National Architectural Accrediting Board

Architecture Program Report (APR)

2020 Conditions for Accreditation / 2020 Procedures for Accreditation

Institution	**Texas Tech University**
Name of Academic Unit	Huckabee College of Architecture
Date of APR Submission	September 7, 2024
Degree Described in the APR	☒ Master of Architecture • Track: *Undergraduate degree with architecture major + 60 graduate semester credit hours*
Application for Accreditation	Continuing Accreditation
Year of Previous Visit	2016
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term)
Program Director/Administrator *Name, Title, Email*	Anthony Cricchio, Chair of Instruction; Associate Professor, Anthony.cricchio@ttu.edu
Dean *Name, Title, Email*	Urs Peter "Upe" Flueckiger, Dean; Professor, upe.flueckiger@ttu.edu
Provost/Chief Academic Officer *Name, Title, Email*	Dr. Ronald Hendrick, Provost, provost.communications@ttu.edu
President of the Institution *Name, Title, Email*	Lawrence Schovanec, President, pres.webmaster@ttu.edu
Individual Submitting the APR *Name, Title, Email*	Anthony Cricchio, Chair of Instruction; Associate Professor, Anthony.cricchio@ttu.edu
Individual to Whom Questions Should Be Directed *Name, Title, Email*	Anthony Cricchio, Chair of Instruction; Associate Professor, Anthony.cricchio@ttu.edu 1800 Flint Avenue, Lubbock, TX 79409 Cell Phone 817-881-6398

Date of APR Submission Update January 30, 2025 – Updated Information Highlighted in red

INTRODUCTION

Progress Since the Previous Visit

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

Program Response:

The program did not receive any "Conditions Not Met" in the 2016 NAAB VTR.

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

Program Response:

Since the last NAAB accreditation visit in 2016 and before the 2020 NAAB Conditions were in effect, the Huckabee College of Architecture (HCOA) took on the challenges of a rapidly changing profession along with a change in the college administration. As a result, the program underwent a comprehensive curriculum review and revised the 5 1/2-year professional degree program to a 4 + 2-year M. ARCH program in early 2017. The graduate portion of the program was approved by the Texas Higher Education Coordination Board in October of 2018 and then came into effect in the Fall semester of 2019. The credit hours of the graduate portion were increased from 42 to 60 hours. From Fall 2019 through fall 2021, both the 5 1/2-year professional degree and the 4 + 2-year program were available to students to offer a seamless transition to the new graduate program. This allowed existing students to complete their 5 1/2-year M. ARCH and for the new cohort to begin the 4 + 2 program. The change in program type, and when it occurred, is important to understand the context in which the program responds to the changes in the 2020 NAAB Conditions. (

The HCOA has identified four areas in the 2020 conditions which distinguish them from the 2014 Conditions:

- **Emphasis on a program's responsibility to define themselves**
- **Increased expectation that programs implement internal assessment practices to evaluate their own progress in meeting goals**
- **Increased emphasis on research, knowledge, and innovation**
- **The expectation that building performance analysis is integral to the design process**

Defining through Strategic Planning and Curriculum Changes: The program developed a strategic plan in 2019 (refer to HCOA Strategic Plan 2025 in **Appendix 3** to redefine itself in preparation for the upcoming changes in NAAB criteria. To align with the updated conditions, the program revised its curriculum to emphasize three strategic priorities with the university:

- Educate and empower a diverse student body
- Enable innovative research and creative activities
- Transform lives and communities through strategic outreach and engaged scholarship

The graduate program curriculum in turn focused on meeting these priorities through developing six certificate programs. These include:

- Design, Computation, and Fabrication

- Health Care Facilities Design
- Health and Wellness Design
- Land Arts of the American West
- Urban and Community Design
- Historic Preservation

The program sees the certificate programs as a way to offer students an in-depth study in a particular area of interest and to build career expertise. As part of the Health and Wellness Certificate, the HCOA partnered with the Department of Public Health at the Texas Tech University Health Science Center (TTUHSC) to create a program that examines salutogenic design principles, teaching students how environmental design enhances the physical, intellectual, emotional, mental and spiritual health of groups and individuals. The. Land Arts of the American West, which attracts students from abroad, offers a semester long transdisciplinary field program. Land Arts investigates the intersection of geomorphological and human construction, beginning first with the land and extending to the complex social and economic pressures that create contemporary landscapes. These are just two examples of how the HCOA has begun to define ourselves and makes us distinct.

Assessment and Feedback: The program has enhanced its assessment mechanisms to better track student progress and ensure alignment with the revised accreditation standards. This includes the implementation of refined methods for evaluating student work and outcomes in line with the updated conditions and the annual university wide assessment practices. With changes in the curriculum and administration, the new Chair of Instruction created four faculty assessment teams in spring of 2024 to evaluate how well we are meeting our new curricular goals and NAAB criteria. In the Fall of 2024, the curriculum committee will work with faculty to make improvements to courses, completing the newest cycle of assessment. These teams are planned to review the program every three years and add to our existing assessment practices, including annual University program assessments, graduate comprehensive exams (GCE), end of semester walkthroughs, and end of program surveys. For more detail on our various assessment practices see Section 5.3 Curricular Development.

Innovative research and creative activities: The NAAB 2020 goal to "promote excellence and innovation" is reflected in the emphasis on evidence-based design in our new curriculum. For example, our ARCH 5304 Architectural Technology Integration: Survey technology course and ARCH 5600 Architecture Design + Research I design studio are integrated to be a research methods course tailored to designers and the design process. These courses now challenge all students in our graduate program to engage in research theories and methods as part of the architectural design process. In the M. Arch program, we have maintained an emphasis on research and writing in the required theory course sequence of ARCH 5362 Theories in Architecture and ARCH 5362 Theories in Architecture: Topics. These courses ensure every student engages in the step-by-step process of developing research papers. Since our last accreditation visit, our resources available to support faculty and students engaged in research have grown dramatically, due to the University's renewed commitment to research by reaching Tier I status. See more details in PC.5 Research and Innovation.

Building performance analysis is integral to the design process: Finally, in response to the 2020 NAAB Conditions emphasis on using explicit criteria to assess design decisions (SC.4 Technical Knowledge) and "consideration of the measurable impacts of their design decisions" (SC.5 Design Synthesis) and the "measurable outcomes of building performance" (SC.6) we have introduced building performance analysis software in ARCH 5304 Architectural Technology Integration and is integrated with the corresponding semester design studio. This has helped us ensure we are teaching the latest "methods and criteria architects use to assess those technologies against the design, economics and performance objectives of projects" (SC.4 Technical Knowledge) as well as "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 outcome of building performance" (SC.6 Building Integration).

These programmatic changes reflect HCOA's commitment to continuous improvement and adherence to the highest standards in architectural education. The adjustments made are intended to not only meet but exceed the expectations set forth by the NAAB, ensuring that graduates are well-equipped to thrive in the evolving field of architecture.

1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how those shape or influence the program. *Program must specify their delivery format (virtual/on-campus).*

Program Response:

Institution History

Texas Tech University was created by legislative action in 1923 and has the distinction of being the largest comprehensive higher education institution in western two-thirds 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 students (about the seating capacity of Madison Square Garden). 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 supporting 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.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 1999. The most recent College of Mass Communications was established in the fall of 2003. Texas Tech was first accredited by the Southern Association of Colleges and Schools in 1928 and has been accredited continuously since that time. The university is classified as a Research University Extensive II by the Carnegie Foundation, making it one of the top 125 universities in the nation.

Today, Texas Tech University has over 40,000 students attending 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 (Lubbock and El Paso), 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.

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

College History

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

Four years later, the architecture program became the Department of Architecture and Allied Arts. The emphasis expanded from engineering and structures to design. A Bachelor of commercial Art was offered in addition to a Bachelor of Science in Architectural Engineering. In 1933, the first Bachelor of Architecture degree was offered. The program was expanded from a four-year to a five-year program the following year. Professor Nolan E. Barrick, FAIA, became Chairman of the Department of Architecture and Allied Arts in 1955. Within two years, the program was accredited by the NAAB and has been continuously accredited. Professor Barrick was Chairman of the department for 22 years. In 1971 the program occupied its current building, which was designed by the firm of Ford Powell and Carson. Four years later, the regents designated the architecture program as the Division of Architecture and gave the chairman additional duties as an Associate Dean in the College of Engineering. Upon Professor Barrick's retirement in 1977, administration of the program was assumed by W. Lawrence Garvin, AIA (1977-1983; Chairman), followed by A. Dudley Thompson (1984-1986, Interim Chairman).

The division of Architecture became an independent college in 1986 with the following administration of the program: A. Dudley Thompson (1986-1987, Interim Dean); R. Wayne Drummond, AIA (1987-1990, Dean); Willard B. Robinson (1990-1991; Interim Dean); Michael A. Jones, Ph.D., RIBA, AIA (1991 Interim Dean); Martin J. Harms, Ph.D., AIA (1992 to 1997, Dean); James E. White, AIA (May 1997-Oct. 1997, Interim Dean; Dean, Oct. 1997-Jan. 2002); John Borrelli, BSAE, MSAE, Ph.D., (Jan 2002-July 2002, Interim Dean), and Andrew Vernooy, AIA (Dean July 2002 – 2017). Jim Williamson (Dean Sept. 2016 – Aug. 2021). Urs Peter (Upe) Flueckiger (Interim Dean, Dean, Aug. 2021 – Current)

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 five-year Master of Architecture first professional degree. The new degree 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. On November 30, 2022, the university announced it would be named the Huckabee College of Architecture.

Location

With a population of more than 263,930, Lubbock is 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 semi-arid, 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 coupled 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.

Institution Mission

As a public research university, Texas Tech advances knowledge through innovative and creative teaching, research and scholarship. The university is dedicated to student success by preparing learners to be ethical leaders for a diverse and globally competitive workforce. The university is committed to enhancing the cultural and economic development of the state, nation and world. *

*Approved by the Texas Tech University Board of Regents on May 14, 2010

Huckabee College of Architecture Mission

Huckabee College of Architecture aspires to advance the knowledge, discipline, and practice of architecture through innovative, creative teaching, research, global engagement, and scholarship.

Institutional Context and Geographic Setting:

Texas Tech University has grown to become a significant educational and cultural hub in the region. The Huckabee College of Architecture (HCOA) at TTU leverages this unique geographic setting to enrich its architectural pedagogy, deeply influencing the design ethos and educational approach of the program.

HCOA's location in Lubbock offers a diverse range of architectural influences, from rural vernacular to contemporary urbanism, providing students with a broad spectrum of design challenges and opportunities. The region’s distinct environmental and cultural conditions, including its semi-arid climate and proximity to the natural beauty of the Llano Estacado, serve as a living laboratory for architectural education. These factors are integral to the program’s mission of fostering innovation, sustainability, and responsiveness in architectural design.

Mission and Culture:

The mission of the Huckabee College of Architecture is to advance the discipline of architecture through a commitment to educational excellence, community engagement, and innovation in design. HCOA emphasizes a studio-based curriculum that is both rigorous and supportive, fostering a culture of collaboration and creativity. The program aims to prepare students to address contemporary challenges in architecture, particularly those related to sustainability, technological advancement, and social responsibility.

The broader mission of Texas Tech University is to provide quality education to students and advance knowledge through research and creative activities. TTU is dedicated to fostering a diverse and inclusive environment where students are prepared to succeed in a global society. This mission aligns with and shapes HCOA’s educational philosophy, ensuring that the program not only produces skilled career architects but also informed global citizens.

Program Delivery Format:

The HCOA offers its programs primarily through on-campus, in-person instruction. This format is central to the studio-based learning experience, allowing for hands-on design work, direct interaction with faculty, and collaborative projects. Additionally, the program provides opportunities for international and domestic studio

experiences, such as a semester in Sevilla, Spain, which immerse students in diverse cultural and architectural contexts.

In summary, the HCOA at Texas Tech University is deeply influenced by its institutional and geographic setting. Its mission and culture reflect a commitment to excellence in architectural education, fostering innovation, sustainability, and social responsibility in a global context.

The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:

Integration with Institutional Setting:

The Huckabee College of Architecture (HCOA) at Texas Tech University (TTU) plays a vital role within the university's broader academic context, benefiting from and contributing to the institution's mission of fostering academic excellence, innovation, and community engagement. As a leading program within a major public research university, HCOA leverages TTU's diverse resources and collaborative environment to enhance its educational offerings and research initiatives.

Texas Tech University is a rich and diverse doctoral research institution offering over 150 undergraduate degrees, 100 masters and 50 doctoral degrees. This does not include the programs also available through the Texas Tech University Medical Center, which shares the main campus. Texas Tech has over 40,000 students of which over 29,000 are undergraduate students and almost 6,000 are graduate students. The Law School has 600 law students, and the Health Sciences has 600 medical students in five areas of study. The faculty at Texas Tech University numbers approximately 1,700, spread across ten colleges and two schools

The HCOA students, faculty, and administrators take these conditions as an opportunity to benefit from and contribute to this academic context. We exchange intellectual and social benefits through the sharing of resources, collaborative research, teaching and service and participation in the governance of the University.

The University offers an essential array of learning resources including our Branch Architecture Library, located in the architecture building (8th & 9th Floors), the University General Libraries, the Office for Institutional Technology, which sponsors advanced computing equipment, servers, software, and the wireless network, the Office of Student Affairs, the Ombudsman, the Center for Campus Life, and the Student Union Building.

The University also provides additional levels of infrastructure that include: the Office of International Affairs, which administers the International Cultural Center and all study abroad programs; the National Ranching Heritage Center, which conserves and maintains a building museum dedicated to the architecture of West Texas; the Southwest Collection, which documents the evolution of culture across the southwestern regions of the United States; the Teaching, Learning, & Professional Development Center, which helps with all aspects of teaching support; and the Texas Tech University Press. To support student learning the University has Mentor-Tech for students from underserved populations, the Student Disability Services for students who have disabilities, the Women's Studies Program and the Writing Center.

TTU's commitment to providing a comprehensive education that prepares students for success in a global society aligns closely with the goals of HCOA. The architecture program integrates this mission by emphasizing interdisciplinary learning, sustainability, and community-oriented design. By being part of a larger institution that values research and creative activities, HCOA benefits from access to state-of-the-art facilities, cross-disciplinary research opportunities, and a robust support system that includes libraries, laboratories, and digital resources.

Participation in University-Wide Initiatives:

HCOA and its faculty are actively involved in various university-wide initiatives that support TTU's academic plan. Faculty members contribute to research projects, serve on university committees, and participate in initiatives that promote diversity, equity, and inclusion. Through these activities, the architecture program helps to shape university policies and contribute to the academic development of the broader TTU community.

HCOA also aligns with TTU's emphasis on sustainability and innovation by integrating these themes into its curriculum and research focus. The program's commitment to sustainable design is evident in its studios, where students engage with real-world problems and develop solutions that consider environmental impact, energy efficiency, and social responsibility. This focus supports TTU's broader goals of advancing knowledge and addressing global challenges.

Multidisciplinary Relationships and Community Engagement:

HCOA fosters multidisciplinary relationships within the university and beyond, recognizing the importance of collaboration in architectural education and practice. The program has established partnerships with other colleges at TTU, such as the College of Engineering and the College of Visual and Performing Arts, to offer interdisciplinary courses and joint research projects. These collaborations allow students to gain insights from related fields, enhancing their design skills and preparing them for complex, integrated professional environments.

The HCOA also leverages its connections with the local and regional community to provide unique learning opportunities for students. HCOA engages with local organizations, industry partners, and government agencies through community-based projects, internships, and public lectures. These initiatives allow students to apply their knowledge in real-world contexts, while also contributing to the community's development and well-being.

Through its active participation in TTU's academic life and its strong connections to the community, the Huckabee College of Architecture maximizes the benefits of its institutional setting. The program's multidisciplinary approach, commitment to sustainability, and engagement with both the university and the broader community ensure that it remains at the forefront of architectural education, while also contributing to the advancement of TTU's mission.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Response:

Encouraging Holistic Learning:
The Huckabee College of Architecture (HCOA) at Texas Tech University (TTU) is dedicated to fostering a comprehensive educational experience that extends beyond the traditional classroom setting. The program encourages both students and faculty to engage in a variety of individual and collective opportunities that enhance learning, professional development, and community involvement.

