Texas Tech University
College of Architecture

Visiting Team Report

Master of Architecture
(pre-professional undergraduate degree + 42 graduate credits)

The National Architectural Accrediting Board
21 April 2010

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I.   **Summary of Team Findings**

1.   **Team Comments**
The Texas Tech University College of Architecture was prepared for the visit and evidenced progressive improvement and focused attention to all issues presented in the 2004 VTR. The program has made a concerted effort to "reconfigure" the curriculum and educational opportunities/requirements to frame both contemporary practices in architecture and new educational technologies while maintaining the longstanding "pragmatic" identity of the program and its graduates.

Additionally, the program initiated in 2008-2009 a "pathway" program in El Paso, Texas, to address two important goals of both the university and the profession: diversity and geographical access to professional education. This program operates in partnership with El Paso Community College (EPCC) through an articulation/transfer agreement (updated, February 2009) under which students complete a two-year Associates Degree (66 credit hours) from EPCC. Successful completion of this Associates Degree program permits students to apply to the two-year program of study (65 credit hours) operated on the campus of EPCC by Texas Tech faculty/staff resulting in a BS in Architecture issued from Texas Tech University. The formal team visit to the main Texas Tech University campus in Lubbock was preceded by a one-day visit to El Paso by team members Lambla (ACSA), Redburn (AIA), and Messersmith (Professional Observer) comprised of meetings with faculty, staff, EPCC administration, and students, along with Texas Tech/Lubbock faculty, Dean Vernooy, and Dr. Valerie Paton, vice provost for planning and assessment. Graduates from this partnership with a 3.0 GPA, if they choose to continue, are automatically admitted to the 42-credit M. Arch. degree program in Lubbock (graduates with a lower GPA are permitted to apply). Thus, the El Paso/TTU partnership culminates in the B.S. in Architecture, which is a pre-requisite for admission to the M. Arch.; however, this team did not assess the El Paso program against all the *NAAB Conditions*. Because it represents an important initiative for cooperation and articulation between community colleges and state universities, the team has submitted a separate, informal review of the El Paso/TTU initiative to the NAAB's Assessment and Evaluation Committee for their consideration during the next accreditation review cycle.

General team comments based on their full visit to Texas Tech/Lubbock:
- There is a continuing "pragmatic" tradition whose goal is to educate graduates to enter the practice of architecture. This is highlighted in the *College Mission Statement*: "...[to educate] students for future design practice and for the advancement of knowledge for the benefit of society."* The program is dedicated to articulating what constitutes "future practice." In keeping with this historic focus on the practice of architecture the program has expanded to include a wide range of options for studio experiences:
  - Comprehensive Studio
  - Topical studios
  - Study abroad (required)
  - Practicum + Studio
  - *Atelier* Studio

- Since the previous 2004 visit the program has initiated and sustained multiple, dynamic, and recent changes in curriculum, staffing, faculty and university administration ranging from the implementation of a new integrated business system (Banner), new institutional strategic planning efforts to reach "Tier I Research Institution" status within the State of Texas Higher Education, recent changes in senior administration, and significant new faculty hires (primarily adjunct appointments). Coordinating these changes through faculty governance, administrative and operational channels, and student organizations will remain a critical need, especially as new NAAB Conditions are addressed in future curricular reform.

- Texas Tech University and the College of Architecture have taken significant steps to expand outreach programs, facilities, and partnerships to partner universities, community colleges, and high schools throughout the State of Texas.

- The team meetings with Provost Robert Smith indicate that senior administrators maintain a comprehensive and strategic understanding of the CoA Mission and Goals; and that the university, in pushing forward with the new 2010-2020 TTU Strategic Plan to be named a Tier I Research Institution, expects the College to increase research partnerships across campus.

- Students in the program are enthusiastic about their educational experience but seek greater continuity of leadership and participation in student organizations, and a proactive voice in both policy and operational decisions within the college.

- Adequate and enthusiastic support staff have been appointed by the college to address previous concerns and new programs.

- The faculty have become significantly more diverse (in both gender and ethnic/national backgrounds), represent a healthy cross section of experience (2-30 years tenure), and are committed to and supportive of all students.

