2009

Maria Perbellini 2010

Chris Taylor 2010

Grade Appeals Chair, Rima Ajlouni

Joe Aranha 2009

Hendrika Buelinckx 2009

David Driskill 2009

Scholarship Brian Zugay, Chair

Kathy Johnson, Director of COA Development

Julie Rex, Administrative Assistant for Research

Joe Aranha 2009

Clifton Ellis 2009

Javier Gomez 2010

Christian Pongratz 2008

John White 2008

Graduate Admissions Lahib Jaddo, Chair

Glenn Hill 2008

Clifton Ellis 2008

Upe Flueckiger 2010

Distance & Instructional Technology David Driskill, Chair

Glenn Hill 2008

Bob Perl 2008

Ben Shacklette 2009

Upe Flueckiger 2010

Undergraduate Admissions Lahib Jaddo, Chair
Patti Perkins, Academic Programs Coordinator

Rima Ajlouni 2008

Bennett Neiman 2010

Hendrika Buelinckx 2010

3.6.6 Advisory Committees:

Advisory Committees provide long-term and intermediate guidelines to centers of instructional resource within the College: The Shop, The Library, The Computer Lab and The Research and Design Center. These committees will include three members of the faculty plus one staff member. The Chair in each of these committees serves in an administrative capacity for the College. All other attendees are without vote. The faculty will rotate through the committees every two years. Advisory Committees shall meet once a month. **FY 2009 faculty assignments follow:**

Computer Lab Kuhn Park, Chair
Larry Smith, Computer manager
Gary Smith, ex officio

Hendrika Buelinckx 2010

Glenn Hill 2009

Bob Perl 2008

Library Jim White, Chair
Bonnie Reed, Architectural Librarian

Jimmy Davis 2008

Javier Gomez 2010

Bennett Neiman 2010

Lahib Jaddo	2008
Brian Zugay	2009

Research and Design Center Gary Smith, Chair
Julie Rex, Administrative Assistant for Research
Ben Shacklette, Community Development Program Director
John White, Historic Preservation Program Director

Glenn Hill	2010
Christian Pongratz	2010
Jim White	2009

Shop vacant, Chair
Fred Porteous, Shop Technician
Michael Martin
Chris Taylor 2010

3.6.7 Standing Committees:

Membership on standing committees is determined by a faculty member's 'standing' in the college.

Administrative Council

This committee membership is made up of the CoA Dean's Council, Assistant Deans, Director of Computing, Director of Facilities and the Executive Staff. The Chair of Instruction serves as Chair of this committee. The function of this committee is coordination.

CoA Deans' Council

This committee consists of the Dean, Associate Deans, Assistant Dean, the Chair of Instruction, and Director of Academic Programs, the Director of Facilities. The Dean serves as Chair of this committee. The function of this committee is policy.

CoA Advancement

This committee is made up of the Dean, the College Development Officer, the Associate Dean for Research, and the Coordinator of Professional Information. The College Development Officer serves as Chair of the committee.

Graduate Faculty

This committee is made up of the entire graduate faculty in the College as determined by the Graduate School. The Chair of Instruction serves as Chair of the committee, which is called when the Graduate School raises an issue.

Post-Professional Graduate Studies Council

This committee is made up of the Directors of the Academic Programs and two rotating at-large faculty members. The Associate Dean for Research and Graduate Studies serves as Chair of this committee.

At-Large Faculty: Clifton Ellis Term Expires 2008
Kuhn Park Term Expires 2010

Tenure-Track Faculty

This committee is made up of all tenure-track faculty members in the college. The Dean serves as Chair of the committee.

Tenured Faculty

This committee is made up of all tenured faculty members in the College. The Associate Dean for Academics serves as Chair of the committee.

3.6.8 Administration

The Program Administrative Structure is the administrative structure of the College. The head of the program is Dean Andrew Vernooy.

There are three Associate Deans: Brian Rex (of Academics), Michael Peters (of external programs), Gary Smith (of Research). A Chair of Instruction, Clifton Ellis, is directly responsible for the culture of the College and functions much like a departmental chair. Assistant Dean, Lahib Jaddo, oversees admissions, and Director of Academic Programs, Patti Perkins, oversees advising and the scheduling of academic assignments.

The Associate Deans, Chair, and Assistant Dean are expected to teach 50% time. The job descriptions of the administrators are in section 3.11.

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 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.

3.6.9 Staff

In 5 years the support staff of the College has increased from 11 to 16.

Patti Perkins	Director of Academic Programs, administrative
Jess Schwintz	Coordinator of Academic Programs, academic
Anna Martinez	Advisor, academic
Lori Rodriguez	Assistant Advisor, academic
Loree Loya	Assistant Advisor, academic

Trish Hart	Executive Associate, administrative
Gail Vandiver	Business Assistant, administrative
Pam Smith	Senior Writer, administrative

Maria Jeffery	Manager IT, administrative
Denny Mingus	Technician, academic support
Johnny Busby	Technician, academic support

Michael Martin	Director of Building Resources, 50% faculty, administrative
Fred Porteous	Technician, academic support
Mike West	Technician, academic support

Julie Rex	Administrative Assistant, research
Chris Snowden	Research Associate, research

The College strives to include faculty and staff in the administration of programs and initiatives. Committees have been set up to deal with ongoing responsibilities that include a broad range of faculty. The minutes of all committee meetings are posted on line. This involvement is positive but it competes with scholarship and research for time and effort. We are working to define a critical balance.

Student Evaluation of Course and Instructor

Directions: Your thoughtful responses to the following questions will help us improve the quality of the instruction and content of this course. Instructors do not view evaluations until the semester grades have been submitted.

Marking Instructions:

- Use black or blue pen or a number 2 pencil.
- Make dark marks that fill the oval completely.
- Do not use pens with ink that soaks through the paper.
- Make no stray marks.

Correct Mark Incorrect Marks

Mark Reflex® forms by NCS Pearson MM229012-3 987

ED99 Printed in U.S.A.

Today's Date: _____ - _____ - _____

COURSE INFORMATION:

Subject: _____ **Number:** _____ **Section:** _____

Instructor: _____

TERM: ☐ Fall ☐ Spring ☐ Summer 1 ☐ Summer 2

YEAR: 20 _____

My classification is: ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior ☐ Graduate ☐ Law ☐ Other

Please respond to the questions below by marking the appropriate oval. The ovals form a rating scale of 5 (Strongly Agree) to 1 (Strongly Disagree).

INSTRUCTOR'S PERFORMANCE:

1. Overall this instructor was effective.
2. The instructor was available for consultation during office hours or by appointment.
3. The instructor stimulated student learning.
4. The instructor treated all students fairly.
5. The instructor treated all students with respect.
6. The instructor welcomed and encouraged questions and comments.
7. The instructor presented the information clearly.
8. The instructor emphasized the major points and concepts.
9. The instructor went beyond presenting the information in the text.
10. The instructor demonstrated knowledge of the subject.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(5)	(4)	(3)	(2)	(1)
(5)	(4)	(3)	(2)	(1)
(5)	(4)	(3)	(2)	(1)
(5)	(4)	(3)	(2)	(1)
(5)	(4)	(3)	(2)	(1)
(5)	(4)	(3)	(2)	(1)
(5)	(4)	(3)	(2)	(1)
(5)	(4)	(3)	(2)	(1)
(5)	(4)	(3)	(2)	(1)

COURSE EVALUATION:

11. Overall this course was a valuable learning experience.
12. The assignments were relevant and useful.
13. Course materials were relevant and useful.
14. Expectations were clearly stated either verbally or in the syllabus.
15. The testing and evaluation procedures were fair.
16. The workload was appropriate for the hours of credit.

STUDENT INFORMATION:

A. I am taking this course because (fill in all that apply):

- ☐ It is required for my major or minor.
- ☐ It is a core curriculum requirement.
- ☐ It will be good for my career.
- ☐ The instructor has a positive reputation.
- ☐ Other _____

B. The grade I expect to receive in this course:

- ☐ A ☐ Pass
- ☐ B
- ☐ C
- ☐ D
- ☐ F

C. The approximate number of hours I spent each week studying for this class:

- ☐ None
- ☐ 1 - 3 hours
- ☐ 4 - 6 hours
- ☐ 7 - 10 hours
- ☐ More than 10 hours

COMMENTS:

3.7 Human Resource Development

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

3.7.1 Policy: Faculty Development Promotion and Merit

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 by the University and College Operating Procedures. The College Policy on Tenure and Promotion and TTU OP 32.01 are attached to the end of this section.

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. Shortcomings in one area of accomplishment may be offset by demonstrated community engagement according to the College OP.

Faculty members file an annual report each year to document the accomplishments of the preceding year in the areas of teaching, scholarship and service. The annual report determines the "merit points" earned for the year and eventually the merit raise given for the next year. The teaching section is reviewed by the Chair of Instruction, the scholarship section is reviewed by the Associate Dean for Research, the service section is reviewed by the Associate Dean for Academics and the full evaluation is reviewed by the Dean who makes the final determination of merit points and writes a brief summary. The evaluation is discussed with each faculty member and the Dean. See the College Policy on Annual Reports and the Dean's Position on Merit are attached to the end of this section.

3.7.2 Policy: Staff Development

Staff is provided with a Staff handbook upon their arrival to the College of Architecture. Key components of the Handbook include job, comportment, and opportunity descriptions. The College sees its responsibilities to the staff to include encouragement to pursue further training and education (Academic courses are open to staff on a three-hour per semester basis). The University provides workshops to enhance job productivity and security and the College will often send staff to outside training. In the past three years almost every staff member has taken advantage of this opportunity.

3.7.3 Cultural Opportunities and Development

The College budgets visiting lectures and visiting critics for each semester that become an integral part of the culture of the College. At the end of each semester an external review of the studio work brings visitors from the profession, alumni, and teachers from other universities. Over 50 visiting critics and over 20 lecturers have visited the College for these reviews over the past 6 years.

The College is fortunate to have additional money for special lectures on future practice, sustainability, design excellence and community design; and, every year it produces a symposium on one of these topics. Recently we have had presentations on Alternative Careers, Beyond Practice, Green Building Design, and The Traditional Principles of Architecture Today.

The exhibit budget for the College is modest and used mostly for producing exhibits internally; but, this gives faculty an opportunity to pursue individual interests in a public manner. Further, the College hosts a 'Firm Day' each semester. On this day a firm gives a lecture at noon on an aspect of practice and a lecture in the evening on their work. Examples of the firm's work are posted in the Student Lounge for the semester.

3.7.4 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 service, 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 with 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 and documents.

Academic Advising: There are three academic advisors available to the students in Lubbock and one in El Paso. Advisors are equipped/trained to assist students with scheduling questions, on 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) can not immediately answer.

Campus Guidance: The APO sees the faculty as resources to guide students into areas of special interest. College of Architecture Career Fair; Each March the College holds a Career Day with as many as 50 firms, in the recent past. The University has a Career Center, which assists students with career advising, offers workshops, helps with internships, holds job interviews and assists with resume writing. The students can use Archway, career management software, to direct their efforts, post their work and connect to potential employers.

Opportunities: The College structures opportunities through the curriculum and through ancillary activities. The curriculum includes, study abroad, Practicum+Studio—NCARB award winning program of employment and design instruction—the new Residency program, the Collaboration Studio—a studio that includes Landscape Architecture and Interior Design students—the Downtown Lubbock Studio, the Rural Healthcare Architecture Program, the four Certificate Programs—Historic Preservation, Community Design and Development, Visualization, and Digital Design and Fabrication—and the Atelier Studio, which specializes in experience-rich architecture projects.

Ancillary activities include the ECOSA Institute, the Ghost Project, Habitat for Humanity, Phi Kappa Phi and the service organizations of the Knights of Architecture, Tau Sigma Delta, and AIAS. These service organizations are an essential part of the culture of the College and provide opportunities for students to develop leadership skills as ambassadors, tutors, and young professionals respectively.

3.7.5 Faculty Opportunities

The College provides opportunities for the faculty to further their knowledge and their involvement with the discipline of architecture:

- The College supports one or two faculty development leaves each year.
- Faculty members are encouraged to develop study abroad programs that strengthen their expertise.
- The College supports an Architecture Research and Design Center to help faculty structure and maintain their scholarship.
- The Atelier Program encourages members of the design faculty to work with some of the most prestigious firms in the country on experience-rich projects.
- The noontime Dialogues Series and the exhibition space in the Library support faculty scholarship interests by giving faculty an opportunity for public review of their work.
- The College supports faculty travel with small grants of money to help fund travel expenses. \$24,000 has been set aside for this travel this year.

For the benefit of students and faculty alike the College endeavors to find new ways to fund projects and support the intellectual culture of the College. This past year the College found funds to support a sustainable cabin, a campus wide discussion on creating a sustainable campus, a cultural event that paired architects with musicians and a design exhibition that featured a member of our design faculty who is exploring improvisation in architectural design.



TEXAS TECH UNIVERSITY

Operating Policy and Procedure

OP 32.01: Promotion and Tenure Standards and Procedures

DATE: July 9, 2008

PURPOSE: The purpose of this Operating Policy/Procedure (OP) is to ensure understanding of both standards and procedures concerning promotion and tenure.

REVIEW: This OP will be reviewed in November of odd-numbered years by the senior vice provost with recommended revisions presented to the provost/senior vice president for academic affairs (PSVPAA) by December 15.

POLICY/PROCEDURE

A university is a community of scholars whose members are engaged in the discovery, evaluation, transmission, and extension of knowledge. As such, they must be free to search for and express the truth as they find it, whether in the classroom, research/creative activity, or service as members of the community, and regardless of their tenure status. They must also be free from undue constraints, whether imposed from inside or outside the university.

Faculty members' privileges imply correlative responsibilities. In addition to maintaining standards of competence, particularly those relating to scholarship and teaching ability, faculty members are responsible for maintaining the proper attitude of objectivity, industry, and cooperation with their associates within the university. It is a faculty member's professional responsibility to contribute productively throughout his or her academic career.

As persons of learning, faculty members should remember that the public may judge their profession and institution by their utterances and other actions. They should, thus, at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and exercise every effort to make clear that, as individuals, they do not speak for the institution.

1. Concept of Tenure

- a. Academic tenure has been developed so that Texas Tech University may have the benefit of the competent and honest judgment of its faculty. It thus recognizes the professional status of university faculty and assures that tenured employment may be terminated only for adequate cause.
- b. Tenure may normally be obtained only after a period of probationary service. After tenure is granted, the burden of proof rests upon the university when it wishes to dismiss a faculty member.

2. Purpose of Tenure

Tenure is designed to accomplish the following purposes:

- a. To assure the faculty of freedom of teaching, of research, of opinion, and of full participation as citizens in the community;
- b. To provide appropriate procedures of due process for establishing justification for possible termination of tenure, so that faculty members may be guaranteed adequate notice and a fair hearing;
- c. To assist the university by encouraging sound standards for the original selection of faculty; and
- d. To result in the retention, encouragement, and promotion of the ablest and most promising faculty.

3. **Discrimination**

All academic appointments and tenure judgments and recommendations rest upon objective requirements in relationship to the ability of the faculty member to perform his or her teaching, research/creative activity, and service responsibilities. Such judgments and recommendations are to be made without regard to race, religion, sex, age, national origin, marital status, or physical disabilities that do not obstruct professional performance.

4. **Types of Appointment**

Members of the faculty who are employed full time in the university and who hold the rank of assistant professor, associate professor, or professor for either part or all of their appointment are eligible for tenure consideration. The tenure policy does not apply to administrative or part-time appointments.

- a. Appointments that may be made upon the basis of continuing appointments are:

- (1) For teaching faculty:
 - (a) Assistant professor
 - (b) Associate professor, and
 - (c) Professor
- (2) For librarians:
 - (a) Assistant librarian
 - (b) Associate librarian, and
 - (c) Librarian
- (3) For archivists:
 - (a) Assistant archivist
 - (b) Associate archivist, and

(c) Archivist

b. Appointments that are probationary and that may lead to the admission to tenure are:

- (1) Assistant professor
- (2) Associate professor
- (3) Professor
- (4) Assistant librarian
- (5) Associate librarian
- (6) Librarian
- (7) Assistant archivist
- (8) Associate archivist, and
- (9) Archivist

c. Special full-time appointments that do not acquire tenure are:

- (1) Instructor
- (2) Adjunct assistant professor, adjunct associate professor, adjunct professor, and
- (3) All research titles: assistant research professor, associate research professor, and research professor

Although these three special full-time appointments do not acquire tenure, persons holding these appointments do have academic freedom and, after six years, can only be dismissed for adequate cause. Non tenure-track faculty members appointed under section 4.c who are dismissed for adequate cause shall be accorded due process in accordance with the faculty grievance procedure (OP 32.05).

Appointment to the above special ranks appointed under section 4.c can be continued beyond six years only by majority vote of the tenured faculty of the academic unit (department, college, or school) in which the position is placed, and subject to the approval of the responsible dean and the PSVPAA. Faculty members whose duties are appropriate to tenured and probationary faculty shall not be given the non-tenured ranks listed in section 4.c.

5. Admission to Tenure

- a. The terms and conditions of every appointment shall be stated in writing and shall be in the possession of both the university and the faculty member before the appointment is completed. Probationary faculty members should review the established standards and procedures for consideration for tenure that are available in the offices of department chairpersons and deans.

- b. A faculty member must complete a reasonable probationary period before acquiring tenure in the university. In exceptional cases, associate professors, professors, librarians and archivists may have their initial appointment in the university with tenure when the traditional tenure review procedure set forth in section 5.e precedes the appointment. Faculty members who are promoted in rank shall not thereby acquire tenure unless the normal tenure review procedure set forth in section 5.e has been completed.
- c. The maximum probationary period for admission to tenure is the same for all tenure-eligible ranks. Before the end of a six-year probationary period at Texas Tech University, an untenured tenure-eligible assistant, associate, or full professor, librarian, or archivist must be notified in writing either that tenure has been awarded or that the appointment will not be renewed at the end of the seventh, terminal year.
- d. Determination of the maximum probationary period begins upon a faculty member's initial appointment to a tenure-eligible rank and is not affected by promotions made during that period.
 - (1) Computation of the maximum probationary period begins upon a faculty member's initial appointment to a tenure-eligible rank. Probation is not reduced by previous non tenure-track appointments or by promotions made during that period.
 - (2) The probationary period for admission to tenure shall begin in September of the calendar year in which the appointment is made.
 - (3) All time accrued in full-time service at Texas Tech University in a tenure-eligible rank will be counted in the probationary period. If unusual circumstances justify a suspension of the tenure probationary period to cause the years included not to be sequential, a request for an extension of the probationary period may be made to the PSVPAA. The request will be initiated by the candidate, reviewed and commented upon by the department/division administrator and dean, and forwarded to the PSVPAA.
 - (4) Tenure may be awarded prior to completion of the full probationary term. A faculty member can request early tenure consideration prior to completing the full probationary period without prejudice for later reconsideration.
- e. Primary responsibility for evaluation of the academic qualifications of candidates for tenure rests with the faculty. When the organizational structure permits, four sequential levels exist in the tenure review process:
 - (1) Evaluation by the department or division, which includes a vote by the tenured faculty and recommendation by the chairperson;
 - (2) Review at the college level, which includes recommendation by the dean;
 - (3) Review by the PSVPAA, which, except for candidates from the School of Law, includes review by the dean of the graduate school; and
 - (4) Review by the president, who makes recommendations for tenure to the Board of Regents. The action of the Board of Regents awards faculty members tenure.

6. Tenure Advisory Committee

- a. The Tenure Advisory Committee may consider matters pertaining to tenure or academic freedom referred to it by members of the university community. The committee reports to the president. If the president does not approve a recommendation of the committee, the committee shall be informed in writing of the reasons for disapproval. The substance of any recommendation by the committee, if approved by the president, shall be given consideration for incorporation in the operating procedures of the university.
- b. The committee shall consist of five tenured faculty and two ex-officio members who are the PSVPAA and a dean selected by the Provost's Council. The faculty members will be elected at large by the voting faculty for staggered terms of five years, with one membership position terminating August 31 of each year. No more than two faculty members elected from any college or school shall serve on the committee at the same time. No elected faculty member will be eligible for reelection to the committee until a period of one year has elapsed from the termination date of a prior term unless he or she was elected to serve less than two years of an unexpired term of a previous member. The dean member shall serve for three years but shall not be eligible to serve consecutive terms. The committee shall determine its own rules of procedure.

7. Definitions of Termination

Termination of tenured faculty, except by resignation, retirement, or under extraordinary circumstances because of demonstrable bona fide financial exigency, will be only for adequate cause shown with the burden of proof on the university.

Adequate cause for termination is directly and substantially related to the fitness of faculty members in their professional capacity and public trust as teachers and scholars. Termination will not be used to restrain faculty members in their exercise of academic freedom or constitutional rights.

There are three categories of involuntary separation of employment for faculty:

- a. Revocation of tenure, which is termination of a tenured faculty member's employment;
- b. Non-reappointment, which is the cessation of a non-tenured faculty member's employment at the end of the stated appointment period; and
- c. Termination, which is immediate termination for cause of a non-tenured faculty member's employment before the expiration of the stated appointment period.

8. Termination Review Procedures for Tenure Revocation, Non-reappointment, and Termination Cases

In each faculty termination case reviewed at the request of the faculty member, the issue will be determined by an equitable procedure that affords protection to the rights of the individual and to the interest of the university. In cases where the respondent faculty member admits his or her conduct constitutes adequate cause, or does not choose to have a hearing, he or she will offer in writing his or her resignation. That faculty member will give notice of resignation as early as possible to obviate serious inconvenience to the university, and so that department objectives and student needs are met.

The procedures for termination described in this section do not negate the right of the president to suspend a faculty member from some or all duties when the president reasonably believes that the allegations, if true, create a likelihood of harm for persons or the university. The suspension shall be with pay until such time as the suspended faculty member has been accorded the procedural rights appropriate to their appointment type, as described in this section.

a. Tenure Revocation

The following tenure revocation review procedures outlined in subsections (1) through (6) below apply to tenured faculty members.

- (1) Before the filing of tenure revocation charges, every reasonable effort shall be made to mediate and conciliate differences between the faculty member and the university. The chairperson of the Tenure Advisory Committee (or another member designated by the committee) shall make a rigorous attempt at confidential, equitable, and expeditious mediation.

If such attempted mediation has failed and after the mediator has made a written report to the president and copied that report to the faculty member, a formal investigation shall be undertaken. Together, a member of the Tenure Advisory Committee who has been appointed by the chairperson of that committee, and the PSVPAA (or his representative) shall conduct a thorough, confidential, expeditious review. This review and the recommendations of the investigating team shall be considered by the president in determining whether formal charges should be filed by the president to end the faculty member's employment for cause.

In all cases of formal charges, the faculty member will be informed in writing of the charges, which, on reasonable notice, will be considered by a Hearing Panel convened by the president. The Hearing Panel will be made up of five members chosen by the Tenure Advisory Committee from a Tenure Hearing Committee formed of twenty tenured faculty members who will be elected annually. Members of the Tenure Advisory Committee shall not be eligible for concurrent service on the Tenure Advisory Committee and the Hearing Committee.

- (2) The Hearing Panel shall be selected in this fashion:
 - (a) The Tenure Advisory Committee shall by lot order the names of the members of the Tenure Hearing Committee, assigning them numbers one through twenty.
 - (b) Hearing Committee members deeming themselves biased shall remove themselves from the case.
 - (c) Either party in the dispute may strike no more than three names from those remaining on the list.
 - (d) The Tenure Advisory Committee shall designate the five with the lowest numbers remaining on the list to constitute the Hearing Panel.
- (3) The Hearing Panel will select a chairperson from its membership and may, if it chooses, request appropriate legal counsel to be furnished by the university but not from the Office of General Counsel. The legal counsel will advise the Hearing Panel but will not vote.

The Panel may also consult with the general counsel of the university on technical questions not directly bearing on the merit of the case if the Panel considers such consultation appropriate and helpful.

- (4) The hearing will be private and confidential unless the faculty member elects to have a public hearing. The Hearing Panel shall determine procedures to be implemented in the hearing, procedures that shall afford both parties due process and fairness.

In every such hearing, the faculty member shall have the right to appear in person with legal counsel, retained by the individual, and to confront and cross-examine witnesses. The faculty member shall have the right to testify, but may not be required to do so, and may introduce in his or her behalf all evidence and material, written or oral, which he or she considers to be relevant or material to the case. Neither the Texas Rules of Civil Procedure nor the Texas Rules of Evidence shall apply to the hearing.

The university shall also have the right to legal counsel from the Office of General Counsel in the preparation and presentation of charges and have the same rights in the hearing as those accorded to the faculty member. An audio recording of the proceedings shall be made and delivered to the president for submission to the board, and a copy of this audio recording shall be made available to the respondent. The record will be transcribed only on the request of either the faculty member or the president at the expense of the requesting party.

- (5) The Hearing Panel, by a majority of its total membership, shall make written findings of fact on each charge and make specific recommendations with regard to each of the charges and the charges as a whole. The Panel, by a majority of its total membership, may make supplementary suggestions it deems proper concerning disposition of the case. If minority findings, recommendations, or suggestions are made, they shall be similarly treated. The chairperson of the Hearing Panel shall deliver the findings, recommendations, and suggestions to the president, who shall transmit them along with his/her recommendations to the faculty member and to the Board of Regents.
- (6) The Board of Regents, by a majority of its total membership, shall approve, reject, or amend the findings, recommendations, and suggestions to the Hearing Panel based on the record. Any amendment or change of such findings, recommendation, or suggestions, and the reasons therefore, will be stated in writing and communicated to the president who will transmit them to the Hearing Panel, which will then study any additional matters presented to it and within 45 days submit its recommendations to the president. If the Board of Regents then overrules the recommendations of the Hearing Panel, it will state in writing to the president, who will transmit the decision to the Hearing Panel, its reasons for its actions in overruling the Hearing Panel's recommendations. The president shall also notify the faculty member in writing of the board's decision, and this communication shall include the findings and recommendations of the Hearing Panel as well as those of the board. The decision of the Board of Regents shall be final.

b. Non-reappointment and Termination

The following procedures on non-reappointment and termination for cause apply to untenured tenure-track faculty members, and to non tenure-track faculty members (as listed in section 4.c) who have served more than six full years.