The HCOA also has an increasing number of students working with professionals in topical and comprehensive studios. In the Fall, one of the sections of ARCH 5603 Architecture Design + Research II allows students to explore the design process through a series of projects conceived and guided by a visiting professor where the students explore and research design methods and theoretical applications. In the Spring one of the sections of ARCH 5604 Architecture Design + Research III has students participate and collaborate with other students in disciplines such as landscape architecture and interior design. This studio allows the students to interact with instructors of the other disciplines who provide their expertise for a holistic project.
https://t.e2ma.net/webview/sl5ilk/f68f8ec0c344b6395db6d7a37dcdeb33

Field Trips and Experiential Learning:
Field trips and site visits are integral components of the HCOA curriculum, providing students with firsthand exposure to architectural projects, construction sites, and urban environments. Each studio integrates either a site visit or precedent project experience. Recently trips have included visits to the DFW area, Austin, Houston, and El Paso. These experiences allow students to observe and analyze architectural design and construction processes in real-world settings, bridging the gap between theoretical knowledge and practical application. Additionally, HCOA organizes international and domestic study programs, including the opportunity to study abroad in Sevilla, Spain. These programs immerse students in diverse cultural and architectural contexts, broadening their understanding of global design practices.
https://t.e2ma.net/webview/0vujhk/293436adbc6909f005ebd821f3575f13

Participation in Professional Societies and Organizations:
HCOA strongly encourages students and faculty to participate in professional societies and organizations, recognizing the importance of networking, professional development, and staying current with industry trends. Students are actively involved in organizations such as the American Institute of Architecture Students (AIAS), which offers opportunities for leadership, community service, and collaboration with peers from other institutions. Faculty members, likewise, contribute to the profession through active participation in the American Institute of Architects (AIA) and other relevant professional bodies, often bringing their professional experiences and industry connections back into the classroom.
https://t.e2ma.net/webview/4e8x1k/d4621365fb8621fc481fd04c83190023

Honor Societies and Academic Excellence:
The program also supports student involvement in honor societies such as Tau Sigma Delta, the national honor society for architecture and allied arts. Membership in such societies recognizes academic excellence and provides additional opportunities for leadership, mentorship, and community service. These organizations offer students platforms to distinguish themselves academically and professionally, enhancing their resumes and preparing them for successful careers in architecture.
https://t.e2ma.net/webview/sojhif/5a82f220c5ae9aeb8d188ec8513e65e4

Campus-Wide and Community Engagement:
HCOA students and faculty are encouraged to participate in campus-wide and community-wide activities that promote interdisciplinary learning and civic engagement. The program regularly collaborates with other colleges at TTU, such as the College of Engineering and the College of Visual and Performing Arts, to offer joint courses, workshops, and projects. These interdisciplinary collaborations foster a holistic approach to architectural education, allowing students to draw upon knowledge from multiple fields and apply it to their design work.
https://t.e2ma.net/webview/sojhif/5a82f220c5ae9aeb8d188ec8513e65e4

In addition to campus-wide initiatives, HCOA maintains strong ties with the local and regional community. The program engages in community-based projects, where students work on real-world challenges in collaboration with local organizations, government agencies, and industry partners. These projects provide valuable hands-on experience and help students develop a sense of social responsibility and a commitment to public service.
https://t.e2ma.net/webview/ww01ek/5ce6f5a1929f0c0ae613c869a23548d0

The Huckabee College of Architecture at Texas Tech University is committed to creating a dynamic learning environment that extends beyond the classroom. Through field trips, professional societies, honor societies, and campus and community engagement, the program ensures that students and faculty alike have ample opportunities to grow both academically and professionally. This holistic education approach prepares students for the architectural profession's demands and instills a lifelong passion for learning and community involvement.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the Visting Team Report; limit 250 words.

Program Response:

The Huckabee College of Architecture (HCOA) at Texas Tech University (TTU) is deeply integrated into its institutional and geographic context, leveraging the unique urban-rural blend of Lubbock, Texas, to enrich its architectural pedagogy. Situated within a major public research university, HCOA benefits from TTU's diverse resources, collaborative environment, and commitment to sustainability, which aligns with the college's mission of fostering innovation, community engagement, and design excellence. The program emphasizes a studio-based curriculum that prepares students to address contemporary challenges in architecture, particularly sustainability and social responsibility.

HCOA plays a vital role in TTU's academic community, contributing to and benefiting from university-wide initiatives that promote academic excellence, diversity, and interdisciplinary collaboration. Faculty and students actively participate in university research projects, committees, and initiatives, further integrating the program into the broader academic plan of TTU. The program also establishes multidisciplinary relationships with other TTU colleges, such as Engineering and Visual and Performing Arts, to offer joint courses and research projects.

Beyond the classroom, HCOA encourages holistic learning through field trips, international study programs, and involvement in professional societies like the American Institute of Architecture Students (AIAS). These opportunities provide students with real-world experience and professional development. The program also engages with the local community through partnerships with industry and government, allowing students to apply their skills in practical settings while contributing to the region's development. This approach ensures that HCOA graduates are well-prepared for the architectural profession and committed to lifelong learning and community involvement.

2—Shared Values of the Discipline and Profession

- The program must report on how it responds to the following values, all of which affect the education and development of architects.
- The response to each value must also identify how the program will continue to address these values as part of its long-range planning.
- These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Program Response:

The Huckabee College of Architecture (HCOA) at Texas Tech University is deeply committed to the value of design as the cornerstone of architectural education and practice. Our curriculum is structured around a rigorous studio-based approach that emphasizes design thinking, creativity, and problem-solving. Students engage in a sequence of design studios that progressively build their skills in creating better, safer, more equitable, resilient, and sustainable built environments. These studios are complemented by courses in architectural theory, technology, and history, ensuring that students develop a holistic understanding of design in its broader cultural and environmental context.

In the first year of the M. Arch program, students take ARCH 5600 Architecture Design + Research I and ARCH 5602 Integrative Architectural Design Studio. These studios focus on a comprehensive architectural project based on a building program and site that includes the understanding of structures, systems, environment, assembly, sustainability and building codes and regulations. Further, students take two topical studios, ARCH 5603 Architecture Design + Research II and ARCH 5604 Architecture Design + Research II, where they do extensive research on specific topics related to their project. These studios require the students to apply their architecture knowledge and do high-level thinking that generates strategies to create innovative designs. These topical studios are also topic driven where the students can take specific concentration such as healthcare, historical preservation, urban design, or digital design fabrication.

https://www.depts.ttu.edu/architecture/coa-resources/current/course-repository/index.php

Long-Range Planning

Our long-range planning efforts will continue within the next year. Early discussions from our group assessments in the spring of 2024 has started the HCOA to look at advancing its design education by integrating emerging technologies, expanding opportunities for interdisciplinary collaboration, and increasing focus on sustainability and social responsibility in design. Possible tactics in the strategic plan will include the development of new studio courses that address contemporary challenges such as climate change, urbanization, and social equity, ensuring that our graduates are prepared to lead in the design of future environments.

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Program Response:

At HCOA, environmental stewardship and professional responsibility are central to our mission. We instill in our students a deep awareness of the impact that architectural design has on the natural world and on public health, safety, and welfare. Our curriculum includes specialized courses in sustainable design, environmental systems, and ethics, which equip students with the knowledge and tools to design buildings and environments that are environmentally responsible and socially beneficial.

In the curriculum, students are exposed to environmental ideas in ARCH 5304 Architectural Technology Integration: Survey. The course emphasizes students to environmental principles of lighting, passive heating and cooling, and the responsibility the architect has towards the environment. Further the College offers electives for students to learn more in-depth information concerning sustainability principles and application. The College also reinforces Stewardship of the Environment by hosting evens with student organizations where topics of Sustainability and Green Architecture have created a collective sharing of information between faculty and students. Students in the College can also be part of University events that promote environmental awareness. The Student Association Council (SAC) participates in the Arbor Day, where all student organizations from across campus get together to promote a healthier environment. U.S. Green Building Council (USGBC) also has a chapter at Texas Tech, which until recently was led by an architecture student as its president. Some of our faculties also hold membership with the USGBC North Texas Chapter. These faculty contribute to and awareness of the environment for the College and the Lubbock community at large.

https://guides.library.ttu.edu/sustain-arch

Long-Range Planning

Our long-range planning efforts will continue within the next year. Early discussions from our group assessments in the spring of 2024 has started the HCOA to look at advancing our focus on sustainability by expanding research initiatives in green building technologies and integrating more real-world, community-based projects into our curriculum. These efforts are designed to ensure that our graduates not only meet but exceed the ethical standards of the profession, contributing to the well-being of society and the planet.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Program Response:

Equity, diversity, and inclusion are foundational values at HCOA, reflected in our commitment to creating a learning environment that is respectful, supportive, and inclusive of all students, faculty, and staff. We actively promote diversity in our admissions, hiring practices, and curriculum, ensuring that a wide range of perspectives and experiences are represented in our program. Our courses address issues of social justice, equitable design, and inclusive practices, preparing students to design spaces that are accessible and responsive to the needs of diverse communities. These values are part of the design ethos across the sequence of design studios in the M. Arch program.

Texas Tech and the HCOA are committed to create a respectful and positive environment for all students, faculty and staff. The College is aided by the Office of Outreach & Engagement and the Human Resource Office by providing discussions, examinations, and resources that address issues of diversity, global competitiveness, gender-based harassment, discrimination, and sexual misconduct. All University employees – faculty, staff, and student employees – must complete Title IX, The Clery Act, Title VII online training every two years. The University's Human Resources Office educates faculty and staff on the university's policies and procedures to make them compliant with University Policies. Since the fall of 2019, Texas Tech University has been designated a Hispanic-Serving Institution (HSI). This federal designation enables Texas Tech to apply for grant funding to better resource, access, retain, and graduate Hispanic students. While this designation is centered on minoritized, rural, low-income, and Pell-eligible students, the funding from these grants creates broader resources benefiting all students.

The University is committed to prepare students for a global world by engaging in diverse cultural activities and programs. The University encourages first generation students, with the College leading the University in graduating first-generations students, through the First-Generation Transition and Mentoring Program, as well as through the Women's Study Program as an interdisciplinary academic program for students. Mentor TECH, a program that matches an undergraduate student with a faculty or staff within the University, seeks to enhance the quality of the education experiences of students from underrepresented Texas Tech University groups through programs and service on campus. The Hispanic Scholarship Fund provides scholarships to Latino students as well as related support such as necessary tools students need for a successful college career.

https://www.depts.ttu.edu/mvp/Mentoring.php

In 2023, the Texas State Legislature enacted SB 17 relating to diversity, equity, and inclusion initiatives at public institutions of higher education. The full version of the act can be found here: https://capitol.texas.gov/tlodocs/88R/billtext/pdf/SB00017F.pdf#navpanes=0

In response to the act, the HCOA has followed the recommendations set forth by the university to continue our commitment towards the learning environment described above, but to stay within the legal bounds set forth by SB 17. The guidance recommended by the university is outlined in the following link: https://www.depts.ttu.edu/provost/faculty-success/sb17-guidance.php

Long-Range Planning

Our long-range planning efforts will continue within the next year. In the future, HCOA plans to deepen its commitment to equity, diversity, and inclusion by expanding outreach programs to underrepresented communities, increasing support for first-generation and minority students, and incorporating more content on social equity and justice into our curriculum

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Program Response:

The generation and dissemination of new knowledge are at the heart of HCOA's mission. We encourage our students and faculty to engage in innovative research and creative activities that push the boundaries of architectural design and contribute to the advancement of the profession. Our program offers a wide range of research opportunities, from faculty-led projects to independent student research, and we support the dissemination of this knowledge through publications, conferences, and exhibitions.

The HCOA fosters research through the Architecture Design Research Center (ARDC). The ADRC engages collaborations among faculty and students with similar research interests. The ADRC also seeks cross-disciplinary collaborations with other colleges such as the College of Engineering and the Davis College of Agricultural Sciences and Natural Resources, and the Texas Tech University Health Sciences Center.

In the curriculum, students are challenged to explore research and innovation in our technology and research studio sequence of courses in the final three semesters of the M. Arch program. ARCH 5334 Advanced Architectural Technology I: Topics, ARCH 5603 Architecture Design + Research II, ARCH 5354 Advanced Architectural Technology II: Topics, and ARCH 5604 Architecture Design + Research III provide the platform for faculty and students to conduct research and design investigations.

https://t.e2ma.net/webview/0bzhzj/fb912c0a69773d4aa010e9ccea8d13e9

Long-Range Planning

As part of our strategic plan, HCOA is committed to fostering a culture of innovation by enhancing our research infrastructure, supporting interdisciplinary collaboration, and increasing opportunities for students to engage in cutting-edge research. These efforts are designed to ensure that HCOA remains at the forefront of architectural education and contributes to the ongoing evolution of the discipline.

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Program Response:

HCOA believes that architecture is a collaborative, inclusive, and community-oriented profession. We encourage our students to develop leadership skills and to engage in collaborative design processes with peers, faculty, and

external partners. Our curriculum includes courses and projects that emphasize teamwork, communication, and community engagement, preparing students to work effectively with diverse stakeholders in the design process.

Students also participate in extracurricular activities within the community. Students can be part of the Habitat for Humanity, which is greatly guided and supported by the faculty of the College. AIAS also promotes community and social engagement within the College; the incumbent president and other AIAS members attend the local AIA chapter meetings.

Students can take many leadership positions within the College and others at the University level. The College helps promote students' organizations such as AIAS, Knights of Architecture, Habitat for Humanity, Global Architecture Brigades (GAB), Tau Sigma Delta, CROP, and CoA Dialogs. All these organizations allow students to serve the College and become leaders among their peers. These organizations have SORC representatives who meet every month with the Student Government Association (SGA) and all University wide organizations to create a cohesive entity. At the University Level, every year two students are elected as the College of Architecture Senators. These two students take very important leadership positions by representing the College at the University level. As Senators they are the voice of the architecture student community and help lobby for the College and our students.

https://www.depts.ttu.edu/architecture/about/news-events/studentorgs.php

Further the students have the opportunities to support the staff, teaching, and research efforts of the College through employment as a Graduate Part-time Instructor (GPTI), Research Assistant (RA), Graduate Assistant (GA) and Student Assistant-undergraduate (SA). Students are active on many of the ongoing committees including Program Committees, and the Curriculum Committees. Students are also asked to serve on all service committees in the college. Students are also involved with faculty awards at both the University and College levels.

Long-Range Planning

Moving forward, HCOA plans to expand its community engagement efforts by establishing new partnerships with local and regional organizations, increasing opportunities for students to participate in service-learning projects, and enhancing our leadership development programs. These initiatives will ensure that our graduates are not only skilled designers but also effective leaders and collaborators who can positively impact the communities they serve.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

Program Response:

At HCOA, we recognize that architecture is a dynamic and evolving profession that requires a commitment to lifelong learning. Our program emphasizes the importance of ongoing education and professional development, both during academic experiences and beyond. We offer various opportunities for students to engage in continuous learning, including workshops, seminars, and continuing education programs.

We also regularly engage students in faculty learning endeavors by hosting symposia and conferences. In 2017, the HCOA hosted the ACSA Fall conference entitled: *Crossings, between the Proximate and Remote*. In 2018, the HCOA *The Domestic & the Anti-Domestic in Spain Symposium*. In the spring of 202,1 we hosted the symposium *Health Architectural and Historical Contexts*. The symposiums and the HCOA yearly lecture series provide the program a healthy source of continuing learning resources. Huckabee College of Architecture hosted the 2023 International

Conference of the Architectural Research Centers Consortium (ARCC) in Dallas, Texas. The ARCC is an international association of architectural research centers, academies, and organizations committed to the research culture and supporting infrastructure of architecture and related design disciplines.

https://t.e2ma.net/webview/0bzhzj/fb912c0a69773d4aa010e9ccea8d13e9

Long-Range Planning

As part of our long-range planning, HCOA is exploring to expand our lifelong learning initiatives by developing new continuing education courses for alumni and practitioners, fostering stronger connections between academia and practice, and encouraging our graduates to remain engaged with the latest developments in the field. These efforts will help ensure that our alumni continue to grow and excel in their professional careers, maintaining the highest standards of architectural practice.

3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC)

The program must provide:

- A narrative description of how the program achieves each criterion.
- Evidence that each criterion is assessed by the program on a recurring basis, and
- A summary of the modifications made to its curricula and/or associated program structures and materials based on findings from these assessment activities since the previous review.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Program Response:

Narrative: The Huckabee College of Architecture (HCOA) at Texas Tech University provides students with a comprehensive understanding of the various career paths available within the field of architecture. This commitment is embedded within our curriculum and supported by a variety of courses, workshops, and events designed to expose students to the professional opportunities and requirements for becoming a licensed architect in the United States.

Our program integrates career path education through both the ARCH 5392 Professional Practice course and through our licensing advisor who conducts workshops and events. ARCH 5392 Professional Practice covers essential topics such as licensure requirements, the Architectural Experience Program (AXP), and preparation for the Architect Registration Examination (ARE). alternative career trajectories, including leadership roles, business ownership, and interdisciplinary opportunities in fields such as construction management, urban planning, and sustainable design.

Beyond coursework, HCOA through the work of our licensing advisor, Darrick Wade, AIA, actively engages students with the profession through guest lectures, panel discussions, and career fairs that feature practicing architects, firm leaders, and representatives from professional organizations such as the American Institute of Architects (AIA) and the National Council of Architectural Registration Boards (NCARB). These events provide students with

firsthand insights into the diverse career options within architecture and related fields. https://t.e2ma.net/message/8tyjpk/0z1b3u3c

Self-Assessment: HCOA continually assesses its effectiveness in preparing students for architectural careers through regular surveys, alumni feedback, and Practice Group assessment. We evaluate the alignment of our curriculum with current professional standards and the evolving demands of the field. The Practice Group Assessment team reviews student outcomes in courses related to professional practice and career preparation, ensuring that our program remains responsive to changes in licensure requirements and industry trends. The latest Practice Group Assessment occurred in Spring 2024.