- The college dean has substantial and energetic support from program staff, students, and faculty, maintains strong contact with and support from alumni, and balances on- and off-campus work. Decision-making, with as many changes as have been implemented, also demands broad involvement and commitment from all quarters, however.

2.   **Progress Since the Previous Site Visit**

Condition 11, Professional Degrees and Curriculum (2004): *The NAAB only accredits professional programs offering the Bachelor of Architecture and the Master of Architecture degrees. The curricular requirements for awarding these degrees must include three components—general studies, professional studies, and electives—which respond to the needs of the institution, the architecture profession, and the students respectively.*

Previous Team Report (2004): Condition NOT MET. Students need more opportunities for broader general studies. It is commendable that the college has been able to open its first-year courses to the entire university for liberal/general education credits. However, the first-year cohort of courses is clearly part of the requisite professional curriculum. Including these courses as part of the professional degree program means approximately 75 percent of the M. Arch. curriculum is required professional core courses. A variety of curriculum strategies can be explored while preserving the strength of the delineation foundation.

> **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 Requirements" (see University Catalog, pp. 42-48) 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.

Causes of Concern taken from VTR dated March 10, 2004:

Image Collection
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.

> **2010 Visiting Team Assessment:** The team finds this concern dismissed.
> An extensive binder on Library and Information Resources was included in the team room to supplement APR information. Since 2004 the college has dramatically expanded its visual resources collection through a close partnership with the main university library and substantial financial commitments. In 2007 the architecture library was granted $35,000 to purchase the Archivision Base Collection, and then in 2008 an additional $236,000 was granted to purchase additional image collections. Electronic archiving is now a dedicated function of the architecture library; the current digital image collection now numbers over 110,000 and growing daily. Both photographs and architectural illustrations are included.

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

> **2010 Visiting Team Assessment:** The team finds this concern dismissed. Also see notes in Condition 3.12. The program has addressed previous structural restrictions on General Studies course opportunities for the students and increased its commitment to the new (since the 2004 visit) "Core Curriculum" standards of the university.

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

> **2010 Visiting Team Assessment:** The team finds this concern dismissed. Six (6) new staff have been added to the program to address needs from expanded students and faculty, program enrichment, off-campus initiatives, and curricular changes.

3. **Conditions Well Met**

    1.1   Architecture Education and the Academic Context
    1.4   Architectural Education and the Profession
    13.3   Graphic Skills
    13.17 Site Conditions

4. **Conditions Not Met**

    13.10 National and Regional Traditions
    13.14 Accessibility
    13.18 Structural Systems
    13.19 Environmental Systems
    13.25 Construction Cost Control
    13.28 Comprehensive Design
    13.30 Architectural Practice

5.   **Causes of Concern**

   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.

II.   **Compliance with the Conditions for Accreditation**

1.   **Program Response to the NAAB Perspectives**

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

      1.1   **Architecture Education and the Academic Context**

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

Met	Not Met
[X]	[ ]

There is a strong and clear recognition of the place and value of the College of Architecture in the development of Texas Tech University as verifed in the team meeting with the provost. The (very new) 2010-2020 *University Strategic Plan* was distributed to the team as evidence of the new research effort by the university and an increased premium on research, interdisciplinary projects, and the value of the "Resource Centered Management" system for the CoA. The college has a positive history of campus and community engagement and contributions. The university sees the program's required study abroad curriculum component as a significant contribution to the vision component on "Global Engagement." The challenge to the college is to develop stronger and more focused "tentacles" to support faculty engagement in the research and scholarship mission of the university through partnerships on campus.

      1.2   **Architecture Education and Students**

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

Met	Not Met
[X]	[ ]

The program has developed some robust efforts to provide formal means for students to be involved in the college:
- 3 student organizations: Knights of Architecture (service organization), Tau Sigma Delta, AIAS, and has CoA student leaders in the newly-formed campus-wide student chapter of USGBC.
- Multiple opportunities exist to interact with the profession, in studio courses, as summer interns, through the Residency Program (working at a firm in place of a

studio), Practicum + Studio (studio + practice simultaneously), "Atelier" (studio by a professional firm), and Firm Day (exposure to local firms).
- Career fair with state-wide firms.
- Diversity elective required in second year helps promote awareness and studio culture.
- Required study abroad studio promotes understanding of other cultures
- "Pink Day" is a yearly event held by the college to promote women in the profession
- 3rd and 4th year program at the El Paso site promotes diversity in the student body

