

Spring 2021, Texas Tech University, College of Architecture, ARCH 5602 - Integrative Architectural Design Studio



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Spring 2021 . Texas Tech University . College of Architecture
ARCH 5602 Integrative Architectural Design Studio
SOCIAL EQUITY . SITE . SPACE . PROGRAM . STRUCTURE . SYSTEM

Potential for Course Modality Change [COVID-19 Header]

If Texas Tech University campus operations are required to change because of health concerns related to the COVID-19 pandemic, it is possible that this course will move to a fully online delivery format. Should that be necessary, students will need to have access to a webcam and microphone for remote delivery of the class. Additionally, students will need to have access to:

- Miro
- Zoom
- Adobe Creative Suite
- Rhino 3D (includes VRay)

Catalog Description:

[ARCH 5602 – Integrative Architectural Design Studio](#)

6 Semester Credit Hours

Corequisite: ARCH 5354. Advanced Architectural Design Studio focused on a Comprehensive Architectural Project based on the development of architectural ideas, methodologies, and strategies in relationship to Building Technology, Systems, and Materiality.

Course Description:

ARCH 5602 Integrative Architectural Design Studio is a required graduate architectural design studio that concludes the core graduate design sequence. The studio builds on critical competencies developed in the undergraduate design courses and the first required graduate design course, and extends them to complex problems relating space, program, structure, and system in an urban setting. The studio requires not only their design and representational skills, but also the knowledge base that they have accumulated in their other courses: technology, history, and theory. In addition to evolving the ability to grapple with large and complex program as well as issues that entangle architecture with social, political and environmental concerns, and technological integration.

Studio Instructors:

Sora KEY	Assistant Professor		100% Online
Kuhn PARK©	Associate Professor	608	15% F2F
Gisou SALKHI	Graduate Part-time Instructor		

Meeting Times:

Face to Face, some Wednesday, from 1PM to 4:50PM

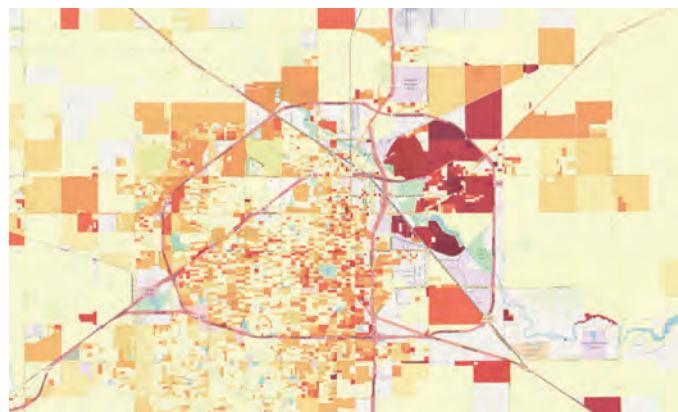
Online, Monday & Friday, from 1PM to 4:50PM

Studio Brief:

As of 11/18/2020, 4446 cities and towns in the world have seen protests in support of Black Lives Matter

(<https://www.creosotemaps.com/blm2020/>) and to express anger and horror at George Floyd's murder by four police officers in broad daylight on a busy street. While there are demonstrations around the world and in our city, the consequences of Jim Crow segregation common across the South still linger in Lubbock, where neighborhoods remain segregated and face unequal access to opportunity (www.texasusers.org). 2010 census block data indicates that African Americans are concentrated east of I-27, and especially in three neighbors: Chatman Hill (59.9% Black), Dunbar-Manhattan Heights (82.9% Black), and Parkway and Cherry Point (53.5% Black), and the neighborhoods remain segregated and face unequal access to opportunity.

Within this context, this studio investigates and evaluates the past, present, and future of Chatman Hill and Dunbar-Manhattan Heights neighbor with an intention to strategically insert architectural proposals that aims to shape its built environment for the next ten years. The studio expects student groups to formulate a brief of their investigation (i.e., location within site, program, scale, etc.) and independently develop their design and research method in order to fulfill this comprehensive architectural task. The architectural inquiry in this studio throughout the semester is: How can architecture facilitate and empower social equity?



Black population in Lubbock
from 2010 Census block data & five year summary of American Community Survey
© justicemap.org

Student Learning Objectives:

Upon the completion of the studio the student will:

- develop integrated design skills as they negotiate the complex issues of site, program, and form in a specific social and cultural context.
- focus on how architectural concepts and ideas translate into built environments that transform the public sphere.
- develop a rewarding attitude towards advanced and innovative fabrication technology and design processes.