Additionally, HCOA tracks the success of its graduates in achieving licensure and securing employment in various architectural and design-related fields. This data is used to inform curriculum development and to identify areas where additional support or resources may be needed to better prepare students for their careers. This included indirect assessment through exit interviews and surveys. Assessment documents specific to this criteria is located in the evidence files.

Summary of Modifications: Since the previous review, HCOA has made several key modifications to enhance career path education within the program. Based on feedback from the Practice Group Assessment, we have expanded the content of the "Professional Practice" course to include more in-depth coverage of licensure processes and career planning strategies. By continuously assessing and adapting our curriculum, HCOA ensures that students are well-prepared to navigate the various career paths available to them and to contribute meaningfully to the architecture profession. Planned improvements were documented in latest Practice Group Assessment which occurred in Spring 2024 and began to implement the suggestions in the Fall of 2024. The curriculum committee revised the SLO's in the Fall of 2024 per the assessment and are provided in the evidence material.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response:

Narrative: The Huckabee College of Architecture (HCOA) at Texas Tech University emphasizes the critical role of the design process in shaping the built environment, from individual buildings to complex urban landscapes. The program instills in students a deep understanding of how design integrates multiple factors—including social, cultural, environmental, and technological considerations—across various scales of development.

ARCH 5600 Architecture Design + Research I and ARCH 5602 Integrative Architectural Design Studio serve as the backbone of this approach, guiding students through the iterative process of design thinking. These studios challenge students to consider contextual, material, and environmental factors in their projects, encouraging a holistic and integrated approach to design. Additionally, ARCH 5603 Architecture Design + Research II and ARCH 5604 Architecture Design + Research III) focus on projects, exploring how research can be applied from urban contexts to digital fabrications. https://t.e2ma.net/webview/wfb8jf/1343817477bb54f5728d835d1ff91e46

Self-Assessment: HCOA assesses the effectiveness of its design education through regular end of semester walkthrough reviews of student work, feedback from visiting academic and professional reviewers, a Graduate Comprehensive Exam and a Design Group Assessment. The Design Group Assessment is a comprehensive review scheduled every three years. The latest Design Group Assessment occurred in Spring 2024. Assessment documents specific to this criteria is located in the evidence files.

Summary of Modifications: In response to feedback from the latest Design Group Assessment, HCOA recognized the need to coordinate the technology course and design studio. The group also determined the need to revise the phasing of the projects in ARCH 5600 Architecture Design + Research I and ARCH 5602 Integrative Architectural Design Studio to better address the student learning outcomes. Planned improvements were documented in latest Design Group Assessment which occurred in Spring 2024 and began to implement the suggestions in the Fall of 2024. The curriculum committee revised the SLO's in the Fall of 2024 per the assessment and are provided in the evidence material.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response:

Narrative: HCOA is committed to equipping students with a comprehensive understanding of the dynamic relationship between built and natural environments. The program integrates principles of ecological responsibility and climate change mitigation throughout its curriculum, particularly in courses focused on sustainable design and environmental systems.

ARCH 5304 Architectural Technology Integration: Survey introduces students to the principles of sustainable design, energy efficiency, and building performance. ARCH 5334 Advanced Architectural Technology I: Topics and ARCH Advanced Architectural Technology II: Topics further deepens this knowledge, challenging students to apply ecological principles to real-world design problems and to consider the long-term impacts of their architectural decisions on the environment. https://t.e2ma.net/webview/sojhif/5a82f220c5ae9aeb8d188ec8513e65e4

Self-Assessment: HCOA assesses the effectiveness of its design education through regular end of semester walkthrough reviews of student work, feedback from visiting academic and professional reviewers, a Graduate Comprehensive Exam and a Technology Group Assessment. The Technology Group Assessment is a comprehensive review scheduled every three years. The latest Technology Group Assessment occurred in Spring 2024. . Assessment documents specific to this criteria is located in the evidence files.

Summary of Modifications: In response to feedback from the latest Technology Group Assessment, HCOA recognized the need to coordinate the technology course and design studio. The group also determined the need to revise the phasing of the projects in ARCH 5304 Architectural Technology Integration to better address the student learning outcomes. Planned improvements were documented in latest Technology Group Assessment which occurred in Spring 2024 and began to implement the suggestions in the Fall of 2024. The curriculum committee revised the SLO's in the Fall of 2024 per the assessment and are provided in the evidence material.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response:

Narrative: HCOA ensures that students develop a strong foundation in the histories and theories of architecture and urbanism, recognizing the importance of these perspectives in informing contemporary practice. The program explores these topics through a sequence of theory courses that cover a wide range of cultural, social, economic, and political influences on architecture.

ARCH 5362 Theories in Architecture: Survey course provides knowledge of major historical, theoretical, critical discussions of architecture and urbanism along with familiarity with canonical architecture and other works (past and present) that foster architectural thinking.

https://t.e2ma.net/webview/k78d2j/509503773683ef1a84fdbdfb5f014b49

Self-Assessment: HCOA assesses the effectiveness of its design education through regular end of semester walkthrough reviews of student work, feedback from visiting academic and professional reviewers, a Graduate Comprehensive Exam and a History, Theory and Criticism (HTC) Group Assessment. The HTC Group Assessment is a comprehensive review scheduled every three years. The latest HTC Group Assessment occurred in Spring 2024. Assessment documents specific to this criteria is located in the evidence files.

Summary of Modifications: In response to feedback from the latest HTC Group Assessment, HCOA has modified the course delivery method from multiple sections into a single survey course to better leverage resources and to deliver a consistent content for the course. Planned improvements were documented in latest Design Group Assessment which occurred in Spring 2024 and began to implement the suggestions in the Fall of 2024. The curriculum committee revised the SLO's in the Fall of 2024 per the assessment and are provided in the evidence material.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response:

Narrative: HCOA fosters a culture of research and innovation, preparing students to contribute to the advancement of architectural knowledge and practice. The program encourages students to engage in research through coursework, independent studies, and participation in faculty-led research projects.

In ARCH 5334 Advanced Architectural Technology I: Topics, students are introduced to emerging technologies and their potential applications in architecture. The course emphasizes research methodologies as students analyze and critique innovative architectural systems and materials. Through individual and group research projects, students are tasked with testing new technologies and exploring their real-world impact on sustainability, construction techniques, and performance optimization. This process fosters critical thinking and allows students to identify gaps in existing technologies while proposing new approaches that could benefit architectural practice.

ARCH 5354 builds upon the foundational research skills developed in the previous course by focusing on advanced topics and deeper engagement with technological innovation. Students conduct comprehensive research that requires testing hypotheses, evaluating experimental results, and applying findings to architectural practice. The course encourages collaboration with industry professionals and researchers, providing students with opportunities to contribute to ongoing research initiatives or to initiate their own investigations into emergent technologies. This structured environment supports students in producing original research that aligns with or advances the state of knowledge in architectural technology.

Both courses emphasize the iterative nature of architectural research, where students continually assess their work against real-world challenges, evaluate the viability of innovations, and contribute to discussions on the future of architecture. By engaging with advanced technologies and research methods, students develop the skills

to participate in the broader architectural research community, making them well-prepared for leadership roles in design and technological innovation. https://t.e2ma.net/message/oicbwk/oaq4ldbd

Self-Assessment: HCOA assesses the effectiveness of its design education through regular end of semester walkthrough reviews of student work, feedback from visiting academic and professional reviewers, a Graduate Comprehensive Exam and a Technology Group Assessment. The Technology Group Assessment is a comprehensive review scheduled every three years. The latest Technology Group Assessment occurred in Spring 2024. Assessment documents specific to this criteria is located in the evidence files.

Summary of Modifications: In response to feedback from the latest Technology Group Assessment, HCOA has revised the course syllabus structure across all sections for ARCH 5334 Advanced Architectural Technology I: Topics and ARCH 5354 Advanced Architectural Technology II: Topics to ensure there are common basic SLOs that directly correlate to NAAB criteria. The assessment also recommended adding non-fabrication technology courses to the options offered to students. Planned improvements were documented in latest Technology Group Assessment which occurred in Spring 2024 and began to implement the suggestions in the Fall of 2024. The curriculum committee revised the SLO's in the Fall of 2024 per the assessment and are provided in the evidence material.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response:

Narrative: HCOA places a strong emphasis on leadership and collaboration, recognizing these skills as essential for success in the architectural profession. The program integrates leadership training and collaborative projects throughout its curriculum, preparing students to work effectively in multidisciplinary teams and diverse stakeholder environments.

ARCH 5392 Professional Practice covers essential topics on developing students' leadership abilities and fostering collaboration with other disciplines, including engineering, urban planning, and environmental science.

https://t.e2ma.net/webview/cp1d8j/a7dbae76958541952b593d4faff5cc47

Self-Assessment: HCOA continually assesses its effectiveness in preparing students for leadership and collaboration rolls through regular surveys, alumni feedback, and Practice Group assessment. We evaluate the alignment of our curriculum with current professional standards and the evolving demands of the field. The Practice Group Assessment team reviews student outcomes in courses related to leadership and collaboration, ensuring that our program remains responsive to changes in the profession. The latest Practice Group Assessment occurred in Spring 2024. . This included indirect assessment through exit interviews and surveys. Assessment documents specific to this criteria is located in the evidence files.

Summary of Modifications: In response to the Practice Group Assessment findings, HCOA has modified the assignments for the next semester to more directly assess leadership & collaboration within the context of architectural practice and project implementation. Planned improvements were documented in latest Practice Group Assessment which occurred in Spring 2024 and began to implement the suggestions in the Fall of 2024. The curriculum committee revised the SLO's in the Fall of 2024 per the assessment and are provided in the evidence material.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Program Response:

Narrative: HCOA is committed to fostering a positive and respectful learning and teaching culture that encourages creativity, collaboration, and mutual respect among faculty, students, and staff. The program promotes an inclusive environment where diverse perspectives are valued, and all members of the community are encouraged to contribute to the educational process.

The HCOA is committed to the goal of maintaining a healthy learning environment that encourages general health and well-being, work-school-life balance, and professional conduct, and that teaches students such skills as time management. Implementation of this goal is guided by our Studio Culture Policy (SCP), which was adopted in 2009 and is updated every three years. The SPC is being updated in the Fall of 2024 to be in-line with AIAS updated guides from 2020; Since its institution in 2009, the College's Studio Culture Policy has helped refine both the HCOA's studio pedagogy and its commitment to a healthy balance of work-school-life. The College's learning culture is enhanced by connections that the College maintains with the profession. The College has an increased number of students working with professionals in topical and comprehensive studios.

https://t.e2ma.net/webview/cp1d8j/a7dbae76958541952b593d4faff5cc47

Self-Assessment: HCOA continually assesses its effectiveness in learning and teaching culture through regular surveys, alumni feedback, and Practice Group assessment. We evaluate the alignment of our curriculum with current professional standards and the evolving demands of the field. The Practice Group Assessment team reviews student outcomes in courses related to learning and teaching culture, ensuring that our program remains responsive to changes in the profession. The latest Practice Group Assessment occurred in Spring 2024. Assessment documents specific to this criteria is located in the evidence files.

Summary of Modifications: In response to feedback, the HCOA finalized its core values to be integrated in the new learning and culture policy statement in the Fall of 2024. The policy statement is in its final review by students and staff and will be included in evidence files by the team visit.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response:

Narrative: HCOA is dedicated to advancing social equity and inclusion within the field of architecture and the built environment. The program integrates these values into its curriculum, encouraging students to consider how their work can contribute to creating more equitable and inclusive spaces.

The HCOA is committed to prepare students for a global world by engaging in diverse cultural activities and programs. The University encourages first generation students, with the HCOA leading the University in graduating first-generation students, through the PEGASUS program, and the Women's Study Program as an interdisciplinary academic program for students. Mentor TECH, a program that matches an undergraduate student with a faculty or staff within the University, seeks to enhance the quality of the education experiences of students from underrepresented groups through programs and service on campus. The Hispanic Scholarship Fund provides scholarships to Latino students as well as related support such as necessary tools students need for a successful college career. https://t.e2ma.net/webview/cp1d8j/a7dbae76958541952b593d4faff5cc47

Self-Assessment: The program assesses its effectiveness in promoting social equity and inclusion through student projects, feedback from community partners, and the HTC Group Assessment. The HTC Group Assessment is a comprehensive review scheduled every three years. The latest HTC Group Assessment occurred in Spring 2024. Assessment documents specific to this criteria is located in the evidence files.

Summary of Modifications: In response to assessment findings, HCOA has added elective courses that focus on the intersection of architecture and social justice. The program has also strengthened its partnerships with local and regional organizations that advocate for marginalized communities, providing students with more opportunities to engage in meaningful, socially responsible design work. Planned improvements were documented in latest HTC Assessment which occurred in Spring 2024 and began to implement the suggestions in the Fall of 2024. The curriculum committee revised the SLO's in the Fall of 2024 per the assessment and are provided in the evidence material.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

For SC.1-SC.4: The program must provide the following:

- A narrative description of how the program achieves and evaluates each criterion.
- Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis; and
- A summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review.

Supporting materials demonstrating how the program accomplishes its objectives related to each criterion, including course syllabus, course schedule, and instructional materials, are due as digital exhibits at least 45 days prior to the visit.

SC.1 Health, Safety and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response:

Narrative: The Huckabee College of Architecture (HCOA) at Texas Tech University ensures that students develop a comprehensive understanding of the impact of the built environment on human health, safety, and welfare across multiple scales, from individual buildings to entire cities. The curriculum emphasizes the importance of these factors in architectural design and urban planning, incorporating them into ARCH 5602 - Integrative Architectural Design Studio II.

Self-Assessment: HCOA assesses the effectiveness of its design education through regular end of semester walkthrough reviews of student work, feedback from visiting academic and professional reviewers, a Graduate Comprehensive Exam and a Design Group Assessment. The Design Group Assessment is a comprehensive review scheduled every three years. The latest Design Group Assessment occurred in Spring 2024. Additionally, external reviewers and industry professionals provide feedback on the effectiveness of the program's approach. Assessment documents specific to this criteria is located in the evidence files. This information includes documentation from the assessment groups, walkthrough notes and surveys, with corresponding benchmarking and SLO review notes.

Summary of Modifications: In response to feedback from the latest Design Group Assessment, HCOA recognized the need to coordinate the technology course and design studio. The group also determined the need to revise the

phasing of the projects in ARCH 5600 Integrative Architectural Design Studio I and ARCH 5602 Integrative Architectural Design Studio II to better address the student learning outcomes.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response:

Narrative: HCOA ensures that students gain a thorough understanding of professional ethics, regulatory requirements, and the fundamental business processes relevant to architecture practice in the United States. The program covers these topics through a combination of coursework, workshops, and guest lectures from practicing architects and industry experts.

ARCH 5392 Professional Practice provides students with a solid foundation in the legal and ethical responsibilities of architects, as well as the business aspects of running an architectural practice. This course explores topics such as contract law, project management, and the architect's role in safeguarding the public interest.

Self-Assessment: HCOA continually assesses its effectiveness in preparing students for leadership and collaboration rolls through regular surveys, alumni feedback, and Practice Group assessment. We evaluate the alignment of our curriculum with current professional standards and the evolving demands of the field. The Practice Group Assessment team reviews student outcomes in courses related to professional practice, ensuring that our program remains responsive to changes in the profession. The latest Practice Group Assessment occurred in Spring 2024. Assessment documents specific to this criteria is located in the evidence files. This information includes documentation from the assessment groups, walkthrough notes and surveys, with corresponding benchmarking and SLO review notes.

Summary of Modifications: Based on assessment results, HCOA has expanded the "Professional Practice" course to include more content on emerging business models and the impact of digital technologies on architectural practice. The program has also introduced a series of ethics workshops that allow students to explore complex ethical dilemmas in a collaborative setting.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response:

Narrative: HCOA ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States. The program incorporates these principles into its curriculum through targeted courses and practical exercises that simulate real-world challenges.

ARCH 5600 Integrative Architectural Design Studio I and ARCH 5602 Integrative Architectural Design Studio II demonstrate key components of this effort, teaching students how to navigate the complex regulatory environment that governs architectural practice. This course covers topics such as zoning laws, building codes, accessibility standards, and the permit process, providing students with the knowledge they need to ensure compliance in their future projects.

Self-Assessment: HCOA assesses the effectiveness of its design education through regular end of semester walkthrough reviews of student work, feedback from visiting academic and professional reviewers, a Graduate Comprehensive Exam and a Design Group Assessment. The Design Group Assessment is a comprehensive review scheduled every three years. The latest Design Group Assessment occurred in Spring 2024. Additionally, external

reviewers and industry professionals provide feedback on the effectiveness of the program's approach. Assessment documents specific to this criteria is located in the evidence files. This information includes documentation from the assessment groups, walkthrough notes and surveys, with corresponding benchmarking and SLO review notes.