1.3   Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

	Met	Not Met
	[X]	[ ]

The college has maintained its longstanding reputation for emphasizing a "Practice Orientation" including the insistence that they address the "future of practice" in their written materials. Significant initiatives and opportunities are highlighted:
- Maintain multiple opportunities to interact with the profession (see above)
- IDP is presented in Arch 5392 (Professional Practice) and presented in other classes and through the state IDP Coordinator. Students showed a majority understanding of what IDP is and how it is part of the process leading to licensure.
- Approx. 25% of faculty are licensed architects.
- Annual faculty review "Merit Point" system includes points for active maintenance of registration, however this is not viewed as a significant incentive for many other faculty.
- From data provided, percentage of graduates attempting and passing all 7 ARE 4.0 Sections is close to national average.

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. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

	Met	Not Met
	[X]	[ ]

The team finds this Condition "Well Met." Most of these requirements are met through Arch 5392 (Professional Practice) and an extensive, historically-strong network of relationships between program and profession. The program continues to maintain a strong and active partnership with AIA Lubbock and several alumni (through an active and admirable "Distinguished Alumni Program" among other programs) are instrumental in maintaining connections to other state chapters of the AIA. Some faculty are active in AIA and Texas Board. Most guest lecturers are active practitioners. The "Atelier" system (whereby a studio is co-taught with an active firm) remains active and complements the "Practicum" studio taught with external support.

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. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

Met	Not Met
[X]	[ ]

The curriculum maintains an initial theory course that emphasizes social issues and histories in architecture – ARCH 1311: Design, Environment & Society – and further emphasizes these issues and relationships in the advanced coursework through "Practicum" studio options in El Paso, Houston, and Dallas. The College Mission Statement reads, *"The College of Architecture educates students for future design practice and for the advancement of knowledge for the benefit of <u>society</u>."*

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. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

Met	Not Met
[X]	[ ]

Annual assessment reports developed and submitted demonstrate harmony with the strategic planning process (which is up for revision now that new University Strategic Plan has been published April 2010). NAAB Conditions are folded into strategic plan goals. Regional SACS accreditation has a strong *Outcome Assessment and Quality Enhancement Plan* components that are in compliance within the college. The program is encouraged to design methods for regular student involvement in self-assessments and the resulting actions.

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. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

                                                        Met   Not Met
                                                        [X]   [ ]

The requisite information is provided on the college's website, in the university's 2009-2010 catalog (page 125), and is posted in the "Placement, Programs, Advising and Recuritment Center" (P2 ARC) as well as the architecture library. Further, hardcopies of the 2004 Student Performance Criteria are distributed to all incoming freshmen at orientation and to all existing faculty when it was adopted.

4.   **Social Equity**

The accredited degree program must provide 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. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

                                                        Met   Not Met
                                                        [X]   [ ]

There is a college policy on hiring diverse faculty and recruiting/admitting diverse students as evidenced in the college printed materials. The university initiated (2007) new operating procedure to "standardize faculty recruitment processes" that emphasizes affirmative action goals of the institution. The *College Diversity Policy* is communicated to current and prospective faculty, students, and staff.

3rd/4th Year El Paso student transfers help promote diversity in the graduate student body in Lubbock.

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.

                                                        Met   Not Met
                                                        [X]   [ ]

While there is a well-crafted Studio Culture policy in the APR (and available to students on-line), students indicated that they did not actively participate in its writing or approval, nor is there a mechanism to evaluate its effectiveness annually. They did have general knowledge of its content and value, and confirmed that the college is an environment that fosters a sense of

mutual respect, encourages student participation (even if the students do not avail themselves of these opportunities), and addresses time management. A strong University Code of Conduct is maintained and available to all students.

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.

	Met	Not Met
	[X]	[ ]

Growth in the number of staff has eased previously excessive workload and shortages noted in 2004 VTR. Faculty/student ratio as reported is better than national average due to growth in faculty appointments (although there was some concern this growth was not in Tenure-Track faculty lines).

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.