Student Performance Objectives:

Upon the completion of the studio the student will present:

- evidence of ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to site and program.
- evidence of ability to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirement, an analysis of site conditions, a review of the relevant building codes and standards, and relevant sustainability requirement.
- understanding of established and emerging systems, technologies, and assemblies of building construction.
- evidence of ability to make design decision within a complex architectural project while demonstrating broad integration and consideration of systems and technological innovation.

Means of Evaluation:

Week 01: gather, assess, record, and comparatively evaluate site area

Week 02: mapped information, site proposal, and program proposal

Week 03: precedent study

Week 04: PROGRAMMING_review (mapped information, site & program proposal, precedent study, & massing) (20%)

Week 05: site plan & plan

Week 06: section & elevation

Week 07: site, elevation, & section development

Week 08: MID_review (30%)

Week 09: design development & workshop i

Week 10: building envelop design

Week 11: DESIGNDEVELOPMENT_review (20%)

Week 12: workshop ii

Week 13: fabrication & representation

Week 14: fabrication & representation

Week 15: mockup review

Week 16: FINAL_review (30%)

Advanced Architectural Design studio requires a substantial dedication and investment of student time, skill and critical thinking both during and after studio hours.

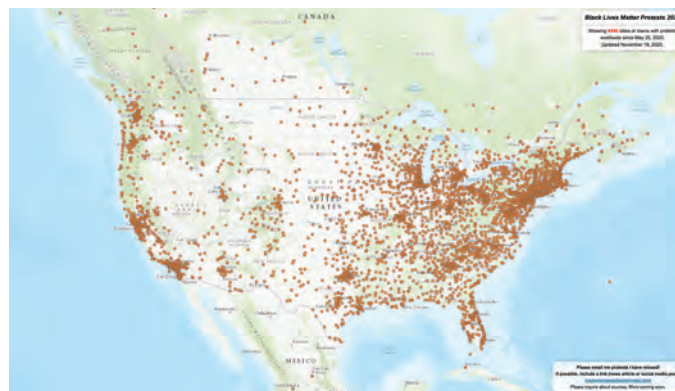
As a part of design studio instruction, students are required to participate in all lectures, workshops, discussions, and field trips, as well as group and individual critiques of assignments and projects.

Rigorous production and hard work is the only key to success in this studio.

* above weekly studio sequence and expected deliverables are subject to change at the discretion of the instructor and/or the College of Architecture.

Readings and References:

- Corner, James, "The Agency of Mapping: Speculation, Critique and Invention", in *The Map Reader: Theories of Mapping Practice and Cartographic Representation*, ed. Martin Dodge, et al., Reaktion Books; London, 2011 pp. 89-101
- Sloane, Mona, "On the Need for Mapping Design Inequalities" in *Design Issues*, Volume 35, Issue 4, Autumn 2019, MIT Press: Cambridge, pp. 3-11
- Frampton, Kenneth, "Towards a Critical Regionalism: Six Points for an Architecture of Resistance" in *The Anti-Aesthetic – Essay on Postmodern Culture*, ed. Hal Foster, 1983, Bay Press; Seattle, pp. 16-30
- DeLanda, Manuel, "Introduction - Emergence in History" in *Philosophy and Simulation: The Emergence of Synthetic Reason*, 2015, Bloomsbury Academic, pp. 1-6
- Sánchez-Del-Valle, Carmina, "Digital Craft, Design and the Work of Lawrence Sass", in *International Review of African American Art*, Volume 23, Issue 3, pp. 37-40
- Zaera-Polo, Alejandro, "The Politics of the Envelope" in *Log*, Fall 2008, No. 13/14, Aftershocks, pp. 193-207
- Allen, Stan. "Diagrams Matter." *ANY: Architecture New York*, no. 23, 1998, pp. 16-19
- Costanza-Chock, S. *Design Justice: Community-Led Practices to Build the Worlds We Need*. The MIT Press, Boston, 2020.
- Leupen, Bernard & Mooij, Harald. "Dwellings". *Housing Design: A Manual*. NAI Publishers, 2011, pp. 59-142
- Deplazes, A. *Constructing Architecture: Materials, Processes, Structure, A Handbook*. Basel London, Birkhäuser, 2005.
- Ford, E. R. *The Details of Modern Architecture: 1928 to 1988 (Volume 2)*. Cambridge, Mass., MIT Press, 2003.