Summary of Modifications: In response to feedback from the latest Design Group Assessment, HCOA recognized the need to coordinate the technology course and design studio. The group also determined the need to revise the phasing of the projects in ARCH 5600 Integrative Architectural Design Studio I and ARCH 5602 Integrative Architectural Design Studio II to better address the student learning outcomes.

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.

Program Response:

Narrative: HCOA is dedicated to ensuring that students develop a strong understanding of the established and emerging systems, technologies, and assemblies of building construction. The program integrates this technical knowledge into its curriculum through both theoretical coursework and hands-on learning experiences.

ARCH 5304 Architectural Technology Integration: Survey covers a wide range of topics, including structural systems, environmental control systems, and building envelope assemblies. These courses emphasize the importance of integrating technical knowledge with design objectives to achieve high-performing, cost-effective, and sustainable buildings.

Self-Assessment: HCOA assesses the effectiveness of its design education through regular end of semester walkthrough reviews of student work, feedback from visiting academic and professional reviewers, a Graduate Comprehensive Exam and a Technology Group Assessment. The Technology Group Assessment is a comprehensive review scheduled every three years. The latest Technology Group Assessment occurred in Spring 2024. Assessment documents specific to this criteria is located in the evidence files. This information includes documentation from the assessment groups, walkthrough notes and surveys, with corresponding benchmarking and SLO review notes.

Summary of Modifications: In response to feedback from the latest Technology Group Assessment, HCOA has revised the course syllabus structure across all sections for ARCH 5334 Advanced Architectural Technology I: Topics and ARCH 5354 Advanced Architectural Technology II: Topics to ensure there are common basic SLOs that directly correlate to NAAB criteria. The assessment also recommended adding non-fabrication technology courses to the options offered to students.

For SC.5 and SC.6: Programs may design their curricula to satisfy these criteria via a single course or a combination of courses.

The program must provide the following:

- A narrative description of how the program achieves and evaluates each criterion.
- Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis; and
- A summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review.

Supporting materials demonstrating how the program accomplishes its objectives related to each criterion, including course syllabus, course schedule, and instructional materials, are due as digital exhibits at least 45 days prior to the visit. Student work samples (see 2020 Conditions) are due at the time of the site visit.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Program Response:

Narrative: HCOA ensures that students develop the ability to make informed design decisions within architectural projects while synthesizing user requirements, regulatory requirements, site conditions, and considerations of environmental impact. The program achieves this through a series of design studios that challenge students to integrate these diverse factors into cohesive and functional design solutions.

ARCH 5600 Architecture Design + Research I and ARCH 5602 Integrative Architectural Design Studio serve as the backbone of this approach, guiding students through the iterative process of design thinking. These studios challenge students to consider contextual, material, and environmental factors in their projects, encouraging a holistic and integrated approach to design

Self-Assessment: HCOA assesses the effectiveness of its design education through regular end of semester walkthrough reviews of student work, feedback from visiting academic and professional reviewers, a Graduate Comprehensive Exam and a Design Group Assessment. The Design Group Assessment is a comprehensive review scheduled every three years. The latest Design Group Assessment occurred in Spring 2024. Assessment documents specific to this criteria is located in the evidence files. This information includes documentation from the assessment groups, walkthrough notes and surveys, with corresponding benchmarking and SLO review notes.

Summary of Modifications: In response to feedback from the latest Design Group Assessment, HCOA recognized the need to coordinate the technology course and design studio. The group also determined the need to revise the phasing of the projects in ARCH 5600 Architecture Design + Research I and ARCH 5602 Integrative Architectural Design Studio to better address the student learning outcomes.

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.

Program Response:

Narrative: HCOA ensures that students develop the ability to integrate building envelope systems, structural systems, environmental control systems, and life safety systems into their architectural projects. The program emphasizes the importance of building performance and system integration throughout the curriculum, particularly in advanced design studios and technical courses.

The "Building Integration Studio" (ARCH 5316) is a key course where students are tasked with creating fully integrated architectural designs that address all major building systems. This course challenges students to consider how these systems interact and contribute to the overall performance and sustainability of the building.

ARCH 5600 Architecture Design + Research I and ARCH 5602 Integrative Architectural Design Studio serve as the backbone of this approach, guiding students through the iterative process of design thinking. These studios challenge students to consider contextual, material, and environmental factors in their projects, encouraging a holistic and integrated approach to design

Self-Assessment: HCOA assesses the effectiveness of its design education through regular end of semester walkthrough reviews of student work, feedback from visiting academic and professional reviewers, a Graduate Comprehensive Exam and a Design Group Assessment. The Design Group Assessment is a comprehensive review scheduled every three years. The latest Design Group Assessment occurred in Spring 2024. Assessment documents

specific to this criteria is located in the evidence files. This information includes documentation from the assessment groups, walkthrough notes and surveys, with corresponding benchmarking and SLO review notes.

Summary of Modifications: In response to feedback from the latest Design Group Assessment, HCOA recognized the need to coordinate the technology course and design studio. The group also determined the need to revise the phasing of the projects in ARCH 5600 Architecture Design + Research I and ARCH 5602 Integrative Architectural Design Studio to better address the student learning outcomes.

These responses demonstrate HCOA's commitment to providing a comprehensive architectural education that equips students with the knowledge, skills, and experience needed to excel in the profession. The program's continuous assessment and curriculum modifications ensure that it remains responsive to the evolving demands of the industry.

4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

Program Response:

The status of Texas Tech University's accreditation is given on the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The official document can be found on their website. Official Document URL:

https://sacscoc.org/institutions/?institution_name=texas+tech&state=TX&results_per_page=25&curpage=1&institution=0011N00001h9ECoQAM&status=Accredited%2CCandidate

Please note that SACSCOC does not offer verification letters; instead, they direct inquiries to their official website that lists Texas Tech's accreditation status. Please see explanation letter from the Assistant Vice Provost for Institutional Effectiveness and Office of Planning and Assessment in the evidence documentation.

4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: 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 optional studies.

Program Response:

The Huckabee College of Architecture (HCOA) at Texas Tech University provides the following Master of Architecture (M. Arch.) degree.

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Program Response:

The Huckabee College of Architecture (HCOA) at Texas Tech University provides a Master of Architecture (M. Arch.) degree. The Master of Architecture, our professional degree, is our primary graduate program at Texas Tech and begins in the fall semester only. This degree is for individuals who wish to gain licensure in architecture and have an approved bachelor's degree in architecture.

Master of Architecture

Undergraduate Courses if Preparatory: None	
Graduate-Level Courses	
Required Prof. Courses	
Course No. and Name (Semester Credit Hours - SCH)	**SCH**
Studio Courses	
ARCH 5600 Integrative Arch. Design Studio I	6
ARCH 5602 Integrative Arch. Design Studio II	6
ARCH 5603 Arch. Design and Research I	6
ARCH 5604 Arch. Design and Research II	6
Total	**24**
Technical/Theory/Practice	
ARCH 5304 Arch. Tech. Integration: Survey	3
ARCH 5334 Adv. Arch. Tech I: Topics	3
ARCH 5354 Adv. Arch. Techn II: Topics	3
ARCH 5362 Theories in Arch: Survey	3
ARCH 5363 Theories in Architecture: Topics	3
ARCH 5392 Professional Practice	3
Total	**18**
Graduate Electives	
ARCH Graduate Elective	3
ARCH Graduate Elective	3
ARCH Graduate Elective	3
ARCH Graduate Elective	3
ARCH Graduate Elective	3
ARCH or General Graduate Elective	3
Total	**18**
Total No. of SCH for Degree	**60**

*Note: Students admitted to our accelerated M. Arch program take the same 60 hours of masters core requirements. These students are allowed to take 9 hours of graduate electives while completing their undergraduate degree.

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Program Response:

General Studies in the Architecture Program at Texas Tech University

The architecture program at Texas Tech University ensures that students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge through a well-integrated general education curriculum. The general studies component is foundational to the education of architecture students, providing essential knowledge in the humanities, fine arts, mathematics, natural sciences, and social sciences.

Graduate students admitted to our 4-semester master's program from outside of HCOA are screened for educational breadth as part of our admissions process described in detail in 4.3.1 below, and are in-line with the General Studies requirements for undergraduate coursework. https://www.depts.ttu.edu/architecture/acad-admissions/undergraduate-degrees.php

Students that are admitted into the M. Arch with a B.S. Architecture from Texas Tech University already obtain the general education requirements for Texas Tech University through their B.S. degree requirements.

Students during their undergraduate studies at Texas Tech have an opportunity to apply to an accelerated program for an M. Arch degree at Texas Tech. The program is not a separate track, but is an opportunity for students in the B.S. program to take up to nine hours of graduate elective non-core courses while in the undergraduate program.

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

Program Response:
Graduate students are required to take 18 credits of architectural graduate level electives (3 credits can be graduate level outside of the architecture program), which encourages them to explore a wide variety of coursework related to the discipline or develop a specific area of expertise. Students are encouraged to pursue one of the following six graduate certificates:

Design, Computation, and Fabrication
Health and Wellness Design
Health Care Facilities Design
Historic Preservation
Land Arts of the American West
Urban and Community Design
Ecological Architecture + Design (In Process for Approval)

Recent Architectural Graduate Electives	
Course No. and Name (Semester Credit Hours - SCH)	**SCH**

ARCH 5301 - Special Problems in Architecture	3
ARCH 5302 - Product Design Workshop	3
ARCH 5303 - Smart Materials	3
ARCH 5315 - Systems of Architectural Inquiry	3
ARCH 5319 - History of American Architecture: Pre-Contact to 1865	3
ARCH 5320 - American Architecture History from 1800	3
ARCH 5321 - Historic Building Technology and Documentation	3
ARCH 5324 - History and Theory of Historic Preservation	3
ARCH 5325 - Conservation Policies	3
ARCH 5327 - Architectural Detailing: Why – How – The Human Experience	3
ARCH 5332 - Women and Architecture: From Here the American West to There the World	3
ARCH 5333 - Special Studies in the History of Architecture	3
ARCH 5352 - Computer Applications to Architecture	3
ARCH 5361 - Architectural Research Seminar	3
ARCH 5366 - Evidence-Based Architecture	3
ARCH 5371 - Church Competition and Innovation in American Religious Architecture	3
ARCH 5372 - Model Design, Object, Cultus	3
ARCH 5378 - Place-Less-Place: Mining the Shift from Unknown to Acculturated Space	3
ARCH 5379 - Exhibiting-Synthesis: The Responsibility of Return	3
ARCH 5382 - Urban Theory	3
ARCH 5383 - Infrastructure in the Urban Environment	3
ARCH 5384 - Community Design and Development Resources	3
ARCH 5385 - Design for Resilient Environments	3
ARCH 5391 - Architectural Internship	3
ARCH 5506 - Collaboration Studio	6
ARCH 5622 - Preservation Studio	6
ARCH 5679 - Land-Scape: Operating at the Intersection of Human Construction and the Evolving Nature of the Planet	3
ARCH 6000 - Master's Thesis	1-6
ARCH 7000 - Research	1-6
Recent Graduate Electives	
Course No. and Name (Semester Credit Hours - SCH)	**SCH**
HOM 5306 - HOM I: Introduction to Healthcare Systems	3
HOM 5308 - Healthcare Operations Management and Quality	3
NURS 5322 - Health Informatics for Advanced Nursing Practice	3
FIN 5332 - Fundamentals of Real Estate	3
FIN 5345 - Real Estate Analysis	3
GIST 5300 - Geographic Information Systems	3
PUAD 5324 - Energy, Climate, and Sustainability	3
PUAD 5342 - City Management	3
PUAD 5345 - Administrative Ethics and Leadership	3
PUAD 5363 - Strategic Planning for Nonprofit Organizations	3
MGT 5371 - Managing Organizational Behavior and Organizational Design	3
MGT 5372 - Leadership and Ethics	3
ENVD 5383 - Sustainable Communities and Design	3

NAAB-accredited professional degree programs have the exclusive right to use the B.Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response:
Within the Huckabee College of Architecture (HCOA) at Texas Tech University the following degrees:

Degree Programs:
Bachelor of Science in Architecture
Master of Architecture
Master of Science in Architecture with concentration in Design, Computation and Fabrication
Master of Science in Architecture with concentration in Urban and Community Design
Master of Science in Architecture with concentration in Health and Wellness Design
Master of Science in Architecture with concentration in Historic Preservation (El Paso campus only)

Dual Degree Programs
Bachelor of Science in Architecture / Bachelor of Business Administration (General Business)
Bachelor of Science in Architecture / Bachelor of Science in Civil Engineering
Master of Architecture / Master of Business Administration

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor. Programs must provide accredited degree titles, including separate tracks.

4.2.4 Bachelor of Architecture. The B.Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:
Not Applicable

4.2.5 Master of Architecture. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response:

The Master of Architecture accredited professional program consists of an undergraduate curriculum of 124 hours and a graduate curriculum of 60 hours. The dual Master of Architecture / Master of Business Administration includes an additional 30 credit hours in the graduate program. Successful completion of a graduate comprehensive exam (GCE) at the end of three semesters is required. See above in 4.2.1.

4.2.6 Doctor of Architecture. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:

Not Applicable

4.3 Evaluation of Preparatory Education. NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

Program Response:

Graduate students entering our professional master's program must hold a bachelor's degree from a U.S. school accredited by an agency recognized by the Council of Higher Education (CHEA) or, for international students, a bachelor's degree from an institution accredited by the home country's Ministry of Education. The Graduate School and Huckabee College of Architecture at Texas Tech University collaborate on the graduate admissions process. The dean of the Graduate School oversees admissions to graduate programs. Each step of the admissions process is managed and documented through an online portal using Salesforce software.

The Graduate Admissions Process entails the following steps:

1. Graduate School Admissions receives application materials and academic credentials.
2. Graduate School Admissions verifies academic materials and academic credentials, then forwards to the graduate academic unit.
3. Application and credential evaluation are reviewed by the graduate academic unit. In the Huckabee College of Architecture this process typically includes the Graduate Academic Advisor and a committee of two faculty members led by the Associate Dean of Academics. The faculty members independently and carefully review each applicant's materials with special attention to:
    a. Overall Ungraduated GPA.
    b. Minimum one Social and Behavior Sciences course, and grade earned.
    c. Minimum one Cultural Diversity course, and grade earned.
    d. Minimum two General Study courses, and grades earned.
    e. Minimum two Architectural History courses, and grade earned.
    f. Structure courses, and grade earned.
    g. Minimum two Material and/or Environment courses, and grade earned.
    h. Quality of work in the design portfolio as well as the level of complexity in architectural projects regarding systems integration.
    i. Quality of writing in the personal statement and reasons for applying to TTU HCOA.
4. Graduate Academic unit makes decision to Graduate School Admissions for review and approval.
5. Graduate School Admissions processes decision through the authority of the Graduate School dean and notifies the applicant.

Graduate Application and Admission information:

https://www.depts.ttu.edu/architecture/acad-admissions/graduate-degrees-march.php

Saleforce is utilized to ensure the storage of application materials, scholarship information, assistantships, and admission decisions in single online location.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist**.**

Program Response:

HCOA's curriculum is designed to meet all NAAB accreditation program and student criteria through our required courses. As noted in section 4.3.1, we carefully review graduate applicants' backgrounds, assessing the breadth of their undergraduate education, design education, history/theory courses, technology courses completed, and grade received. For graduate students, a specific sequence of courses is mandated to fulfill NAAB requirements. Architectural technology and theory coursework includes one survey course and one or two advanced topic courses. In terms of design studios, students must complete two sequential studios focused on design synthesis and integration, followed by two research and design studios. These latter studios may relate to any of our five certificate programs: Design Computation and Fabrication, Health Care Facilities Design, Health and Wellness Design, Land Arts of American West, Urban and Community Design Studies, and the forthcoming Ecological and Sustainable Design.

Graduate Application and Admission information:
https://www.depts.ttu.edu/architecture/acad-admissions/graduate-degrees-march.php

HCOA recognize the Bachelor of Science degree in Architecture from other institution, provided it includes a minimum of four sequential architecture design studio, two structure courses, two material or environment courses, two architectural history courses, one social behavior science course, one cultural diversity course, and two general study courses, all with satisfactory grades. The graduate advisor reviews the fulfillment of these requirement before the faculty evaluates applicant.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response:

HCOA offers only one professional degree program, a two-year program comprised of 60 hours of graduate coursework, as clearly indicated on our website.
Graduate Application and Admission information:
https://www.depts.ttu.edu/architecture/acad-admissions/graduate-degrees-march.php

5—Resources

5.1 Structure and Governance. The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 Administrative Structure. Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:

Institution: Texas Tech University

A nine-member Board of Regents governs the Texas Tech University, Texas Tech University Health Sciences Center, Angelo State University, and Texas Tech University Health Science Center-El Paso. The Governor of the State of

Texas appoints the Regents to six-year terms. The terms of office of three regents expire every two years. In addition to the nine members, there is also a student regent appointed by the governor to serve a one-year term. 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 to the different institutions. The presidents are chief executive officers of their respective institutions and responsible for the strategic operation of each University. The President of Texas Tech University is supported by a Provost who oversees the educational programs of the university; nine Vice Provost who are responsible for Administrative Affairs, Faculty Success, Student Life, Institutional Effectiveness; Academic Innovation and Student Success; Graduate & Postdoctoral Affairs; TTU Online; International Affairs; Outreach & Engagement.

