



TEXAS TECH UNIVERSITY™

Texas Tech College of Architecture Annual Report for Academic Year 2012

Part II Narrative Report

Response to Visiting Team Report

(Visit: 21 April 2010)

Response to Section 1.4 Conditions Not Met:

13.10 National and Regional Traditions

2010 Visiting Team comments: The Team found evidence of National but not Regional Traditions.

In response to concerns expressed by the architecture historians on our faculty, the College has introduced a third architecture history survey course. These three courses will allow time to consider more thoroughly the new NAAB criteria of Historical Traditions and Global Culture, including local and regional settings. The second history survey course (from the Renaissance to the end of the 19th century) sets the stage for regionalism and discusses its intellectual basis with examples from Texas. The third course focuses on the 20th century. This course includes a guest lecture by an expert in the development of modernism in Texas. Regional architecture identification is included on the exams.

13.14 Accessibility

2010 Visiting Team Assessment: While the team found evidence of this ability in site design work, it was not evident in building design material presented to confirm “ability” compliance.

In response to the concern that this criterion is not addressed at the “ability” level, all sections of Design Studios 3501 and 3502 (third year) design and present special assignments dealing with state and national accessibility standards. In the spring the 3502 studios designed a space that must accommodate someone who has impaired mobility. This fall all of the 3501 studios had lectures devoted to codes and accessibility.

13.18 Structural Systems

2010 Visiting Team Assessment: The program did not present student evidence in support of this criterion.

Exams, projects and home works were available in the Team room. However, the College Administration has felt that the Construction courses were not at the level that they should be. This weakness was noted in the self-analysis section of the APR. The Construction sequence has been staffed with new faculty and it has been totally reorganized. ARCH 2351 Construction I focuses on the introduction of materials and methods of construction, including structure and envelope systems with exams that require knowledge of materials and projects that require sophisticated understanding of envelope details. ARCH 3350 Construction II has a focus on the introduction of statics, strength of materials, and member analysis, including states of stress, and shear and moment diagrams. This understanding is tested with exams and applied to projects that are physical models of basic structural concepts and models that represent precedent studies. ARCH 3355 Construction III focuses on structural member capacity, lateral load systems, connection design and cost control. We have added a weekly problem session for each of these three courses to insure that students learn how to use the math and concepts presented in the lectures.

13.19 Environmental Systems

2010 Visiting Team Assessment: The Program did not present student evidence in support of acoustical and lighting understanding.

The Environmental Systems course, ARCH 2355, focuses on an introduction to the basic principles of thermal design; day lighting; analysis of mechanical, electrical, and plumbing systems; and acoustical design. This course is the foundation for our Integrated Systems course, ARCH 4354, which focuses on the integration of structural systems, mechanical/plumbing systems, and electrical/lighting systems into the building design process using sophisticated BIM software, DProfiler, as the course vehicle. These two courses have been given a weekly problem-solving lab, lead by a Graduate Assistant, in order to make sure that the students know how to use the material presented in the lectures.

13.25 Construction Cost Control

2010 Visiting Team Assessment: The Program did not present student evidence in support of this criterion.

This criterion will be addressed in ARCH 3355 Construction III this spring (mentioned above). We have added a Graduate Assistant lead weekly problem session for this course to insure that students learn to use the material covered in the lectures on Construction Cost Control.

13.28 Comprehensive Design

2010 Visiting Team Assessment: Students are required to work in teams for this studio (ARCH 5501, which is not listed as the same studio course number in the curricular presented in APR Section 3.12 – Professional Degrees and Curriculum). The student work presented did not demonstrate consistent compliance on a per project basis. While individual components of the criterion were evident in separate projects, no project in either “Pass” or “High Pass” categories demonstrated fulfillment of the complete set of abilities. Syllabi were well crafted and thoughtful in expected outcomes but resulted in complex, varied analysis and resolution to address “ability” competence.

The comprehensive Design Studio is now a 9-hour studio that meets every day. Each student completes an individual Comprehensive Studio project, which addresses all of the items listed as part of the Comprehensive Design SPC. The College has hired a “Professor of Practice”, with twenty years of experience as a lead design architect with nationally prominent firms to help focus this studio.

13.30 Architectural Practice

2010 Visiting Team Assessment: No student evidence found for time & project management, risk mitigation, or arbitration/mediation methods, and current trends that affect practice.