Black Lives Matter Protests 2020 from creosotemaps.com/blm2020/

STUDIO SCHEDULE:

WK	DATE	PROGRESS	AGENDA	TTU/CoA/5334
	01/18/21			
1	01/20/21	MAPPING & PROGRAMMING	Syllabus . Tracing . Reading (Corner & Sloane)	01/20 First Class Day
	01/22/21		Mapping (individual)	
2	01/25/21		Mapping, Program, & Site proposal	01/25 Last Day to Add a Course
	01/27/21			
	01/29/21		Mapped information + Site proposal + Program proposal Precedents Study (identify and investigate at least three canonical and innovative cases)	
3	02/01/21		Precedents Study Proposal Precedent Study (tracing + modeling + diagramming: extrapolation)	
	02/03/21			
	02/05/21		Precedent Study Massing (min. three models)	02/04 Last Day to Drop without Academic Penalty
4	02/08/21			
	02/10/21			
	02/12/21	PROGRAMINGreview (Mapped Information, Site Proposal, Program Proposal, Precedent Study, & Massing models)		
5	02/15/21	SCHEMATIC DESIGN	Design by PLAN . Reading (Frampton) . Site Plan (including ground floor)	
	02/17/21			
	02/19/21			
6	02/22/21		Design by SECTION	
	02/24/21			
	02/26/21		Elevation	
7	03/01/21			5334: CNC demo
	03/03/21			
	03/05/21			
8	03/08/21			
	03/10/21			
	03/12/21	MIDreview (Mapping, Site Proposal, Prog. Proposal, Extrapolated Qualitative Vaules from Precedent Study, Massing Models, Site Plan, Plans, Sections, & Elevations)		
9	03/15/21	DESIGN DEVELOPMENT	WORKSHOP_I : Grasshopper (digital)	
	03/17/21		Reading (Zaera-Polo)	
	03/19/21			03/19 Spring Vacation
10	03/22/21		Wall Section + Detailed Plan and Sections	
	03/24/21			
	03/26/21			
11	03/28/21		Site Plan, Plans, Sections, Elevations, Wall Section, & Detailed Plan and Sections	
	03/31/21			03/31 Last Day to Declare Pass/Fail Intentions

	04/02/21		DESIGNDEVELOPMENTreview (MIDreview + DTL Plans and Sections of Envelope)	
	04/05/21			04/05 No Classes
12	04/07/21	REPRESENTATION & FABRICATION	WORKSHOP_II : Fabrication (physical)	
	04/09/21		Reading (DeLanda & Sánchez-Del-Valle)	
	04/12/21		Fabrication / Representation	
13	04/14/21			
	04/16/21			
	04/19/21		Fabrication / Representation	
14	04/21/21			04/21 Last Day to Drop a course with Academic Penalty
	04/23/21			
	04/26/21		MOCKUP FINALreview with written script	
15	04/28/21			
	04/30/21		2nd Year Review	
16	05/03/21	PENCILdown (05/03/21 9PM, min. 12 hours of pause)	3rd Year Review	
	05/04/21	FINALreview	05/04 Last Class Day	
			05/05 Individual Study Day	
			05/11 Semester Ends	
			05/14-05/15 Commencement	

"these dates are subject to change at the discretion of the instructor and/or the College of Architecture"

* black color text in agenda indicates activities

** blue color text in agenda indicates announcement or distribution



Black Lives Matter Plaza Northwest, 16th Street NW in Downtown Washington D.C. from Google Maps

REQUIREMENTS

Digital Submissions:

Digital scans, drawings, and photographed images of physical models will be submitted according to specific formats at designated times throughout the semester.

Sketchbooks:

Students must keep a journal of studio thoughts (sketches, notes, drawings, etc.). The journal is crucial to reflective thinking and a vital record of critical ideas and explorations reflected in each student's project. It must be available every day.

Computing:

Students must provide and maintain their computer (laptop) used for the studio (refer to [college website for Minimum Computer Requirement](#)).

There will be no excuses allowed for not producing assigned work due to technical difficulties, viruses, crashes, server, or printing problems. All digital work should be regularly backed up.