- (1) The university is not required to give an untenured tenure-track faculty member a reason for a decision of non-reappointment. However, each faculty member is entitled to see all of his or her personnel file and, at his or her expense, to obtain a copy of the information contained therein.
- (2) If an untenured tenure-track faculty member alleges that a decision not to reappoint him or her is:
 - (a) Caused by considerations that violate academic freedom;
 - (b) For constitutionally impermissible reasons; or
 - (c) Significantly noncompliant with the university's established standards or prescribed procedures; then

The allegation of improper rationale for non-reappointment, as defined above, shall be given preliminary consideration by a faculty committee. The Tenure Advisory Committee is responsible for appointing that faculty committee from within or outside its own membership and for its functioning.

If the faculty committee concludes that there is probable cause for the faculty member's allegation, the Tenure Advisory Committee shall notify the PSVPAA and form the Hearing Panel, and the matter shall be heard in accordance with the following procedures. The faculty member shall be responsible for stating the specific grounds on which the allegations were based, and the burden of proof will rest upon the faculty member.

- (3) The Hearing Panel will be made up of five members chosen by the Tenure Advisory Committee from a Tenure Hearing Committee formed of twenty tenured faculty members who will be elected annually, two Hearing Committee members being elected at large. Members of the Tenure Advisory Committee shall not be eligible for concurrent service on the Tenure Advisory Committee and the Hearing Committee.
- (4) The Hearing Panel shall be selected in this fashion:
 - (a) The Tenure Advisory Committee shall, by lot, order the names of the members of the Tenure Hearing Committee, assigning them numbers one through twenty.
 - (b) Hearing Committee members deeming themselves biased shall remove themselves from the case.
 - (c) Either party in the dispute may strike no more than three names from those remaining on the list.
 - (d) The Tenure Advisory Committee shall designate the five with the lowest numbers remaining on the list to constitute the Hearing Panel.
- (5) The Hearing Panel will select a chairperson from its membership and may, if it chooses, request appropriate legal counsel to be furnished by the university but not from the Office of General Counsel. The legal counsel will advise the Hearing Panel but will not vote.

The Hearing Panel may also consult with the general counsel of the university on technical questions not directly bearing on the merit of the case if the Hearing Panel considers such consultation appropriate and helpful.

- (6) The hearing will be private and confidential unless the faculty member elects to have a public hearing. The Hearing Panel shall determine procedures to be implemented in the hearing, procedures that shall afford both parties due process and fairness.

In every such hearing, the faculty member shall have the right to appear in person with legal counsel, retained by the individual, and to confront and cross-examine witnesses. The faculty member shall have the right to testify, but may not be required to do so, and may introduce in his or her behalf all evidence and material, written or oral, which he or she considers to be relevant or material to the case. Neither the Texas Rules of Civil Procedure nor the Texas Rules of Evidence shall apply to the hearing.

The university shall also have the right to legal counsel from the Office of General Counsel in the preparation and presentation of charges and have the same rights in the hearing as those accorded to the faculty member. An audio recording of the proceedings shall be made and delivered to the president, and a copy of this audio recording shall be made available to the respondent. The record will be transcribed only on the request of either the faculty member or the president at the expense of the requesting party.

- (7) The Hearing Panel, by a majority of its total membership, shall make written findings of fact on each charge and make specific recommendations with regard to each of the charges and the charges as a whole. The Hearing Panel, by a majority of its total membership, may make supplementary suggestions it deems proper concerning disposition of the case. If minority findings, recommendations, or suggestions are made, they shall be similarly treated. The chairperson of the Hearing Panel shall deliver the findings, recommendations, and suggestions to the president, who shall approve, reject, or amend them based on the record, and then transmit them along with his or her recommendations to the faculty member. The decision of the president will be final.
- (8) The procedures for determining adequate cause in termination cases are equivalent to the non-reappointment review procedures in sections 8.b (1)–(7). These procedures begin with preliminary consideration by a faculty committee and may close with presidential review (see sections 8.b (1)–(7)).

9. Timelines for Notice of Non-reappointment

These notification timelines apply to any notice of non-reappointment that is issued to untenured tenure-track faculty (see section 7). They do not apply to terminations issued to non tenure-track faculty as listed in section 4.c.

- a. Full-time faculty members in their first year with the university whose duties commence with the first semester of the academic year must be notified by the following March 1 if they are not to be reappointed.
- b. Full-time faculty members in their first year with the university whose duties commence after November 15 must be notified by the following April 15 if they are not to be reappointed.

- c. Full-time faculty members who are in their second year with the university and who are not to be reappointed shall be notified by December 15 of the academic year in which the appointment is to terminate.
- d. Full-time faculty members with more than two years with the university will be notified of non-reappointment by issuance of a terminal contract for one academic year.
- e. Full-time faculty members who hold a position by appointment for a fixed time period shall receive notice of non-reappointment in accordance with the terms of the appointment or in accordance with sections a., b., c., or d above.

10. Policy Implementation and Revision

This policy is to be implemented immediately upon approval by the Board of Regents. Faculty members in a probationary status on that date will have the opportunity to choose the tenure policy – the policy applicable to them, or this policy – under which they wish to be considered for tenure. All tenured faculty members are subject to this tenure policy's applicable provisions and procedures. The tenure of faculty members who have attained tenure under prior policies at Texas Tech University continues. This policy shall not be applied in derogation of any faculty member's contract rights.

Revisions to this policy may be proposed to the Board of Regents by the president. The Tenure Advisory Committee, the Faculty Senate, or other academic groups may submit proposals to the PSVPAA. Such proposals shall be reviewed by the Tenure Advisory Committee and the Faculty Senate. Following this review, the PSVPAA shall present approved proposals to the faculty for consideration. In this process, the voting faculty (as defined in the Constitution of the Faculty Senate) shall be polled for approval or disapproval of the proposals. If approved by the voting faculty, the proposals shall be forwarded by the PSVPAA to the president for his review and then, if the president approves, to the Board of Regents for its consideration. Under the statutory authority of the State of Texas, the Board of Regents has the sole authority to revise this tenure policy.

Attachment: Promotion and Tenure Dossier Format

COA Policy

Promotion and Tenure Standards and Procedures

Last Update: August 26, 2002

TTU O.P. 32.01: Promotion and Tenure Standards and Procedures

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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.

I. Introduction

A. Purpose

The purpose of this document is to set forth the College's standards and procedures for awarding promotion and/or tenure to College of Architecture faculty members. The document has been approved by the College of Architecture Promotion and Tenure Committee, in consultation with the Dean of the College. It is based upon the policies of the Board of Texas Tech University as they relate to Promotion and Tenure Standards and Procedures. It becomes operational only after approval by a majority of the tenure-track and tenured faculty members and the Dean of the College of Architecture.

Several working assumptions were identified during the course of the document's preparation. A set of promotion and tenure standards and procedures for the College of Architecture should:

- (1) be compatible with standards and procedures operating at the University level;
- (2) clearly identify those qualities which are common to the College's various programs of study, but which may be distinct from those of other academic units within the University;
- (3) focus on standards which can be implemented in a spirit of consistency and fairness across program lines;
- (4) reflect the collective understanding and will of the College of Architecture faculty regarding their responsibilities as members of that faculty;
- (5) establish standards which ensure maintenance of the highest degree of excellence within the college's various professions and programs;
- (6) provide a meaningful role for peer review, thereby further safeguarding the collective interest of the College faculty.
- (7) provide meaningful guidance and assistance to the Dean of the College and the faculty as a whole in matters of faculty evaluation in the process of promotion and tenure;
- (8) Be stated in a clear and unambiguous manner, thereby minimizing the dangers of confusion and misinterpretation.

B. The College of Architecture

1. The College of Architecture's Approach to Education.

The College of Architecture is strongly committed to teaching and teaching receives the greatest emphasis in the educational processes. This emphasis includes both knowledge of the subject matter and the ability for positive communication. Variations in the subject matter of architectural curricula are extensive and efforts to keep abreast of current developments can be very demanding. Communication methods for different subject situations also create different competent evaluation.

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.

The College is presently composed of academic programs in Architecture (5year Professional degree and 4 year Non-Professional); in addition, the College offers dual degree programs in Architecture and Civil Engineering, Architecture and Business Administrations. It also directs an interdisciplinary Ph.D. program in Land Use Planning, Management and Design. Each program accepts as its primary mission the production of well-prepared graduates who are equipped to contribute in their respective professions at a high level of competence and distinction. The College also encourages and supports interdisciplinary cooperation on matters of mutual concern externally with other disciplines represented at Texas Tech. As a group, the College's programs present students with a liberal education program which emphasizes those artistic, scientific, and technological capabilities essential to the practice of the profession tempered by a strong sense of public responsibility. Each program requires a total commitment by faculty and students alike, to responsible professionalism and service to society. These standards and guidelines are drawn in the belief that a capacious and inclusive view of scholarly activity is the vital interest of the individual, the College and the University, as well as to society as a whole. As such, the College affirms the principle that knowledge is acquired, disseminated, and ultimately valued through various avenues of scholarship; research or discovery; synthesis or integration; application and teaching.

Each of the College's disciplines is recognized as making an important and unique contribution to the College's rich and diverse academic environment. These disciplines are bound together, however, in their attention to the common spirit of creative and imaginative concern for the human environment as revealed in the following of objectives:

- (1) to provide an organization for direct interaction among students, faculty, and professionals involved in all aspects of the visual arts, design, and the planning of structures, communities, and environments;
- (2) to improve educational opportunities for the increasing number of people entering programs in the design, planning, and development professions;
- (3) to provide opportunities for all students at the University to undertake studies in design and the built environment;

- (4) to foster creative thought, scholarship, and research on an interdisciplinary basis as well as on an individual basis;
- (5) to serve as a design resource for the University, the Community, the State, the Nation, and the World.

2. Implication for Promotion and Tenure.

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.

- a. 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.
- b. 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.
- c. 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 is an important element in evaluation. Professional activity alone, however, is not considered equivalent to scholarly activity. Only when the profession 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. Examples of such evidence are given in section II.B of this document.

II. Standards for Promotion and Tenure

Performance evaluation is an essential part of the process by which faculty members are promoted in academic rank, and receive tenure. Properly conceived and conducted, evaluation should also provide a continuous dialogue between the administration and the instructional faculty on how one's activities relate to the goals of the program, College, and University, and should contribute significantly to one's personal and professional development.

In general, faculty members in the College of Architecture will be evaluated on the basis of the evidence of the contributions to knowledge in the following areas: (1), teaching; (2), research, scholarship, and creative activity; (3), and service. The expectation of the College and the University is that the faculty will be engaged in these activities at the highest level in the nation.

A. Teaching

The work of the professor is of consequence only to the extent that it is understood by others. Too often teaching is viewed as a routine function. Teaching should be viewed as absolutely fundamental to scholarship. For teaching to become scholarship, however, it must extend beyond the bounds of passive learning. Instead it should transform and extend knowledge itself. Without quality teaching, the continuity of knowledge will be broken and the store of human knowledge dangerously diminished. Effective teachers exhibit command over their subject matter in classroom discussions or lectures. They present material to students in an objective, organized way that promotes the learning process. They present the subject matter with logic and conviction, and are able to awaken in students an awareness of the relationship of their subject to other classes, fields of knowledge, and cultures. They display concern and respect for their students. They are recognized by their students and university colleagues as persons who guide and inspire their students. They strive continuously to broaden and deepen their knowledge and understanding of their discipline, seek to improve the methods of teaching their subject, keep informed about new developments in their field, use appropriate instructional technologies, and prepare educational materials that are up-to-date and well-written. Excellence in teaching implies a broad perspective toward higher education that encompasses more than effective teaching. A faculty member's influence and reputation as a teacher should be demonstrated further by student and peer evaluation, awards, and by authorship of professional articles, texts, lectures, and other publications on pedagogy.

Excellence in academic advising should serve to augment evidence of excellence in teaching. Academic advising is an obligation of all faculty. As an advisor, faculty should interact constructively with their advisees. Faculty are expected to be knowledgeable about scheduling, curricular and extracurricular matters, and policies and procedures, and are expected to aid students in making wise use of University resources to enhance their

educational and personal development. They assist students in learning to make intelligent decision for themselves. Evidence of excellence in advising may be demonstrated by student and peer evaluation, by awards and publications of the students under the direct tutorial advisement of the faculty member, presentation and/or publication of conference papers, and citations by others as examples of effective teaching.

To be considered for promotion and/or tenure in the College of Architecture, a candidate's promotion materials must include a documentation of the evidence of effective teaching. Such evidence must include a student evaluations summary. This alone, however, is insufficient to demonstrate excellence as a educator. The concept of an educator implies a broad perspective toward higher education that encompasses more than effective classroom teaching. It involves such things as leadership in developing new educational programs, innovative ways of teaching, and the ability to attract graduate students, particularly at the post-graduate level. Excellence in teaching must extend beyond the classroom and should include evidence of broad pedagogical influence. Such evidence may include:

- (1) authorship of textbooks;
- (2) publication of instructional material;
- (3) publication of professional articles and papers, conference presentations and proceedings on pedagogy;
- (4) extensive work in curriculum revision of teaching methods for the program or College;
- (5) citations in publications on pedagogy;
- (6) award recognition for teaching or advising;
- (7) award recognition or publication of student work under direct tutorial supervision of a faculty member;
- (8) recognition of excellent teaching by peers at comparable institutions.

B. Scholarship, Research, and Creative Activities:

Research and creative activity are functions that serve to advance the discipline or the state of the art. Evidence of research and creative activity includes written publications, nonprint presentations, funded grant applications and reports, exhibits, and artistic performances. Textbooks and innovative instructional materials having significant value beyond this campus may be considered contributions to research and creative activity. In the College of Architecture this may reach across the entire range of activities represented by the various disciplines. No one category of activity is held superior to any other. The College recognizes that scholarship is necessarily of differing kinds. No single model of research or scholarly activity should prevail at the expense of broadening and deepening the educational experience of the student. Scholarly activity in the College and the University should be aimed at the full scope of academic work. In all cases, the criteria for assessing the quality of research, scholarship, or creative and artistic activity will be the extent to which the evidence demonstrates: (1) a contribution to the advancement of knowledge or creative expression, (2) the enhancement of quality in the development of professional practice, (3) a contribution to teaching effectiveness, and (4) an acknowledged respect by one's professional peers at a national level, and international level. Documentation of evidence must be presented as a requisite for advancement in rank. Examples of such evidence include:

- (1) referred publications
- (2) design awards
- (3) successful execution of funded research projects

- (4) literary publications, books and book chapters
- (5) participation in juried or invitational shows, exhibitions, or competitions
- (6) invited lectures, shows, performance, and presentations
- (7) papers published in refereed proceedings of conference and symposia
- (8) papers presented at conferences and symposia
- (9) citations of the work in other publication
- (10) other articles and publication
- (11) patents
- (12) development and publication of computer software
- (13) publication of books or exhibition reviews in scholarly journals
- (14) editorships of scholarly journals
- (15) Professional Registration and/or certification

In general terms, quality is of greater importance than quantity. In cases where the work is a joint effort with others, there must be clear evidence that the individual under consideration has assumed a significant role in the conduct of the work and co-authors identified. For advancement in rank, and for the granting of tenure, faculty must show a continuous pattern of creative activity while at Texas Tech.

C. Service

It is the expectation of the college, and the University that faculty members shall contribute significantly to the University, their professions, disciplines, and to the public at large. Service may be divided into two types:

1. Service to the University

Faculty members play a vital role in the functioning of the University at all levels by participating effectively in faculty governance and in the formulation of a program, College and University policies, or by carrying out administrative duties and responsibilities. Service within the University is an obligation of all faculty members, and is requisite for advancement in rank and for tenure. Service may be constituted by membership on program, College or University committees, through development of policies and procedures, through representation of the College and the University on regional, national, and international education and/or professional boards, by active participation in faculty and/or student associations, by participation in continuing education, student services, recruitment, or other similar activities.

2. Service to Professions and Disciplines

In addition, faculty members are expected to make service contributions to technical, professional, and scholarly societies appropriate to their academic discipline. Faculty members may also provide service related to their professional expertise, to the public, and to other agencies. Service to one's profession includes the holding of offices, serving on committees, organizing conferences or meetings, serving on boards of directors or other related activities.

3. Public Service

In addition, faculty members are expected to make service contributions to local, state, federal and international government agencies and non-profit or quasi-public organizations appropriate to their technical, professional and scholarly activities.

4. Continuing Professional Education

There is rapidly escalating need for postgraduate continuing education opportunities for members of the allied architectural, planning, design, and development professions to broaden and to deepen their knowledge and understanding both in general terms and in specialized sub-discipline within each field. Faculty participation in continuing

education activities constitutes a service to the public, to the professions and disciplines, and to the University and should serve as a crucible where theory and practice interact.

5. Summary of Service Expectations

In all categories of service, documentation of these activities should include the nature and the level of participation in the service category, including, but not limited to: offices held, reports authored, task forces chaired, and continuing education materials presented.

III. Qualifications for Academic Rank

While promotion and tenure determinations are separate and distinct, similar standards and procedures apply to both. The presentation 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.

A. PROMOTION

The qualifications listed below constitute the minimum standards for promotion within the College of Architecture. The qualifications incorporate, by direct reference, the standards in force at the University level. The College herein describes such additional qualifications which are consistent with University Policies. Promotion is based on the intrinsic merit of the individual's work. It recognizes the faculty member for meeting the criteria of the next higher level in the professional hierarchy. The decision is based on an evaluation of contributions to knowledge, the University and to the public in teaching, research, scholarship, creative activity, and service.

(1) Minimum requirements for advancement in rank from Instructor to Assistant Professor:

For promotion to the rank of Assistant Professor, there must be clear evidence that the candidate has demonstrated the potential ability to make original and innovative contributions of their chosen field. The evidence shall be composed of:

- a. A Ph.D., Doctorate, or other terminal degree in the field.
- b. Clear evidence of effective teaching.
- c. Clear evidence of creativity.

(2) Minimum requirements for advancement in rank from Assistant Professor to Associate Professor:

For promotion to the rank of Associate Professor, there must be clear evidence that the candidate has demonstrated the ability to make original and innovative contributions to their chosen field.

- a. Sufficient time in grade
- b. A Ph.D., Doctorate, or other terminal degree in the field
- c. Clear evidence of effective teaching
- d. Clear evidence of creativity while at Texas Tech
- e. Clear evidence of contributions to Texas Tech in meaningful ways by service to the University, to the public, or to appropriate professional organizations.

A candidate for promotion to the rank of Associate Professor should satisfy the first four of these qualifications. Marginal qualifications in any of these areas might be compensated by strength in the fifth.

- (3) Minimum requirements for advancement in rank from Associate Professor to Professor:
For promotion to the rank of professor there should be clear evidence that the candidate has demonstrated consistent performance in the making of original and innovative contributions that are nationally and internationally recognized for excellence.
- a. Sufficient time in grade. Generally, six or more years in rank are expected. Three years at the Associate Professor rank.
 - b. A Ph.D., Doctorate, or other terminal degree in the field.
 - c. Significant contributions as an educator, sufficient to demonstrate excellence in teaching.
 - d. Clear evidence of significant contributions to knowledge through research, scholarship or other creative activity at a national and international level, and publications.
 - e. Evidence that the candidate is making substantial contributions to Texas Tech by service to the University, to the public, or to the profession.
 - f. Broad national recognition in terms of visiting professorships, invitations to give papers or seminars, memberships on national committees, offices in professional societies, or other appropriate honors.

A candidate for promotion to the rank of Professor should satisfy clearly the first four of these qualifications and should have some demonstrable accomplishments in the last two.

B. PROMOTION PROCEDURES

1. General

Consideration of individual promotion applications should occur annually on the basis of the schedule established by the University. It is inappropriate to base Promotion or Tenure on the number or percentages of individuals in the various academic ranks.

2. Initiating Considerations

Individuals may be nominated by their colleagues or may seek promotion on their own initiative. In either event, it is the responsibility of the individual to prepare a dossier and make it available for review by the Promotion and Tenure committee at least one month before the annual meeting of the committee. Detailed and specific evidence of effective teaching should be included in the dossiers of faculty members being recommended for Promotion and Tenure. Evidence should include peer evaluations and student evaluations conducted over a reasonable period of time. Faculty colleagues should be asked to evaluate the objectives, methods, and materials of courses designed and/or taught by the individual. Wherever possible, evaluation should also include evidence concerning the continuing performance of student taught by the candidate.

3. Peer Review and Counseling

The effectiveness of a faculty can be measured, to some degree, by the extent to which the faculty engages in a candid personal and professional dialogue. When this dialogue is of a high

order, informal counseling does occur and the need for more formal counseling is reduced. However, formal counseling should be provided through progress reports, guidance for professional development and assistance with promotion and tenure procedures and processes.

4. Outside Solicitations

Comments from qualified persons outside of Texas Tech University shall be solicited and become part of the candidate's dossier. Letters from reviewers shall be solicited by the Dean and selected in consultation with the candidate. Such persons should be asked to comment on the quality of published research or creative activity of a candidate, on service to professional or other organizations, on the candidate's teaching in a visiting capacity in another university, or on relevant matters within their competence to judge. Respondents should be informed that the letters become a component of the dossier which will be confidential and not disclosed to the candidate during the tenure and promotion approval process, but this information is discoverable in case of litigation.

Minimum number of respondents from outside the University:

For promotion from Instructor to Assistant Professor – Three letters.

For promotion from Assistant Professor to Associate Professor – Six letters.

For promotion from Associate Professor to Professor – Ten letters.

Packets to be sent to outside reviewers should be in a tabbed three-ring binder and consist of:

Vita

Summary of Scholarship (written in the third person)

Research

Creative Activities

Scholarship Activities

Examples of scholarship

Publications

Evidence of creative activity

Peer reviewed/juried work

5. Formal Consideration

The order of consideration at the annual meeting should be from lowest rank to highest and from longest time in current rank to shortest.

A formal vote shall include all professors for promotion to the rank of professor, all professors and associate professors for promotion to the rank of associate professor, all faculty members holding a professorial rank for promotion to the rank of assistant professor, and all tenured faculty for the tenure decision. Evaluations by the tenured faculty of individual applicants and their presentations should be openly but confidentially discussed prior to voting, with written evaluations presented if desired by the voting faculty. Faculty votes are unsigned and confidential.

Any faculty member, not in attendance, must have provided an absentee ballot on the proper form prior to the meeting, in order for their vote to be counted. Votes will not be accepted after the meeting.

Each candidate will be notified by the Dean of the formal action immediately after the meeting adjourns.

If the University Review Committee takes exception to the action of the College such exception should be communicated to the College in writing so that it may reconsider. If the College of Architecture reaffirms the previous action, the matter should be submitted without prejudice to the next highest authority.

Members of the faculty employed by the University full-time and who hold the rank of assistant professor, associate professor, or professor are eligible for tenure consideration.

Ratings for Publications

- 5 = Outstanding recognition in field, highly prestigious refereed.
- 4 = Highly respected in field, refereed.
- 3 = Good reputation, selective in publication, refereed.
- 2 = Average, fairly easy to publish in, typically refereed.
- 1 = Below average publication, not discriminating on articles published.
- 0 = Not to be counted as publication.
- S = Special publication not ranked above.

Ratings for Creativity

- 5 = Outstanding recognition in field, highly prestigious, regional or national award.
- 4 = Highly respected in field, local award.
- 3 = Good reputation.
- 2 = Average.
- 1 = Below average.
- 0 = Not to be counted as creative activity.

Ratings for Professional Service

- 5 = Outstanding recognition in field, highly prestigious.
- 4 = Highly respected in field.
- 3 = Good reputation.
- 2 = Average.
- 1 = Below average.
- 0 = Not to be counted as professional service.

Appeals

If individuals are persuaded that judgments about their applications have been based on prejudice or misunderstanding, they may appeal according to University procedures.

TENURE PROCEDURES

Consideration for tenure should be identical to that indicated for promotion except that: the purposes of tenure differ from those of promotion; the probationary period must be adequate to insure thoroughness in judgment of the performance of the candidate; and all tenured faculty are eligible to vote on any tenure decision. The faculty strongly believe that tenure should not be recommended by the Dean, except by the affirmative vote of the faculty. To facilitate the presence of this entire voting group at the annual meeting, consideration of candidates for tenure should occur prior to promotion considerations.

1. See Faculty Handbook, Appendix A – Tenure Policy.

[HOME](#)**OP 32.32****SUBJECT: Performance Evaluations of Faculty****DATE: June 26, 2000****PURPOSE**

The purpose of this Operating Policy/Procedure (OP) is to establish uniform guidelines and procedures for performance evaluations of members of the faculty.

REVIEW

This OP will be reviewed by February 1 of every even-numbered year by the Vice Provost with recommendations for revision presented to the Provost by March 1.

POLICY/PROCEDURE**1. Background**

Texas Tech University administrators and faculty conduct periodic evaluations of faculty performance when making decisions concerning tenure and promotion, merit salary increases, research support, development leaves, and teaching and research awards. The evaluation of faculty at Texas Tech University is continuous.

Students evaluate teaching, faculty members judge each other's work continuously as decisions on promotion and tenure are made, products of research and other creative activity are reviewed and critiqued, and award competitions are conducted. Moreover, evaluation of faculty members and the programs of departments and colleges occur during reviews conducted by accreditation agencies, the Graduate School, and other concerned groups and individuals.

2. Criteria

The responsibilities of the University dictate, to a major extent, the responsibilities of the individual faculty member. Therefore, faculty members are responsible for teaching, research and other creative activity, and service to the profession, University, and community. Performance in these three areas of responsibility will provide the basis for the evaluation of faculty members.

In making individual evaluations, consideration should be given to standards expected of faculty members in similar fields of study in institutions of higher education comparable to this University in terms of mission and status.

3. Procedures

Standardized procedures will be followed by each college or school. These procedures include:

- a. Each faculty member shall provide, according to a uniform format, a written record of achievements for the year immediately past (see Attachment A). This information shall provide the principal data base for the evaluations. This annual report will be provided to the department chairperson/area coordinator by January 20.