This course was in transition in the fall of 2009—just before the Visiting Team arrived. The new format uses Distance Delivery Techniques to bring the experience of nationally prominent professionals to the course. The new format has special units that cover time and project management, risk mitigation and arbitration/mediation methods. A professional architect in Houston with thirty-five years of experience teaches these topics. Students are tested on this material.

Response to Section 1.5 Causes of Concern:

The NAAB Board asked for a Focused Evaluation on the Causes of Concern listed on the VTR. The FE Report was submitted on May 30, 2012. The Narrative of that report follows:

Special Program Focused Evaluation Report—College of Architecture, Texas Tech University

Background and Introduction:

The July 27, 2010 letter from NAAB President, Wendy Ornelas, FAIA, specifies the Focused Evaluation as follows:

“As a result, the professional architecture program: Master of Architecture was formally granted a six-year term of accreditation with the stipulation that a focused evaluation be scheduled in two years to look at Professional Degrees and Curriculum and the progress that has been made in this area. 12. Professional Degrees and Curriculum”

The January 6, letter of Executive Director Andrea S. Rutledge, CAE, clarified this request as follows: “Thus, the focused evaluation was based on the team’s Causes of Concern regarding a recent curriculum revision and its effect on student advising (2010 VTR, p. 4).”

The 2010 Visiting Team Report, page 4, Item 5, Causes for Concern makes the following statements:

A. Curriculum Revision: The program has revised the curriculum extensively since the last team visit (2004) with the resulting need to methodically assess curricular effectiveness. These revisions also affect student advising processes to advise all students with such curricular complexity and increased points of access.

B. Studio Culture: Future attention should be paid to implementing and assessing the Studio Culture Policy (Condition 3.5) with the formal and ongoing input of students.

C. Physical Resources: The College of Architecture building does not fully comply with current standards for life safety and accessibility.”

i Program Response:

For clarification, the 2010 Visiting Team found “ 12 Professional Degrees and Curriculum (II.2.1)” MET twice in its review of the program. From the 2010 VTR:

Condition 11, Professional Degrees and Curriculum (in 2004): 2010 Visiting Team Assessment: the team finds this Condition now MET through curricular revision; sufficient opportunity for “general studies” is provided through the university requirement that all students complete through the “Uniform Undergraduate Degree Requirement” (see University Catalog, pp. 42-48) comprised of five Requirements, Foreign-Language Requirements, and Writing Intensive Requirements. A total of 47 “Core”/Elective hours is included in the curriculum inclusive of a 3 hour “Diversity” course that can be chosen from among 44 courses, two (2) of which are architecture options.

Condition 12, Professional Degrees and Curriculum (in 2010): 2010 Visiting Team Assessment: Texas Tech University requires all students to complete “Uniform Undergraduate Degree Requirements” comprised of five components: General Requirements, Core Curriculum Requirements, Multicultural Requirements, Foreign-Language Requirements, and Writing Intensive Requirements. A total of 47 “Core”/Elective hours is included in the curriculum inclusive of a 3 hour “Diversity”

course that can be chosen from among 44 courses, two (2) of which are architecture options.

The College has continued to open up Core/Elective studies for our students. The curriculum has eliminated one professional course concerned with research methods in the profession in order to open up an additional art elective in the second semester of the second year, ARCH 2342 Creative Process. The College has seven full-time members of the faculty who are regionally and nationally recognized artists. These instructors teach the Creative Process course by focusing on art media. Art instruction is not available to the architecture students from the School of Art because they do not have the resources to address all of our students, so the College supports this Core study area with a stable of art instructors of its own. As they are encouraged to focus on their own media of expertise, they have made a significant impact on the cultural breadth of the professional curriculum.

A. Curriculum Revision:

In the end of 2007, the College began a curriculum revision process that lasted almost two years. This process was initiated in response to anticipated changes in the NAAB criteria that included an expanded set of requirements for Comprehensive Studio. Even though the 2010 review was to be on the 2004 Conditions, the College felt that the time was right to begin a thoughtful, engaged move to embrace the proposed Conditions. Every member of the faculty was involved in the process; with three different committees involved, the leadership for the process was distributed to half of the tenured and tenure track faculty members. This process was carefully documented for the Visiting Team. The Visiting Team arrived during the first academic year of implementation of the new curriculum.