Computer Applications:

This studio will use [Adobe Creative Suite](#) (includes Photoshop, Illustrator, InDesign and Acrobat), [Rhino 3D](#) (includes VRay), and [Miro](#) as an instructional tool.

Building Information Modeling applications may be permitted in order to increase the productivity of technical documentation by instructor's permission. (includes Autodesk Revit, Graphisoft ArchiCAD and Bentley Architecture).

Other Materials:

During the studio, students will need to buy computing, design and model-making consumables for physical and digital model making.

At Student's Desk:

Students are required to maintain at their desk an architect and engineering scale, a 12" roll of tracing paper, and drawing utensils.

Studio Culture

This architectural design studio provides a safe, unique, and beneficial environment for students to learn about respect, the design process, communication, collaboration, presentation, criticism, and innovation.

- Arrive to all studio activities on time, and stay for the entire studio.
- Turn off associated social media.
- Avoid side conversations and other distractive behaviors.
- Avoid eating meals during studio.
- Raise thoughtful and appropriate questions, contribute to discussions, be present, and prepare for studio activities.
- Maintain an organized physical and digital work environment.
- Utilize substances with harmful chemicals and odors in spray booths (do not use stairwells).

- Use appropriate salutations in all situations (includes email, ... etc.).
- Address one another, the instructor, and all studio guests in a professional manner.
- Email from the instructor is an official announcement. Check TTU email promptly.

Safety is a necessary component for a studio that is accessible for 24 hours a day and seven days a week. Do not admit any uninvited visitors and keep all exterior doors locked after hours. If you see something, say something.

Instructor's Feedback:

Students should prepare for pin-ups and desk critiques, including printing digital files at appropriate scales in appropriate paper sizes, and scripting discussion that begins with a productive design conversation. *Feedback will not be given unless the student complies with this request.*

Time Management:

Students are expected to work intelligently and efficiently, though not necessarily longer. Students are expected to dedicate 12 hours in studio class time and, at minimum, twice that time (24 hours) outside of regular scheduled class periods per week in order to effectively investigate and execute studio assignments and meet studio progresses.

Attendance:

Students are responsible for attending class. A total of **four absences** is considered excessive, requiring the student to drop the class or receive a grade of "F". Whether an absence is excused or unexcused is determined by the instructor, with the exception of absences due to religious observance and officially approved trips according to guidelines specified in the TTU Catalog. Students are expected to comply with TTU rules for reporting student illness requiring absence from class for more than one week, or immediate family deaths.

Failure to work in class with undivided attention, any tardiness, leaving early, lack of participation, walking in and out of lectures, general socializing, goofing around, disruptive behavior, etc. will count as absences.

Grading Criteria:

Evaluation of student performance is based upon daily process as well as product. Studio instructor will conduct her/his expert assessment of overall student performance at reviews and final review. This is not an exact mathematical assessment. It is based on experienced judgment of student work by the instructor. The following general criteria will be considered: comprehension, process, representation, dedication and work ethic.

- Comprehension: clear and profound understanding
- Process: consistent, iterative, and rigorous exploration and development
- Representation: demonstration of competence, completeness, finesse, and craftsmanship

Student work will be evaluated on its rigor and progress over the semester, which each phase will be evaluated and factored into the final grade.

A: superior work . exceptional performance strongly exceeding requirements of assignments; initiative proving independent resourcefulness; strong positive attitude toward the work; a growing level of improvement

B: good, above average . adequate performance above the norm, accurate and complete, beyond requirements of assignments, good initiative, positive attitude toward the work, improvement showing marks of progress

C: average . mediocre or conservative performance, satisfying all requirements of assignments with a neutral and ordinary level of initiative, attitude, and performance

D: not acceptable . performance not meeting the passing standards of the course, initiative unacceptable, work below standard

F: failing . ineffective performance not satisfying the requirements to an extreme degree, level of initiative, attitude, and improvement non-existent

Grade Distribution:

Work Ethics (includes attendance)	5%
Mapping and Programming	20%
Schematic Design	30%
Design Development	20%
Presentation & Fabrication	30%

Retention of Work:

The college of Architecture reserves the right to retain, exhibit, and reproduce work submitted by students. Work submitted for grade is the property of the college and remains as such until it is returned to the students.