- b. The administrator responsible for evaluating a faculty member shall provide written evaluations of the faculty member's performance for the preceding year. In addition, the chairperson/coordinator will consider performance for the three previous years. This annual evaluation will be provided to the dean and the faculty member by March 1 with any unsatisfactory evaluation so noted. Both the administrator and faculty member will sign the evaluation.
- c. Student evaluations of teaching ability will be conducted at least once each academic year by each faculty member using a standard University form (see Attachment B). Other evaluation forms may be used in addition to the standard one if the faculty member chooses to do so. These will be considered by the chairperson/coordinator in the annual performance evaluation of faculty members. Student evaluations should be retained in the department office for at least six years. Student evaluations should be retained, or summarized, for probationary faculty for use in tenure decisions.
- d. Each year, the dean, in consultation with the chairperson/coordinator of each department/area, shall review each faculty member's evaluation. The dean may provide an evaluation or approve the chairperson's/coordinator's evaluation. In those cases where the dean and the chairperson/coordinator agree that incompetency, continuing or repeated substantial neglect of professional responsibilities, or other good cause is present in the performance of a faculty member, then the procedures outlined in Section 5 shall be followed.
- e. Discipline-specific evaluation procedures such as goal setting, peer evaluations of teaching, or comparisons with mission and goals statements of the academic unit may be developed.
- f. All units should have a procedure established whereby a committee of peers will be available to mediate disagreement between an individual faculty member and the chairperson/coordinator regarding an annual review at the faculty member's request. If the mediation is not successful, a copy of the committee's recommendation shall become part of the annual evaluation. This procedure, and/or the possibility of filing a grievance, provide the nonbinding alternative dispute-resolution processes described in Chapter 154 of the Civil Practice and Remedies Code.
- g. Such a peer review committee shall be chosen by preestablished procedures agreed upon by a majority of the voting members of the faculty member's academic unit.

4. Recognition

Performance evaluations will provide data for use in the recognition of faculty for merit salary increases, research support, academic awards, development leaves and teaching and research awards.

5. Development Procedures

Follow-up development procedures will also be standardized, although specific activities designed to improve performance may vary according to the individuals involved. These procedures are as follows:

- a. Any faculty member whose evaluation reflects a pattern of incompetent performance, continuing or repeated substantial neglect of professional responsibilities, or other good cause as agreed upon by the dean and chairperson/coordinator, will be informed in writing of deficiencies in teaching, creative activity or research, or service.

A written program of development, for a reasonable time but no more than two years, will be established in consultation with the chairperson and the faculty member. Each academic unit will develop preestablished procedures agreed upon by the voting members of the faculty member's academic unit for involving other faculty in the formulation of a written program of development when requested by the faculty member involved.

b. The faculty member and the chairperson/coordinator will continue to provide reports at the end of each semester summarizing progress toward development objectives. For the individual on a development program, the dean and the chairperson/coordinator will provide an evaluation report at the end of each academic semester (which will be reviewed by a committee of peers if so requested by the faculty member) to the individual that will be signed by the dean, chairperson/coordinator, and faculty member.

c. For any case in which the dean and the chairperson/coordinator deem that there has been a failure to improve performance to acceptable standards of competence within the allotted time period, they will refer the matter to the Provost.

6. Referral Decisions

Consideration by the Provost may result in one of the following decisions:

- a. The Provost may determine that satisfactory progress has been made and take no further action.
- b. The Provost may determine that because of extenuating circumstances the development program should be extended for an additional year.
- c. The Provost may refer the case to the President for further action, including the possibility of resort to pertinent provisions of the Texas Tech University Tenure Policy (*Faculty Handbook*, August 1996 Edition, page 68, Appendix A).

7. Communication

Prompt and full communication is essential. The following actions should occur:

- a. The written evaluations completed by the chairperson/coordinator shall be given to the individual faculty member and signed by both as evidence that the evaluation is known to all concerned.
- b. Any faculty member whose performance has been deemed incompetent by the dean and the chairperson/coordinator must be provided a meeting with the dean and the chairperson/coordinator involved in the evaluation. This conference will take place prior to any further action.
- c. Evaluations indicating incompetence may be appealed to the next higher administrative level and must be initiated within 30 working days of the receipt of the evaluation specified in Section 7.a. of this policy.
- d. The Provost must provide a written decision on any referral or appeal within 30 working days of receipt.
- e. Administrative determinations made on the basis of this policy are subject to faculty grievance procedures and to the tenure policy.

8. Changes

Any changes of procedure or criteria shall be developed to allow reasonable implementation dates. Proposed changes will be made only after faculty of the affected unit(s) have had time and opportunity to make recommendations or respond to proposals. Departmental or area changes must be reviewed and approved by the dean and the Provost prior to implementation.

9. Implementation

Annual faculty reports will be submitted to chairpersons or area coordinators by January 20 each year.

ATTACHMENT A

ATTACHMENT B

ATTACHMENT C

Texas Tech University
Faculty Evaluation Policy

Effective 9-1-98

A. INTRODUCTION

This document defines the procedures, guidelines and criteria for the evaluation of faculty in the College of Architecture. The document includes guidelines for annual merit evaluation as well as guidelines for tenure and promotion. The latter guidelines include procedures for soliciting faculty assessment in regard to tenure and promotion.

The mission statement of the college of Architecture is as follows:

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 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.

To accomplish this mission, the Architecture faculty pursues a wide range of activities in teaching, research, design, and service. For its part, the University has a responsibility to provide a rich environment in which the members of the faculty can develop their full productive potential and achieve excellence in these areas. To maintain progress toward productivity and excellence, the University must also periodically assess the performance of its members and use those assessments as the basis for decisions regarding salary increases, reappointment, promotion and tenure. In all of these areas of a broad professional program in architecture the participation of each faculty member in cooperation with and among colleagues is essential to achieving this excellence.

The significance of these reviews requires that the criteria and standards upon which the assessments are based, as well as the procedures for the evaluations themselves, be founded upon broad agreement among the people affected. In particular, the faculty must play a central role in developing the criteria and standards for the University as a whole as well as in establishing the goals, objectives and expectations of respective administrative units. Likewise, the individuals charged with implementing these policies must have a say in their formulation.

In short, the creation of an effective system of evaluations must be the mutual responsibility of both faculty and administrators.

At Texas Tech University, general guidelines for the evaluation system are covered in OP 32.32 Vol. 1.

As a professional program regularly reviewed by a national accreditation board (the National Architectural Accreditation Board, or NAAB), a 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 that follow seek to allow for and support the diversity of activity that is meritorious in a university program like Texas Tech's College of Architecture.

B. ANNUAL EVALUATION FOR MERIT INCREASE

I. Background

In the College of Architecture, a merit evaluation procedure is required and the requirements and recommendations are presented in the University's Operating Policy and Procedure.

Each January, all faculty will meet with the Dean to review professional accomplishments for the current calendar year and to clarify professional goals and objectives for the following calendar year. The basis for this discussion will be the Annual Faculty Evaluation.

The merit evaluation procedure is directed by the Dean. In memoranda, he or she must remind architecture faculty of various evaluation deadlines and describe required materials and—
~~individual faculty obligations.~~ In turn, architecture faculty are responsible for providing satisfactory materials and for participating in meetings with the Dean. Failure on the part of architecture faculty to meet these responsibilities are grounds for evaluation penalties; these penalties must be documented in the narrative portion of the evaluation (see below).

In implementing the procedure that follows, it should be kept in mind that the Dean must provide each new tenure-track faculty member a general description of professional responsibilities at the time of the initial appointment. A change in any of these responsibilities should be confirmed in writing by the Dean after discussion with the faculty member.

II. Procedure for Merit Evaluation

a. Annual Faculty Evaluation

In December of each year, all faculty will provide the Dean with an Annual Faculty Evaluation, the main purpose of which is to outline the faculty members activities in the current year and his or her goals for the year ahead. As required by University OP 32.32, this document will be organized according to the three evaluative categories of teaching, scholarly and creative work, and service. These three categories are described in further detail below in Part III.

The Annual Faculty Evaluation should include two major sections:

1. Statement of Annual Activities
2. Goal Statement of the Coming Year

Each of these sections is discussed in turn.

b. Statement of Annual Activities

This statement describes the faculty member's professional activities for the current calendar year. The statement should be organized in terms of teaching, scholarly and creative work, and service.

In addition to listing activities, the faculty member should provide information on each activity's purpose, scope and time involvement – for example, size of classes, number of advisees, scope of committee work, stage of completion of scholarly/creative work, etc.

At the conclusion of each of the section on teaching, scholarly and creative work, and service, the faculty member should incorporate a brief narrative discussing how these activities compare with the goals in his or her goal statement for the year.

The statement should be accompanied by supporting materials – course outlines, teaching evaluations, student work, design work, publications, manuscript drafts, letter of information, etc. – documenting all activities.

Teaching is an integral part of faculty responsibility in the College of Architecture, and all faculty should provide evidence of teaching effectiveness.

Therefore, each faculty should provide at least two different forms of evidence for his or her teaching effectiveness. One of these forms of evidence should be student evaluations; the other(s) should be at the choosing of the faculty member (e.g., student work, class materials, student letters of support, etc.).

c. Goal Statement for the Coming Year

The second major part of the Annual Faculty Evaluation lists the faculty member's goals for the year ahead organized according to teaching, scholarly and creative work, and service.

These goals and objectives should be accompanied with an estimate of the share of time the faculty member plans to allocate to each area of activity during the following calendar year. The Dean will use these estimates in preparing each faculty member's end-of-the-year merit evaluation (see "the Dean's Merit Evaluation: below).

These estimates should outline anticipated courses to be taught, scholarly and creative work to be pursued, service to be preformed, courses to be developed, advising responsibilities, etc.

During the course of the year, a faculty member's goals and priorities may change – e.g., opportunity may arise to participate in a project that had not been foreseen at the start of the year, he or she may be asked unexpectedly to teach a certain course, new undergraduate and graduated advisees may be assigned, a design competition may be canceled, etc. As soon as

possible, any such changes in workload plan should be specified to the Dean in writing and attached to the initial goals for the current year.

It is recognized that the relative emphasis placed on the three evaluative categories may shift from year to year and may vary over the course of the faculty member's career.

d. Annual Evaluation Meeting with Dean

In early January, each faculty member provides the Dean with an Annual Faculty Evaluation, supporting documents, and Goal Statement for the coming year. In February, the Dean arranges to meet with each faculty member to discuss those materials.

The faculty member reviews with the Dean the current year's accomplishments and goals for the year ahead. The Dean and faculty member will reach agreement on the coming year's goals and responsibilities. Any changes will be noted in letters of memoranda attached to the goal statement.

e. The Merit Evaluation

The Dean prepares a written evaluation of each faculty member. This evaluation is based on:

1. each faculty member's Annual Faculty Evaluation and supporting documents;
2. the faculty member's Goal Statement and any modifications shared with the Dean during the evaluation year.

The Dean's evaluation will be composed of two parts:

1. a succinct assessment of the faculty member's effectiveness in each of the three evaluative categories; this statement will include summaries of achievements and the evidence the faculty member has offered to support the achievement.
2. categories of "meets expectations," "exceeds expectation," and "fails to meet expectations."

A copy of the Dean's evaluation will be provided to each faculty member. Each faculty member signs a statement acknowledging the opportunity to review and discuss the Dean's evaluation.

A faculty member who wishes to formally appeal an evaluation follows the procedure outlined in the University OP 32.32 Vo. 1. Before filing a formal grievance the faculty member should have shared the concerns in writing to the Dean.

f. Calendar for Annual Merit Evaluation

The calendar and requirements for the annual faculty merit evaluation procedure are as follows:

January Faculty members submit Annual Faculty Evaluation and supporting materials.

Jan-Feb Faculty member and Dean meet to discuss Faculty Evaluation, including goals and responsibilities for the calendar year ahead.

Dean provides written evaluations to all tenured faculty members. The faculty member signs the evaluation document in meeting with the Dean.

Mid-March The Dean uses evaluation for consideration for merit-salary increases, research support, academic awards, development leaves, and teaching and research awards. Evaluations submitted to Provost Office.

C. EVALUATION ACTIVITIES AND DOCUMENTATION OF FACULTY ACHIEVEMENTS

The University requires that evaluation categories be organized under the headings of (1) teaching, (2) scholarly and creative activity, and (3) service.

Faculty in the College of Architecture are involved with these categories, which are used as the outline device for presenting the faculty evaluation and annual report. These three categories are described in turn. Following each description is a list of possible activities to be considered under each of the three general headings. This list is not all-inclusive; rather it is provided to serve as a reminder for the types of activities associated with each category. Faculty are free to add other related aims and achievements under the particular general category.

1. Teaching

Teaching is the fundamental mission of the University, and the college of Architecture. Teaching includes both undergraduate and graduate level advising, lectures, seminars, and studios. It includes development of curricula and appropriate content for courses taught, coordination of courses and cooperative interaction with and among colleagues.

Documentation forming the basis for evaluation can include course evaluations by students, course materials (syllabi, project statements, exams, etc.), awards, peer review, student accomplishments, publications or presentations of teaching innovation, etc. Provide only documentation which you judge to be pertinent.

Possible activities related to teaching:

Undergraduate Teaching;

- Assigned courses
- Assigned advising
- Course Coordination
- Contributions to General Education
- Preparation for course to be taught next semester
- Contributions to coordinated courses (writing project statements, lectures)
- Guest lecturer or critic (at Texas Tech or elsewhere)
- Design critic
- Dissemination of teaching innovations
- Other undergraduate teaching related activities

Graduate Teaching;

- Assigned courses
- Interim advisor for graduate student(s)
- Major advisor for graduate student(s)
- Minor advisor for graduate student(s)
- Member, Graduate Faculty
- Other graduate teaching related activities

2. Scholarly and Creative Activities

Creative work, be it professional, artistic, or scholarly, is fundamental to personal and departmental development. From a personal point of view, faculty expect the opportunity to engage in creative work. The College likewise expects that faculty are actively utilizing their time (exclusive of assigned courses) engaged in creative work. It is somewhat more difficult to define creative work, and the possibilities are wide-ranging. One key characteristic is that the work should be done with the intention that it can be made public in some way.

Documentation of the quality of creative and research activities includes its public dissemination (juried papers, publications, etc.), comments from peers, receipt of awards or grants, as well as the judgment of work in progress by the Dean and/or peers.

Possible Activities in the realm of creative and research activities:

Scholarly work;

- Writing (books, articles, reviews, monographs, bulletins, etc.)
- Editing or reviewing articles, books, etc.
- Presentation of papers at conferences
- Submission of grant proposals for funded research
- Funded research activities
- Unfunded research activities
- Other scholarly and research-related activities

Creative work;

- Architectural design and building
- Exhibition of creative work
- Entering a competition
- Winning a competition
- Creative work in progress or completed
- Creative work featured or reviewed in a publication or other media
- Other activity related to creative and design work
- Juror for competition of exhibition
- Other professional activity

3. Service

Service is the application of knowledge and specialized skills to the benefit of the college, the university, the public, and the professions. Evaluation of service is based on level of leadership

supplied and the quality of service rendered, and may require comments from those served, from committee heads, or co-workers as well as other forms of documentation as appropriate.

Possible Activities Related to Service;

Services to the University Committee:

- Chair of college or university committee or task force
- Member of college or university committee or task force
- Member, Faculty Senate or Graduate Council
- Other assigned or unassigned service to the college or university

Services to the Public;

- Written dissemination of professional knowledge or information through general interest publications
- Oral dissemination of professional knowledge or information through talks to civic, religious or private groups
- Consulting to local, state, national or international public and private groups
- Consulting to individuals or corporations
- Other public service which utilizes professional knowledge

Professional Service;

- Office holder or committee member or chair of professional associations and learned societies (AIA, ACSA, AAUP, SAH, etc.)
- Member of professional organizations at professional meetings or organizing the meeting itself.
- Editorial work for professional journals or newsletter
- ACSA Councilor
- Honors or special recognition from organization or profession
- Professional consultation
- Other professional activities and services

Annual Faculty Review, (Date)
Faculty Member's Statement

Faculty Member

Department/Area

Due to Chairperson or Coordinator by _____

Indicate your major contributions in the areas of teaching, research, and other service in the University for the past calendar year. Add other information which you judge to be pertinent.

Use other side of page or add attachments as needed.

Teaching:

Research/Creative Activity:

List all proposals submitted and whether any funding was received.

Service:

COA Policy

Deans Position: Annual Review

TTU O.P. 32.32 Performance Evaluation of Faculty

Purpose: The purpose of this position is to clarify the expectations of the Dean for the productivity and performance of the faculty. It is hoped that these expectations will help the faculty prepare their "Statement of Annual Activities" (COA O.P.), which fulfills the requirements of an "Annual Report" required by the TTU O.P.

Condition: The TTU O.P. is sufficiently general to accommodate all of the academic units at the University. The COA O.P. is non-prescriptive with its approach to evaluation by the Chair and the Dean. It is helpful to the faculty and the College that the Dean's expectations be as clear as possible.

Position: The following assumptions have been made by the Dean for the purpose of the annual review.

Responsibilities: Chair – Teaching

Associate Dean for Academics – Service

Associate Dean for Research – Scholarship

Dean – Points and Summary

General:

1. The annual review is a review of the work you have accomplished in teaching, scholarship and service, for the preceding calendar year only. It is not a review of you as a faculty member. It is work focused.
2. A numerical system will be used in each category:
 - 1.0 Deficient performance,
 - 1.5 Performance O.K. but cause for concern that must be addressed explicitly the next year,
 - 2.0 Effective,
 - 2.5 Outstanding performance, and
 - 3.0 Significant accomplishment (book published, building recognition or award)
3. In order to keep from ranking one piece of scholarship relative to another (ie trying to determine between 2.1 vs 2.3) pluses will be awarded for:
 - i. Unusual teaching load and effectiveness.
 - ii. Difficult accomplishments in scholarship.
 - iii. Leadership in service.
 - i. Example: with 6 items of scholarship, which includes publication in the Society of Architectural Historians Journal, the faculty member would receive a 2.5+. The plus acknowledges the difficulty of an SAH publication.

Teaching:

4. Teaching evaluation includes three items:
 - 1) Student evaluation may boost or reduce the teaching score one half point. 4.0 or higher is considered effective. A large class average will be calculated for each semester. Faculty teaching large classes will be evaluated against that average (-.25). The items listed on the student evaluation cover all the major dimensions of teaching effectiveness. It is expected that scores below 3.75 in any item concerning teaching skills will be addresses specifically in the following year by the faculty member.
 - 2) Materials of course presentation, which must be submitted with the annual report including: course description, syllabus, project description, written and quantitative assignments, and the reproduction of significant work.
 - 3) Description of involvement with curriculum development.

Scholarship:

5. Scholarship, the fund of knowledge and learning of discipline, includes scholarly activity, research and creative activity. By virtue of the COA O.P. all three areas are considered generally equal in importance. Funding is not a required condition of merit but will be rewarded numerically with a plus; but, peer evaluation is an essential condition of merit. General lectures and exhibits to the College are considered "invited"; invited class lectures are considered service rather than evidence of scholarship. List all items in a bibliographic format. Lectures to National or International forum will be given a plus.
6. In order to promote productivity it is important to address three commonly held beliefs that are untrue.
 - i. *"The university does not recognize what architecture professors do as important scholarship"* in matters of promotion and tenure the University asks the Colleges to define significant scholarship. The University's main interest is academic productivity and the willingness to vet ones work – seek peer evaluation.
 - ii. *"My research is better than your scholarly activity which is better than her practice"*. No form of scholarship is better than any other. Within each form of scholarship there are levels of significance. These are mostly related to the level of peer review.
 - iii. *The only research and creative activity that counts is that which is accomplished alone*. Collaborative scholarship is valued equally with individual scholarship. The inability to conduct collaborative scholarship will be viewed as negative.
7. Each phase of a building design counts as an item of creative activity. Responsibility during each phase should be characterized in the entry. List reviews or awards of the work with the work.
8. Each proposal written to secure a grant or other support of a scholarship opportunity shall be considered one item.

9. It is the Dean's intention to view productivity broadly, given the diversity of faculty interests that make up the College. The expectation is that four (4) items of scholarship, within a given calendar year, constitute effectiveness. Six (6) items of scholarship or more, within a given calendar year, constitute outstanding productivity (2.5).

Service:

10. Service work is broadly construed and includes College, University and Community.
 - i. Fulfilling basic assigned committee responsibilities constitute effectiveness (2.0).
 - ii. Standing Committees are held by virtue of position within the College and are considered a responsibility and should not be listed as service work.
 - iii. Studio crits are considered service activities.
 - iv. Lectures to other classes are considered service activities.
11. Service Learning projects are valued by the University and the College because they generate good will for the University and because they address the second half of the College mission statement directly. They are the only type of scholarship that may be used for all three types of scholarship, provided that they are vetted appropriately.
12. Chairing a Committee and University Service add (.5).
13. AIA membership or other professional membership demanding licensure will be awarded a plus (+).

Merit Award:

At any year, in which there is a merit pool, the total points earned by each faculty member above effective (6) will be added together and divided into the merit pool. Each faculty member earns, then, their pro-rata share of the pool.

If any year does not have a merit pool. The points from that year will be combined with the next years points and then divided into the next year's merit pool. Thus, each faculty members pro-rata share of the merit pool for the second year will reflect their combined scores for two years.

If points are adjusted by the "Committee of Peers" (TTU O.P. 32.32) the additional points will be added to the annual individual faculty member's point total for the following year.

3.8 Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act and applicable building codes.

3.8.1 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 the Branch Library, 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. There is a large courtyard, which is shared with art, that works well for informal gatherings of the student body.

Educational Spaces

There are two audio/visual lecture rooms, one multimedia classroom equipped with sound system, screen, chalkboard, and computer networked for on-screen presentations, and a newly constructed distance teaching facility. There are seven seminar/review spaces 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 throughout the building.

The School of Art currently uses half of the third floor and the entire second floor. These areas are not shared with the College of Architecture.

Exhibition Space

The building has an abundance of hall space that is used for review space and exhibition space alternatively. The Student Lounge and the Gallery on the 1st, ground, floor are used for exhibitions as well as a 700 square feet area of the architecture library. **The lounge and the gallery are open to Art students and scheduled art events and exhibitions.**

Architecture Library

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 audio/visual suite occupies the remainder of the eighth floor. The Library is an essential part of the College and the only branch to the Main Library on campus. Student use of this facility is dense because it offers a resourceful place to study, work and rest during the week.

Architecture Resource and Design Center

The ARDC occupies most of the southern half of the sixth floor and includes research workspaces, a conference area and office space for administrative and research staff including the Associate Dean for Research. This suite of offices manages and supports all of the scholarship and funded research of the College.

Computer Lab, Print Bureau and Audio/visual Resource Centers

The Computer Lab, Print Bureau, Photo Lab and Audio/Visual resource centers are located on the southern half of the ninth floor. There are two computer instruction spaces. One is equipped with twenty-five top end workstations. The other is used for instruction but relies on the laptops that the students use to do their work. All students entering the College of Architecture must purchase a laptop. The Print Bureau is open throughout the week and evenings and produces a broad range of output to accommodate the needs of the students, faculty, staff and College. For high quality printing on large format most of the University uses the Print Bureau as well.

Facilities for word processing, data processing and visualization/animation are located at the University Advanced Technology Learning Center and the Teaching, Learning, and Technology Center and the Main Library.

Shop

Shop facilities occupy almost all of the courtyard level. On the south side the main shop houses wood machinery and a three-axis CNC router. This includes saws, lathes, sanders, jointers, planers, hand tools, worktables and storage. The shop has a complete under-floor dust collection system attached to all major pieces of equipment. The shop is open every day of the week. At the end of the semester and at other peak times during the semester the shop runs on extended hours.

The Model Shop is located on the north side of the courtyard level. It houses small-scale equipment, worktables, two CNC laser cutters and an exhausted paint booth. A second paint booth is also located outside for after hours. It also accommodates a large assembly area and a small metalworking shop including welding equipment. We plan to have a 3D printer in the spring.

The Shop facilities allows the College to pursue a pedagogy that confronts in an immediate and physical manner the configuration of architecture, the logic of its tectonics, the theory of its production, and the manner in which all of these conspire with the enterprise of design. The Shop represents the core values of the program and functions as the heart of the College.

Ancillary Educational Spaces and Labs

The College also houses three essential lab spaces—each one dedicated to a different area of research within the curriculum: Historic Preservation on the 5th floor in Room 506, Visualization on the 5th floor in Room 508 and Community Design on the 5th floor in Room 511. These labs help students and faculty pursue research in these three areas of study.

The Historic Preservation Lab includes sophisticated digital equipment that is used in the documentation of significant historic structures. There are six computer workstations, two scanners, two printers, one plotter, a large format, a GIS station, 4"x5" field camera and a thermal scanner. 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.

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 have a special screen that supports stereo-3D, real-time, animations that are powered by desktop Intel processors. This is the future of design practice. Recent studies have shown that for way finding and patient care simulations the correlation with direct physical experience is very good leading us to the edge of what will be significant healthcare architecture research. The College has been working with the School of Nursing and the Health Organization Management program to secure significant funding in this area. Currently the Visualization faculty is designing a virtual high school for TTUISD. This will be ground breaking work from both a visualization perspective and an education perspective.

The Community Design Studio is located on the 5th 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 a large urban model. The outside of the studio is dedicated to individual and team, work areas.

There are two spaces in the College that are dedicated to the support of specialized instruction—the Contract Documents Studio on the 8th floor and the Distance Learning Classroom. These spaces add an important dimension to the 'conceptual space' that supports the curriculum as the former is our connection to

practice and the latter is our connection to the world. As these are new we are just beginning to recognize their potential.

Faculty Staff and Student Support Space

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 occupied by Art faculty.

On the tenth floor of the building are offices for the College Dean, Associate Deans, Chair, the Dean's conference room, College reception, Academic Programs Office, the College Development Officer, and the Administrative Staff. Within the Academic Programs Office there are 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 whether it includes professional study, professional employment or further education at another institution. The Community Lounge houses the faculty and staff's mailboxes and the kitchen. It supports faculty and community meetings. The total administrative space is 3,600 square feet.