	Met	Not Met
	[X]	[ ]

The annual review "Merit Point" System is clear for faculty and faculty have opportunities for travel, leave, and partnerships with professional firms is encouraged. Full lecture program and Annual Career Day programs are funded and organized by the College. Staff indicated that opportunities for additional training were made available to all staff in all functions, however some felt there was not the time to take advantage of these. The university provides one, 3-hour course per semester to all employees for free.

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 the 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 (ADA) and applicable building codes.

	Met	Not Met
	[X]	[ ]

While this Condition was MET in the 2004 VTR, the following issues were noted as "additional needs to be considered" (with comment from the 2010 evaluation):
   1. Plotters:
       Since the last visit the college has developed a very good print production capability and operational system.

2. Teaching and Lecture Spaces:
    Since the last visit the college is approaching capacity in providing students with designated studio desks (only the first year has "hot desks") and while compliant with this condition there are minimal review spaces and heavy demand on studio area for group/collaborative project space.
3. Delineation Studios:
    Since the last visit these curricular areas have become integral to the design studios and are now sufficient.
4. Comprehensive Technology Plan:
    Since the last visit this has been accomplished with three staff members, and sufficient computer labs, Print Bureau, and Audio/Visual Resources Center.

While students are now required to own/use their personal laptop computers, the lab computers are sufficient and currently have a replacement cycle of 4+ years.

The building contains significant resources that enhance the program identity and educational/research capability:
*   Significant model and digital fabrication labs with new equipment;
*   A historic preservation lab;
*   Visualization area;
*   Community design area (soon to move into new space in downtown Lubbock);
*   A contract documents studio;
*   A distance learning classroom;
*   A newly-refurbished student lounge; and
*   A new gallery.

Several issues are noted by the 2010 team for serious consideration:
1. Plans to install a comprehensive Fire Protection System (sprinkler system) are currently on "hold" at the university.
2. While the program states that the building is ADA compliant the team observed several conditions that indicate significant future compliance issues (including compliance with Texas Accessibility Standards), including having only two ADA toilet rooms (per gender) in the entire building to serve up to 850 occupants.
3. Access to large lecture halls are difficult to achieve in adjacent buildings on campus with high demand. A lecture facility has been requested to be shared by the college and Department of Art.
4. The 1969 ten-story concrete building divides and segregates the students and faculty into "small" floorplates. This fragmentation has increased as the need to use shared and lecture/seminar spaces has created new functional spaces but exacerbates the communication, collaboration, and research goals of the program.
5. The team notes that Ethernet access for all studio areas is from network drops located along the underside of the exposed concrete beams that requires students and faculty to climb stools on a daily basis to plug in computers.

9. **Information Resources**

    Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services

that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

	Met	Not Met
	[X]	[ ]

While this Condition was MET in the 2004 VTR, the following "Cause for Concern" was submitted:

> *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 2010 visiting team finds that the architecture library is an official "branch library" of the university library system and maintains appropriate and integrated materials, cataloging and administrative support.

The cause for concern listed in the previous VTR has been addressed with a new image collection capability inclusive of:
- Over 100,000 art and architecture images from purchased image collections (architecture is approximately 60% of this collection);
- 2 faculty-owned personal image collections have been digitized and are available to anyone;
- *ArtStor* is also available, which has over 1 million images, some of which are architecture;
- The library has submitted a grant to purchase a set of non-western architectural images;
- The library has begun scanning architectural illustrations (they currently have 1800 and are continually adding more); and
- The El Paso campus will have full access to all materials online in the Fall of 2010.

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.

	Met	Not Met
	[X]	[ ]

The total college budget increased 40% from FY 2004 to FY 2010. The college is funded commensurate with other programs on campus; supplemental information was provided to the team to compare 2009-10 (gross) per student expenditures in the colleges of: architecture, engineering, education, human sciences, and agriculture. Additional information on faculty salaries shows that architecture faculty by rank are below the campus average in all tenure-track levels but above at "Instructor" rank.

Sufficient institutional support exists as measured by total $/student expenses increasing 7.5% from 08-09 to 09-10. The program benefits from state funding formulas derived from tuition, instructional technology fees, and access to "Higher Education Assistance Funds." Funding has been received (through a thorough and well-structured procurement process) since the 2004 visit to renovate or provide for several key changes: construction documents room, creation of a research area for faculty, designating a distance education room and student lounge (separate spaces), and transformation of the previous gallery into a model-building shop. Additional funding has been received to support curricular improvements in IT administration, digital fabrication equipment, and minimal F&E improvements.