NAAB CRITERIA

The studio project compliance with the National Architectural Accrediting Board’s NAAB Student Performance Criteria (2020 Edition), consisting of physical and digital models; digital drawings and prints; precedent studies, design process studies and diagrams; and verbal presentations at informal and formal reviews.

The criteria encompass two levels of accomplishment:

- *Understanding* – The capacity to classify, compare, summarize, explain and/or interpret information.
- *Ability* – Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

SC.4 Technical Knowledge – How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. (the understanding level)

SC.6 Building Integration– How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.



LAND Community Center, Xi'an, China, EID Architecture, 2020

COVID-19 INFORMATION

Face coverings are required:

Texas Tech University requires that students wear face coverings while in classes, while otherwise in campus buildings, and when social distancing cannot be maintained outdoors on campus.

Signage

Be attentive to signage posted at external and some classroom doorways that indicates entry and exit ways, gathering and queuing spaces, and availability of masks and hand sanitizer.

Seating assignments

The purpose of assigned seating is to assist in contact tracing, if necessary, and to augment social distancing. Students are expected to sit at a minimum of six feet apart. A required seating chart will be created once everyone is positioned with appropriate social distancing. There will also be an orderly procedure, designed to ensure social distancing, for exiting the classroom (refer to Fall 2020 CoA Student Guide).

Illness-Based Absence Policy [COVID-19 Header]

If at any time during this semester you feel ill, in the interest of your own health and safety as well as the health and safety of your instructors and classmates, you are encouraged not to attend face-to-face class meetings or events. Please review the steps outlined below that you should follow to ensure your absence for illness will be excused. These steps also apply to not participating in synchronous online class meetings if you feel too ill to do so and missing specified assignment due dates in asynchronous online classes because of illness.

1. If you are ill and think the symptoms might be **COVID-19 related**:
 - a. Call Student Health Services at 806.743.2848 or your health care provider.
 - b. Self-report as soon as possible using the tucovid19.ttu.edu management system. This website has specific directions about how to upload documentation from a medical provider and what will happen if your illness renders you unable to participate in classes for more than one week.
 - c. If your illness is determined to be COVID-19-related, remaining documentation and communication will be handled through the Office of the Dean of Students, including notification of your instructors.
 - d. If your illness is determined not to be COVID-19-related, please follow steps 2.a-d below.
2. If you are ill and can attribute your symptoms to **something other than COVID-19**:
 - a. If your illness renders you unable to attend face-to-face classes, participate in synchronous online classes, or miss specified assignment due dates in asynchronous online classes, you are encouraged to visit with either Student Health Services at 806.743.2848 or your health care provider. Note that Student Health Services and your own and

- other health care providers may arrange virtual visits.
- b. During the health provider visit, request a “return to school” note.
- c. E-mail the instructor a picture of that note.
- d. Return to class by the next class period after the date indicated on your note.

Following the steps outlined above helps to keep your instructors informed about your absences and ensures your absence or missing an assignment due date because of illness will be marked excused. You will still be responsible to complete within a week of returning to class any assignments, quizzes, or exams you miss because of illness.

If you have interacted with individual(s) who have tested positive for COVID-19:

Maintain a list of those persons and consult Student Health Services at 806-743-2911 or your primary care provider on next steps.

Do not return to class until you are medically cleared by your Health Care Provider.

ONLINE CLASS INFORMATION

Online Classroom Decorum

Texas Tech University is a community of faculty, students, and staff sharing an expectation of cooperation, professionalism, respect and civility in all forms of university communication and business. This expectation applies to all interactions in a classroom setting where an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered.

As we consider ways in which we maintain a productive and cooperative online environment, many of the same standards from a face-to-face instruction transfer to the online setting. In this way, at the instructor's discretion, disruptive behavior may result in disciplinary referrals pursuant to the Texas Tech University Code of Student Conduct. Students are expected to maintain online behaviors that are conducive to learning.

Examples of behavior that may be considered disruptive include:

- Disrupting the flow of a class session(s) by making off-topic comments.
- Enabling or participating in online classroom hijacking ("Zoombombing") by participating in online classroom streams without being enrolled in the course or by sharing streaming classroom links with parties not enrolled in the course.
- Spamming, hacking, or using TTU or Blackboard platforms for commercial purposes.
- Cyberbullying or online harassment.
- Habitually interfering with or stopping instructional delivery.

Expectations for Student Participation in Online Synchronous Courses

This course is designated as an online synchronous course. That means that we will meet in real time at a regularly scheduled class time via a video conferencing tool (e.g., Collaborate, Zoom, Teams, etc.).