On the ground floor next to the main entrance to the building the Student Lounge offers a quiet haven for architecture and art students. It is open 24/7 and it has been recently refurnished by Student Affairs. The hall way outside of the Lounge overlooking the Shop contains recently purchased tables and chairs, with newly installed electrical service, that allow students additional, individual non-programmed work space.

Next to the Gallery on the ground floor there is a room that supports the student organizations from both architecture and art.

The College has two pairs of accessible restrooms, on the 10th and 5th floors.

3.8.2 Building Plans

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

3.8.3 Changes Since the Last Visit

The **Gallery**, **Student Lounge**, **Distance Learning Classroom**, **Contract Documents Studio**, and the **Shop** on the north side of the building, with all of its equipment, have been added since the last visit.

3.8.4 Computer Resources

The College of Architecture has 2 computer labs, a Print Bureau, and a Audio/Visual Resource Center located on the southern half of the ninth floor. The Into Lab consists of 24 stations with monitors only and a Teaching Computer for the Professor. The Professor in the Intro Lab teaches a Digital Media class by having the program up on the Teaching Machine that is displayed on the

station monitors via a LinkSys connection for the students to have a close up look at the program being taught, such as AutoCad 2010. Students have the ability to connect their laptops to network drops in this lab after the Professor has completed the instruction to do their required work.

The Advanced Lab also consists of 24 full stations (computer, mouse, keyboard, monitor) and a Teaching Computer with the same capabilities as above with the addition of the following programs loaded on each computer for student use. Students also have the ability to connect their laptops here.

The available programs include: Windows XP Professional, UStation, Adobe CS3, AutoCad 2010, Autodesk Revit Structure 2010, Dprofiler, Bonzai 3d,, Flamingo 1.1, Formz, MS Office 2007, Quicktime, Rhinoceros 4.0, WinZip, XnView, 3D Max Design, SketchBook, and Ecotect 2010.

Both Labs are open Monday thru Thursday 8 am till 10:30pm, Fridays, 8am till 5pm. Saturdays 1pm till 10:30pm and Sundays 2pm till 10:30pm.

We also have a student work area with 4 complete computers and open desks with available network drops for the students to utilize to do their work. The Print Bureau is open the same hours as the Computer Labs and produces a broad range of output to accommodate the needs of the students, faculty, staff and College. For high quality printing on a large format most of the University uses the Print Bureau as well.

3.8.5 Furniture and Equipment

The College has replaced all of the desks and tables (remnants of the building's construction in 1970) in the studio spaces since the last visit. The support of the University with regard to this major and continual effort has been much appreciated by faculty and students. The College has endeavored to keep up with the latest shop equipment, computer equipment, software and instructional equipment. A list of our acquisitions for the past four years follows:

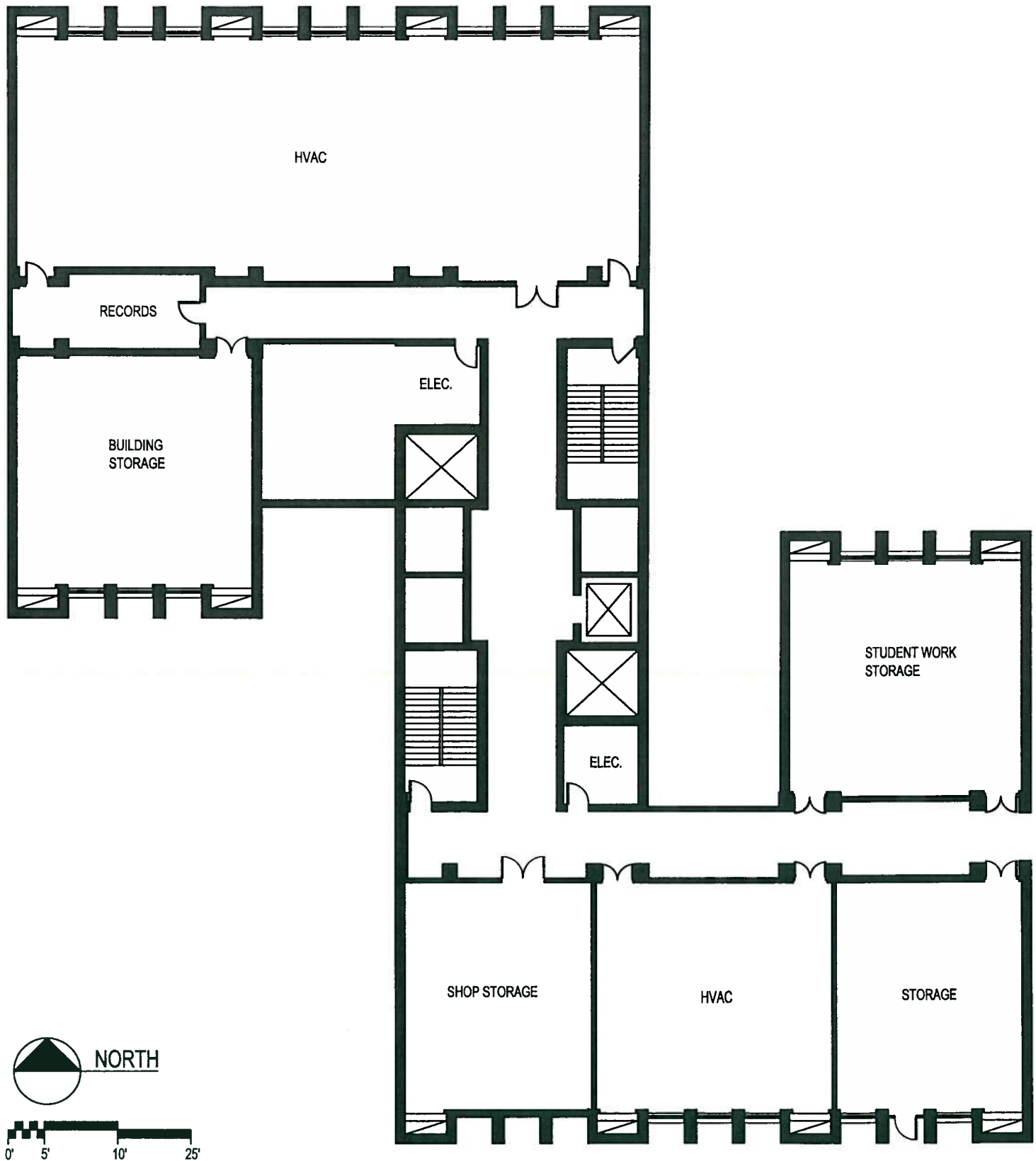
FY 2006	
Computer(s)	\$76,067.00
Software	\$12,229.00
Other	\$53,867.00
FY 2007	
Computer(s)	\$78,326.00
Software	\$7,984.00
Other	\$43,882.00
FY 2008	
Computer(s)	\$76,362.00
Software	\$29,608.00
Other	\$61,001.00
FY 2009	
Computer(s)	\$130,915.00
Software	\$41,856.00
Other	\$72,621.00

3.8.6 Issues

The building is a challenge because it divides the building at each floor segregating levels and isolating work from the larger student body. There is an effort to use the walls as a learning resource, which can help to tie the studio levels together.

Recently, the College of Architecture has been restricted from using rooms in the neighboring College of Business Administration even though there is plenty of space there and we have a history of using rooms in the College of Business Administration to accommodate some of our larger classes. This is frustrating because the University has denied our request to build a lecture facility to be used by both Art and Architecture. Some of the larger spaces on campus, with 200 or more seats will often be filled with classes of 50 or less because they are controlled by their home college.

Overall we are very grateful for the continuing support of the University through the Higher Education Assistance Fund (HEAF). This support has helped us keep pace with the needs of a discipline that has to face rapidly changing technical demands.