B. Studio Culture:

The Studio Culture policy was written as part of the College's contribution to the University's Quality Enhancement Plan, which focused on Ethics. The QEP was required by SACS-COC, the accrediting body of the University. It was written with that goal in mind and was not fully engaged when the Visiting Team arrived.

C. Physical Resources:

The College was updated for issues of accessibility in 2004. As part of this renovation the restrooms on the 5th and 10th floors were converted to accommodate the Texas Accessibility Standards. This was not a question at the time of the Visiting Team's review, however conversion of another set of rest rooms is being contemplated at this time. The question most present, at the time of the review, was the mandate from the

State Fire Marshal that all tall buildings at institutions of higher education across the state be sprinkled. This project was delayed at the time.

ii Changes that Have Been Made:

A. Curriculum Revision:

Assessment: The college has methodically assessed the changes made in the curriculum during the two year period, 2008-2009, leading up to the Visiting Team arrival in 2010. Since the visit, at the end of each semester, the College has invited external reviewers to review all of the design work—this past year 14 external reviewers were brought in. During the three days of reviews at the end of each semester, the Chair and the Associate Dean for Academics discuss the studio work with the external reviewers. Then they meet in the Community Lounge, on the 10th floor, to discuss: comments made by the external reviewers, learning outcomes, the evidence of NAAB SPC that were not met in the last VTR, the design curriculum and the integration of other courses into the curriculum. Notes are taken by the College Administration. The College Administration then spends the next two days reviewing all of the comments and reviewing the work of the studios and the adjacent curriculum. These notes will result in level-wide communications to the faculty regarding specific areas of the curriculum. In the fall, the general conversation was aimed at the role of the coordinator in the core studios—second and third year. This past semester, the faculty discussion focused on the expectations of core studios, 2502 and 3502—second and third year respectively. A copy of the general notes sent to faculty teaching second year second semester studio is attached to this report. Individual instructors also receive combined feedback from the external reviewers, the faculty meeting on Dead Day and the Administration's review. A sample of these notes from across the curriculum is attached. This process, while involved, has helped us build a shared set of aspirations for each level of design and the curriculum that supports it. It also gives the Administration of the College an ongoing sense of curricular effectiveness.

Advising: The College has three full time advisors for 800 students and one half time advisor for the El Paso program—50 students. The Lubbock advisors have a combined advising experience of 25 years. All students must be individually advised, each semester, in order to register to continue with their studies in Architecture. Outside of advising related to course registration, the Advising Office is open from 8 am to 5pm Monday through Friday. Advisors are available to students by appointment, dropping, telephoning and emailing. Advisors hold general meetings two times a year to discuss common issues and they will meet with the Administration whenever major changes are made to the curriculum. After advising, students are encouraged to fill out a survey of

advising effectiveness. A copy of this survey and recent results are attached. Students who experience suspensions and/or probation problems are asked to fill out a Probation/Suspension Academic Self-Assessment survey. A copy of this survey and the letter that accompanies it is attached. While the changes prior to 2010 were extensive, the advising process has been excellent. The Director of Academic Studies, who oversees advising sits on the Deans' Council—the policy making body of the College—and the Coordinator of Advising sits on the Administrative Council—the coordinating body of the College.

B. Studio Culture:

As was suggested by the Visiting Team at their exit interview, the College has revised the Studio Culture Policy with a committee of faculty members and students. A copy of the new Studio Culture Policy is attached to this report. A copy of the Studio Culture Task Force Meeting Minutes are also attached. The Studio Culture Policy is on the College web page and is distributed to all design students at the beginning of the academic year.

C. Physical Resources:

The renovation of the College of Architecture to address life safety issues raised by the State Fire Marshal's Office has begun this month. Please see the attached April 16, 2012 letter from the Texas Department of Insurance that outlines the scope of work to be addressed by this project. Please also find the attached May 25, 2012 letter from the University Sr. Project Manager Debbie Griffin acknowledging that work is beginning in May of 2012 and that it is scheduled to be substantially complete August 15, 2013. The fire suppression system and ancillary renovations will cost the University approximately \$8 million.

Respectfully submitted;

A handwritten signature in black ink, appearing to read "Andrew Vernooy". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Andrew Vernooy, AIA
Dean
College of Architecture – Texas Tech University