Board of Regents

Mark Griffin, Chairman, (Lubbock, January 31, 2025)
Ginger Kerrick Davis, Vice Chairwoman, (Webster, January 31, 2025)
Dusty Womble, (Lubbock, January 31, 2025)
Arcilia Acosta, (Dallas, January 31, 2027)
Cody Campbell, (Fort Worth, January 31, 2027)
Pat Gordon, (El Paso, January 31, 2027)
Clay Cash, (Lubbock, January 31, 2029)
Tim Culp, (Midland, January 31, 2029)
Shelley Sweatt, (Wichita Falls, January 31, 2029)
Jad Zeitouni, Student Regent (Lubbock, May 31, 2025)

TTU Administrative Officers

Tedd L. Mitchell, M.D., Chancellor
Lawrence Schovanec, President
Dr. Ron Hendrick, Provost
Cindy Akers, Vice Provost for Administrative Affairs
Genevieve Durham DeCesaro, Vice Provost for Faculty Success
Matt Gregory, Ph.D., Dean of Students & Vice Provost for Student Life
Darryl James, Ph.D., Vice Provost for Institutional Effectiveness
Mitzi Lauderdale, J.D., Ph.D., CFP, Vice Provost for Academic Innovation and Student Success
Mark Sheridan, Ph.D., Vice Provost for Graduate & Postdoctoral Affairs & Dean of the Graduate School
Brian Still, Ph.D., Vice Provost for TTU Online
Elizabeth Trejos-Castillo, Ph.D., Vice Provost for International Affairs
Rod N. Williams, Ph.D., Vice Provost for Outreach & Engagement

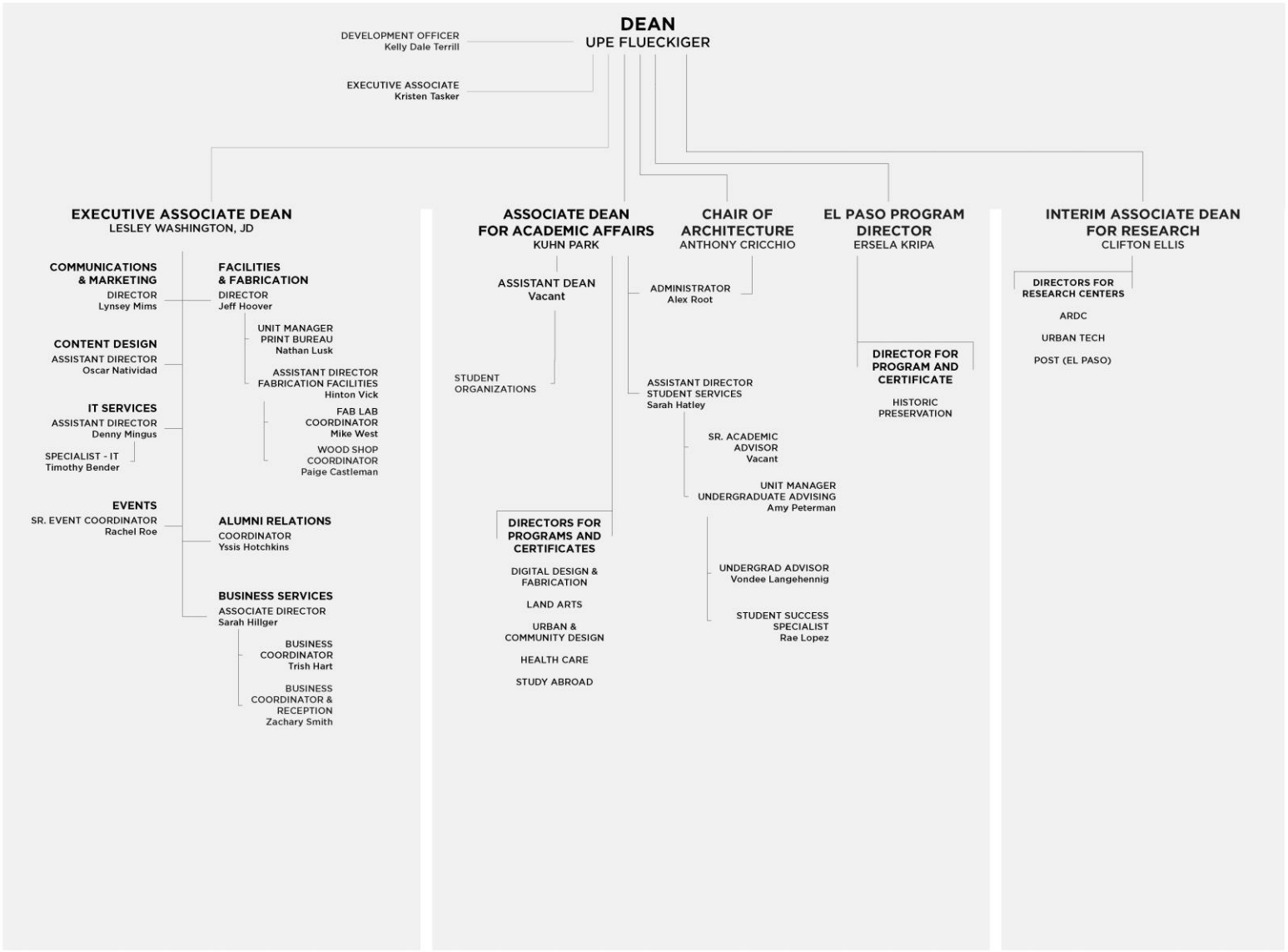
ACADEMIC UNIT: College of Architecture

The head of the College, Dean Urs Peter "Upe" Flueckiger, reports directly to the Provost, who is the chief academic officer of the University. The Dean's position is a twelve-month full-time administrative position. Three Associate Deans: Executive Associate Dean, Associate Dean for Academic Affairs, and Associate Dean for Research; Chair of Instructor; and Director of the El Paso Program hold administrative positions. The Dean and the College endeavors are also supported by the Assistant Director of Development and Alumni Relations along with an alumni relations coordinator, and a senior events coordinator. College Administrators meet each week in the Administrative Council to coordinate College activities and events.

The Director of Academic Studies, who oversees two Academic Advisors (Graduate and Undergraduate) and assists the Associate Dean for Academics and the Chair of Instruction, helps with the administration of the curriculum. There are three advisors, two in Lubbock (Graduate and Undergraduate) and one in El Paso.

The Executive Associate Dean, who is also serving as Financial Services Administrator, overseas the associate director of business services, business coordinators, communications and marketing, and other building resources and services systems.

TEXAS TECH UNIVERSITY HUCKABEE COLLEGE OF ARCHITECTURE
ORGANIZATIONAL CHART



UPDATED AUGUST 2024

5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response:

The leadership and faculty of the HCOA are committed to the principles of faculty governance, transparency, and equity. Faculty Governance at the University level is organized through the Faculty Senate. Mahyar Hadighi and Victoria McReynolds currently represent the HCOA on the Faculty Senate. In recent years, the Faculty Senate has become more organized and proactive and developed productive partnerships with the University Administration on matters such as budget or program cuts and changes. The Staff Senate serves as the representative body for the staff of the University. They advocate for the welfare of the staff and advise the University leadership on policies and recommendations that affect staff. Jeff Hoover represents the HCOA from our staff.

At the College level, faculty governance is organized through the faculty by a committee structure. Each committee serves a distinct purpose for the College. The committees all respond to the mission of the College. In the triad of Research/Teaching/Service, Committees are a part of Service. Committee work, along with other service work, comprises 20% of a faculty member's responsibility to the College and University. See **Appendix 5** for committee task and responsibilities.

Program Committees introduce and refine issues pertaining to a particular program within the College. The program committees move the College forward and assist the college in meeting its goals and adhering to its mission statement. Program Committees meet periodically through the semester. Urban and Community Design, Historic Preservation, LPMD, Digital Design and Fabrication, Healthcare Facilities Design. The Director or Coordinator of each program is the Chair of the committee with Involvement of faculty and administrators.

Service Committees. All faculty members serve on at least one service committee. There are two types of Service Committees: Administrative or Task Committees. College Administrators comprise Administrative Committees. Task Committees are chaired by a faculty member, and members normally serve two years with one member designated as chair elect. The membership is determined by rotation, but faculty members may request participation on the committee assignment form distributed each year. Task Committees are comprised of a combination of faculty and administrative members. They serve to accomplish certain aspects of college life, and they meet once a month.

Advisory Committees provide long-term and intermediate guidelines to centers of instructional resource within the College. These committees include three members of the faculty and one staff member: faculty rotate through the committees as available. The committees meet once a month. Advisory Committees include: Computer Lab, Library, Architecture Research and design Center, Shop, Building and Safety. Standing Committees. Membership on Standing Committees is determined by a member's 'standing' in the college. For example: all Graduate Faculty serve on the Graduate Faculty Committee. Consequently, Standing Committee involvement is a responsibility commensurate with investiture. These committees meet as needed.

Neither staff nor students have a formal role in the governance of the college. Students do, however, through student group leaders from the different organizations, such as AIAS, work closely with the Assistant Dean of Students on issues and concerns. This group of leaders were tasked to lead the revision of the learning and studio culture policy. The Dean meets each semester with the students which provides opportunities for students to share feedback and suggestions with faculty and administration. While staff do not have a formal role in college or governance, they do play active roles as members on select committees.

Within the HCOA, faculty governance and engagement are facilitated through participatory faculty meetings every other week throughout each semester. Led by the Chair of Instruction, these meetings are structured to engage faculty in pressing issues as well as long-term planning. Moving forward, faculty meetings will be used to collectively develop our curriculum goals, aims, and objectives.

Student involvement

Student organizations are an essential part of College culture. Currently there are five ongoing student organizations: Knights of Architecture, American Institute of Architecture Students (AIAS), Tau Sigma Delta (TSD), National Organization of Minority Architect Students (NOMAS), and CROP.

The Knights of Architecture serve the Dean's Office and perform many service functions during the year such as important recruitment efforts at the University Day, at any local high school and local community college events. The Knights of Architecture is a student-run service organization, which serves as ambassador for the student culture of the College of Architecture at Texas Tech University. They benefit the student body by providing programs and events necessary for expanding skill sets and knowledge for an educational career. The Knights represent the College of Architecture and strive to make the college a better place for learning while enhancing the overall college experience. One of the Knight's major goals is to become involved students upon entrance into the College of Architecture.
https://www.instagram.com/ttu_hcoa_koa/?igshid=Y212MzMwZWM3ZA%3D%3D

The American Institute of Architecture Students (AIAS) is an independent, nonprofit, student-run organization dedicated to providing unmatched programs, information, and resources on issues critical to architectural education. The mission of the AIAS is to promote excellence in architectural education, training, and practice; to foster an appreciation of architecture and related disciplines; to enrich communities in a spirit of collaboration; and to organize students and combine their efforts to advance the art and science of architecture. AIAS is active working with the profession, the Alumni Board and they attend the state and national conventions.
https://www.instagram.com/ttuaias/

Tau Sigma Delta is a nationally affiliated honor society in architecture and allied arts, founded in 1913. The Texas Tech Chapter of TSD, Upsilon Chapter, was organized in 1962. TSD commends students in architecture, landscape architecture, and interior design who distinguish themselves academically. The organization also honors practitioners in the field for excellence in design with the national organization's Gold Medal Award and Upsilon Chapter's Silver Medal Award, which is presented each spring semester. The Bronze Medal Award is presented to students who have distinguished themselves in design, and is elected by the student membership of the chapter.
https://tausigmadelta.org/

The National Organization of Minority Architect Students is an assemblage of students who bring greater awareness to the problems affecting minority groups within the architecture community using provocative but constructive dialogue. Working within a larger national network, NOMAS seeks to address the issues of discrimination, professional relationships, culture, and public policy as they relate to minorities in the architecture community. Many students continue to be involved with NOMA, the professional organization that NOMAS is a branch of, after graduating and entering the greater architectural community.
https://www.instagram.com/Nomas_lbk_chapter/

Crop - New CoA Student Publication began in 2010 – present. The group initiated a significant new publication series that showcases the best student work produced by the CoA students each year. A team of five is putting together a book of architectural projects created by current and former students of the CoA at TTU. Crop asks for submissions of the best architectural work undertaken at our college. Submissions can vary from drawings, sketches, plans, sections, renderings, photographs, digital artwork, analog scans, diagrams, etc. All entries are reviewed, evaluated, and selected by our editorial team,

which includes one or two faculty as advisors. The best work is added to the publication and is used to showcase what we do here at the College of Architecture at Texas Tech. This book is a great opportunity to have student work published. The publication has been funded for the past two years by a Graham Foundation Grant. This publication is an artifact that the student body and faculty are proud to share with the world. https://www.instagram.com/cropttu/?hl=en

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:

The Strategic Plan of the College of Architecture is a planning process for continuous improvement that identifies multiyear objectives within the context of the institution and program mission and culture. In addition to the Strategic Plan, the College has a process by which it identifies and evaluates its student learning objectives as part of its plan for continuous improvement in the context of its mission and culture.

The College's Strategic Plan serves as a guide to Long Range Planning. The college's strategic plan is in alignment with a number of goals and objectives with the university wide plan. With this alignment, the HCOA uses the some of the key performance indicators as its guide. The current strategic plan was written by a Faculty committee appointed by the previous Academic Dean and is based on the mission of the College, which states that "Texas Tech College of Architecture aspires to advance the knowledge, discipline, and practice of architecture through innovative, creative teaching, research, global engagement, and scholarship." See **Appendix 3** and **Appendix 4** for HCOA and Texas Tech Strategic Plans.

In the spring of 2023, the architecture faculty came together to assess the current curriculum through the student learning outcomes. The goal of this semester long endeavor was to align the Student Learning Outcomes developed to align with the previous NAAB Conditions and the Strategic Plan to the NAAB 2020 Conditions. This past Fall, the curriculum committee is drawing on the assessment and Bloom's Taxonomy of Learning, to review and recommend curriculum changes to meet deficiencies and to improve. Also, during the 2023-2024 academic year, the HCOA went through a program values exercise. Since the current university and college strategic plans are due for updating in 2025, The HCOA is looking forward to working on the next strategic plan with a good understanding of its current curriculum and values system The HCOA is planning to update its strategic plan in the Fall of 2025.. The program uses a series of end of the semester studio and core course walkthroughs to assess student work along with the yearly GCE (Graduate Comprehensive Exam) to review SLO's. The program also invites outside reviews for final presentations to receive input from outside stakeholders. These documents are provided in the evidence documentation.

5.2.2 Key performance indicators used by the unit and the institution.

Program Response:

The HCOA 2025 Strategic Plan developed in 2019 corresponds to the plan for the university. HCOA has since relied on some of the following Key performance indicators (KPI's) to judge its progress in

Strategy: Educate and empower a diverse student body (KPI'S)
4-year graduation rate of FTIC freshman
Percent of FTIC enrollment African American/Black, Asian, Hispanic
Number of master's degrees awarded
Number of students studying abroad

Number of students accepted to M. Arch program
Number of Students enrolled in M. Arch program with B.S. Architecture Degree from Texas Tech

Strategy: Enable innovative research and creative activities (KPI'S)
Total research expenditures
Creative works/Performances (Juried)
Publications (Reviewed/Refereed)

Strategy: Transform lives and communities through strategic outreach and engaged scholarship (KPI'S)
Number of project, programs, classes, and events provided for/in partnership with the community
Number of K-12 students and teachers participating in TTU OES activities
Number of external awards received for excellence in OES
Number of OES scholarly publications, presentations, and performances

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

Program Response:
Given the HCOA last Strategic Plan was not officially adopted by the faculty due to changes in administration and the disruption of instruction due to the pandemic, the mission and goals of the HCOA have been in flux. The HCOA has seen increasing enrollments to the M. Arch program and increasing the number of diverse applicants.

The program administration assessed the current strategic plan a few years ago and the assessment document is part of the evidence provided.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:

Strengths
Interdisciplinary Curriculum: HCOA offers a curriculum that integrates theory and practice, encouraging collaboration across disciplines like sustainability, technology, and design, which helps students develop a holistic approach to architecture.

Experienced Faculty: The college benefits from a diverse and experienced faculty that includes professionals with extensive real-world experience and academic credentials. Faculty-led initiatives help students engage in contemporary architectural issues, such as sustainable design and digital fabrication.