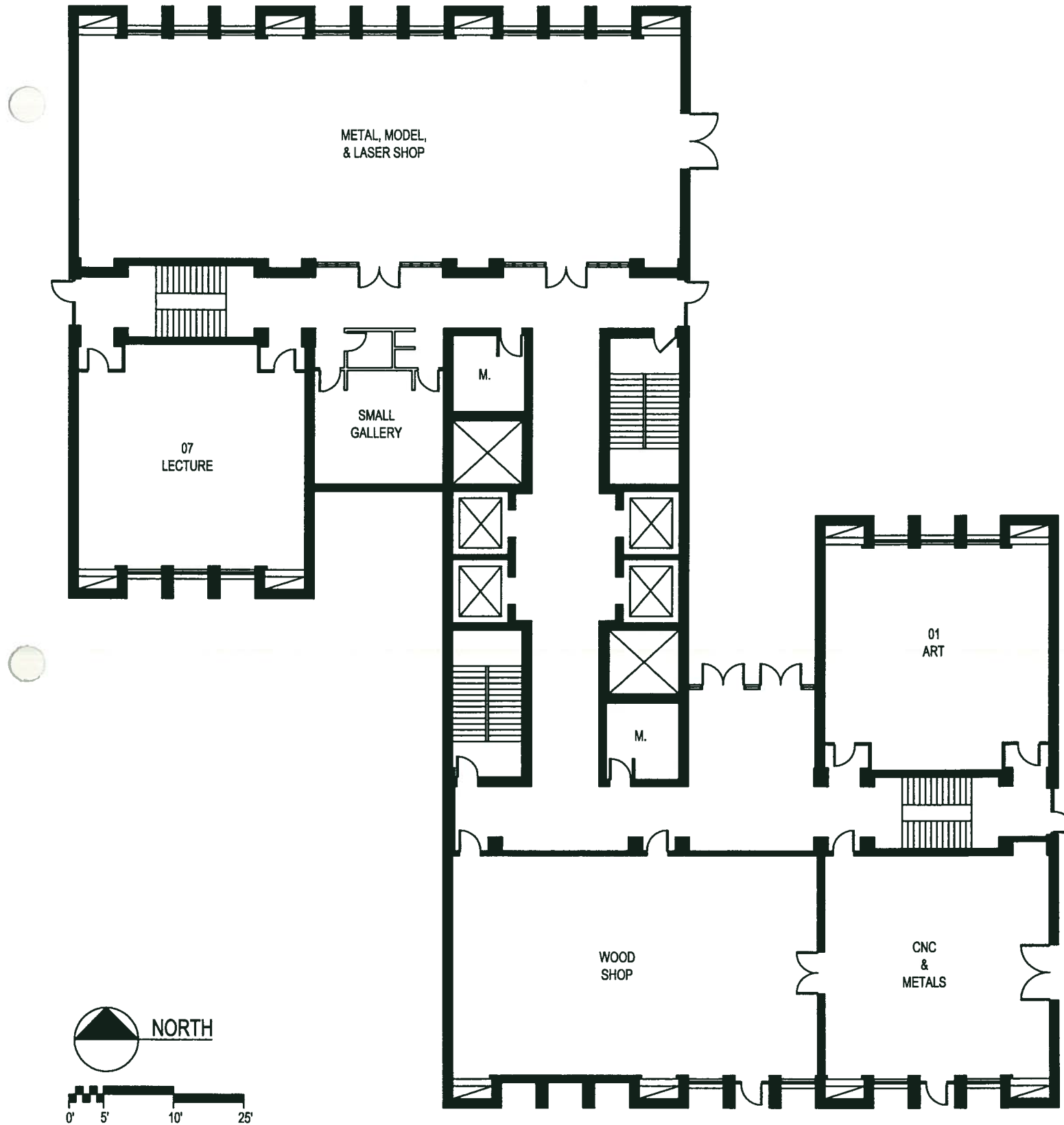


B

Basement Level
Floor Plan



TEXAS TECH UNIVERSITY
College of Architecture™

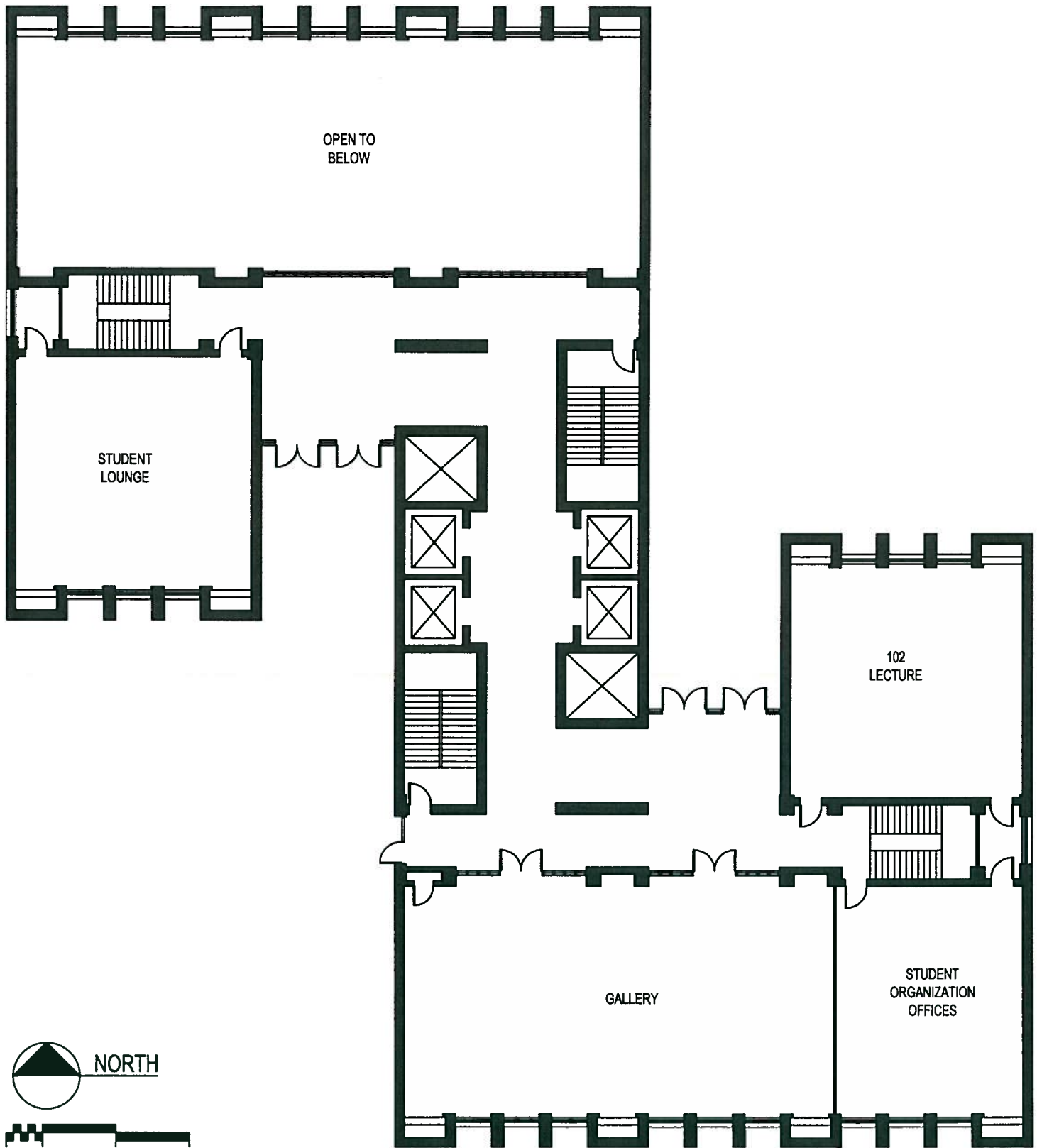


C

Courtyard Level
Floor Plan



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College of Architecture™



G

Ground Level
Floor Plan



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College of Architecture™

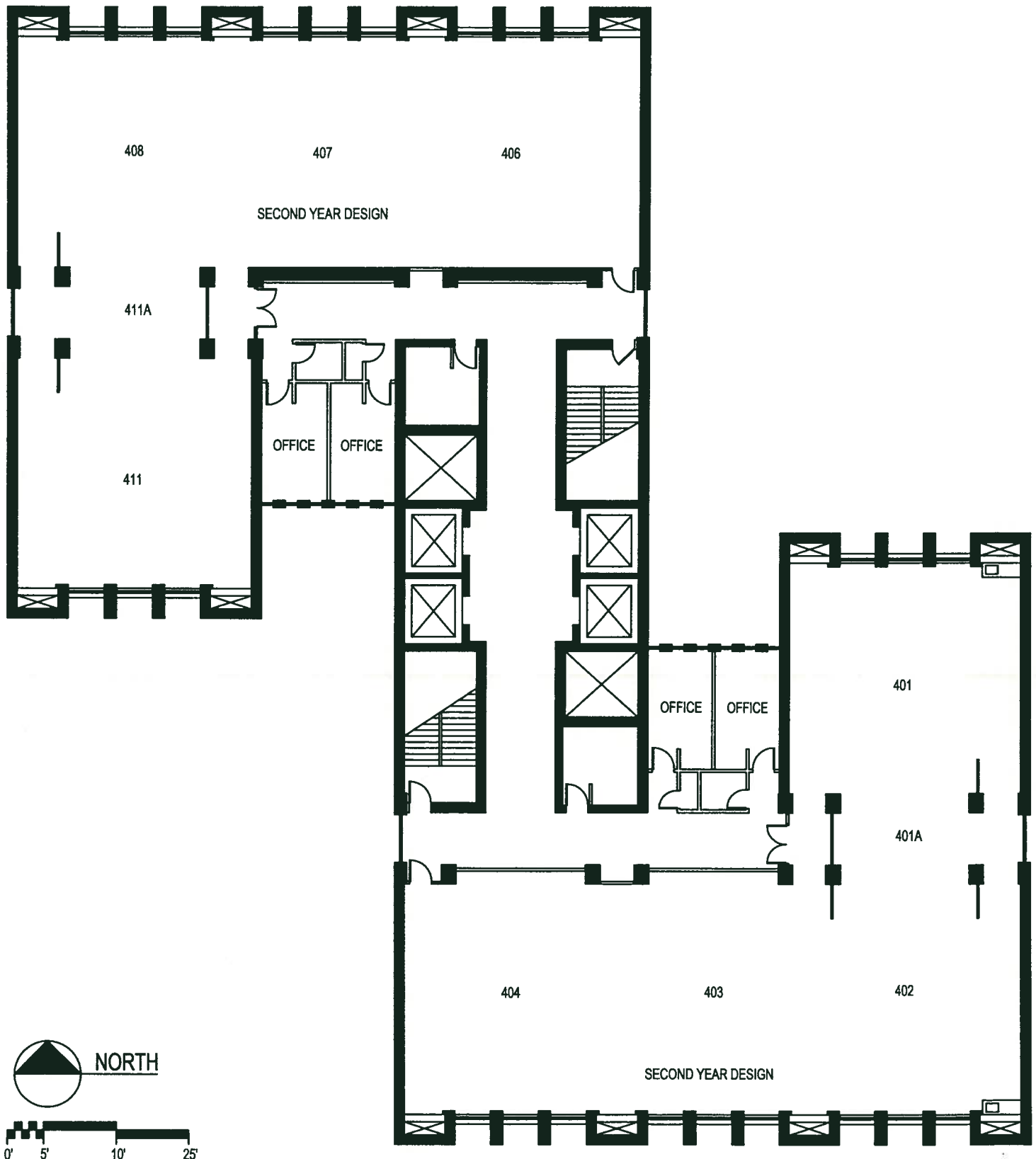


3

Third Level
Floor Plan



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College of Architecture™

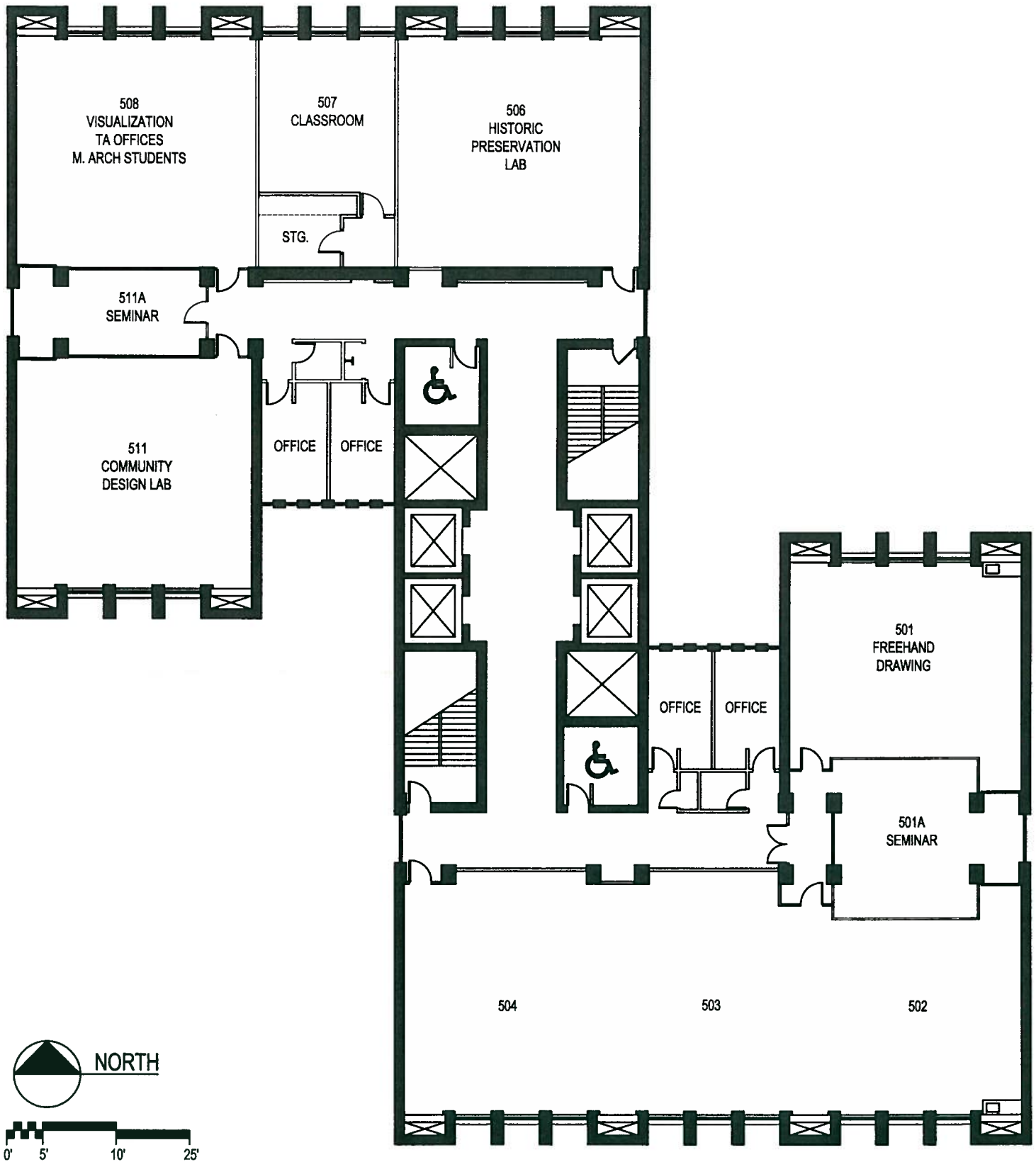


4

Fourth Level
Floor Plan



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College of Architecture™

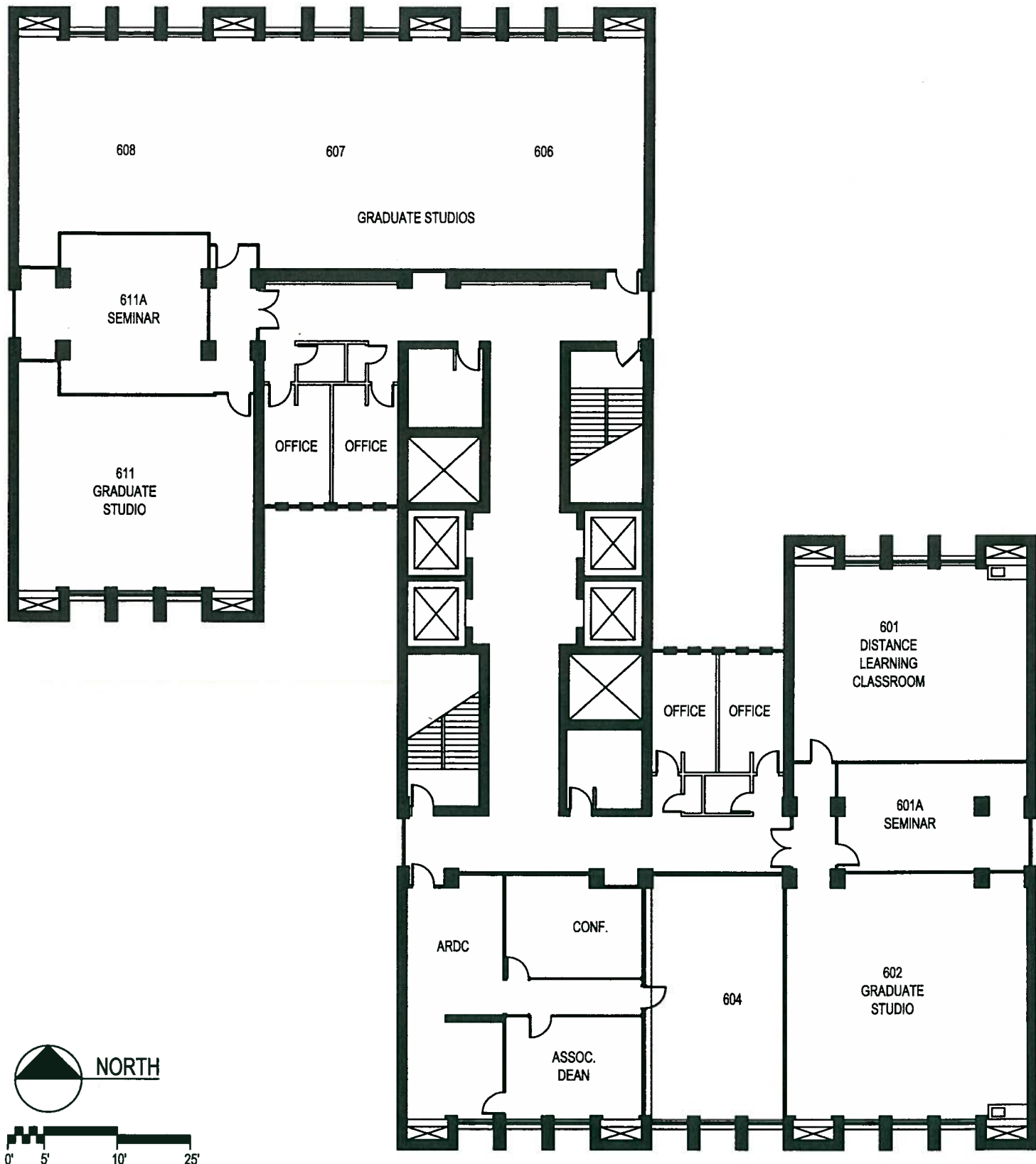


5

Fifth Level
Floor Plan



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College of Architecture™

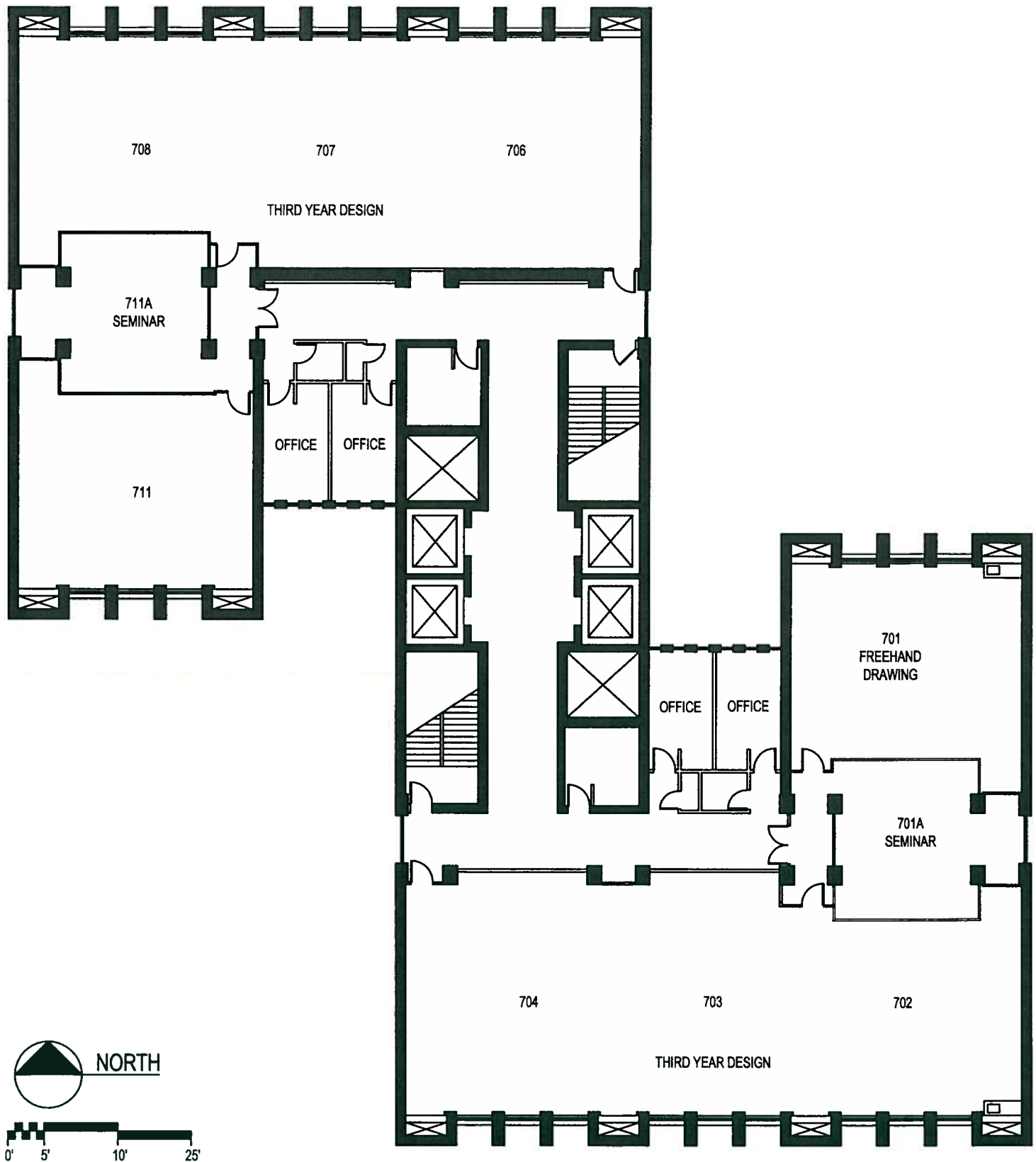


6

Sixth Level
Floor Plan



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College of Architecture™

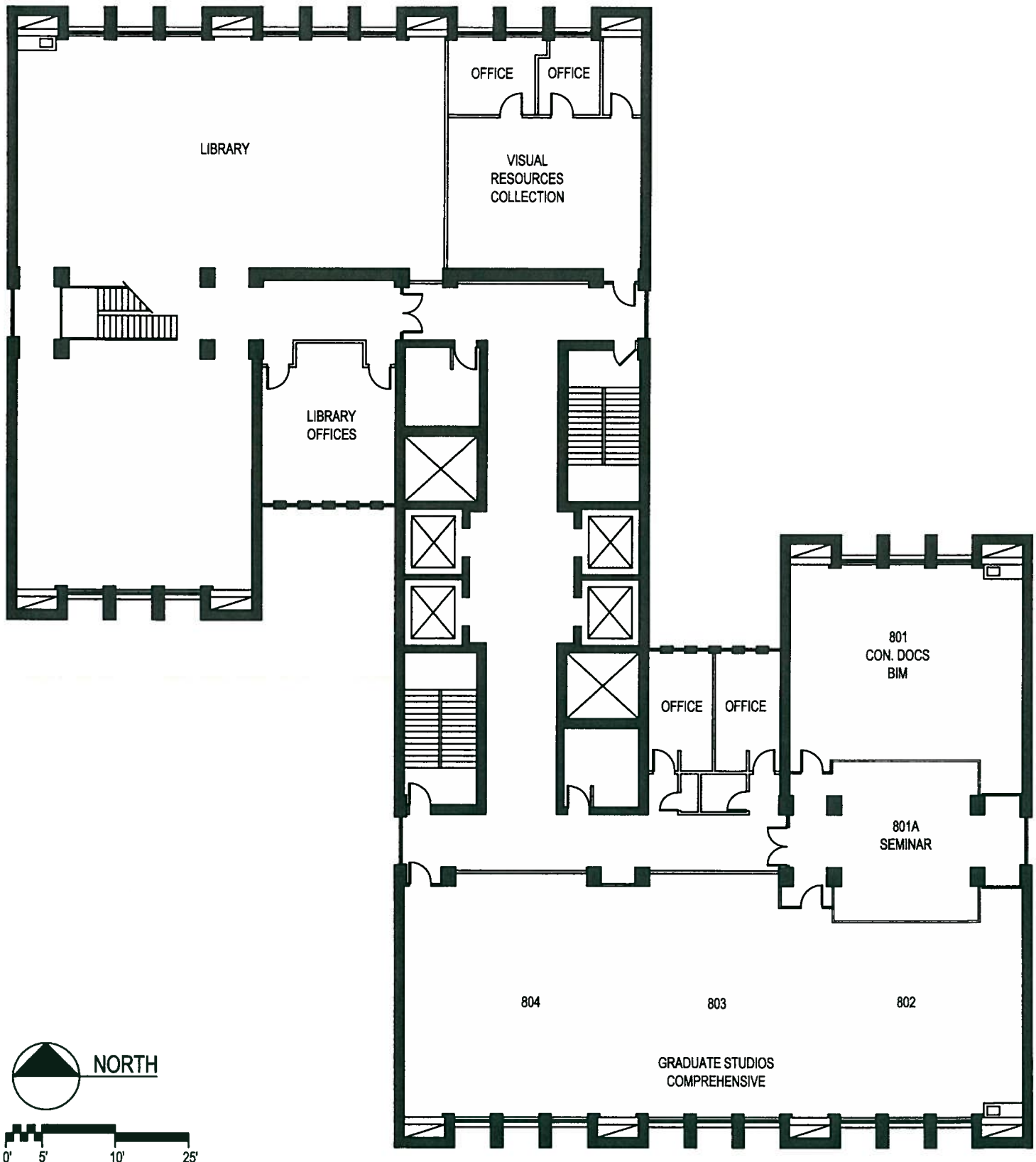


7

Seventh Level
Floor Plan



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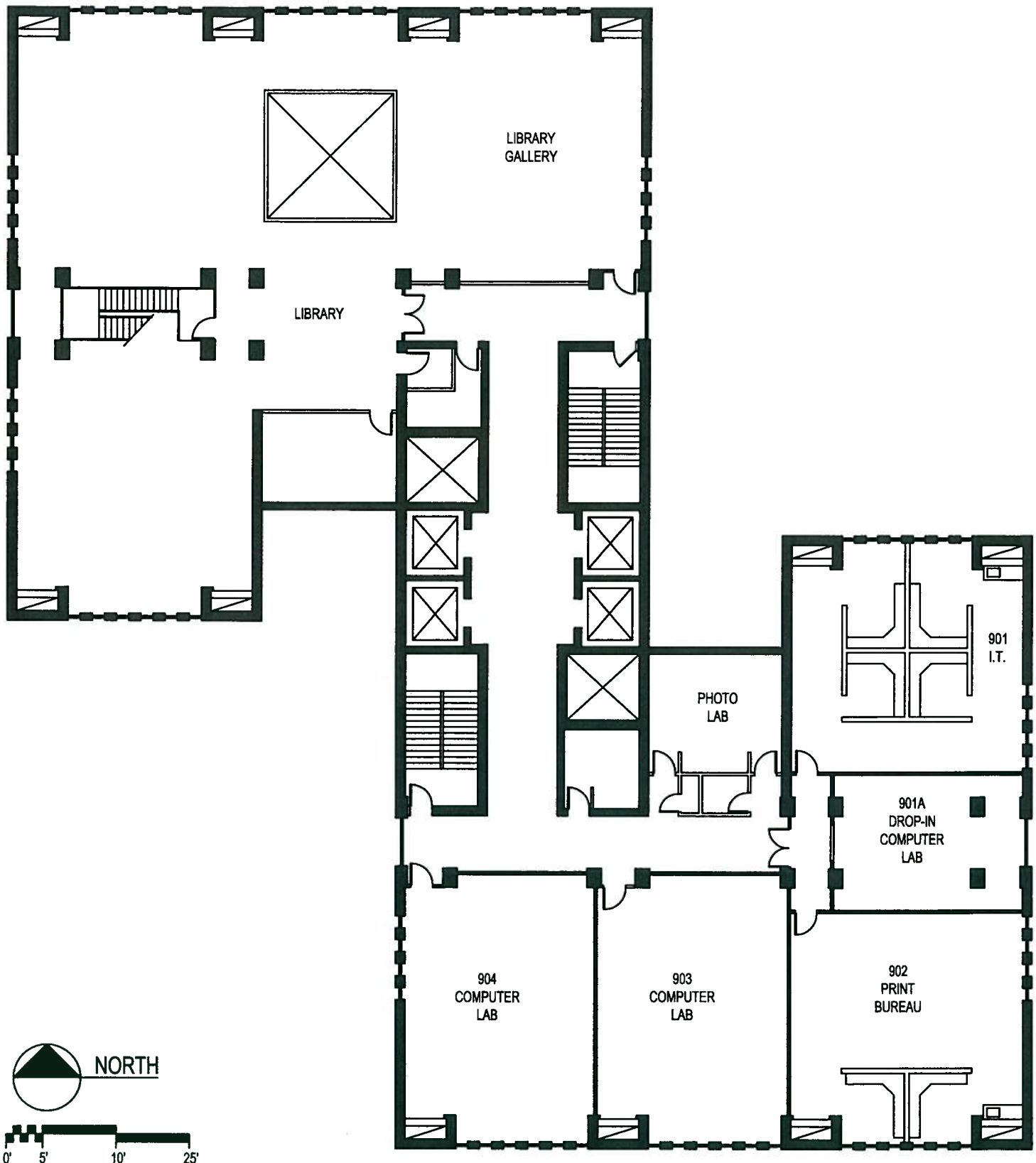


8

Eighth Level
Floor Plan



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9

Ninth Level
Floor Plan



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10

Tenth Level
Floor Plan



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College of Architecture™

3.9 Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research.

3.9.1 Context and Institutional Relationships

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, 30,000 serial subscriptions, and over 2.3 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 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 academic 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. This collection includes 80,000 slides that have been transferred to high-density storage cabinets in the VRC (a survey of the collection has estimated that only about 30,000 are useable). Because of changes in teaching technologies, the Architecture faculty uses none of these slides. Despite the superiority of a properly projected slide image for putting students 'in' the building, the lack of flexibility makes them less attractive than digital images. The University Library has developed an online data base of images, which is much more up to date and the images are better quality.

3.9.2 Library and Information Resource Collections

The Architecture Library Staff have an ongoing acquisitions policy and they frequently solicit suggestions from the faculty. They are available to guide

students through the facility and annually work with the 280+ students in the introductory course on architecture. The goals of the Architecture Library are realistic and progressive. They are actively looking for additions to the image collection, searching diligently for non-book resources, and they work well with the College Library Committee.

The Collection is contemporary, well maintained, preserved and constantly updated. It automatically draws from the basic architecture presses and the staff are very open, even delighted, to have suggestions. The periodical sets are complete and access to the collection is excellent. It should be pointed out that the staff has been proactive in finding extra copies of books and periodicals to send to our program in El Paso. The only deficiency is the lack of periodicals in Spanish. The Head Librarian and the College Administration are working on this issue. The staff is very cooperative.

3.9.3 Staff Services and Facilities

The staff is appropriate, knowledgeable and readily accessible to students and faculty. They orient all the incoming architecture students each fall and they are sensitive to the research needs of the graduate students. Each month the library distributes a new list of books and periodicals. The stacks are well organized and very easy to use as there is plenty of space for circulation. The controls and circulation policies are clear and more than adequate. Before the General Libraries took over the Architecture Library the loss of items was egregious. Since that time the loss has been minimal.

The Architecture Library is one of the most pleasant parts of the College. For this reason it is used by the entire student body. The Library also accommodates a very nice exhibition space that is an essential part of the culture of the College.

3.9.4 Library Statistics Report

Departmental Library LCNA: 17,435

Total Architecture Collection in Dept. Library: 25,693

University Library LCNA: 165

Total Architecture Collection in University Library: 65

Branch Library Architecture Slides: 30,000 useable

University Library Architecture Slides: 6,287

Branch Library Architecture Videos: 138

Staff in Department Library: 6.5 FTE

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

3.10 Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

3.10.1 Program Budget

The total 2009-2010 budget for the College is \$3,797,261, which is roughly \$4415 per student. This budget does not include scholarships or the operation expenses of the library. It represents a 7.5%% increase over last year's budget of \$3,532,241. The teaching budget is \$2,386,182, which includes all instructors of record. The rest of the budget \$1,291,132, represents a gross investment of \$1501 per student in services, operating expenses, additional classroom assistance (including hourly workers), college advancement, faculty travel, and administration.

The Budget of the College comes from formula funding (state), designated tuition (state), course fees (local), graduate tuition (state), instructional technology fee (state), and the Higher Education Assistance Fund (HEAF-state). A modest amount comes from endowments and excellence funds (local).

3.10.2 Budget Comparisons

The following table compares recent budgets with the budget from the last accreditation.

Line Item	03-04	07-08	08-09
Faculty Salaries	\$1,507,878	\$1,863,529	\$1,886,439
Instructors	\$309,645	\$338,286	\$475,299
GPTI	\$130,400	\$18,333	\$24,444
Teaching Assist.	\$33,048	\$0	\$0
Staff Salaries	\$390,260		
State funds		\$609,354	\$525,170
Fee & Gr. Tuit.		\$214,827	\$220,977
Hourly Workers	\$98,200	\$40,000	\$128,795
Faculty Travel	\$20,000	\$43,165	\$47,750
Dev. & Admin. Tr.	\$9,000	\$19,535	\$25,000
Oper. Expenses	\$72,000	\$81,000	\$83,000

Class. Expenses	\$22,500	\$65,979	\$91,573
Shop Operations	\$17,235	\$120,178	\$139,992
Lect. & Critics	\$28,620	\$35,872	\$35,375
Print Bureau	\$60,000	\$63,683	\$94,947
Instruct. Tech.	\$13,829	\$18,500	\$18,500
TOTAL	\$2,712,615	\$3,532,241	\$3,797,261

3.10.3 Department Comparative Data

In 2004 the College spent a net \$641 per student NOT including teaching, hourly workers and development costs. In 2010 the College will spend a net \$1351 per student above the teaching, hourly workers and development costs to run and maintain the program. **The financial resources expended for the students have more than doubled since the last accreditation visit.**

3.10.4 Endowments, Scholarships and Program Advancement

The first development officer was assigned to the College on a part-time basis in 1994. At that time there were less than 25 alumni who contributed on an annual basis. There were no professorships and no planned giving. Research grant proposals in the College were minimal.

In 2003 there were 48 endowments for a total of \$1,069,070. In 2009, 73 endowments had grown to a total of \$2,596,919. Development took off the last two years when Kathy Johnson became the College Development Officer. Annual giving increased from \$85,995 in 2004 to \$586,353 in 2008. Currently, bequests and planned gifts total approximately \$3.5 million.

The College has one major endowment at this time. It is the H. Deane Pierce Chair. Deane Pierce was a graduate of the College. The Chair is used to pay firms to guide studios in 'experience-rich' architecture projects including healthcare, performing arts, sports, education and high-rise. Because of this very important endowment the College is able to attract some of the most talented and experienced architects in the state to Texas Tech.

3.10.5 Institutional Advancement

The College has active plans for the next year even though the last year was rough for everyone associated with Architecture.

Financial Goals – ARCHITECTURE COLLEGE

Projected FY2010 - \$630,000

Program	Description	FY2009 Goal	FY2009 Results as of 7/31/09	FY2010 Projection
Kathy B. Johnson				
Merit Scholarships		\$70,000	\$0	\$70,000
Scholarships		\$270,000	\$158,835	\$250,000
Endowed Faculty Support		\$50,000	\$0	\$50,000
Program Support		\$160,000	\$84,231	\$100,000
Research		\$25,000	\$0	\$40,000
Capital Projects	New Building	\$150,000	\$0	\$100,000
Other Projects		\$20,000	\$4,000	\$0
Annual Giving		\$40,000	\$20,820	\$20,000
Other Unrestricted		\$0	\$0	\$0
Total:		\$785,000	\$267,886	\$630,000

FY2008 Results	\$586,353.51
FY2007 Results	\$308,837.01
FY2006 Results	\$149,108.78
FY2005 Results	\$ 85,995.00

Students at the College of Architecture receive scholarship funding from many parts of the University. For 2010 two hundred and eighty two students will receive \$529,000 in financial support.

COLLEGE OF ARCHITECTURE

DEVELOPMENT AND SCHOLARSHIP REPORT

DEVELOPMENT ACTIVITIES

YEAR	AMOUNT RAISED
2004-2005	\$85,995
2005-2006	\$149,108
2006-2007	\$308,837
2007-2008	\$586,353
2008-2009	\$284,336

NUMBER OF ENDOWMENTS FOR EACH YEAR

YEAR	NUMBER OF ENDOWMENTS
2004-2005	49
2005-2006	57
2006-2007	65
2007-2008	70
2008-2009	73

TOTAL ENDOWMENT FOR THE COLLEGE BY YEAR

YEAR	TOTAL ENDOWMENT
2004-2005	\$1,138,971
2005-2006	\$1,507,154
2006-2007	\$2,024,292
2007-2008	\$2,816,403
2008-2009	\$2,596,919

SCHOLARSHIPS AWARDED TO ARCHITECTURE STUDENTS FROM THE COLLEGE

YEAR AWARDED	NUMBER OF STUDENTS	AMOUNT
2005-2006	57	\$45,400
2006-2007	52	\$59,300
2007-2008	76	\$81,650
2008-2009	76	\$76,150
2009-2010	80	\$82,100

MERIT SCHOLARSHIPS AWARDED TO ARCHITECTURE STUDENTS FROM THE UNIVERSITY

YEAR	NUMBER OF STUDENTS	AMOUNT
2005-2006	60	\$130,200
2006-2007	59	\$115,350
2007-2008	43	\$97,700
2008-2009	57	\$122,150
2009-2010	46	\$159,700

ALL SCHOLARSHIPS AWARDED TO STUDENTS ENROLLED IN ARCHITECTURE

YEAR	NUMBER OF STUDENTS	AMOUNT
2005-2006	149	\$196,640
2006-2007	219	\$275,394
2007-2008	238	\$310,724
2008-2009	255	\$419,980
2009-2010	282	\$529,049

3.11 Administrative Structure

The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

3.11.1 Statement of Institutional Accreditation

The Southern Association of Colleges and Schools (SACS), the regional accrediting organization for eleven states in the southeastern United States, including Texas, accredit Texas Tech. Re affirmation of accreditation occurred in 2005.

3.11.2 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's position is a twelve-month full time administrative position. He is supported by an Administrative Associate, Trish Hart, and a Business Assistant, Gail Vandiver.

The Deans' Council includes: three Associate Deans: Brian Rex, Gary Smith and Michael Peters, who are responsible for Academics, Research and External Programs respectively (Each has staff support.), a Chair of Instruction, Clifton Ellis, who is directly responsible for the culture of the College and functions much like a departmental Chair, an Assistant Dean, Lahib Jaddo, who is responsible for Admissions, and Patti Perkins, the Director of Academic Programs, who oversees the Advising Office and supports the Associate Dean for Academics. Kathy Johnson is the College Development Officer.

The Executive Staff includes Michael Martin, Director of Building Resources, Maria Jeffery, Unit Manager for Computing, and Jess Schwintz, Coordinator of Academic Programs. The Executive Staff and the College Administrators meet each week in the Administrative Council to coordinate activities. The notes of this meeting are circulated electronically and posted on the web.

To help with the administration of the curriculum there are three more advisors: Anna Martinez-Lopez, Lori Rodriguez, and Loree Loya. To help with the IT and audio visual issues Denny Mingus and Johnny Busby work in the Computer Lab. Currently, we have one vacant position there. There are two shop technicians, Fred Porteous and Mike West; and, there are two staff positions dedicated to research support, Julie Rex, Administrative Assistant, and Chris Snowden, Research Projects Administrator.

3.11.3 Committee Structure

Consult the College of Architecture Organizational Chart included with this section. Standing Committees and most Service Committees report directly to the Faculty. There is a Faculty Meeting every month. The Program Committees, the Advisory Committees and three Service Committees—Graduate Admissions, Undergraduate Admissions, and Curriculum and Coordinators—report directly to

the Deans' council, which meets once a week. Notes from the Deans' Council are published electronically and are available on the webpage. Minutes from the Advisory, Program and Service Committees should be available on line.

3.11.4 Autonomy

The entire program administrative structure is autonomous.

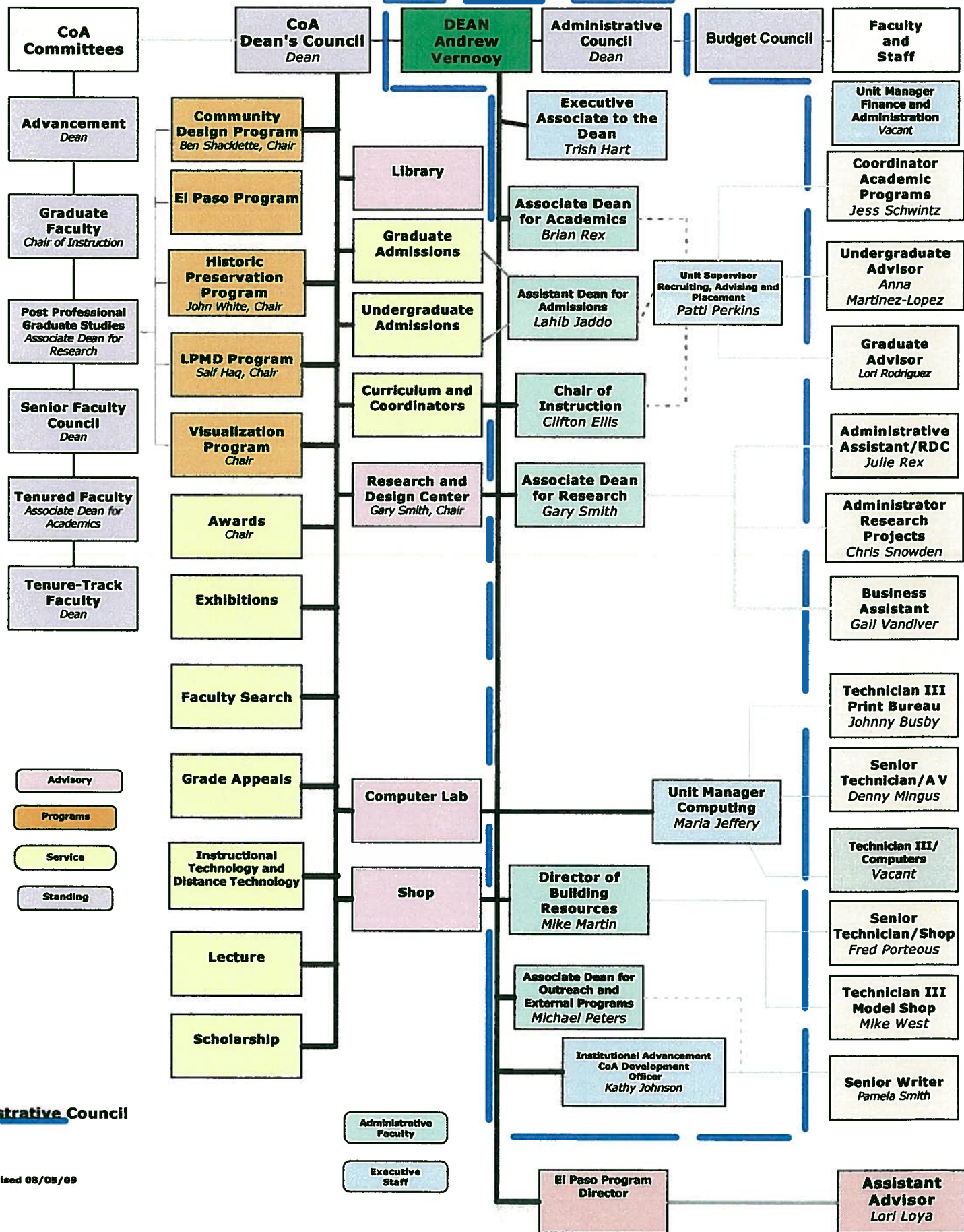
3.11.5 Other Programs

There are no other professional programs in the College.