From 2003 to 2009 the total endowments in the college went from $1.1 to $2.6 million, with annual giving increasing from $86,000 in 2003 to $586,300 in 2008.

Since the 2004 visit, per student expenditures by the college have gone from a net $641 to $1,351 (not including teaching, operations, or development expenses).

11.   Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). 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.

Met	Not Met
[X]	[ ]

The program and university are accredited under SACS, and maintain both assessment and quality enhancement components as required. The college operates a full complement of administrative staff and faculty appointments organized around the Deans' Council responsible for policy (dean, associate dean for academics, associate dean for external programs, assistant dean,, director of academic studies, and director of building resources), and the Administrative Council responsible for coordinating all activities and events (Deans' Council + executive staff, coordinator of academic programs/advising, computer managing, and college development officer), both of which meet each week. Faculty Advisory, Program, and Services Committees report directly to the faculty and dean. Design Studio Coordinators are appointed at each year level and report to the chair of instruction and associate dean for academics.

12.   Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

Met	Not Met
[X]	[ ]

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.

13.   Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1   Speaking and Writing Skills

Ability to *read, write, listen, and speak effectively*

	Met	Not Met
	[X]	[ ]

Systematic development of these skills in the architecture curriculum complements the Core Curriculum of the university. Students described specific instruction in managing design reviews, verbal presentation, and dialog development.

13.2   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*

	Met	Not Met
	[X]	[ ]

13.3   Graphic 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*

	Met	Not Met
	[X]	[ ]

Well met. The program has developed a strong ethos around diverse graphic methods of representation.

13.4   Research Skills

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

	Met	Not Met
	[X]	[ ]

13.5   Formal Ordering Skills

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

	Met	Not Met
	[X]	[ ]

ARCH 2501/2502 (Studios II & III) present strong analytic material on space principles, composition, and site assessments.

13.6   Fundamental Skills

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

	Met	Not Met
	[X]	[ ]

13.7   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*

	Met	Not Met
	[X]	[ ]

Sufficient mandatory opportunities for collaboration are part of the joint assignments in ARCH 5901 – Comprehensive Building Studio. Additionally, the "Collaboration Studio" is comprised of joint efforts by architecture, landscape architecture, and interior design students.

13.8   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*

	Met	Not Met
	[X]	[ ]

13.9   Non-Western Traditions

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

	Met	Not Met
	[X]	[ ]

13.10   National and Regional Traditions

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

	Met	Not Met
	[ ]	[X]

The team found evidence of National but not Regional traditions.

13.11   Use of Precedents

Ability to *incorporate relevant precedents into architecture and urban design projects*

	Met	Not Met
	[X]	[ ]

Precedents presented extensively in Third Year "Tectonics" studios (ARCH 3501 & 3502) for both building and urban scale projects.

13.12   Human Behavior

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

	Met	Not Met
	[X]	[ ]

13.13   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*

	Met	Not Met
	[X]	[ ]

Primary evidence in ARCH 4000 (Study Abroad Acculturation) is commendable as preparatory for required study abroad studios ARCH 4601 (Design Studio VI).

13.14   Accessibility

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

	Met	Not Met
	[ ]	[X]

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.

13.15   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*

	Met	Not Met
	[X]	[ ]

13.16   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

Met	Not Met
[X]	[ ]

13.17   Site Conditions

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

Met	Not Met
[X]	[ ]

Well met. The team found strong evidence of this ability across many design studios through analytic material, design competence, and graphic representations.

13.18   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*

Met	Not Met
[ ]	[X]

The program did not present student evidence in support of this criterion.

13.19   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*

Met	Not Met
[ ]	[X]

The program did not present student evidence in support of acoustical and lighting understanding.

13.20   Life-Safety

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

Met	Not Met
[X]	[ ]

13.21   Building Envelope Systems

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

Met   Not Met
[X]   [ ]

13.22   Building Service Systems

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

Met   Not Met
[X]   [ ]

13.23   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*

Met   Not Met
[X]   [ ]

13.24   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*

Met   Not Met
[X]   [ ]

13.25   Construction Cost Control

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

Met   Not Met
[ ]   [X]

The program did not present student evidence in support of this criterion.