Strong Institutional Support: HCOA is backed by Texas Tech University's robust institutional framework, providing access to resources such as research centers, funding opportunities, and cross-college collaborations.

Focus on Sustainability: With courses like those focusing on advanced architectural technology and sustainable materials, the college is well-positioned to educate future architects on addressing pressing environmental challenges.

Collaborations with Industry: The college has established partnerships with the architectural industry, including connections to architectural firms and participation in real-world design projects, competitions, and internships, which offer students valuable hands-on experience.

Diverse Student Body: HCOA serves a diverse student population, which enriches the learning environment and fosters the exchange of different perspectives in design thinking.

Challenges

Maintaining Accreditation Standards: Continuous compliance with National Architectural Accrediting Board (NAAB) criteria and alignment with evolving accreditation standards can be resource intensive. The college must ensure that programs meet these standards while staying innovative.

Evolving Technology: The rapid pace of technological change in architectural software, digital tools, and fabrication methods creates a challenge in ensuring students are proficient in the latest tools while maintaining a strong foundation in core architectural principles.

Resource Allocation: Balancing faculty research, teaching loads, and administrative duties may be a challenge as the college seeks to maintain high-quality instruction while supporting faculty professional development and student opportunities.

Funding for Research and Innovation: Securing sufficient funding to support cutting-edge research and innovation, especially in specialized areas like sustainability and emerging technologies, can be a hurdle.

Diversity and Inclusion: Although the college has a diverse student population, there may be ongoing challenges in ensuring inclusivity, particularly in recruitment and retention of underrepresented groups among faculty, staff, and students within the context of the state politics.

Opportunities

Innovation in Design and Technology: HCOA can position itself as a leader in architectural innovation by continuing to integrate cutting-edge technology into its curriculum, including areas such as computational design, virtual reality (VR), and artificial intelligence (AI) in architecture.

Sustainability and Resilience: Expanding its focus on sustainability and resilience presents an opportunity for HCOA to lead in the education of architects prepared to address climate change, urbanization, and resource constraints through sustainable design practices.

Global Engagement: Expanding international collaborations, study abroad programs, and global partnerships could provide students with more diverse learning experiences and open up global career opportunities.

Community Engagement: Strengthening ties with local communities through design-build programs, urban planning projects, and public engagement initiatives can enhance the college's visibility and impact while offering students practical experience.

Cross-Disciplinary Collaborations: By collaborating with other colleges within Texas Tech University, HCOA can offer students broader exposure to fields such as engineering, business, and environmental science, preparing them for a more integrated and multidisciplinary professional environment.

Online and Hybrid Learning: Expanding the use of online and hybrid learning models can create flexibility for students and allow the college to reach a broader audience, including working professionals or students in remote locations.

By capitalizing on these strengths and opportunities while addressing challenges, the Huckabee College of Architecture is well-positioned to continue improving its learning outcomes and educational offerings.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

Design Leadership Alliance
The Goal of the Design Leadership Alliance (DLA) at Texas Tech University is to create a dynamic partnership between architecture's academic and professional communities while emphasizing their shared investment in understanding the current state of architecture. The DLA is a compelling, vibrant, sustainable body of professionals that engages and partners with the HCOA to provide significant contributions to the college, its students and faculty, and to our dynamic profession. https://www.depts.ttu.edu/architecture/about/people/alumni/dla.php

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

Program Response:
See response to 5.3.1.

5.3 Curricular Development. The program must demonstrate a well-reasoned process for assessing its curriculum and adjusting based on the outcome of the assessment.
Programs must also identify the frequency for assessing all or part of its curriculum.

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response:

Program Response:
Regular Curriculum Review
HCOA engages in ongoing curriculum review processes, ensuring that the program remains relevant and aligned with current professional and academic standards. Faculty committees, often supported by administrative leadership, review course content, objectives, and outcomes.

Alignment with NAAB Accreditation Standards
The college's curriculum assessment is closely aligned with the NAAB accreditation requirements. Texas Tech has an annual assessment process in place. The HCOA has continually over the years aligned its student learning outcomes with the NAAB criteria and uses them as part of the university assessment requirement. The HCOA uses the following tools to assess its program:

End of Semester Walkthroughs
The most frequently used sources are the Faculty Walk-thru and the Administrators Walk-thru. The Faculty Walk-thru takes place each semester, after final reviews, when the entire faculty participate in a walk-thru of the studios after the official end of classes. The walk-thru is organized by the administration and is led by the Coordinators of each studio. One of the administrators takes notes during the walk-thru and during the discussion that follows. Exhibitions of work are posted in the studios as well as the Gallery, Library and hallways. Once a year, the non-studio instructors teaching lecture courses as part of the M. Arch curriculum also present the course work to the faculty for review. The Coordinators of each studio level are an important component of faculty involvement in ensuring the rigor of the student learning objectives. We have given more emphasis to the role of the Coordinators, and they are key figures as a liaison between faculty and administration. Coordinators and the administration have informal checkpoints during the semester to check on studio schedules and work. The coordinator also serves as resource for faculty teaching the respective studio, as the schedule, SLOs, and curricular changes are always evaluated and reinforced by the coordinator. At the Faculty Walk-thru, each Coordinator briefly presents the studio projects, and each instructor is asked to identify high pass work so that the faculty can then tour the studio level noting whether the individual studios have addressed the NAAB PC's and SC's and noting in general the quality and rigor of design instruction. The faculty then adjourn for lunch and discuss the semester's work and whether the studios are meeting objectives. Concerns are noted and correctives are suggested, and the Associate Dean for Academics and the Chair of Instruction are

responsible for charging the coordinators and faculty specifically to address concerns the following semester. Guidelines for core undergraduate studios were derived from this process.

Graduate Comprehensive Exam (GCE)
As part of the graduate school requirement, students submit a portfolio style digital submission of work which demonstrates their abilities in three areas of the NAAB criteria. The submissions are reviewed by teams of faculty. See **Appendix 6** for information about the GCE.

Group Assessments
The HCOA every three years reviews the students' learning outcomes in depth in relation to NAAB criteria. The faculty are grouped into four areas of concentration: Design; Technology; History/Theory/Criticism; and Practice. The Group Assessments are then reviewed by the curriculum committee for any need for course and program curricular changes. They are also used to update SLO's. Example of Group Assessment in **Appendix 8**.

Faculty and Student Feedback
Faculty members provide continuous input on course content and structure through regular meetings and course evaluations. Faculty are encouraged to revise syllabi, update learning objectives, and adopt new teaching strategies based on this feedback. In addition to formal faculty reviews, student evaluations of courses and faculty teaching performance provide valuable feedback on the effectiveness of the curriculum. This input is used to adjust, such as updating course materials, incorporating new technologies, or revising project requirements.

Student Learning Outcomes Assessment (SLOs)
The college employs **Student Learning Outcomes (SLOs)** as a primary tool for assessing whether students are acquiring the knowledge and skills outlined in the curriculum. Faculty assess students' mastery of specific skills and knowledge through project-based learning, exams, and presentations. The results of these assessments are analyzed to determine areas where students may need additional support or where the curriculum may need to be enhanced.

Integration of Emerging Technologies and Trends
As part of its commitment to remaining current with the evolving field of architecture, HCOA regularly integrates emerging technologies and trends into its curriculum. Faculty assess whether students are proficient in contemporary tools and techniques, such as Building Information Modeling (BIM), computational design, and sustainable building practices. When new trends emerge, such as advancements in sustainable architecture or digital fabrication, the college adjusts the curriculum to prepare students for future professional challenges.

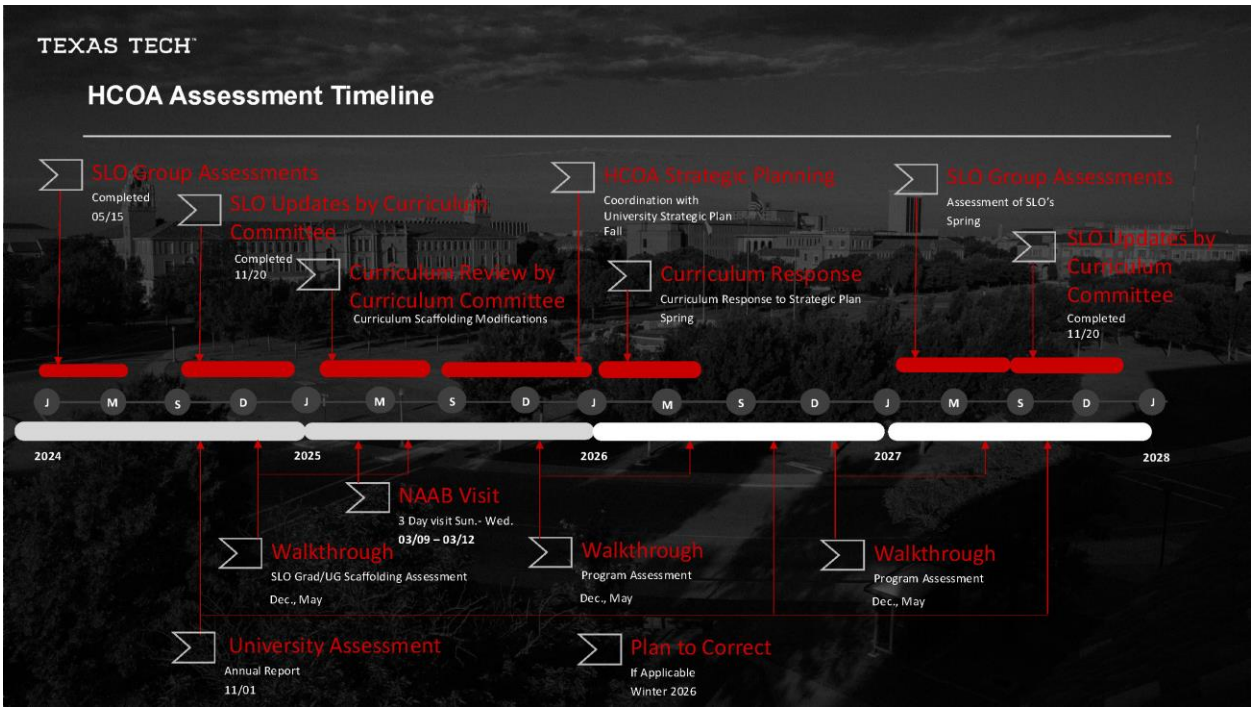
Collaboration with Industry and Professional Partners
HCOA collaborates with professionals in the architectural industry to ensure that its curriculum reflects the needs of the profession. Members of the DLA**,** consisting of practicing architects, industry leaders, and alumni provide external insights into the curriculum's strengths and areas for improvement. Input from these boards, as well as feedback from internship supervisors, ensures that students are being adequately prepared for the demands of the profession.

Course and Program Adjustments Based on Data
After gathering data from various assessment tools, the college engages in a deliberate process of adjusting the curriculum. This could involve:

- **Revising course content** to better address gaps identified in student performance.
- **Introducing new elective courses** that align with emerging areas of interest in architecture.
- **Adjusting project-based learning** opportunities to ensure that students engage with real-world problems and scenarios.
- **Refining capstone projects** to integrate comprehensive design and technical skills.

Use of External Reviews and Benchmarking
External academic peer reviewers and professionals are brought in for final studio reviews to provide an objective analysis of the curriculum. These reviews, along with benchmarking against peer architecture schools, help HCOA assess how well its curriculum is performing in comparison to other institutions and identify best practices that could be adopted.

Focus on Continuous Improvement
HCOA maintains a culture of continuous improvement, where assessment is not seen as a one-time event but an ongoing process. Curriculum changes are made iteratively, with follow-up assessments to evaluate the impact of these changes. This ensures that adjustments are data-driven and lead to tangible improvements in student learning and professional preparation.



5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response:

The Curriculum Committee is comprised of six faculty of all three ranks and includes ex-officio members of the Associate Dean of Academics and the Chair of Instruction. The curriculum committee is chosen on a three-year rotation basis by the Associate Dean of Academics with recommendations from the faculty and Chair of Instruction. The Chair of Instruction is the chair of the committee and is responsible for setting the agenda for the meetings and maintaining the assessment schedules and development. The Curriculum Committee is responsible for initiating curriculum changes, making suggestions for curriculum changes, adding and approving new courses and deleting courses. All changes to the curriculum must be presented to the faculty for discussion and response and forwarded to the Deans' Council for further discussion and response.

5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response:
The Huckabee College of Architecture at Texas Tech University employs a variety of strategies to balance faculty workloads, aiming to support both faculty success and student achievement. Here's a demonstration of how this is accomplished:

Workload Distribution and Transparency
The college uses a transparent and equitable workload distribution process, ensuring that teaching, research, and service duties are allocated based on each faculty member's strengths, interests, and career stage. This balance allows faculty to focus on areas where they can excel, benefiting both their personal development and student learning outcomes. Refer to **Appendix 7** for Dean's position on teaching assignments and coordinator roles.

Teaching Loads Aligned with Expertise
Faculty members are assigned courses that align with their research interests and teaching expertise, ensuring they are passionate about the subjects they teach. This leads to more effective teaching, higher student engagement, and stronger academic performance. Rotating the teaching of foundational and advanced courses also helps prevent burnout and maintains a dynamic curriculum.

Research Opportunities Integrated into Teaching
Faculty are encouraged to integrate their research into their teaching, especially in upper-level courses. This not only enhances the educational experience for students by exposing them to cutting-edge practices but also helps faculty advance their research agendas while meeting teaching obligations. Courses like ARCH 5334 Adv. Arch. Tech I: Topics and ARCH 5354 Adv. Arch. Techn II: Topics, which focus on advanced architectural technologies and innovation, are prime examples where faculty can merge research with instruction.

Service Contributions and Collaborative Leadership
Administrative and service responsibilities are distributed among faculty members based on their experience and capacity. Early-career faculty may receive reduced service loads to focus on establishing their teaching and research programs. Senior faculty, who are more experienced, often take on leadership roles within the college, ensuring that responsibilities are shared in a manner that supports career development.

Professional Development and Mentorship
The college provides opportunities for faculty development through mentorship programs and access to resources that help faculty balance teaching and research. Faculty are encouraged to pursue grants and participate in national and international conferences, which not only promotes faculty achievement but also enhances the reputation and knowledge base of the college.

Student-Faculty Ratios and Teaching Assistants
By maintaining manageable student-to-faculty ratios, the college ensures that faculty have enough time to engage with students individually. Additionally, the use of teaching assistants in large courses helps alleviate the administrative burden on faculty, allowing them to focus on high-quality instruction and student mentoring.

Encouragement of Cross-Disciplinary Collaboration
Faculty are encouraged to collaborate across disciplines, which helps distribute workload and fosters a supportive academic environment. Collaborative teaching efforts also enable faculty to share responsibilities in co-taught courses, enriching the curriculum and exposing students to multiple perspectives without overwhelming individual faculty members.

Faculty members at the Huckabee College of Architecture (HCOA) at Texas Tech University actively engage in various professional development activities to remain current with the evolving demands of the discipline, practice, and licensure. Their ongoing engagement with contemporary architectural trends, pedagogical advancements, and industry standards is supported through multiple avenues:

Professional Engagement and Continuing Education
Conference Participation: Faculty regularly attend and present at national and international conferences, such as the ACSA (Association of Collegiate Schools of Architecture), AIA (American Institute of Architects), and NAAB (National Architectural Accrediting Board) workshops.

Research and Publications:
Many faculty members contribute to peer-reviewed journals, book publications, and design exhibitions, ensuring they remain at the forefront of architectural discourse.

Industry Collaboration:
Through partnerships with professional firms, faculty members engage in consulting, collaborative research, and design projects that directly inform their teaching.

Licensure and Certification Maintenance:
Faculty members who are licensed architects fulfill continuing education requirements mandated by the National Council of Architectural Registration Boards (NCARB) and state licensing boards, keeping them informed of regulatory changes.

Institutional and College-Specific Support
HCOA and Texas Tech University provide financial and institutional support for faculty development through several mechanisms:

Faculty Development Grants:
Internal funding opportunities support research, conference attendance, and creative projects.
Start-Up and Research Funding: Newly hired faculty often receive start-up research funding to advance their academic inquiries.

Professional Development Funds: Travel and professional development allowances enable faculty to engage in conferences, symposia, and workshops relevant to their fields
.
Collaborative Research Initiatives: The college encourages interdisciplinary research, offering seed grants and funding opportunities to promote innovation.

Technology and Software Access: Faculty have access to state-of-the-art facilities, digital fabrication labs, and industry-standard software, ensuring alignment with contemporary architectural practice.

Teaching and Pedagogical Support
Workshops and Training: The university's Teaching, Learning, and Professional Development Center (TLPDC) offers workshops on pedagogy, emerging technologies, and best practices in architectural education.

Curricular Innovation Grants: Faculty can apply for grants to develop new course content, integrate emerging topics, or enhance studio instruction.

Through these practices, the Huckabee College of Architecture ensures that faculty workloads are managed in ways that promote their professional development and, in turn, lead to enhanced student achievement.