The College of Architecture totally reorganized its Administration in August of 2009 in order to meet the emerging demands of the University and the emerging aspirations of the profession of Architecture.

The College of Architecture Organizational Chart 2009/2010 follows this section immediately.

COLLEGE OF ARCHITECTURE ORGANIZATIONAL CHART 2009/2010



3.12 Professional Degree and Curriculum

The NAAB accredits the Master of Architecture (M.Arch.) professional degree program. The curricular requirements for awarding this degree must include professional studies, general studies and electives.

3.12.1 Degree Title

The College of Architecture at Texas Tech offers only the M.Arch as a professional degree. It also offers a Bachelor of Science in Architecture, as a nonprofessional degree, the Master of Science in Architecture, as post-professional degree and a Ph.D. in Land-use Planning Management and Design.

3.12.2 Accredited Degree Plan Sheets

The College of Architecture offers only one professional degree; but, it may be accomplished as part of a dual degree with Business. These Program sheets listing general studies, required professional courses, required courses, professional electives, other electives and semester credit hours per semester are attached at the end of this section.

3.12.3 Concentrations

Currently, students may create concentrations in Community Design and Development, Historic Preservation, and Visualization. The College is working on a concentration in Digital Design and Fabrication.

3.12.4 Course List: General Education

Engl 1301 Essentials of College Rhetoric, Engl.1301 Advanced College Rhetoric, Math 1321 Trigonometry, Math 1350 Analytical Geometry, Phys 1403 General Physic I w/lab (4hrs), Natural Lab Science (4hrs), Pols 1301 American Government Organ., Pols 2302 American Public Policy, Hist 2300 History US to 1877, Hist 2301 US since 1877 and Coms 2300 Public Speaking or 3358 Business and Professional Communication

Professional Studies Course List:

Arch 1311 Design, Environment, and Society, Arch 1341 Architectural Freehand Drawing, Arch 1412 Architectural Design Studio I, Arch 1353 Digital Media I, Arch 2501 Architectural Design Studio II, Arch 2311 History of World Architecture c. 3000 BC to c. 1600 1600 AD, Arch 2351 Architectural Construction I, Arch 2502 Design Studio III, Arch 2315 History 18th, 19th, 20th Century Architecture, Arch 2355 Environmental Systems, Arch 3501 Architectural Design Studio IV, Arch 3341 Digital Media II, Arch 3350 Architectural Construction II, Arch 3373 Environmental Analysis – Site Planning, Arch 3502 Architectural Design Studio V, Arch 3314 Contemporary Issues in Architecture, Arch 3352 Building Information Technology, Arch 3355 Construction III, Arch 4354 Integrative Building Modeling, Arch 4363 Architectural Theory, Arch 5334 Advance Studies in Construction Technology, Arch 5365 Architectural Research Methods, Arch 5392 Professional Practice, Arch 5501, 5502, 5503 Topical Studio, Arch 5901 Comprehensive Studio, Arch elective (6hrs), Gen. electives (3hrs)

Electives: There are nine three hour electives included in the 173 hour curriculum: four open electives, one communication elective, one writing elective, and two architecture electives.

The College of Architecture is committed to providing a broad education. For example all undergraduate students are required to study abroad their senior year. The College also requires three levels of media coursework. Two of these are not directly committed to the professional study of architectural graphic communication. In order to accomplish this, the College has 7 showing artists on full time faculty status. The tradition of art education as an essential part of the culture of the College goes back to its inception.



TEXAS TECH UNIVERSITY
College of Architecture

Name _____

SS# _____

Entered Program _____

**NAAB ACCREDITED DEGREE PROGRAM:
GENERAL-ARCHITECTURE PROGRAM
BACHELOR OF SCIENCE IN ARCHITECTURE (Pre-Professional Program)
MASTER OF ARCHITECTURE (Professional Program) – 2008-2009**

General-Architecture Program

Admission to the University. Only courses with a minimum grade of C or better will be accepted for the Architecture Program.

Foreign Language Required? Y N Sem 1 _____ Sem 2 _____

First Year FALL: SEEING

ARCH 1311 Design Environment & Society _____
ARCH 1341 Arch Freehand Drawing _____
Core Curriculum See below _____
Core Curriculum See below _____
Core Curriculum See below _____

15

SPRING: FOUNDATION

ARCH 1412 Arch. Design Studio I _____
ARCH 1353 Digital Media I _____
Core Curriculum See below _____
Core Curriculum See below _____
Core Curriculum See below _____

16

Pre-Professional Program

Competitive placement based on comprehensive review including student portfolio, written essay, GPA and statement of intent.

Summer SESSION I

Core Curriculum See below (Nat'l or Phys) _____
Core Curriculum See below _____

7

SESSION II

Core Curriculum See below (Nat'l or Phys) _____
Core Curriculum See below _____

7

Second Year FALL: BASIC-INTERNAL

ARCH 2501 Arch. Design Studio II _____
ARCH 2311 Hist. of World Arch. _____
ARCH 2351 Arch. Construction I _____
Core Curriculum See below _____
+Diversity Elective (3 hrs) _____

17

SPRING: BASIC-EXTERNAL

ARCH 2502 Arch. Design Studio III _____
ARCH 2315 Hist. 18/19/20 Cent. Arch. _____
ARCH 2342 Arch. Design Drawing _____
ARCH 2355 Environmental Systems _____
Elective (3 hrs) _____

17

Third Year FALL: BUILDING ENCLOSURE

ARCH 3501 Arch. Design Studio IV _____
ARCH 3341 Digital Media II _____
ARCH 3350 Arch. Construction II _____
ARCH 3373 Environ. Analysis/Site Planning _____
Elective (3 hrs) _____

17

SPRING: BUILDING SYSTEMS

ARCH 3502 Arch. Design Studio V _____
ARCH 3314 Contemporary Issues in Architecture _____
ARCH 3352 Building Information Technology _____
ARCH 3355 Construction III _____
ARCH elective _____

17

Summer URBANISM

++ARCH 4601 Architectural Design Studio VI _____ (Summer I and Summer II)

6

Fourth Year FALL

ARCH 4341 Media Elective _____
ARCH 4354 Integrative Systems _____
ARCH 4363 Architectural Theory _____
Elective (3 hrs) _____

12

Core Curriculum

ENGL 1301 Essentials of College Rhetoric
ENGL 1302 Advanced College Rhetoric
MATH 1321 Trigonometry
MATH 1350 Analytical Geometry
Phys 1403 General Physics I w/lab (4 hrs)
†Natural Lab Science (4 hrs)
POLS 1301 American Government Organ.
††POLS 2302 American Public Policy
HIST 2300 History US to 1877
HIST 2301 History US since 1877
** COMS 2300/3358

Total hours: 131

++ Optional courses ARCH 4365, 4366 for the Bachelor of Science Degree (Pre-Professional Program) and/or ARCH 4601.

ARCH 4601 is a prerequisite for ARCH 5604, 5605.

†† Or approved substitution.

+ Diversity elective course offerings on ARCH Website (www.arch.ttu.edu).

** Choose from COMS approved courses.

† Choose from Core Curriculum requirements.

MASTER OF ARCHITECTURE, College of Architecture – 2008-2009

Page 2

PROFESSIONAL LEVEL PROGRAM: Requirements for admission to the Professional Program include: completion of all academic course work in the first three years and a threshold score on the Admission Criteria Rating System. Please check the University catalog or College website for admission criteria. In all graduate courses, no grade below a C will be accepted. A 3.0 GPA is required each semester and a 3.0 GPA to graduate.

Professional Program

		SPRING	
ARCH	5604	Urban Design Studio VII	_____
ARCH	5365	Arch. Research Methods	_____
ARCH	5334	Construction IV	_____
ARCH	Elective	(3hrs)	_____

15

Fifth Year		FALL	
ARCH	5605	Arch. Design Studio VIII	_____
ARCH	5392	Professional Practice	_____
ARCH	Elective	(3 hrs)	_____

12

		SPRING	
ARCH	5691	Arch Design Studio IX	_____
Elective		(3 hrs)	_____

9

Sixth Year		FALL	
ARCH	5692	Master Design Studio X	_____

6

Total Hours: 173

COURSES NOT USED IN THIS CHECK:

TRANSFER CREDIT FROM:



TEXAS TECH UNIVERSITY

College of Architecture™

Name _____

SS# _____

Entered Program _____

NAAB ACCREDITED DEGREE PROGRAM:

MASTER OF ARCHITECTURE, College of Architecture

MASTER OF BUSINESS ADMINISTRATION, College of Business Administration – 2008-2009

General-Architecture Program

Admission to the University. only courses with a minimum grade of C or better will be accepted to the Architecture Program.

Foreign Language Required? Y N Sem 1 _____ Sem 2 _____

First Year FALL: *SEEING*

ARCH 1311 Design Environment & Society _____

ARCH 1341 Freehand Drawing _____

Core Curriculum See below _____

Core Curriculum See below _____

Core Curriculum See below _____

15

SPRING: *FOUNDATION*

ARCH 1412 Arch. Design Studio I _____

ARCH 1353 Digital Media I _____

Core Curriculum See below _____

Core Curriculum See below _____

Core Curriculum See below _____

16

Pre-Professional Program

Competitive placement based on comprehensive review including student portfolio, written essay, GPA and statement of intent.

Summer SESSION I

Core Curriculum See below (Nat'l or Phys) _____

Core Curriculum See below _____

7

SESSION II

Core Curriculum See below (Nat'l or Phys) _____

Core Curriculum See below _____

7

Second Year FALL: *BASIC-INTERNAL*

ARCH 2501 Arch. Design Studio II _____

ARCH 2311 Hist. of World Arch. _____

ARCH 2351 Arch. Construction I _____

Core Curriculum See below _____

+Diversity Elective (3 hrs) _____

17

SPRING: *BASIC-EXTERNAL*

ARCH 2502 Arch. Design Studio III _____

ARCH 2315 Hist. 18/19/20 Cent. Arch. _____

ARCH 2342 Arch. Design Drawing _____

ARCH 2355 Environmental Systems _____

Elective (3 hrs) _____

17

Third Year FALL: *BUILDING ENCLOSURE*

ARCH 3501 Arch. Design Studio IV _____

ARCH 3341 Digital Media II _____

ARCH 3350 Arch. Construction II _____

ARCH 3373 Environ. Analysis/Site Planning _____

Elective (3 hrs) _____

17

SPRING: *BUILDING SYSTEMS*

ARCH 3502 Arch. Design Studio V _____

ARCH 3314 Contemporary Issues in Architecture _____

ARCH 3352 Building Information Technology _____

ARCH 3355 Construction III _____

ARCH elective _____

17

Summer *URBANISM*

++ARCH 4601 Architectural Design Studio VI _____ (Summer I and Summer II)

Fourth Year FALL

ARCH 5604 Arch Design Studio VII _____

ARCH 4341 Media Elective _____

ARCH 4354 Integrative Systems _____

ARCH 4363 Architectural Theory _____

Elective (3 hrs) _____

18

Core Curriculum

ENGL 1301 Essentials of College Rhetoric

ENGL 1302 Advanced College Rhetoric

MATH 1321 Trigonometry

MATH 1350 Analytical Geometry

Phys 1403 General Physics I w/lab (4 hrs)

†Natural Lab Science (4 hrs)

POLS 1301 American Government Organ.

††POLS 2302 American Public Policy

HIST 2300 History US to 1877

HIST 2301 History US since 1877

++ COMS 2300/3358

Total hours: 131

++ Prerequisite for ARCH 5604, 5605

†† Or approved substitution.

+ Diversity elective course offerings on ARCH Website (www.arch.ttu.edu).

++ Choose from COMS approved courses.

† Choose from Core Curriculum requirements.

MASTER OF ARCHITECTURE, College of Architecture
MASTER OF BUSINESS ADMINISTRATION, College of Business Administration– 2008-2009
Page 2

PROFESSIONAL PROGRAM: Requirements for admission to the Professional Level Program include: completion of all academic course work in the first three years and a threshold score on the Admission Criteria Rating System. Please check the University catalog or College website for admission criteria. In all graduate courses, no grade below a C will be accepted. A 3.0 GPA each semester and a 3.0 GPA is required to graduate.

Fourth Year (cont.)

Professional Program

SPRING

ARCH	5605	Adv. Arch Design Studio VIII	_____
ARCH	5365	Arch. Research Methods	_____
ARCH	5334	Arch. Construction IV	_____
ARCH	5301	Arch. Elective	_____
			15

Summer

		SESSION I	
MGT	5476	Executive Skills	_____
ISQS	5345	Statistics	_____
			7

		SESSION II	
ACCT	5401	Accounting	_____
ISQS	5230	Managerial Dec. Theory	_____
ISQS	5231	Info. Tech. for Managers	_____
			8

Fifth Year

FALL

ARCH	5301(x2)	Arch. Design Studio IX	_____
MGT	5371	Management	_____
ECO	5310	Price and Income Theory	_____
			12

SPRING

ARCH	5692	Arch. Design Studio X	_____
ARCH	5392	Prof. Practice	_____
MKT	5360	Mkt. Con. & Stgies	_____
			12

Summer

		SESSION I	
FIN	5421	Finance	_____
BLAW	5290	Business Law	_____
			6

		SESSION II	
ISQS	5343	Oper. Mgt. & Mgt. Sci.	_____
MGT	5391	Strategy	_____
			6

SOME MBA COURSES MAY BE DELAYED TO THE FALL SEMESTER.

Total Hours: 203

In all Business Administration graduate courses, one A above a 3.0 GPA is required to receive the M.B.A. degree
 See the College of Business Administration section of the catalog for information on lower division requirements.

COURSES NOT USED IN THIS CHECK:

TRANSFER CREDIT FROM:

Transfer Agreement (updated, Oct. 8, 2004)

**Into the Pre-Professional Program
College of Architecture
Texas Tech University**

**From Architecture Program
El Paso Community College**

Course Equivalents

**General Architecture & Pre-Professional Program
Texas Tech University**

**Architecture Program
El Paso Community College**

ARCH 1311 Design Environment & Society
ARCH 2311 Hist. of Ancient thru Baroque
ARCH 2315 Hist. 18/19/20 Cent. Arch
ENGL 1301 Essential of college Rhetoric
MATH 1321 Trigonometry
ENGL 1302 Advanced College Rhetoric
MATH 1350 Analytical Geometry

ARCH 1311 Introduction to Architecture
ARCH 1301 Hist. of Arch. I
ARCH 1302 Hist. of Arch. II
ENGL 1301 Expos English Composition
MATH 1314 College Algebra (in lieu of trig)
ENGL 1302 Res and Critical Writing
MATH 2412 Pre-Calculus

ARCH 1441 Arch Delineation I
ARCH 1442 Arch Delineation II
(Students must take upper level drawing elective at TTU)

ARCH 2301 Arch Freehand Drawing I
ARCH 2302 Arch Freehand Drawing II

ARCH 1412 Architectonics Studio
ARCH 2401 Arch Design Studio I
ARCH 2402 Arch Design Studio II
PHYS 1306 General Physics
PHYS 1103 General Physics Lab
ARCH 2351 ARCH Construction I

ARCH 1305 Architectural Aesthetics
ARCH 1403 Arch. Design I
ARCH 1404 Arch Design II
PHYS 1401 General Physics
PHYS 1401L Physics Lab
ARCH 2312 Architectural Technology I

ARCH 3350 ARCH Construction II

ARCH 2313 Architectural Technology II
ENGR 2301 Mechanics I: Statics

ARCH 2353 Computers in Architecture

(Stan Robertson, TTU & Ron Clark, EPCC)

Other Core Courses available at SAC

Natural Lab Science (4 hours)

BIOL 1406 General Bio Science Maj I
w/Lab

HIST 2300 History US to 1877
HIST 2301 History US since 1877
POLS 1301 American Government
POLS 2302 American Public Policy
COMS Elective

HIST 1301 History of US to 1865
HIST 1302 History of US since 1865
GOVT 2305 American Government
GOVT 2306 State and Local Government
SPCH 1311, SPCH 1315 or SPCH 1321

NOTES:

Only courses with a minimum grade of C or better will be accepted for the Pre-Professional Program. A comprehensive review for acceptance is required. The review consists of gpa, portfolio, essay and letter of Intent.



TEXAS TECH UNIVERSITY
College of Architecture™

Name _____

SS# _____

Entered Program _____

Students who enter the program will complete 131 credit hours, including 66 hours at EPCC and 65 hours at the College of Architecture at Texas Tech in El Paso or from the College of Outreach and Distance Education at Texas Tech (ODE).

EL PASO PROGRAM

Third Year

FALL:

ARCH 3501 Arch Design Studio IV
ARCH 2355 Environmental Systems
ARCH 3350 Arch. Construction II
ARCH 4311 Arch. In Nonwestern Soc.
ARCH 4365 Arch. Proj. Manag. (arch elec)

17

SPRING:

ARCH 3502 Arch Design Studio V
ARCH 3341 Digital Media II
ARCH 3352 Building Information
ARCH 3355 Construction III
General elective (3 hrs)

17

Summer

++ARCH 4601 Architectural Design Studio VI _____ (Summer I and Summer II)

6

Fourth Year

FALL:

ARCH 4602 Architectural Design Studio VII
ARCH 4000 Research(1 hr)
ARCH 3373 Environ. Analysis/Site Plan
ARCH 3314 Arch Contemporary Issues

13

SPRING:

ARCH 4354 Integrative Systems
ARCH 4341 Media elective
ARCH 4363 Architecture Theory
General elective (3 hrs)

12

Total hours: 65

Total Program Hours—66 (EPCC) + 65 (TTU) = 131

Revised 02/09

3.13 STUDENT PERFORMANCE CRITERIA

College 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.

3.13.1 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 infields of endeavor after this year will carry with them a usable knowledge base of architecture.

3.13.2 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 (B.Sc.Arch.). The majority of student performance criteria are met within this portion of the overall curriculum. The B.Sc.Arch. curricular sequence offers an innovative representation and media overlay in a breadth of professional and artistic 2-D and 3-D media focusing on digital and physical modeling, analog and digital drawing, hybrid representational techniques, and database oriented Building Information Technologies each one in its own usefulness as a design tool within the professional's palette of visual communications in the industry. All students participate in a progressive sequence of building design studios (Building Form, Building Program, Building Structure, Building Envelope, Building Urban) and courses, which contribute to the core knowledge necessary for a well-rounded but pre-professional building 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 related building construction professions. In these cases the capstone of this liberal arts/ pre-professional experience becomes the directed summer studies abroad program. The college has long-standing and well-populated dual degree programs at the undergraduate level with the College of Engineering and the College of Business Administration to support a broad avenue of career paths.

3.13.3 PROFESSIONAL PROGRAM Students completing the General Architecture and Pre-Professional curriculums while maintaining a 3.0 cumulative GPA are automatically admitted into the Professional Program. All other students and students holding parallel degrees from other institutions may apply to the graduate school for admission into the Professional Program on a case-by-case basis. The Professional Program curriculum begins with an intensive nine credit hour Comprehensive Building Design Studio (CBDS) experience, which culminates and professionally charges the building design curriculum in the Pre-Professional Program. After the CBDS these graduate /

professional students matriculate through three non-sequential topical design studios that fully engage the nature of graduate education through theory, research, service learning, interdisciplinary collaboration, ateliers, and practica based offerings.

Professional students have available to them plans to specialize their professional education at the topical level in a range of Certificate Programs in Historic Preservation, Visualization, Community Design, and Digital Design and Fabrication. The profession is directly engaged through the Professional Practice course; through the Atelier Studios in which professional experts in specialized technical areas such as sport facility design, health care design, high-rise office design, urban design, and collaborative practice co-teach with a permanent faculty member; the practicum + studio experience in which students are placed in a regional firm under the supervision of a NCARB certified architect while concurrently enrolled in a distance learning design studio manned by a permanent TTU faculty member; and in the extra-curricular requirement that all students who matriculate with the M.Arch. professional degree will deliver documentation of three months of professional internship under the direction of an NCARB certified architect before graduation.

3.13.4 GRAPHIC MATRIX The graphic matrix hereafter cross-references each required course with the course criterion (a) that it fulfills. Course criterion (a) is 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).

3.13.5 OVERVIEW OF CURRICULAR GOALS AND CONTENT

1. Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

Criterion Course(s): 3314 "Contemporary Issues" & 4363 "Arch Theory"

Ability to read, write, listen, and speak effectively is demonstrated in the criterion courses. Each of these courses is designated in the university catalog as a writing intensive course. An overlay of cognitive communication skills exists across the pre-professional and professional portions of the program as a capacity for clear expression and reiteration of core architectural ideas is assumed across any of the college's courses. For instance, students are trained and expected in the studio sequence to present architectural ideas, narratives, and concepts over architectural projects and to participate in open dialogue over the work at hand in the studios.

2. Critical Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

Criterion Course(s): 2311 "Arch History 1", 2315 "Arch History 2", 4363 "Arch Theory", 5501/2/3 "Advanced Design Studio"

An overlay of critical thinking skill development exists across the breadth of the curriculum. *Ability* is demonstrated in the above listed Criterion Course work.

3. Graphics Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

Criterion Course(s): 3501 "Studio 4: Building Structures" and 3501 "Studio 5: Building Envelope"

Ability is demonstrated in the breadth of the student production in the listed criterion courses.

4. Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

Criterion Course(s): 5365 "Research Methods" & 5501/2/3 "Advanced Design Studio"

Future practice is increasingly driven by research-based design. *Ability* is demonstrated in the Professional curriculum via the Research Methods and Programming course and in the techniques inherent in the nature of the topical research based graduate studios.

5. 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

Criterion Course(s): 2501 "Studio 2: Building Form" & 4601 "Studio 6: Building Urban"

Preparatory courses are offered in the General Architecture curriculum and

Understanding is built into the tonality of the second design studio: Building Form in the Pre-Professional design studio sequence, which is based on conceptualization and formal ordering systems. This knowledge is reinforced and demonstrated at the scale of urban design in ARCH4601 Design Studio 6 : Building Urban.

6. Fundamental Design Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

Criterion Course(s): 2501 "Studio: Building Form", 2502 "Studio: Building Program", 2342 "Design Drawing", & 3341 "Digital Media 2"

Ability is demonstrated in the breadth of the content of the criterion courses listed above.

7. Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

Criterion Course(s): 4601 "Studio 6: Building Urban"

Ability is demonstrated through the designed experience of teamwork and professional association while the students are working abroad in a diverse and challenging new environment.

8. 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

Criterion Course(s): 2311 "Arch History 1" & 2315 "Arch History 2"

Understanding is demonstrated in the breadth of the criterion courses.

9. Non-Western Traditions

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

Criterion Course(s): "Arch History 1" & 2315 "Arch History 2"

Understanding is demonstrated in the breadth of the criterion courses.

10. National and Regional Traditions

Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition

Criterion Course(s): "Arch History 1" & 2315 "Arch History 2"

Understanding is demonstrated in the breadth of the criterion courses.

11. Use of Precedents

Ability to incorporate relevant precedents into architecture and urban design projects

Criterion Course(s): 2502 "Studio 3: Building Program"

Ability to use precedents to provide a coherent rationale for the conceptualization of architecture is a significant focus of the third design studio, ARCH2502: Building Program of the Pre-Professional curriculum,

12. Human Behavior

Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

Criterion Course(s): 4363 "Arch Theory"

One third of the Design Environment and Society course in the General Architecture curriculum is based on environment and behavior. The criterion is introduced in that course. The thread is picked up again in the Pre- Professional curriculum in the required diversity elective. *Awareness* is demonstrated in the criterion course in the Professional curriculum in ARCH4363: Theory in Architecture.

13. Human Diversity

Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects

Criterion Course(s): 4601 "Studio 6: Building Urban"

Diversity issues are introduced and 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. *Awareness* is achieved as a "capstone" moment in building a robust understanding of the breadth of human experience and condition is located in the required study abroad experience.

14. Accessibility

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

Criterion Course(s): 3501 "Studio 4: Building Structure" & 3373 "Env Anal / Site Plan"

Accessibility is core to the Pre-Professional studio experience. *Ability* to manage specific accessibility issues is embedded in ARCH3373, the Environmental Analysis-Site Planning course and in ARCH3501 Studio 4.

15. Sustainable Design

Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

Criterion Course(s): 2355 "Env Systems" & 3373 "Env Anal / Site Plan"

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 criterion courses listed above.

16. Program Preparation

Ability to prepare a comprehensive program for an architectural project, including 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 assessment of their implication for the project, and a definition of site selection and design assessment criteria

Criterion Course(s): 5365 "Research Methods & Programming"

Programming is the primary tonality in the third semester studio in the Pre-Professional curriculum and is a key part of the Comprehensive Building Design Studio at the entry to the graduate and professional level studies. *Ability* is demonstrated in the graduate level criterion level course listed above.

17. Site Conditions

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

Criterion Course(s): 3373 "Env Anal / Site Plan"

Understanding is demonstrated in the breadth of the criterion course.

18. Structural Systems

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

Criterion Course(s): 3355 "Construction 3"

Preparatory courses include ARCH 2351 Building Systems I, ARCH 2501 Design Studio 2, and ARCH 3350 Building Technology. *Understanding* is demonstrated in the breadth of the criterion course.

19. Environmental Systems

Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope

Criterion Course(s): 2355 "Env Systems"

Understanding is demonstrated in the breadth of the criterion course.

20. Life Safety

Understanding of the basic principles of life-safety systems with an emphasis on egress

Criterion Course(s): 3501 "Studio 4: Building Structures"

ARCH3501: Studio 4 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. Beyond these instances *Understanding* is demonstrated in the breadth of the criterion course.