13.26   Technical Documentation

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

Met   Not Met
[X]   [ ]

13.27   Client Role in Architecture

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

Met   Not Met
[X]   [ ]

13.28   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*

Met   Not Met
[ ]   [X]

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.

13.29   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*

Met   Not Met
[X]   [ ]

13.30   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*

Met   Not Met
[ ]   [X]

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

13.31 Professional Development

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

Met	Not Met
[X]	[ ]

13.32 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*

Met	Not Met
[X]	[ ]

13.33 Legal Responsibilties

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*

Met	Not Met
[X]	[ ]

13.34 Ethics and Professional Judgment

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

Met	Not Met
[X]	[ ]

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III.   Appendices

Appendix A: Program Information

1.   History and Description of the Institution

The following text is taken from the 2010 Texas Tech University Architecture Program Report.

Texas Tech is a fully accredited institution with a full complement of degree offerings and research 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]

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

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 classifies as a Research University Extensive II by the Carnegie Foundation, making it one of the top 125 universities in the nation.

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

2. **Institutional Mission**

The following text is taken from the 2010 Texas Tech University Architecture Program Report.

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

Vision Statement

Texas Tech University will be a national leader in higher education – manifesting excellence, embracing diversity, inspiring confidence, 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 beset 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.

3. **Program History**

The following text is taken from the 2010 Texas Tech University Architecture Program Report.

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

Four years later, the architecture program became the Department of Architecture and Allied Arts. The emphasis expanded from engineering and structures to design. A Bachelor of commercial Art was offered in addition to a Bachelor of Science in Architectural Engineering. In 1933, the first Bachelor of Architecture degree was offered. The program was expanded from a 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 (177-1983; 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 the Graduate Record Examination scores, grade point average, and a portfolio of work; ranked on a sliding scale. Students admitted to the graduate level program, having entered at the undergraduate level, will receive an undergraduate degree at the completion of undergraduate level requirements, typically $3^1/2$ 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.

4.   **Program Mission**

The following text is taken from the 2010 Texas Tech University Architecture Program Report.

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".

5.   Program Self Assessment

The following text is taken from the 2010 Texas Tech University Architecture Program Report.

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.

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Appendix B: The Visiting Team

Team Chair, Representing the ACSA
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Appendix C: The Visit Agenda

TTU Final Visit Agenda—14 April, 2010

El Paso

Thursday 4/15/2010
Late Evening   EP Team (Lambla, Redburn, Messersmith) arrive in El Paso.

Friday 4/16/ 2010
8:30am   Team-only breakfast

9:30am   Meet with TTU/EPCC Interim Program Director (Morris Brown), Dean (Andrew Vernooy), TTU Vice-Provost for Planning and Assessment (Valerie Paton), and Faculty (Nick Markovich) to introduce/review program history, facilities, student and faculty work

12:00pm   Lunch with Alumni and Local Professionals in the facility

1:30pm   Meet with EPCC Dean (Bobby Ortega) and EPCC Architecture Program (Yrs. 1-2) Coordinator (Ken Gorski).

2:00pm   Meet with Assistant Advisor (Loree Loya) and
                  Senior Business Assistant (Kathy Rodriquez – P/T appointment)

3:00pm   Meet with students.

4:20pm   Meet with faculty.

7:30pm   Team-only dinner

Saturday 4/17/ 2010
Morning   Team review of draft APR/El Paso component +
                  Drive to Lubbock.