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up to date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response:

The Huckabee College of Architecture (HCOA) at Texas Tech University demonstrates its commitment to supporting students on their path to licensure by ensuring that the Architect Licensing Advisor (ALA) is actively performing the duties as outlined by NCARB. This includes engaging in professional development opportunities, offering guidance to students, and staying current with licensure requirements. Darrick G Wade AIA, is the ALA for the HCOA. He has been a practicing licensed architect in the State of Colorado for 25 years. Over the years he has hired numerous interns. Many of them participated in AXP and have since become licensed and successful architects. He is a member of the American Institute of Architects (AIA) and of the National Council of Architectural Registration Boards (NCARB). After earning a post-professional masters degree at the University of Texas at Austin he has returned to the Texas Tech University College of Architecture as a practicing instructor. He attended the Licensing Advisors Summit in the summer of 2023. Below is a demonstration of how these responsibilities are fulfilled:

Active Participation in NCARB Licensing Advisor Summit and Training
Darrick regularly attends the biannual NCARB Licensing Advisor Summit, which is designed to keep advisors informed of the latest licensure requirements, NCARB resources, and changes in the architecture profession. Participation in these summits ensures that the ALA is well-equipped with the most current knowledge to guide students effectively. Additionally, the ALA participates in other relevant training opportunities offered by NCARB and the AIA to stay updated on professional and regulatory changes that affect licensure pathways. This allows the ALA to maintain expertise in areas such as Architectural Experience Program (AXP) requirements, Architect Registration Examination (ARE) preparation, and various state-specific licensure rules.

Student Outreach and Guidance
Darrick provides regular guidance sessions to students, both individually and in group settings, to explain the licensure process, the requirements of the AXP, and the steps involved in passing the ARE. These sessions are designed to ensure that students are well-informed about their options for achieving licensure and are aware of available resources like NCARB's guidelines, AXP Experience Areas, and ARE 5.0. The college ensures that students have access to workshops and informational sessions on licensure, which often include guest speakers from the profession, such as architects and representatives from NCARB and AIA. These events allow students to gain firsthand knowledge of the licensure process and to ask questions regarding the practical steps they need to take.

Collaboration with NCARB and AIA
Darrick works closely with NCARB and AIA representatives to stay connected with the broader professional community and to align the college's support services with the latest licensure requirements. This includes organizing campus visits from NCARB representatives to offer students direct insights into licensure updates and encouraging participation in events like AIA conventions and NCARB webinars.

Providing Resources for Informed Decision-Making
To ensure that students have the tools they need to make informed decisions about licensure, Darrick maintains a collection of licensure resources—including AXP guidelines, study materials for the ARE, and links to NCARB's online resources—that are readily available to students. Darrick also assists students in setting up NCARB accounts, helps them understand how to document their work experience under the AXP, and advises them on selecting qualified supervisors to complete their experience hours.

Tracking Student Progress Toward Licensure

Darrick tracks students' progress toward completing their AXP requirements and provides personalized feedback on how to meet the remaining experience areas. This close monitoring helps students stay on course toward licensure while fulfilling academic and professional responsibilities.

By ensuring that the Architect Licensing Advisor is actively participating in NCARB summits, collaborating with professional organizations, and offering consistent guidance to students, the Huckabee College of Architecture upholds its commitment to helping students successfully navigate the licensure process.

Darrick Wade, the Architect Licensing Advisor at the Huckabee College of Architecture, provides comprehensive guidance on the architectural licensure process, ensuring that students fully understand the requirements for becoming a licensed architect in Texas and beyond. While his personal architectural license is from another state, this does not impact his ability to effectively advise students on Texas-specific requirements.

As a trained and designated licensing advisor, Wade is well-versed in the National Council of Architectural Registration Boards (NCARB) guidelines, which govern the Architectural Experience Program (AXP), the Architect Registration Examination (ARE), and the general licensure pathways across all jurisdictions, including Texas. He stays updated on state-specific regulations through NCARB resources, collaboration with the Texas Board of Architectural Examiners (TBAE), and participation in professional development programs related to advising licensure.

Because NCARB establishes the foundational requirements for licensure, and Texas largely aligns with these national standards, Wade's expertise enables him to effectively guide students through the process, ensuring they understand Texas-specific nuances such as the state's additional requirements for professional practice and ethics. His role is to facilitate student success in licensure regardless of the jurisdiction, providing accurate, up-to-date information tailored to each student's professional aspirations.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

Program Response:

Support for Continuing Education and Conferences
HCOA encourages faculty and staff to attend industry conferences, workshops, and seminars, such as the Association of Collegiate Schools of Architecture (ACSA) conferences, the American Institute of Architects (AIA) conventions, and specialized seminars in areas such as sustainability and technology in architecture. Attendance and presentations at these events allow faculty to stay current with industry trends and integrate new knowledge into their teaching, research, and service activities.
https://t.e2ma.net/webview/oae7jk/48ad24031275379fae7a576f398464ae

Institutional Grants and Fellowships
Texas Tech University offers internal grant programs and fellowships that faculty at HCOA can apply for, such as the Humanities Center Fellowships, the Faculty Development Leave Program, and Seed Grants for research. These opportunities support scholarly research, development of new curricula, and innovative design projects, directly enhancing the program.
https://www.depts.ttu.edu/provost/humanities-center/fellowships.php
https://www.depts.ttu.edu/international/intlrsch/

Interdisciplinary Collaborations

The university promotes interdisciplinary collaborations, giving faculty and staff access to knowledge from other departments. Through initiatives like the TTU STEM CORE (Science, Technology, Engineering, and Mathematics Center for Outreach, Research, and Education), faculty can work with professionals in other fields, fostering innovation in architectural research and practice, and leading to enhancements in the program.
https://www.depts.ttu.edu/stem/

Professional Licensure and Certifications
Faculty at HCOA are encouraged to maintain and pursue professional licensure, such as Registered Architect (RA) credentials or LEED Accreditation. The college supports professional development by providing opportunities for continuing education (CE) credits through workshops and online programs.
https://t.e2ma.net/message/oicbwk/oaq4ldbd

Teaching Development Programs
Faculty can participate in the TTU Teaching, Learning, and Professional Development Center (TLPDC), which offers workshops and resources to improve pedagogical methods. Participation helps faculty incorporate new teaching strategies that lead to improved student outcomes, enhancing the overall quality of the architecture program
https://www.depts.ttu.edu/tlpdc/

Collaborative Research with Industry
HCOA faculty are provided opportunities to engage in research and development partnerships with industry leaders in fields such as sustainable design, digital fabrication, and construction technology. These collaborations bring cutting-edge insights into the classroom, allowing faculty to integrate professional advancements into the curriculum.
https://t.e2ma.net/webview/o983rf/40bc627aa4692c16bc1d9b5cd31d48f5

Faculty Development Leave
Faculty are eligible to apply for Faculty Development Leave, enabling them to focus on research, explore new teaching methods, or engage in creative practice. These periods of professional growth often result in the development of new courses, research publications, and innovative design methodologies that contribute to program improvement.
https://www.depts.ttu.edu/opmanual/OP32.29.php

Participation in University-Wide Initiatives
Faculty and staff at HCOA are encouraged to participate in university-wide initiatives, such as the TTU Quality Enhancement Plan (QEP), which focuses on experiential learning. This engagement allows faculty to align architectural education with broader university goals, enhancing the student experience and program outcomes.
https://www.depts.ttu.edu/opa/qep/about_qep.php

By offering diverse opportunities for professional development, HCOA ensures that its faculty and staff remain at the forefront of architectural education, research, and practice, leading to continuous program improvement.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response:
The Huckabee College of Architecture (HCOA) at Texas Tech University offers a range of support services to ensure student success, both academically and personally. These services are designed to provide comprehensive support throughout a student's academic journey, addressing various aspects of their education and well-being.

Academic Advising
HCOA provides personalized academic advising to help students navigate their coursework, degree plans, and academic goals. Dedicated academic advisors work closely with students to ensure they meet degree requirements, understand course selections, and progress towards graduation.

https://www.depts.ttu.edu/architecture/acad-admissions/student-services/index.php

Advisors also offer support in transferring credits and handling any academic issues that may arise. The students are guided through and supported through the many different areas of advising by an organization system called Raider Success Hub. Raider Success Hub (RSH) is an inclusive, collaborative and accessible environment intentionally geared toward student success and retention.
https://www.depts.ttu.edu/provost/success/

Personal Advising and Mentorship
Faculty mentorship is an integral part of student development at HCOA. Faculty members provide personal advising, offering guidance on academic projects, career paths, and research opportunities. This relationship helps foster professional and academic growth, giving students the opportunity to learn from experienced practitioners and educators. The HCOA also has a dedicated Student Success Specialist, Rae Lopez. The Student Success Specialist is focused on supporting the success both in and out of the classroom. The Success Specialist does not replace the academic advisor. Instead, the Specialist's role is complementary to the advising process and is focused on helping the student get connected to the resources at Texas Tech to help them be academically, professionally, and personally successful.
https://www.depts.ttu.edu/studentengagement/successspecialists.php

Mental Well-being and Counseling
Recognizing the importance of mental health, Texas Tech University offers counseling services through the Student Counseling Center (SCC), accessible to all HCOA students. The SCC provides individual and group counseling, workshops, and mental health resources, helping students manage stress, anxiety, and other personal challenges. In addition, HCOA faculty and staff emphasize a culture of wellness and work-life balance, promoting a supportive learning environment. https://www.depts.ttu.edu/scc/

Career Guidance
The college offers career counseling and guidance to help students prepare for their professional lives. Career advisors assist with resume building, portfolio reviews, and interview preparation. The career services team also helps students explore potential career paths, whether in architecture, urban planning, design, or related fields.
https://www.depts.ttu.edu/careercenter/

Internship and Job Placement Support
HCOA supports students in finding internships and job placements by connecting them with industry partners, alumni networks, and architectural firms. Internships are a critical component of the program, allowing students to gain practical experience, build their professional networks, and enhance their portfolios. The college regularly communicates with potential employers to provide internship and employment opportunities for students.
https://www.depts.ttu.edu/careercenter/

Unique Job Fair Experience: Career Days
One of the most unique aspects of HCOA's career support is its Architecture Career Days, an annual job fair that is tailored specifically for architecture students. During this two-day event, students can interview with representatives from leading architecture firms, design studios, and construction companies, both regionally and nationally. What makes this job fair stand out is the one-on-one interviews, where students present their work to prospective employers and receive direct feedback. This interaction allows students to showcase their design skills, creativity, and technical knowledge while also getting valuable insights into the expectations of the professional world. This unique job fair experience provides a highly focused and personalized interaction between students and potential employers, enhancing students' chances of securing internships and full-time positions upon graduation. For students that do not line-up interviews before the event, there is a mixer between the students and the employers the night before where employers may invite more students for interviews.
Refer to the college announcements which document these efforts: https://t.e2ma.net/message/8tyjpk/0z1b3u3c

Workshops and Career Development Programs
HCOA organizes workshops and seminars focusing on professional development, covering topics such as architectural software, emerging technologies, and the business aspects of architectural practice. These programs provide students with the skills and knowledge needed to thrive in the evolving architecture industry.

Together, these support services ensure that students in the Huckabee College of Architecture receive the guidance, mentorship, and resources they need for academic success, personal well-being, and career advancement. Refer to the college announcements which document these efforts:
https://t.e2ma.net/message/8tyjpk/0z1b3u3c

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response:
Texas Tech University and the HCOA, with all its constituent units, is an equal opportunity/affirmative action employer and recruiter that provides faculty, students, and staff – irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, sexual orientation, marital, or veteran status – with an educational environment in which each person is equitably able to learn, teach, and work in accordance with federal and state law. The University and the College are committed to creating a respectful and positive environment for all students, faculty and staff. All University employees – faculty, staff, and student employees – must complete Title IX, The Clery Act, Title VII online training every two years. The University's Human Resources Office educates faculty and staff on the university's policies and procedures to make them compliant with University Policies. The University is committed to preparing students for a global world by engaging in diverse cultural activities and programs. The University encourages first generation students, with the College leading the University in graduating first-generations students, through the PEGASUS program, as well as Women through the Women's Study Program as an interdisciplinary academic program for students. Mentor TECH, a program that matches an undergraduate student with a faculty or staff within the University, seeks to enhance the quality of the education experiences of students in programs and service on campus. The Hispanic Scholarship Fund provides scholarships to Latino students as well as related support such as necessary tools students need for a successful college career.

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response:

Institutional Context and Engagement
In alignment with Texas Tech University's commitment to fostering an inclusive and supportive academic environment, the Huckabee College of Architecture (HCOA) remains dedicated to ensuring equitable access to education and professional opportunities for all students, faculty, and staff. While Texas State Bill 17 imposes limitations on institutional diversity, equity, and inclusion (DEI) offices and policies, HCOA continues to cultivate an environment that welcomes a broad spectrum of perspectives through its core academic values, student support systems, and faculty recruitment strategies.

The college benefits from university-wide initiatives that emphasize student success, academic excellence, and professional readiness, including mentorship programs, first-generation student support, and engagement with professional organizations that promote diversity within the field of architecture. These efforts contribute to an environment where students from all backgrounds feel supported in their academic and professional journeys.

Plans to Maintain and Increase Faculty, Staff, and Student Diversity
HCOA remains committed to broadening access to architectural education and the profession through:

Holistic Admissions Practices: The college ensures that its admissions processes emphasize a broad range of academic and creative talents, supporting students from diverse socioeconomic and educational backgrounds. Recruitment Efforts: HCOA continues to attract a diverse student body by engaging with high schools, community colleges, and professional organizations that support underrepresented students in architecture.

Faculty and Staff Recruitment: The college follows best practices in faculty hiring by seeking candidates with varied professional and academic experiences, ensuring a wide range of perspectives in teaching and research. Professional Partnerships: Collaborations with industry partners and professional organizations, such as the National Organization of Minority Architects (NOMA) and the American Institute of Architects (AIA), help students and faculty access mentorship, networking, and career advancement opportunities.

Process for Developing and Implementing Diversity-Related Plans
HCOA's efforts to maintain a diverse academic environment are guided by faculty, administrative leadership, and student representatives who contribute to strategic planning and self-assessment. Key processes include:

Annual Faculty and Curriculum Review: Faculty committees assess course offerings, ensuring that curriculum content reflects a broad range of architectural perspectives and histories.

Student Engagement: Student feedback is gathered through surveys and advisory groups to identify barriers to success and areas for improvement in academic and extracurricular experiences.
Institutional Research and Collaboration: HCOA works with Texas Tech's Office of Institutional Effectiveness to assess demographic trends and refine recruitment and retention strategies.
Integration with Self-Assessment and Long-Range Planning
The college integrates diversity-related planning into its broader strategic goals through:

Accreditation and Self-Study Processes: The NAAB accreditation process provides a structured framework for evaluating student and faculty composition, ensuring that the college maintains its commitment to inclusivity within the boundaries of state policies.

Long-Range Planning Committees: HCOA's leadership continuously assesses ways to strengthen student and faculty support systems, aligning with university-wide objectives for academic excellence and access.

Curricular Development: Course offerings are regularly evaluated to incorporate global and historically underrepresented architectural perspectives.

Demographic Data and Trends
HCOA continues to monitor demographic trends to assess progress in student and faculty diversity. Since the last NAAB visit, there have been notable changes in student demographics, with increasing representation of first-generation college students and students from varied geographic and socioeconomic backgrounds. Faculty composition also reflects ongoing efforts to recruit individuals with diverse professional and academic experiences.

Despite the evolving legal and institutional landscape, HCOA remains committed to fostering an academic environment where all students and faculty have the resources and opportunities to succeed in architectural education and practice.

One way to support diversity in the student body is to foster diversity in the faculty. Over the last 4 years the College has maintained its gender and ethnic counts. The HCOA would like to increase its diversity to better align with its student base. Recently, HCOA actively hired a series of Texas Tech graduates that are representative of a

diverse background. The College also increased its staff diversity by hiring new staff members all of whom are from under-represented minorities; all have taken charge of key roles within the College.

TEXAS TECH UNIVERSITY
DEPARTMENT OF INSTITUTIONAL RESEARCH
FACULTY COUNT BY COLLEGE, ETHNICITY & GENDER

		Female	Male	FALL 2023 Total	Female	Male	FALL 2020 Total
College of Architecture	American Indian/Alaskan Native	1	0	1	0	0	0
College of Architecture	Asian	1	4	5	2	4	6
College of Architecture	Black or African American	0	1	1	0	0	0
College of Architecture	Hispanic	4	4	8	8	5	13
College of Architecture	Non-Resident International	2	5	7	1	2	3
College of Architecture	White	12	17	29	8	19	27
	Total	20	31	51	19	30	49

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response:
The College is always striding to increase its socio-cultural diversity within the college, both at the student level and the faculty and staff level. Students arrive from the major metropolitan areas of the state and the agricultural areas and small communities of the plains in Texas, New Mexico, and Oklahoma. About 50% are from larger metropolitan areas. Female participation has risen over the past ten years from 25% to 42%. The College has an active policy to increase the diversity within the student body by casting a broader net the first year, making connections to community-based institutions of higher education with a more balanced population, and working with special high schools. The College would classify itself as a Hispanic Serving Institution (HSI) on its own. Through the collaboration of the community colleges, the College has increased its diversity from 17% to over 64%. This increase makes the College one of the most diverse colleges on campus.