21. Building Envelope Systems

Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

Criterion Course(s): 3502 "Studio 5: Building Envelope", 3355 "Construction 3", & 5334 "Construction 4"

The college reconfigured the tonalities of the studio sequence to more directly address this and other Student performance criteria. The primary semester design project is, most often, an urban vertical building with one or two shared party walls and a significant superficial building envelop system that turns at least one major corner in the building. The subject is more abstractly infused around the full curriculum of Construction 3. Building Envelope has been a rotating issue in the Construction 4 course, depending on faculty focus.

22. Building Service Systems

Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

Criterion Course(s): 2355 "Env Systems" & 4354 "Integ Systems"

Understanding is demonstrated across the full curriculum and student project schedule of these two criterion courses.

23. Building Systems Integration

Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design

Criterion Course(s): 4354 "Integ Systems" & 5901 "Comprehensive Studio"

Both of the criterion courses for this issue are newly developed, in part, to directly deal with this facet of professional study and the breadth of both courses is designed to build *ability* in Building Systems Integration.

24. Building Materials and Assemblies

Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

Criterion Course(s): 2351 "Construction 1" & 3501 "Studio 4: Building Structures"

Understanding is demonstrated in the curricula of these three courses.

25. Construction Cost Control

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

Criterion Course(s): 3350 "Construction 2" & 3352 "Building Information Tech"

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 embedded in BIT software and through traditional calculation is included in Construction 2 and the Building Information Technology course.

26. Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design

Criterion Course(s): 3352 "Building Information Tech" & 5334 "Construction 4"

Students are prepared for technical documentation through the technology sequence of the Pre-Professional curriculum. Students learn the philosophy of contract documentation and the *Ability* through direct fabrication of technical drawings and specifications in the Building Information Technology course. Students learn an ability to delve deeper into specific materials and their contractual documentation through the "Construction 4" course.

27. Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

Criterion Course(s): 1311 "Design, Environment, & Society"

Understanding is demonstrated in the breadth of the criterion course.

28. Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability

Criterion Course(s): 5901 "Comprehensive Design Studio"

This is a new course designed specifically around the expectations of this NAAB Student Performance Criterion. The course is an intensive nine credit hour five day a week affair that brings together the content of the six prior studios in one semester's Comprehensive Building Design Project.

29. Architect's Administrative Roles

Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

Criterion Course(s): 5392 "Pro Practice"

All students in the Professional curriculum take the professional practice course.

Awareness is demonstrated through the core curriculum of the Professional Practice course.

30. Architectural Practice

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

Criterion Course(s): 5392 "Pro Practice"

All students in the Professional curriculum take the professional practice course.

Awareness is demonstrated through the core curriculum of the Professional Practice course.

31. Professional Development

Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

Criterion Course(s): 5392 "Pro Practice"

Students develop understanding of the Intern Development Program of the National Council of Architecture Registration Boards in the Professional Practice course. Students are expected to establish an IDP record 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 Internship program to the Houston area.

32. Leadership

Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities

Criterion Course(s): 5392 "Pro Practice"

ARCH1311 "Design, Environment, and Society", the first course of the General Architecture curriculum is the preparatory course and the last course of the Professional curriculum create, ARCH5392 "Professional Practice" is the criterion course so that *awareness* of the architect's leadership roles is built into the curriculum from start to finish.

33. Legal Responsibilities

Understanding of the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws

Criterion Course(s): 5392 "Pro Practice"

34. Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice

Criterion Course(s): 5392 "Pro Practice"

The Curriculum recently went through a two and a half year review process involving the entire faculty. During this time the committees directly involved included 14 members of the faculty from all three ranks. This change was initiated by comments made by the last NAAB visiting team while they were at the College. They advised us to open up the program to allow a broader range of graduate opportunities. We accomplished this by making our Comprehensive Studio the threshold for the graduate design sequence freeing up the topical studios for design speculation and research. This move has given our program a new level of sophistication.

	General		Pre-Professional Program						Professional Program					
	1F	1S	2F	2S	3F	3S	Su	4F	4S	5F	5S	6F		
	1311 Design, Environment, and Society 1341 Architectural Freehand Drawing	1412 Architectural Design Studio I 1353 Digital Media I	2501 Architectural Design Studio II 2311 History of World Architecture c. 3000 BC to c. 1600 AD 2351 Architectural Construction I	2502 Architectural Design Studio III 2315 History of 18th, 19th, and 20th Century Architecture 2342 Architectural Design Drawing 2355 Architectural Environmental Systems	3501 Architectural Design Studio IV 3341 Digital Media II 3350 Architectural Construction II 3373 Environmental Analysis - Site Planning	3502 Architectural Design Studio V 3314 Contemporary Issues in Architecture 3352 Building Information Technology 3355 Architectural Construction III	4601 Architectural Design Studio VI	4341 Media Elective 4354 Integrative Systems 4363 Architectural Theory	5901 Comprehensive Design Studio 5365 Architecture Research Methods 5334 Construction IV	5502 Advanced Architectural Design Studio 5392 Professional Practice	5503 Advanced Architectural Design Studio	5501 Advanced Architectural Design Studio		
1 Speaking and Writing Skills			1	1	1	1	1	1						
2 Critical Thinking Skills	2		2	2						2	2	2		
3 Graphics Skills	3	3	3	3	3	3		3						
4 Research Skills														
5 Formal Ordering Systems		5	5	5										
6 Fundamental Design Skills		6	6	6	6			6						
7 Collaborative Skills							7							
8 Western Traditions			8	8										
9 Non-Western Traditions			9	9										
10 Cultural & Regional Traditions			10	10										
11 Use of Precedents				11										
12 Human Behavior	12								12					
13 Human Diversity							13							
14 Accessibility					14	14								
15 Sustainable Design	15			15	15		15	15						
16 Program Preparation				16		16			16					
17 Site Conditions				17	17									
18 Structural Systems			18				18							
19 Environmental Systems				19				19						
20 Life Safety					20									
21 Building Envelope Systems			21			21	21		21					
22 Building Service Systems				22				22						
23 Building Systems Integration						23		23	23					
24 Building Materials & Assemblies			24		24									
25 Construction Cost Control			25		25	25								
26 Technical Documentation					26	26		26		26				
27 Client Role in Architecture	27													
28 Comprehensive Design					28		28		28					
29 Architect's Administrative Roles										29				
30 Architectural Practice										30				
31 Professional Development										31				
32 Leadership										32				
33 Legal Responsibilities						33				33				
34 Ethics & Professional Judgment										34				

4.1 Student Progress Evaluation

The College of Architecture has an advising office with a staff of three advisors. In addition to this the College maintains a fulltime advisor on site at its El Paso location. In Lubbock the advising center hosts an advising resource center, P²ARC, where students can obtain information about employment and further education. The College also works with the Career Center on campus to broaden the opportunities that the students have.

The advisors direct and structure the advising activities for the College. They also conduct workshops and seminars to help students succeed. The following guidelines are set up for the benefit of the students and the College.

Evaluation of Transfer credit:

- Core curriculum are evaluated via the Transfer Evaluation Office of the Registrar
- Architecture courses are evaluated based on portfolio review, typically by the Associate Dean for Academics
- Articulation agreements with stated transfer equivalencies have been established at select community institutions: El Paso Community College, San Antonio College, Del Mar College in Corpus Christi, Dona Ana Campus of New Mexico State University, Tarrant County Community College

Credit by Examination:

- Credit from AP, CLEP, IB, etc. is determined by the standards set forth by Academic Testing Services

Evaluation of student progress:

- Students meet with an advisor every semester to discuss overall progression through the program and to discuss specific courses for the upcoming semester
- Advisors record student grades at the end of each semester, which allows the student and advisor to make any necessary adjustments before the forthcoming semester begins.
- First year students apply to the pre-professional program through a competitive Comprehensive Review, which consists of holistic evaluation of four components: Portfolio, GPA (from Architecture classes), written essay exam (evaluated by the Writing Center in the Department of English), and a personal statement written by the student. These were designed to emphasize four aspects of architecture practice; they are reviewed anonymously and by at least three faculty members.
- In the third year, all ARCH 3501 students are audited for remaining degree requirements, which are listed on a Senior Letter along with an anticipated graduation date. Senior Letters are mailed to the student and a copy is retained in the student's folder.

- Students who apply to the Graduate Program are evaluated based on overall GPA, portfolio, letters of recommendation and a statement of intent. This is not intended to be a major hurdle. It is an opportunity to council students.
- The Dean's office also evaluates End of Term reports, such as Suspension/Probation reports and Dean's/President's list certificates.

Graduation:

- Includes a voluntary commencement ceremony during which students are asked to complete an academic satisfaction survey.
- The College, either before or after the ceremony, provides a reception. At which point, certain outstanding students are recognized for high academic performance with awards and honors such as Henry Adams and James Calvert for Master's students and College Banner Bearer for University Commencement for the highest ranking GPA at the undergraduate level. Also, achievements of the College and special Faculty recognitions are acknowledged. In addition, graduate students' final studio projects are displayed for viewing.

Remediation:

- Architecture course grades are reviewed to identify students who may have received a letter grade below "C", at which point the respective student's progress is evaluated with regard to future course pre-requisites.
- A letter from the Dean's office notifies students who are placed on Academic Suspension or Probation. Students are subsequently contacted and invited to provide feedback on matters such as: study habits, extracurricular activities and overall interest in the discipline of Architecture. Students are encouraged to utilize the Undergraduate Academic Support Resource Guide which lists resources on campus such as: University Career Services for completion of interest assessments and personal evaluation tools, the Writing Center in the Department of English, The Missouri Club for mathematics tutoring, the Student Counseling Center and the PASS learning center to review or attain learning skills.

Institutional Policies:

- The College and University abide by policies and procedures in the University Catalog and the University Operations Manual. <http://www.depts.ttu.edu/opmanual/>

4.2 COA Studio Culture Policy

NAAB 3.5 Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

The APR must demonstrate that the school has adopted a written studio culture policy with a plan for its implementation and maintenance and provide evidence of abiding by that policy. The plan should specifically address issues of time management on the part of both the faculty and students.

4.2.1 The Architectural Design Studio

The architectural design studio provides a unique and beneficial opportunity for students to learn about respect, the design process, communication, collaboration, presentation, criticism, and innovation. Few other teaching methods make it possible for students to share ideas and concepts and learn by doing, in a problem-based, flexible environment. As such, the College of Architecture (COA) at Texas Tech University takes their responsibility to ensure the ongoing success of the studio environment seriously. While our primary goal is to educate future architects, it is equally important that we also enhance interpersonal, ethical, and critical thinking skills so that each student may become a competent professional, leader, and team collaborator.

4.2.2 Fundamental Values

- *Optimism* – ensuring an expectation for a sustainable, healthy and better built environment and world
- *Respect* – ensuring compliance with the TTU Statement of Ethical Principles which states that the University is “*committed to the recognition of differences between individuals, the inherent dignity of all individuals, and the elimination of discrimination*”, we encourage an environment of mutual respect between and among our faculty, students, and staff, and a tolerant attitude for each individual’s work, intellectual diversity, methods, and differences, and recognition of the values of both theory and practice. Critical comments about another faculty’s teaching pedagogy and assignments are not appropriate in the presence of students. Respect includes discretion when discussing other faculty members, especially with students.

- *Sharing* – encouraging a sharing and questioning of ideas and knowledge through a collaborative and interdisciplinary environment between and among our students and faculty
- *Engagement* – ensuring a commitment to and eager participation in the studio environment
- *Innovation* – promoting innovative teaching and learning methods which enhance critical thinking and design skills within a studio setting

To maintain these values each of us must have a clear understanding of our shared responsibilities.

4.2.3 Studio Etiquette

Faculty and students should maintain an environment that is clean, quiet, and conducive to working individually and in teams, to listening to the instructor and to other students, and to mutual respect.

4.2.4 Time Management

The college supports its students, staff and faculty in leading balanced lives. Students are expected to work intelligently and efficiently, though not necessarily longer, in the studio. The college discourages staying up all night as counterproductive and unhealthy. Time management is included as a learning outcome in the freshmen introductory course “Design, Environment and Society” and the enhancing of this skill should be encouraged throughout all studio coursework.

4.2.4 Learning Assessment

Learning outcomes, policies and assessment methods should be clearly stated in every syllabus. Students are urged to work with faculty to judge when work is substantially complete. Students are entitled to assessment and feedback throughout the semester as this is an integral part of the studio environment. Faculty members have the *responsibility* and the *right* to provide criticism and assessment of each student’s work and, as such, it is *not* a violation of studio culture to do so.

4.2.5 Reviews

Critique is an inherent part of the assessment process in design education. Desk critiques and pin-ups are the most common forms of review. All studio participants are encouraged to exchange ideas, opinions and experiences in a collegial manner.

Formal reviews in a public setting are fundamental to architecture education. This is a unique opportunity for students to communicate ideas through oral and visual presentations. Participation of students, academic faculty, professionals, and community members is expected in public design reviews.

Internal and external design reviews are held at the completion of each semester by the faculty for the benefit of reviewing the program. Students may or may not be required to be present during this review process.

4.2.6 Documentation

Documentation of the work completed by the students during the semester is important for the student, the faculty and the college. Printed presentations are necessary and required for end-of-semester reviews in the COA and may be included in student portfolios. Digital documentation is a significant way to archive student work and portfolios. Faculty may require both forms of documentation as a part of any design studio.

4.2.7 Administrative Review of the Policy

Studio Culture is one section of the College of Architecture Policy Manual. As such it is subject to review every three years by a task force of faculty and students appointed by the dean.

Architecture (ARCH)

(To interpret course descriptions, see page 13.)

Undergraduate Courses

1311. [ARCH 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. Fulfills Core Social and Behavioral Sciences-Individual or Group Behavior requirement. F
1341. **Architectural Freehand Drawing** (3:0:6). Basic skills and techniques in representational drawing. Subjects include the human figure, architectural interiors and exteriors, landscapes and cityscapes. Black and white media.
1353. **Digital Media I** (3:2:2). Prerequisite: AutoCAD. 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.
1412. [ARCH 1303, 1304] **Architectural Design Studio I** (4:4:2). Introduction to the principles and methods used at various stages of design analysis and synthesis processes. Skill developments in the abstraction, transformation, and composition of two- and three-dimensional design. Fulfills Core Visual and Performing Arts requirement. S.
2311. [ARCH 1301] **History of World Architecture c. 3000 BC to c. 1600 AD** (3:3:0). Survey of the development of world architecture from the ancient era to the advent of enlightenment in Europe. Fulfills multicultural requirement. Fulfills Core Humanities requirement.
2315. [ARCH 1302] **History of 18th, 19th, and 20th Century Architecture** (3:3:0). Prerequisite: ARCH 2311. Survey of the development of World Architecture from the Enlightenment in Europe to the present.
2342. **Architectural Design Drawing** (3:0:6). Prerequisite: ARCH 1341. Development of graphic communication skills. Graphic exploration through analytical drawing techniques. Application of color theory. S.
2351. [ARCH 2312] **Architectural Construction I** (3:3:0). Corequisite or credit in: ARCH 2501. Introduction to construction systems, methods, and materials with emphasis on the wall section. Introduction to issues of sustainability and envelope performance.
2355. **Architectural Environmental Systems** (3:3:0). Introduction to thermal design; daylighting; analysis of mechanical, electrical, and plumbing systems; and acoustical design. F
- 2501.* [ARCH 1403] **Architectural Design Studio II** (5:2:8). Prerequisite: Admission to the professional program. Basic-Internal. Introducing design skills that are core and internal to architecture. Practical-drawing as inquiries/form/transformation/composition/spatial modulation. F
- 2502.* [ARCH 1404] **Architectural Design Studio III** (5:2:8). Prerequisite: ARCH 2501. Basic-External. Introduces design skills that are external to architectural practice-drawing as inquiries and analysis, integration of building elements, site and program.
3312. **Architectural Theory Seminar** (3:3:0). Prerequisite: ARCH 2315. Topical theory seminar involving analysis of a body of scholarly literature, frequent writing and focused research. (Writing intensive)
3313. **Architectural History Seminar** (3:3:0). Prerequisite: ARCH 2315. Focused studies in western/non-western architectural history involving written and oral analysis of scholarly sources. Topic varies and may include preservation, race, class and/or gender issues. (Writing Intensive)
3314. **Contemporary Issues in Architecture** (3:3:0). Prerequisite: ARCH 2311 and 2315. Contemporary issues in architectural theory and history utilizing precedents from early 20th century to present. (Writing Intensive)
3341. **Digital Media II** (3:3:2). Prerequisite: ARCH 1353. The use of 3-D computer graphics and modeling or design development with an emphasis on multimedia design presentations.
3350. **Architectural Construction II** (3:3:2). Prerequisite: ARCH 2351. Study of statics, member analysis, material science, and advanced construction systems with emphasis on the systems module and introduction to system integration code and cost.
- 3352.* **Building Information Technology** (3:3:4). Prerequisite: ARCH 1353, 2355, and 3350. Analysis of communication of technical information and the process of preparing documents for building construction utilizing Building Information Modeling (BIM).
3355. **Architectural Construction III** (3:3:2). Prerequisite: ARCH 3350; corequisite: ARCH 3501. Study of structural capacity, connection design, and envelope performance and cost with emphasis on cladding. Introduction to system integration. Outside assignments required.
3356. **Special Studies in Construction Technology** (3:3:0). Prerequisite: ARCH 3355. Approved technology elective dealing with the advanced study of technical building concerns.
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). 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 IV** (5:2:8). Prerequisite: ARCH 2502. Building frame and skin. Teaches design skills centered on the technology of enclosure in building design. Introduces life safety and building codes. F
- 3502.* **Architectural Design Studio V** (5:2:8). Prerequisite: ARCH 3501. Building systems. Teaches design skills centered on the building as a technological system and ecological device. Considers site and building details.
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** (3). Prerequisite: ARCH 3502. Individual study based on an approved internship position consisting of a minimum of 300 hours per semester or summer.
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. Fulfills multicultural requirement.
4341. **Media Elective** (3:3:2). Analog or digital media options chosen from approved list.
4354. **Integrative Systems** (3:3:2). Prerequisite: ARCH 2355, ARCH 3355. Integration of structural, mechanics, electrical, plumbing, and code with life safety systems into building design, through a comprehensive building model.
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.
4363. **Architectural Theory** (3:3:0). Prerequisite: ARCH 2311 and 2315. Examination of the theoretical issues in architecture through critical reading of texts selected from Vitruvius to the most contemporary thinkers in relation to the emerging design challenges. (Writing Intensive)
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. (Writing Intensive)
- 4601.* **Architectural Design Studio VI** (6:3:8). Prerequisite: ARCH 3502. Urbanism: design of urban aggregates of buildings, infrastructure, and land use. Explores the interface between culture and architecture at the scale of the city. Must be taken off campus in study abroad programs.
- 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. El Paso only. (Field Trip Required)

Graduate Courses

5102. **Graduate Colloquium (1:1:0).** An academic seminar on a broad field of study, each meeting is usually led by a different lecturer and will be followed by a question and answer session.
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.
5313. **Special Studies in the History of Architecture (3:3:0).** Prerequisite: ARCH 2311 and 2315. Studies in architectural history involving written and oral analysis of scholarly sources. Topics vary and may include preservation, class, race, and/or gender issues.
5315. **Systems of Architectural Inquiry (3:3:0).** An investigation into the schools of thought and methods of inquiry, including the craft of research with a focus on writing, reading, and critical thinking.
5319. **History of American Architecture: Pre-Contact to 1865 (3:3:0).** Prerequisite: ARCH 2311 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 2311 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.
5321. **Historic Building Technology and Documentation (3:3:0).** Survey of techniques of restoration and stabilization of historic buildings; standards of workmanship; traditional methods and new technologies. Survey of documentation techniques and preservation design.
5324. **History and Theory of Historic Preservation (3:3:0).** Survey of theory and practice of historic preservation and restoration; overview of the history of the preservation movement in the U.S.
5325. **Conservation Policies (3:3:0).** Survey of federal and state enabling legislation; federal, state, and local policies on historic preservation and urban design, discussion of redevelopment strategies.
5326. **History of American Architecture: Pre-Colombian to 1900 (3:3:0).** A survey of American architecture from the Pre-Colombian 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.
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.
5334. **Advanced Studies in Construction Technology (3:3:2).** Prerequisite: ARCH 3355. Approved technology elective dealing with the advanced study of technical building methods and means.
5341. **Internet Media for Visualization Design (3:3:0).** 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.
5342. **Architecture Drawing (3:0:9).** Skills and techniques of drawing. Translation of perceptions of three-dimensional objects and spaces into graphic expression. Outside assignments required. May be repeated once for credit.
5343. **3-D Computer Animation and Imaging (3:3:0).** Prerequisite: ARCH 2354, equivalent, or instructor approval. This course covers the theory, design, and application three-dimensional computer animation and imaging.
5344. **Virtual Reality Software and Technology (3:3:0).** 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.
5347. **3-D Digital Visualization (3:3:2).** A study of the concepts, principles, and techniques of three-dimensional digital modeling, texturing, lighting, and rendering.
5352. **Computer Applications to Architecture (3:3:0).** Survey of digital computer applications to the issues and processes of architecture and planning. May be repeated for credit.
5361. **Architectural Theory Seminar (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.
5365. **Architecture Research Methods (3:3:0).** Comprehensive survey of qualitative and quantitative research methods and their method-specific hypothesis formulation, data acquisition, verification, and analysis.
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.
5383. **Urban Land Development (3:3:0).** The land conversion process including feasibility analysis market and merchandising targets, site selection design, construction and financial analysis. Land-use controls, planning, and environmental constraints.
5384. **Community Design and Development Resources (3:3:0).** Investigation of the development resources available to community and designers emphasizing partnerships and collaboration.
5391. **Architectural Internship (3).** Individual study based on approved internship position consisting of a minimum of 300 hours per semester or summer. Internship will not be approved if the student has received credit for ARCH 4091.
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.* **Master Design Studio I (3:0:6).** Prerequisite: ARCH 5365; corequisite or prerequisite ARCH 5362. Guided individual research and documentation in a studio, leading to a seminal architectural project in ARCH 5692.
5501. **Advanced Architectural Design Studio (5:0:10).** Topical studio that explores design, theoretical and/or technological issues that affect current architectural thought and practice.
5502. **Advanced Architectural Design Studio (5:0:10).** Topical studio that explores design and theoretical and/or technological issues that affect current architectural thought and practice.
5503. **Advanced Architectural Design Studio (5:0:10).** Topical studio that explores design, theoretical, and/or technological issues that affect current architectural thought and practice.
5622. **Preservation Studio (6:0:12).** Research on current preservation issues. Individual projects required.
5901. **Comprehensive Design Studio (9:0:18).** Design of a comprehensive architectural project based on a building program and site that includes an understanding of structural and environmental systems, building assemblies, and principles of sustainability.
6000. **Master's Thesis (V1-6).**
7000. **Research (V1-12).**

* Open only to architecture majors or to students with the dean's permission.



National Architectural Accrediting Board, Inc.

MEMORANDUM

TO: NAAB accredited programs
cc: Andrea Rutledge, CAE, Executive Director
FROM: Cassandra Pair, Accreditation Manager
DATE: May 28, 2008
RE: 2007 Annual Report Responses



Enclosed please find the NAAB response to your 2007 Annual Report submission.

As a reminder, the 2008 Annual Report submission has been changed to November 30, 2008. For further information as it relates to these changes, log onto the NAAB website (www.naab.org) and click on the "News" link.

Should there be any questions, please contact the NAAB office at (202) 783-2007.

Thank you.

1735 New York Avenue, NW

Washington, DC 20006

www.naab.org

tel 202.783.2007

x 202.783.2822

email info@naab.org

NAAB RESPONSE TO Texas Tech UNIVERSITY 2007 ANNUAL REPORT

Rec'd Date: 9/27/2007

Date of Visit: N/A

Section One: Checklist of required elements

1. Statistical Report	√Included	Not Included
2. Response to deficiencies identified in the most recent VTR	√Included	Not Included
3. Causes of Concern	√Included	Not Included
4. Changes in the accredited program	Included	√ Not Included

Section Two (A): Assessment of response to deficiencies

Condition 11: Professional Degrees and Curriculum

Satisfied, no further reporting required¹

Condition 12: Professional and General Studies

Further information and/or evidence of progress are needed. Although the program has clearly states the relationship between university requirements for general studies and the requirements of the degree program, the depth of that interaction and integration is not sufficiently described or documented in the annual report.

Condition 12: Elective Studies

Satisfied, no further reporting required²

Section Two (B): Assessment of response to causes of concern

Image Collection

The slide library is part of the general collection of the university. To date, the university library has acquired additional digital images, but has still failed to make the slide collection "readily access[ible] by faculty and students," nor, apparently has it been digitized. The program does not take responsibility for this deficiency, instead it places blame squarely on the library. It is not appropriate for a program to abandon responsibility for the collections that are critical to its own capacity for meeting the learning needs of students and the teaching of its faculty. Texas Tech must continue to advocate for the conversion of the slide collection to digital media.

Faculty Discussion About the Curriculum

Texas Tech reports that faculty have been working on curriculum redesign with particular emphasis on design. A proposal for a new curriculum has been approved by the university deans' council, however no evidence or other information about the nature of the changes or the process used to engage the faculty in a broad discussion has been presented. Also, the annual report does not include information about implementation of the new curriculum. The program should continue to report on their progress in this area and, if possible, to provide additional information.

¹ Although an area may be marked "satisfied, no further reporting required," the next visiting team may include in its report its own assessment of the program's response to the deficiency.

² See above.

Section Three:
Changes to the accredited program

No changes to the accredited program reported.

Questionnaire Detail

Final Revision
Submitted Dec. 5th

Your last Review Time was 12/5/2008 10:18:47 AM.

You have reviewed 10 times

You are modifying the Annual Report Submission for Texas Tech University. If this is not correct please contact NAAB immediately.

Annual Report Submission for the year 2008.

Introduction

Starting in the fall of 2008, the National Architectural Accrediting Board (NAAB) is launching a new online Annual Report Submission (ARS) system with a deadline of November 30, 2008.

Continuing accreditation/candidacy is subject to the submission of *Annual Reports*. They are then reviewed by the NAAB staff and a response is prepared and sent to the program. Under certain conditions, three-year terms of accreditation may be extended to six-year terms on the basis of the material provided in *Annual Reports*. Conversely, if an acceptable *Annual Report* is not submitted to the NAAB by the following January 15 the NAAB may consider advancing the schedule for the program's next accreditation sequence.