To ensure that you are fully engaged in class discussions and account team meetings during class time, you are expected to do the following:

1. Maintain the same level of civility and professionalism that would be expected in a face-to-face classroom setting.
2. Attend all classes regularly.
3. Log into the video conference on time and remain logged in for the duration of the class period.
4. Activate your camera so that you are visible to the instructor and other students in the class. If you have concerns about leaving your camera on (such as childcare obligations, privacy issues, or a particular circumstance during a class period), please talk to the instructor.
5. Refrain from engaging in non-class related activities during class time that create a distraction for other students in the class and/or limit your ability to engage in the course.

Failure to meet these expectations may result in the following consequences:

1. Being counted as absent for the class meeting.
2. Not receiving credit for class participation for that class period.
3. Other consequences as stipulated in the syllabus, Texas Tech Code of Student Conduct, or other university policy.

Repeated failure to meet expectations (e.g., attendance, participation in class, etc.), in addition to the above consequences, may result in the one or more of the following consequences:

1. Referral to the appropriate Associate Dean.
2. Academic penalty, ranging from a warning to failure of the course.

UNIVERSITY AND COLLEGE POLICES

Academic Regulations:

Consult the Texas Tech University [2020-2021 Undergraduate and Graduate Catalog](#) for information about Dropping a Course, Change of College, Class Attendance, Reporting Illness, Absence Due to Religious Observance, Civility in the Classroom, and Grading Practices... etc. statement.

University Official Publications:

[Policies, Declarations, Accreditation Academic Regulations](#)

Civility in the Classroom Statement:

Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university business, including the conduct of student–student and student–faculty interactions in and out of the classroom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy. Likewise, faculty members are expected to maintain the highest standards of professionalism in all interactions with all constituents of the university

[Statement of Ethical Principles](#)

Academic Integrity Statement:

Academic integrity is taking responsibility for one's own class and/or coursework, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University Quality Enhancement Plan, Academic Integrity Task Force, 2010]

[TTU Academic Catalog: Academic Integrity](#)

Religious Holy Day Statement:

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20.

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

Disabilities:

Students with disabilities will find numerous programs designated to coordinate academic accommodations and promote access to every phase of university life. Such programming is coordinated through Student Disability Services.

SDS personnel oversee and coordinate programs to ensure accessibility on an individual basis to students with disabilities. Texas Tech strives to provide all students equal access to a college education and support in adjusting to the college experience.

Prospective and current students interested in receiving more information regarding programs for students with disabilities should contact Student Disability Services, 335 West Hall, 806.742.2405 or visit online at www.studentaffairs.ttu.edu/sds. Email: sds@ttu.edu

ADA Statement:

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as possible to make necessary arrangements. Students must present appropriate verification from Student Disability Services during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services office in 335 West Hall or call 806-742-2405

Discrimination, Harassment, and Sexual Violence:

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other [Title IX violations](#) are not tolerated by the University.

Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students.

Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are:

- TTU Student Counseling Center
Phone: 806-742-3674
Website: <https://www.depts.ttu.edu/scc>
(Provides confidential support on campus.)
- TTU 24-hour Crisis Helpline
Phone: 806-742-5555
(Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.)
- Voice of Hope Lubbock Rape Crisis Center
Phone: 806-763-7273
Website: voiceofhopelubbock.org

(24-hour hotline that provides support for survivors of sexual violence.)

- The Risk, Intervention, Safety and Education (RISE) Office
Phone: 806-742-2110
Website: <https://www.depts.ttu.edu/rise/>
(Provides a range of resources and support options focused on prevention education and student wellness.)
- Texas Tech Police Department
Phone: 806-742-3931
Website: <http://www.depts.ttu.edu/tpd/>
(To report criminal activity that occurs on or near Texas Tech campus.)



M.A.C. Community Center, Tiruvannamalai, India, Made in Earth, 2016

LGBTQIA Support Statement:

Within the Center for Campus Life, the Office serves the Texas Tech community through facilitation and leadership of programming and advocacy efforts. This work is aimed at strengthening the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community and sustaining an inclusive campus that welcomes people of all sexual orientations, gender identities, and gender expressions.

Office of LGBTQIA, Student Union Building Room 201,
www.lgbtqia.ttu.edu, 806.742.5433