Lubbock

Afternoon   Team arrives Lubbock. Travel to hotel. *Overton Hotel*

5:00pm   Team Meeting: Team Chair Meeting Area – Hospitality Suite

7:00pm   **Team dinner** *Overton Hotel*
                  (Dean/Andrew Vernooy, Asso. Dean/Brian Rex, Chair of Instruction/Clifton Ellis, Asso. Dean for Outreach and External Programs/Michael Peters, and Asso. Dean for Research Gary Smith)

Sunday 4/18/ 2010
7:30am   Team-only breakfast *Overton Hotel*

9:00am   Messersmith will bring Team to College

9:00-10:00   Team orientation: Team Room, Professional Program, and Facilities (Vernooy/Rex)

10:00-11:00   Introduction of the program and curriculum
                          Program Faculty (Design + Special Areas)

Brian Rex (1st), Bennett Neiman (2nd), Glenn Hill (2nd), Upe Flueckiger (3rd), Christian Pongratz (3rd), Clifton Ellis (History 4th), Maria Perbellini (Comprehensive), Michael Peters, (Topical & Con Docs), Lahib Jaddo (Media, Art), Andrew Vernooy (Topical, Tech, Computer and fill in)

11:00-12:30pm	Tour of program facilities (Including library, digital/computing/HP labs, shops, fabrication, etc.) Meet with Head Librarian for program collection management, strategic planning Director of Fabrication Facilities, Digital Labs (CTO) Art Exhibit (Brian Rex, Michael Martin, Patti Perkins, Maria Jeffrey, Bonnie Reed, Lahib, Jaddo, Michael Peters, Glenn Hill, Gary Smith, Elizabeth Louden, Jimmy Davis, Mike West, Fred Porteous)
12:30–1:30pm	Lunch with Alumni Board and local professionals (Community Lounge)
1:30-3:30pm	Review of student work in Team Room (Vernooy & Rex)
4.30-5.30pm	Team-only meeting with CoA faculty & instructors (Community Lounge)
6:30pm-8:00pm	Reception with CoA faculty, staff, administration, alumni and local professional, & Student Leaders – American Wind Power Center (Windmill Museum) 1701 Canyon Lake Drive
8:30pm	Team-only dinner + Meeting/Review

Monday 4/19/2010

7.30am	Team breakfast w/ Dean & Associate Dean/Academics (Vernooy & Rex)
9:00am	Team meeting with CoA Staff (Admin, Budget, Development, Advising, General Office, Publicity/ Communications, IT, Shop, etc.) (COMMUNITY LOUNGE)
10.00am	Meeting with Dean's Council (Brian Rex, Gary Smith, Michael Peters, Clifton Ellis, Lahib Jaddo, Michael Martin, Patti Perkins) (DEAN'S CONFERENCE ROOM)
11:30am-12:45	Lunch Meeting with Design Coordinators (including required study abroad studios) (Brian Rex, Bennett Neiman, Glenn Hill, Upe Flueckiger, Christian Pongratz, Clifton Ellis, Maria Perbellini, David Driskill, Hendrika Buelinckx) (COMMUNITY LOUNGE)
1:00pm	Team-only Entrance meeting with TTU Provost, Dr. Robert Smith
2:00-5:30pm	Review student work, Team Room
6:00pm	Team-only School-wide meeting with all students BA LH 202
8.30pm	Team-only dinner + Meeting/ Review

Tuesday 4/20/2010

7.30am	Team breakfast w/ Dean & Associate Dean/Academics (Vernooy & Rex)
9:00am	Team Meeting: Working Session + building walk-through
1:00pm	Team-only lunch with student leaders (Grad + Undergrad student organizations) (Karen Gresham, Alex Bingham ++) (Conference Room)
2:00pm	Team Meeting: Working Session + Draft VTR
9:00 pm	Team-only dinner + Meeting/Review

<u>Wednesday 4/21/2010</u>
7:00 am   Team-only Exit interview w/ Dean & Associate Dean/Academics (Vernooy & Rex)

8:00 am   Team-only Exit interview in Team Room with TTU Provost, Dr. Robert Smith

9:00 am   Campus tour

10.00 am   Team-only Exit report to School community:
                 Students, faculty, staff and administration (United Spirit Arena, City Bank Room A & B)

11:30 am   Team visit to "Sustainable Cabin" design/build project

Noon   Team lunch (Lambla, Branchesi, Redburn, Messersmith)

2:00 pm   Team Departures

IV.   **Report Signatures**

Respectfully submitted,

Kenneth A. Lambla, AIA   Representing the ACSA
Team Chair

Tamara L. Redburn, AIA   Representing the AIA
Team member

Kyle J. Branchesi   Representing the AIAS
Team member

David L. Hoffman, FAIA   Representing the NCARB
Team member

David Messersmith, FAIA
Observer

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