Part I (Annual Statistical Report) captures statistical information on the institution in which an architecture program is located and the degree program. For the purposes of the report, the definitions are taken from the glossary of terms used by the Integrated Postsecondary Education Data System (IPEDS)¹. Much of the information requested in Part I must be consistent to the *Institutional Characteristics, Completion and 12-Month Enrollment Report* submitted to IPEDS in the fall by the institution. Data submitted in this section is for the previous fiscal year. An appropriate representative of the institution's administration should verify data prepared by architecture programs.

Part II (Narrative Report) is the report in which a program responds to the most recent Visiting Team Report (VTR). The narrative must address *Section 1.4 Conditions Not Met* and *Section 1.5 Causes of Concern* of the VTR. Part II also includes a description of changes to the program that may be of interest to subsequent visiting teams or to the NAAB. In addition, this part is linked to other questions in Part I for which a narrative may be required. If a program had zero "not mets" in the most recent VTR or was "cleared of future reporting" in subsequent annual reports, no report is required in Part II.

Submission

Annual Reports are submitted through the NAAB's Annual Report Submission system during the month of November each year. Programs visited during the previous spring or scheduled to be visited the following spring are required to submit Part I (Annual Statistical Report) only (e.g., for fall 2008, programs visited in spring 2008 or scheduled for spring 2009 only submit their statistical reports – Part I).

NAAB Response

Annual Reports are reviewed by the NAAB staff and an NAAB response is sent to the program, generally in the early spring. The NAAB administrative response to the *Annual Report* will identify whether additional or continued reporting is required for any of the conditions or causes of concern identified in the most recent VTR. Programs are encouraged to include these administrative responses as supplemental material in subsequent APRs.

The NAAB uses *Annual Reports* to maintain current information about the programs it accredits and track selected information that is relevant to compliance with the NAAB Conditions. Prior to accreditation visits or focused evaluations, visiting teams receive a summary report of program annual statistics that cover the years since the school's last accreditation visit and an aggregate summary of data received from all accredited programs for the same period.

The statistics collected in this survey will be made available to all participating accredited and candidate schools. In order to maintain confidentiality, information may only be reported in the aggregate. Information that is available to the public will be posted on the NAAB website.

The NAAB uses the information to support accreditation activities and to provide relevant reports to other collateral organizations like The American Institute of Architects or the National Council of Architectural Registration Boards.

¹ IPEDS is the "core postsecondary data collection program for the National Center for Education Statistics. Data are collected from all primary providers of postsecondary education in the [U.S.] in areas including enrollments, program completions, graduation rates, faculty, staff, finances, institutional prices, and student financial aid." For more information see <http://nces.ed.gov/IPEDS/>

PART I - ANNUAL STATISTICAL REPORT

SECTION A. INSTITUTIONAL CHARACTERISTICS

This section captures aggregated information about the home institution for each architecture program. Wherever possible, this information should be the same as that reported by the institution to IPEDS in its most recent Institutional Characteristics, Completion and 12-month Enrollment report.

1. Program Contact Information

(for inclusion on the NAAB website)

Institution
Name: Texas Tech University

Academic
Unit Name: College of Architecture

Address 1: Box 42091

City: Lubbock

State: TX

Zip: 79409-2091

Architecture
Program 806/742-3136

Tel. No:

Architecture
Program 806/742-2855

School Fax
No:

Architecture
Program <http://www.arch.ttu.edu/default.asp>

School
URL:

Email
address for
general
inquiries: Arch.admin@ttu.edu

In order to modify your organization information
please visit the [ACSA Guide site](#).

2. Institution Type

Public

3. Carnegie Classification

Doctoral/Research Universities - Extensive

4. Which regional accreditation agency accredits your institution?

Southern Association of Colleges and Schools (SACS)

Questions 5, 6, and 7 regarding Contact Information

5. Who has direct administrative responsibility for the architecture program?

Name	Andrew Vernoooy
Title	Dean
Office Tel. No	806-742-3136
Fax No	806-742-1400
Email Address	andrew.vernooy@ttu.edu

6. To whom should inquiries regarding this questionnaire be addressed?

Name	Beth Trischitti
Title	Administrative Manager and Exec. Assoc. to the Dean
Office Tel. No	806-742-3169 x225
Fax No	806-742-1400
Email Address	beth.trischitti@ttu.edu

7. Who is the administrator responsible for verifying data (and completing IPEDS reports) at your institution?

Name	Vicki West
Title	Director IRIM
Office Tel. No	806-742-2166
Fax No	806-742-2106
Email Address	vicki.west@ttu.edu

8. Institutional Student Characteristics

(Aggregated for the Institution; this information should be the same as that reported to IPEDS for the last fiscal year)

Total undergraduate enrollment:	22705
Total graduate enrollment:	3333
25th percentile ACT score for undergraduates enrolling on the last fiscal year	20
75th percentile ACT score for undergraduates enrolling on the last fiscal year	26
25th percentile SAT score for undergraduates enrolling on the last fiscal year	980
75th percentile SAT score for undergraduates enrolling on the last fiscal year	1190
Average GRE score for graduates enrolling in the last fiscal year (not including specialized programs like law, medicine, business or other programs for which a specialized entrance examination is required):	0

9. Total enrollment of all undergraduate students by race/ethnicity

	Male	Female
Total	12639	10066
American Indian/Alaska Native	88	78
Asian or Pacific Islander	395	259
Black, Non-Hispanic	535	390
Hispanic	1636	1330
White, Non-Hispanic	9985	8009
Other	0	0
Declined to or Did Not Supply	0	0

10. Total enrollment of all graduate students by race/ethnicity

	Male	Female
Total	1630	1703
American Indian/Alaska Native	9	18
Asian or Pacific Islander	58	57
Black, Non-Hispanic	51	79
Hispanic	172	192
White, Non-Hispanic	1340	1357
Other	0	0
Declined to or Did Not Supply	0	0

SECTION B. NAAB-ACCREDITED ARCHITECTURE PROGRAMS

This section captures information about the specific NAAB-accredited degree programs offered by the institution, unless otherwise noted in the instructions.

1. Which NAAB accredited degree programs were offered during the last fiscal year?

B. Arch.

M. Arch.

X

D. Arch.

2. Which non-accredited architecture programs were offered during the last fiscal year?

Discipline	Degree	Guide Display
Architecture	B. Arch	Bachelor of Architecture
Architecture	M. Arch	Master of Architecture
Architecture	Master of Science	

3. Does your institution have plans to initiate any new NAAB-accredited

degree programs?

No

If yes, a report is required in PART II – Narrative Report that outlines the plans and planning for the new program.

4. Does your institution have plans to discontinue any of its NAAB-accredited degree programs?

No

If yes, a report is required in PART II – Narrative Report that outlines the plans and planning for the new program.

5. What academic year calendar type does your institution have?

4-1-4 System

6. Give total number of days of instruction for the academic year for each NAAB accredited degree program(s), not including non-instructional activities such as orientations, reading periods or exams and holidays.

The program(s) in this section are dependent on your selection in Section B, Question 1.

M. Arch.: 206

7. Credit Hours for Completion:

The program(s) in this section are dependent on your selection in Section B, Question 1.

a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited degree offered by your institution.

M. Arch. Pre-Professional: 173

M. Arch. Non Pre-Professional: 0

b. By degree, how many of those credit hours are assigned to general education?

M. Arch. Pre-Professional: 54

M. Arch. Non Pre-Professional: 0

c. By degree, what is the average number of credits each full time student completes per academic term?

M. Arch. Pre-Professional: 14

M. Arch. Non Pre-Professional: 0

8. Is your program offered at more than one campus or location? If yes, please list:

Yes

Location 1:

El Paso, TX yrs. 3&4 only

Location 2:

Location 3:

SECTION C. TUITION, FEES AND FINANCIAL SUPPORT FOR STUDENTS IN NAAB-ACCREDITED PROGRAMS

1. Tuition is defined as “the amount of money charged to students for instructional services. Tuition may be charged per credit, per term, or per academic year.” What were the tuition and fees for the NAAB-accredited degree program(s) for the last fiscal year:

B Arch.

If this section is not applicable, please enter all zero's (0).

	Annual Tuition	Annual Fees	Per Hour/Term/Year
Full-Time			
In-State	0	0	Per Credit Hour
Out-of-State	0	0	Per Credit Hour
Part-Time			
In-State	0	0	Per Credit Hour
Out-of-State	0	0	Per Credit Hour

M Arch.

If this section is not applicable, please enter all zero's (0).

	Annual Tuition	Annual Fees	Per Hour/Term/Year
Full-Time			
In-State	900	6357	Per Academic Year
Out-of-State	5904	6357	Per Academic Year
Part-Time			
In-State	600	4238	Per Academic Year
Out-of-State	3936	4238	Per Academic Year

a. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program?
If yes, please explain

No

b. Is a summer session required for any portion of your accredited degree program(s)?

Yes

If yes, what is the additional tuition and fees for the summer program?
(If no fill this section with 0s)

	Summer Tuition	Summer Fees	Per Hour/Term/Year
Full-Time			
In-State	1679	0	Per Term
Out-of-State	3347	0	Per Term
Part-Time			
In-State	0	0	Per Credit Hour
Out-of-State	0	0	Per Credit Hour

Does the institution offer discounted or differential tuition for summer courses for a NAAB-accredited degree program?

If yes, please explain

No

2. Per Student Expenditure:

What is the average per student expenditure for students enrolled in NAAB accredited degree programs? This is the total amount of goods and services, per student, used to produce the educational services provided by the NAAB-accredited program.

The program(s) in this section are dependent on your selection in Section B, Question 1.

M. Arch. Student Exp 3029

3. Financial Aid:

What was the total amount of financial aid (Grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid [tuition reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses. This includes Title IV subsidized and unsubsidized loans provided directly to student) provided by the institution to students enrolled in each program(s) leading to a NAAB accredited degree during the last fiscal year?

The program(s) in this section are dependent on your selection in Section B, Question 1.

Financial Aid provided to graduate students in NAAB-accredited programs:

Total Graduate Financial Aid for last fiscal year 81262033

Average Graduate Financial Aid per student 2876

4. Graduate Assistants:

What was the total number of graduate-level students employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research during the last fiscal year within the NAAB-accredited programs offered by your institution? Please include: graduate assistant, teaching assistant, teaching associate, teaching fellow or research assistant in your calculation.

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SECTION D. STUDENT CHARACTERISTICS FOR NAAB-ACCREDITED DEGREE PROGRAMS

(If your institution offers more than one program, please provide the information for each program separately)

1. Applicants:

	Male	Female
Total	360	127
American Indian/Alaska Native	2	2
Asian or Pacific Islander	19	5
Black, Non-Hispanic	34	10
Hispanic	91	32
White, Non-Hispanic	214	78
Other	0	0
Declined to or Did Not Supply	0	0

2. Admitted:

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '\$' or ',' A person can only be counted in one group.

	Male	Female
Total	267	94
American Indian/Alaska Native	1	0
Asian or Pacific Islander	16	3
Black, Non-Hispanic	17	4
Hispanic	54	22
White, Non-Hispanic	179	65
Other	0	0
Declined to or Did Not Supply	0	0

3. Enrolled:

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '\$' or ',' A person can only be counted in one group.

	Full-Time		Part-Time	
	Male	Female	Male	Female
Total	69	32	2	4
American Indian/Alaska Native	1	0	0	0
Asian or Pacific Islander	3	3	0	0
Black, Non-Hispanic	1	0	0	0
Hispanic	7	3	2	2
White, Non-Hispanic	57	25	0	2
Other	0	1	0	0
Declined to or Did Not Supply	0	0	0	0

4. Total undergraduate/graduate enrollment in NAAB-Accredited program by race/ethnicity

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '\$' or ',' A person can only be counted in one group.

	Full-Time		Part-Time	
	Male	Female	Male	Female
Total	69	32	2	4
American Indian/Alaska Native	1	0	0	0
Asian or Pacific Islander	3	3	0	0
Black, Non-Hispanic	1	0	0	0
Hispanic	7	3	2	2
White, Non-Hispanic	57	25	0	2
Other	0	1	0	0

Declined to or Did Not Supply	0	0	0	0
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5. Number of total credits in professional architectural studies

a. Total number of credits in professional architectural studies taken by full time students for the last fiscal year:

14906

b. Total number of credits in professional architectural studies taken by part-time students in the last fiscal year:

0

SECTION E. DEGREES AWARDED

(The information requested in this section should be provided by the unit within the institution responsible for submitting the annual Completion Report to the National Center for Education Statistics and IPEDS.)

1. What is the total number of NAAB-accredited degrees that were awarded in the last fiscal year?

	B. Arch.		M. Arch.		D. Arch.	
	Male	Female	Male	Female	Male	Female
Total	0	0	44	24	0	0
American Indian/Alaska Native	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	9	2	0	0
White, Non-Hispanic	0	0	35	22	0	0
Other	0	0	0	0	0	0
Declined to or Did Not Supply	0	0	0	0	0	0

SECTION F. RESOURCES FOR STUDENTS AND LEARNING IN NAAB-ACCREDITED PROGRAMS

1. Total number of catalogued titles in the architecture library collection

(all forms of media)

Catalogued Titles on Main campus: 2578185

Catalogued Titles on Other locations: 31295

2. Total number of catalogues titles that have Library of Congress NA or Dewey 720-729

(all forms of media)

Library of Congress NA or Dewey 720-729 89

Catalogued Titles on Main campus:

Library of Congress NA or Dewey 720-729 20501

Catalogued Titles on Other locations:

3. What is the total number of permanent workstations that can be

assigned to students enrolled in design studios?

Permanent Workstations on Main Campus: 268

Permanent Workstations at Other locations: 60

4. Briefly describe the labs, shops, and other learning resources available to all students enrolled in NAAB-accredited degree program(s):

Resource Type	Available?
Shop	Yes
Computer Facilities (Lab)	Yes
Computer Output Facilities (Plotters, Specialized plotting)	Yes
Digital Fabrication Facilities	Yes
Wireless Network	Yes
Image Collection (Slide Library)	Yes
Photo Studio/Darkroom	No
Lecture Series	Yes
Gallery/Exhibits	Yes
Other	No

If Other Resources, Please describe:

SECTION G. HUMAN RESOURCE SUMMARY (Architecture Program)

Faculty are defined as follows: Persons identified by the institution as such and typically those whose initial assignments are made for the purpose of conducting instruction, research or public service as a principal activity (or activities). They may hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer or the equivalent of any of those academic ranks. Faculty may also include the chancellor/president, provost, vice provosts, deans, directors or the equivalent, as well as associate deans, assistant deans and executive officers of academic departments (chairpersons, heads or the equivalent) if their principal activity is instruction combined with research and/or public service. The designation as "faculty" is separate from the activities to which they may be currently assigned. For example, a newly appointed president of an institution may also be appointed as a faculty member. Graduate, instruction, and research assistants are not included in this category.

1. Full-time Instructional Faculty

Those members of the instructional/research staff who are employed full time and whose major assignment is instruction, including those with release time for research. Includes full-time faculty for whom it is not possible to differentiate between teaching, research, and public service because each of these functions is an integral component of his/her regular assignment:

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '\$' or ',' A person can only be counted in one group.

Professor

	Tenured		Tenure-Track		Non-Tenure-Track	
	Male	Female	Male	Female	Male	Female
Total	6	1	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0
Asian or Pacific Islander	1	0	0	0	0	0

Black, Non-Hispanic	1	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0
White, Non-Hispanic	4	1	0	0	0	0	0
Other	0	0	0	0	0	0	0
Declined to or Did Not Supply	0	0	0	0	0	0	0

Associate Professor

	Tenured		Tenure-Track		Non-Tenure-Track	
	Male	Female	Male	Female	Male	Female
Total	13	1	1	2	0	0
American Indian/Alaska Native	0	0	0	0	0	0
Asian or Pacific Islander	1	0	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	1	0	0
White, Non-Hispanic	12	1	1	1	0	0
Other	0	0	0	0	0	0
Declined to or Did Not Supply	0	0	0	0	0	0

Assistant Professor

	Tenured		Tenure-Track		Non-Tenure-Track	
	Male	Female	Male	Female	Male	Female
Total	0	0	6	3	0	0
American Indian/Alaska Native	0	0	0	0	0	0
Asian or Pacific Islander	0	0	2	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	1	0	0	0
White, Non-Hispanic	0	0	3	1	0	0
Other	0	0	0	2	0	0
Declined to or Did Not Supply	0	0	0	0	0	0

Instructor

	Tenured		Tenure-Track		Non-Tenure-Track	
	Male	Female	Male	Female	Male	Female
Total	0	0	0	0	7	5
American Indian/Alaska Native	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	1	0

White, Non-Hispanic	0	0	0	0	6	5
Other	0	0	0	0	0	0
Declined to or Did Not Supply	0	0	0	0	0	0

Total credit hours taught by full time faculty: 0

2. Part-Time Instructional Faculty

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '\$' or ',' A person can only be counted in one group.

Professor

	Tenured		Tenure-Track		Non-Tenure-Track	
	Male	Female	Male	Female	Male	Female
Total	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
White, Non-Hispanic	0	0	0	0	0	0
Other	0	0	0	0	0	0
Declined to or Did Not Supply	0	0	0	0	0	0

Associate Professor

	Tenured		Tenure-Track		Non-Tenure-Track	
	Male	Female	Male	Female	Male	Female
Total	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
White, Non-Hispanic	0	0	0	0	0	0
Other	0	0	0	0	0	0
Declined to or Did Not Supply	0	0	0	0	0	0

Assistant Professor

	Tenured		Tenure-Track		Non-Tenure-Track	
	Male	Female	Male	Female	Male	Female
Total	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0

Asian or Pacific Islander	0	0	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
White, Non-Hispanic	0	0	0	0	0	0
Other	0	0	0	0	0	0
Declined to or Did Not Supply	0	0	0	0	0	0

Instructor

	Tenured		Tenure-Track		Non-Tenure-Track	
	Male	Female	Male	Female	Male	Female
Total	0	0	0	0	5	2
American Indian/Alaska Native	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
White, Non-Hispanic	0	0	0	0	5	2
Other	0	0	0	0	0	0
Declined to or Did Not Supply	0	0	0	0	0	0

Total credit hours taught by part-time faculty: 0

3. Adjunct Faculty

Non-tenure track faculty service in a temporary or auxiliary capacity to teach specific courses on a course-by-course basis. Includes both faculty who are hired to teach an academic degree-credit course and those hired to teach a remedial, developmental or ESL course; whether the later three categories earn college credit is immaterial. Excludes regular part-time faculty, graduate assistants, full-time professional staff who may teach individual courses (such as the dean or academic advisor) and appointees who teach non-credit courses exclusively).

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '\$' or ',' A person can only be counted in one group.

	Professor		Assoc. Prof.		Assist. Prof.		Instructor	
	Male	Female	Male	Female	Male	Female	Male	Female
Total	0	0	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	0	0	0	0
Black, Non-Hispanic	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0
White, Non-Hispanic	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0
Declined to or Did Not Supply	0	0	0	0	0	0	0	0

4. Faculty Credentials: Indicate the highest degree achieved by each faculty member (full-time, part-time, and adjunct):

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '\$' or ',' A person can only be counted in one group.

	Full Time		Part Time		Adjunct	
	Male	Female	Male	Female	Male	Female
D. Arch.	0	0	0	0	0	0
M. Arch.	9	0	0	0	0	0
B. Arch.	10	1	1	0	0	0
Ph.D. in architecture	4	2	0	0	0	0
Ph.D. in other discipline	0	0	0	0	0	0
Post-professional master's in architecture	7	1	0	0	0	0
Other degrees	13	1	0	0	0	0
Registered in U.S. Jurisdiction	10	0	0	0	0	0

5. Average annual salaries for full-time instructional faculty teaching in the NAAB-accredited program for the last fiscal year

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include '\$' or ',' A person can only be counted in one group.

	Number	Minimum	Avg.	Max.	Univ. Avg.
Professor	7	70665	80671	100294	0
Assoc. Prof.	17	69948	72907	75866	0
Assist. Prof.	9	50000	54804	58722	0
Instructor	12	28000	41938	67733	0

PART II: NARRATIVE REPORT

In addition to Annual Statistical Report (PART I), NAAB-accredited architecture degree programs are required to submit a Narrative Report (PART II).

This report has two sections:

- Describe the architecture program's responses to the most recent Visiting Team Report (VTR). The narrative must address Section I.4 Conditions Not Met and Section I.5 Causes of Concern of the VTR.
- Report changes to the architecture program since the last Annual Report was submitted.

Please note that a YES answer to Section B, Questions 3 or 4 requires the inclusion of a narrative report.

Annual Report required:

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Size: 14.90 KB

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Section Two (A):

Assessment of responses to deficiencies

Condition 11: Professional Degrees and Curriculum

Satisfied, no further reporting needed

Condition 12: Professional and General Studies

The core curriculum of the University requires the following courses: Essentials of College Rhetoric, Advanced College Rhetoric, Trigonometry, Analytical Geometry, General Physics, American Government Organization, American Public Policy, History of the U.S. to 1877, and History of the U.S. Since 1877. The core curriculum also requires 4 hours of a Natural Lab Science and an approved oral communication course.

The College of Architecture participates in the general studies of the University by offering the following courses that are approved for the core curriculum: History of World Architecture c. 3000BC to c. 1600 AD (Humanities and Multicultural Requirement), Architectural Design Studio I (Visual and Performing Arts), and Design Environment and Society (Social and Behavioral Sciences).

The College has been asked to remove Architecture in Nonwestern Societies from the Multicultural Requirement because it is currently listed as a senior level course. We are looking into reoffering it at the sophomore level and resubmitting it for inclusion in the core curriculum.

Recently, the History of 18th, 19th, and 20th Century Architecture (Humanities) was removed from the core curriculum by the General Education Committee because it had a prerequisite. We are considering removing the prerequisite and resubmitting it for inclusion in the core curriculum.

Recently, Architectural Freehand Drawing (Visual and Performing Arts) was removed from the core curriculum by the General Education Committee because they wanted a separate syllabus for each section of the course. We are resubmitting this course for inclusion in the core curriculum.

The College of Architecture sees itself as an essential part of the larger institutional goals of the University. Texas Tech has several distinguishing features that the College contributes to. The Carnegie Institute has classified Texas Tech as the only "Community Engaged" institution of higher education in the state of Texas. The College actively pursues community engagement as a pedagogical objective with nearly a third of the studios at any given time so disposed. Concomitantly, the College contributes to the "service learning" mission of the University with two Service Learning Fellows. The University has a freshman issues program that is supported by members of the faculty of the College and the University has an Excellent Honors College for

which members of the faculty of the College teach routinely. Currently we are designing a special Architecture Track within the Honors College.

Condition 12: Elective Studies

Satisfied, no further reporting required

Section Two (B):

Assessment of responses to causes of concern

Image Collection

Subsequent to the last accreditation team visit, the College and the General Libraries did separate assessments of the existing slide collection which was virtually un-catalogued and unorganized. The College had begun a sorting and organizing effort but it was clear that it did not have the resources to complete the work. General Libraries estimated that it would cost \$500k to complete the sorting and cataloguing of the slides. Estimates varied on quality; but, no estimate thought that greater than 60% of the slides were useful and, of those, there was no documentation of source of the image or its photographer. Absent proper documentation, there was concern that copyrights could not be protected. It was proposed by General Libraries that the money could be better used to purchase digital images and to establish special collections brought forth by the faculty of the College. This seemed like the most sensible and resource conscientious path to take. The General Libraries has been faithfully pursuing the purchase of digital images including art and architectural images and they have established at least one special collection of digital images donated by a former member of the College faculty.

Further, the technologies associated with the presentation of images in studio and lecture courses have changed substantially in the five years since the visit. No member of the faculty of the College uses slides in the presentation of their classes. They prefer the flexibility of the digital image and the availability of the internet. At the time of the visit, the College had one, very vocal, faculty member who insisted that only slides would do and that digital images were not good enough to teach architecture history. He has left the College and the architecture education profession.

Pedagogical Changes

The College has completed two years of meetings and workshops considering and initiating changes in the curriculum to meet more sophisticated pedagogical objectives. In general terms the following changes were effected.

1. Architectural History courses were moved to the second year where they could better staff discussions in studios and construction courses. This left room for more core curriculum in the first year and it made the transition to other programs in the University easier for those students who did not want to pursue architecture further.
2. Digital media was introduced in the first year to prepare students for second year studio and analogue drawing techniques were redistributed throughout the curriculum in order to reinforce the importance of those skills to the architecture design process.
3. The second digital media course was integrated with the first third year studio. This is an experiment that will be evaluated after two years.
4. New tonalities were set for each design level to better match the view of the design faculty.
5. Most recently, the Comprehensive Studio, which acted as a capstone to the Masters degree, was moved to the first graduate studio. It was reasoned, although not fully accepted by all members of the faculty, that this would allow the College to focus on basic design and technology skills in a concentrated core that extended into graduate study followed by topical and specialized investigation. This will be evaluated after five years.

These changes have been fully implemented at the University level. The evidence presented at the time of the next accreditation visit will document the first results of these changes.

Annual Report Submission

Edit Questionnaire (View)

This is your 10 time reviewing your Report. Your last time was 11/25/2008 12:59:17 PM.

You are not missing any data entries for the report. Advanced Data Validation will now commence.

Advanced Data Validation was successful.

Since your report consists of no missing data and has passed complex data validation you may now submit your Annual Questionnaire if you wish to do so. However, once you submit your Annual Questionnaire you **will not** be able to edit any part of it. You may still view the report at any time.

☒ I understand I will not be able to edit my Annual Questionnaire after I submit it.

Submit Annual Report Submission

Annual Report Submission

Edit Questionnaire (View)

This is your 11 time reviewing your Report. Your last time was 12/5/2008 10:18:47 AM.

You are not missing any data entries for the report. Advanced Data Validation will now commence.

Advanced Data Validation was successful.

Thank you for submitting your Annual Report Submission.

You submitted your report at 12/5/2008 10:27:28 AM