The College has established different pathways for underrepresented-minority students to gain access to the program, and is always actively trying to increase minority enrollment through direct connections and the representation of minority and non-Anglo administration, faculty and Staff. The El Paso program offers the study of architecture for those students who previously could not study architecture. Further, the College has different articulation agreements with multiple community and junior colleges allowing students to transition to the architecture program in Lubbock or El Paso. This recognizes the trends within these communities to support community colleges and to include more Hispanics and African Americans

students in this pathway. The College has followed suit by establishing agreements with San Antonio College, El Paso Community College, Del Mar College, Dona Ana College, and Texas South-Most College at Brownsville. All of these institutions have a culturally diverse student population. The HCOA intends to keep these connections and seek others in the next accreditation cycle.

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response:

Institutional Policies and Procedures
Equal Employment Opportunity and Affirmative Action (EEO/AA)
Equal Employment Opportunity (EEO) Policy: TTU is committed to maintaining a workplace that is free from discrimination and harassment. The university's EEO policy ensures that no employee or applicant is discriminated against based on race, color, religion, sex (including pregnancy), national origin, disability, age, genetic information, veteran status, sexual orientation, gender identity, or other protected classes. These protections apply to all employment practices, including hiring, promotion, compensation, and benefits.
https://www.texastech.edu/offices/equal-employment/forms.php

Affirmative Action (AA) Plan: TTU has a comprehensive Affirmative Action Plan (AAP) in compliance with federal regulations. The AAP includes steps to actively recruit and promote qualified individuals from underrepresented groups. The university tracks employment practices, evaluates the workforce composition, and sets goals to increase diversity among faculty, staff, and leadership.
https://www.texastech.edu/offices/equal-employment/forms.php

Office of Equal Opportunity (OEO): The OEO is responsible for ensuring that TTU complies with all federal and state laws related to EEO and AA. It provides training and education on discrimination, harassment, and Title IX, investigates complaints, and offers guidance on best practices for fostering an inclusive workplace.
https://www.texastech.edu/offices/equal-employment/

Non-Discrimination and Anti-Harassment Policies
Non-Discrimination Policy: TTU prohibits discrimination and harassment in all university activities and operations, ensuring that students, faculty, and staff are treated equitably. This policy includes protections for sexual orientation, gender identity, and expression.
https://www.depts.ttu.edu/opmanual/OP40.02.php

Title IX Policy: TTU enforces Title IX policies to prevent sex-based discrimination in education programs and activities, including employment and admissions. The Office for Student Rights & Resolution handles Title IX-related cases, ensuring that TTU complies with federal standards to address sexual misconduct and gender equity.
https://www.depts.ttu.edu/hr/TitleIX/

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

Program Response:
At Texas Tech University (TTU) and the Huckabee College of Architecture (HCOA), a variety of resources and procedures are available to create adaptive environments and provide support for faculty, staff, and students with diverse physical and mental abilities.

Office of Student Disability Services (SDS)
https://www.depts.ttu.edu/sds/

Support for Students: TTU's Office of Student Disability Services (SDS) is the primary resource for students requiring accommodation. SDS works with students to assess their needs and provide appropriate academic accommodations such as extended test time, note-taking services, assistive technology, and accessible classroom environments.

Faculty Guidance: SDS collaborates with faculty to ensure they understand the accommodations process and how to provide adaptive teaching methods. This includes providing guidelines on creating accessible course materials, conducting inclusive assessments, and using technology that supports diverse learning needs.

Human Resources Accessibility Programs
https://www.depts.ttu.edu/hr/

Support for Faculty and Staff: The TTU Human Resources (HR) department offers accessibility resources and procedures for faculty and staff. They ensure that workplace accommodations are available through processes like ergonomic assessments, modified work environments, and access to assistive technologies.

Workplace Modifications: For faculty or staff with disabilities, TTU offers personalized workplace accommodations, such as adjusting workspace layouts, flexible working hours, or providing specialized equipment to support physical or mental health needs.

Mental Health Services
https://www.ttuhsc.edu/medicine/psychiatry/counseling/eap.aspx

Employee Assistance Program (EAP): TTU provides an Employee Assistance Program for faculty and staff, offering free and confidential counseling services for mental health support, work-life balance, and stress management. Student Counseling Services: TTU's Student Counseling Center offers mental health services for students, including individual counseling, group therapy, crisis intervention, and psychiatric services. These services aim to support students dealing with anxiety, depression, and other mental health conditions that may affect their academic success.

Accessible Physical Infrastructure
Campus-Wide Accessibility: TTU is committed to creating a physically accessible campus. This includes ramps, elevators, automatic doors, and accessible restrooms in all buildings, including the Huckabee College of Architecture. The university also provides accessible transportation services for students, faculty, and staff with mobility challenges. https://www.depts.ttu.edu/parking/InformationFor/MobilitySolutions/TECS.php

Huckabee College of Architecture Building: HCOA ensures that all classrooms, studios, and public areas are accessible, with adaptive workstations and spaces designed for individuals with physical disabilities.

Inclusive Technology and Tools
Accessible Learning Management Systems: TTU uses learning management systems (LMS) like Blackboard and other tools that adhere to accessibility standards, ensuring that course content is available to all students, including those who use screen readers or other assistive technologies.

Assistive Technologies: TTU provides access to assistive technologies such as text-to-speech software, magnification tools, and specialized hardware to ensure that students and faculty with visual, hearing, or other disabilities have equal access to digital resources. https://www.depts.ttu.edu/library/user-experience/disablity-resources.php

Faculty Training and Professional Development
Training on Universal Design for Learning (UDL): Faculty at TTU, including those at HCOA, are encouraged to participate in training programs on Universal Design for Learning, which helps them create instructional materials and teaching strategies that are accessible to all learners, regardless of physical or cognitive abilities.
https://www.depts.ttu.edu/tlpdc/About/index.php

Workshops and Resources: The university regularly offers workshops and resources focused on teaching students with disabilities, ensuring that faculty are equipped with effective pedagogical strategies and knowledge of legal responsibilities under the Americans with Disabilities Act (ADA).

Accessibility Committees and Initiatives
ADA Compliance Committee: TTU has an ADA Compliance Committee that oversees the university's efforts to meet ADA standards. The committee works across all departments, including HCOA, to ensure that buildings, programs, and services are accessible.
https://www.depts.ttu.edu/sds/facultyresources/compliancecommittee.php

These combined efforts ensure that Texas Tech University and the Huckabee College of Architecture provide supportive, adaptive environments that enhance accessibility, foster inclusion, and promote success for individuals with diverse abilities.

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.

Program Response:

The HCOA is housed in its own building on the Texas Tech campus. The building, a ten-floor structure, was completed in 1969. All design studios, visual communications studios, computer instruction laboratory, workshops and most lecture rooms are housed in the building, along with the Branch Library, administrative and faculty offices. Large lecture classes are conducted at other locations on campus, within a three-to-five-minute walk from the Architecture Building. There is a large courtyard, which is shared with art that works well for studio activities, project display area, College wide events, and informal gatherings of the student body. Studio space is located on floors four through eight. The typical arrangement of the space allocated to the design studios is approximately 3,000 square feet symmetrically located on each side of the elevator/fire stair core. Approximately 6,052 square feet of the studio space is located on the fourth, fifth and seventh floors respectively, and 3,026 square feet of studio space occurs on the sixth and eighty floors respectively. With an additional 1500 square feet of additional studio space allocated on the ninth floor this past summer. Display tack space is located on both sides of the corridor walls and on the concrete masonry end walls of each studio. All of these spaces are completely networked and have adequate power supply and storage units. They are also on a wireless digital system. The building is challenging because of its verticality. Nonetheless, there is an effort to use the walls as a learning resource, which can help to tie the studio levels together. Changes made to the building distribution in the past few years, as well as making the auxiliary spaces more readily available, have started to create a greater blend of students from different levels in the building.
Refer to **Appendix 9** for floor plans of facilities.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:

There is an audio/visual lecture room on the southeastern part of 9th floor together with the state of the art

print bureau on the 6th floor. One multimedia classroom equipped with sound system, projection screen, and computer networked for on-screen presentations for distance learning and online classes on floor six along with a small computer lab. There are several review spaces located on the 5th, 6th, 7th, and 8th floors. Each one is equipped with a large table, chairs, and window blinds.

The Department of Art currently uses most of the third floor and the entire second floor. These areas are not shared with the HCOA.

The building has an abundance of hall space that is used for review and exhibition space alternatively. The Student Lounge and the Gallery on the 1st, ground, floor are used for exhibitions as well as a 700 square feet Architecture Library Gallery.

The Architecture Branch Library occupies the northern half of the ninth floor and three-fourths of the northern half of the eighth floor. An interior stair connects the floors. The Library is an essential part of the College and the only branch to the Main Library on campus. Student use of this facility is dense because it offers a resourceful place to study, work and rest during the week.

The Print Bureau is open throughout the week and evenings, Monday thru Thursday from 8:00AM to 9:00PM, Friday 8:00AM to 5:00PM, and on Sunday from 1:00PM to 9:00PM. There are two full time staff members working in the print bureau during office hours, and four student assistants who work until closing time and on the weekends. In the Print Bureau students have access to five Letter-size scanners located on the Advance Lab, seven 12” x 17” scanners located in the Mini Lab, one 42” scanner located in the Print Bureau Office. There are three paper/matt cutters (40”, 48”, and 120”) that students can use themselves. There is a 43” Sating and Glossy laminator, a heavy-duty stapler, saddle stitch stapler, a semiprofessional Book Binding machine that can bind up to 12” x 18” x 2.5” perfect bound books, and a 12” x 18” heavy duty folding machine. There are eight 44” plotters, one 24” plotter, and one 60” plotter. They can print on a variety of papers including 36” plain bond, coated bond, and clear film, vellum; 24” and 44” photo paper, watercolor paper, stain cloth, banner fabric, bright white and matte canvas. There are two heavy duty laser printers, that can print 8.5” x 11 and 11” x 17” plain bond, velum, and clear film, as well as one Professional C75 laser printer that print 12” x 18”, 11” x 17”, 8.5” x 11” matt and gloss paper. The Print Bureau produces a broad range of output to accommodate the needs of the students, faculty, staff and College. For high quality printing on large format most of the University uses the HCOA Print Bureau, fulfilling orders for students and other Colleges from campus and the university wide system.

The College has its own in-house IT department. Not all colleges have an in-house IT department, this privilege helps the college fulfill its necessities and those of the students, faculty and staff as well as provide fast and reliable support in any technological request. Five IT Staff members staff the IT Department and Print Bureau. They provide technical support on desktops, laptops, printers, and other peripherals for the college.

Shop facilities occupy almost all of the courtyard level. On the south side the main shop houses wood machinery and the metal shop. This includes saws, lathes, sanders, jointers, planers, hand tools, worktables and storage. The shop has a complete under-floor dust collection system attached to all major pieces of equipment. A paint booth is located outside the shop for after-hours use. The shop is open to all architecture students from 8:00 am to 10:00 pm Monday through Friday and Sunday afternoon. At the end of the semester and at other peak times during the semester the shop runs on extended hours.

The fabrication lab is located on the north side of the courtyard level. It houses a number of laser cutting and 3-d printing labs. The lab has numerous 3d Printers: one Dimension Elite, one ZPrinter 350, and one Rapman. With over 10,000 square feet of shops and labs facilities, the College can pursue a pedagogy that confronts in an immediate and physical manner the configuration of architecture, the logic of its tectonics, the theory of its production, and the way all of these conspire with the enterprise of design. The shops and labs represent the core values of the program and function as the heart of the College.

The College also houses a Digital Fabrication Facility 2017 expansion on the northside of the courtyard and building. The facility was funded by a private donation of $1,359,697, which was matched by $200,000 by the TTU's Office of the President, for a total of $1,559,697. The facility provides 2500 sq. ft. of lab space dedicated to cutting edge technologies associated with digital design and fabrication.

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:

Each Tenured and tenure-track faculty member has a private office, with some offices shared by instructors or part-time faculty. Faculty offices are located on the tenth floor and floors three through eight. These offices are equipped with the necessary furniture and equipment that they need to develop their classes and manage their research and service. The College works with the faculty to facilitate any physical and office resources that the faculty needs. On the tenth floor of the building are offices for the Administration Director of Academic Studies, Financial Services Administrator, Academic Programs Office, College Development Officer, the Dean's conference room, College reception, and the Administrative Staff. Within the Academic Programs Office there are private advising rooms for our counselors and a student career and education resource room, P2ARC (Placement, Programs, Advisement & Recruiting Center) where students can plan their future whether it includes professional study, professional employment or further education at another institution. The Community Lounge houses the faculty and staff's mailboxes and the kitchen. It supports faculty and community meetings. The total administrative space is 3,600 square feet.

5.6.4 Resources to support all learning formats and pedagogies in use by the program. If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

Program Response:
The College has several classrooms that can be used for long-distance online course rooms. These are upgraded constantly to keep up with the fast changes of technology and the needs for online courses. These classrooms can provide automatic connection using the instructor laptop or tablet with two other locations simultaneously. Room 601 is the College designated long distance online course room. The room is equipped with 2 high resolutions projectors, a wide high-end projections screen, and a retractable cable connection system. The room is also equipped with surround sound and integrated microphone/sound system for better long-distance interaction. The room can accommodate 30 students and provides pin-up space for small reviews of discussion of work. This room supports Teams for Business (former Microsoft Lync), Blackboard, and other programs for long distance course delivery as platforms that can be used to deliver online course content

The College also has a two-year undergraduate program based in El Paso and a semester long program in Seville, Spain. These programs are only open to undergraduate students and are not associated with the M.Arch program.

The university has just completed a master plan which includes an initiative to build a new integrative collaboration facility which the HCOA will be one of the core programs. Any current physical resource issues will be addressed in the development and planning of the new facility.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response:
The following chart is the annual budget for the HCOA. degree program. Expense categories such as funding for Guest Lecturers (as selected by the Lecture Committee), End of the Semester Reviewers (as selected by faculty and

the Reviewers Committee), materials and supplies for classroom equipment and furnishings (as requested by faculty), and computer software for classes (also as requested by faculty) are budgeted within the course fees.

Huckabee College of Architecture		
2023-2024 (FY24)		
Faculty salaries	**Budget**	**Description**
Full time faculty	$3,586,558	Fall, Spring, Summer appointments
Part-Time Faculty	$504,914.00	Fall, Spring, Summer appointments
Total	$4,091,472.00	
Routine Operating	**Budget**	**Description**
Faculty Research and Travel	$45,000.00	
Faculty start up funds (college managed)	$1,235,989.00	
Studio travel & support	$150,000.00	
Course fees	$321,160.00	
Total	$1,752,149.00	
Endowment Support	**Budget**	**Description**
Student Scholarships	$226,235.00	
Dean approved additional faculty travel support	$16,000.00	
Various non scholarship operational endowments	$144,437.00	
Sasser Professorship	$22,000.00	
H. Deane Pierce Professorship	$40,000.00	
Humphreys Chair	$64,800.00	
Total	$513,472.00	
Total Allocations	$6,357,093.00	

The HCOA receives differential tuition, an RCM type budget model, where we receive some dollars per semester credit hour x enrollment. The higher our enrollment in the graduate program, the greater the resources we have to expend.

The HCOA has control over the differential tuition we receive in that if we recruit and retain students, we receive direct revenue based on our enrollment numbers. The vast majority of our budget is otherwise subject to CFO discretion- centralized incremental budget model. On the expenditure side, we have control over how to use the budget we receive annually- the salaries, programmatic support (staffing, supplies, travel), and student org support.

The HCOA has over 140 scholarships and fellowships generating around $190,000 to award to all college students each year. We also have donor directed endowments that supplement activities such our lecture series, certain certificate programs, student travel, and faculty salary support (contributing approximately $200,000 to our annual budget, changing each year). Our faculty have been awarded university, government, and private grant funding- currently including Mellon, NSF, and Graham Foundation. Donor directed funds and grants are restricted for expenditures approved in previously established purposes or in previously approved budgets.

The HCOA has no anticipated reductions in graduate enrollment. We have had a 60% increase over the past 5 years and anticipate about the same sized incoming GR1 class for fall 2025 as we had in 2024. We are continuing our recent recruiting strategies.

The HCOA does not anticipate any reduction in our base budget nor our differential tuition- as long as enrollment stays steady, which we anticipate. We have been fortunate to set up several new scholarships and one new fellowship over the past academic year, so our endowed funding also continues to grow. We took on a multi-year process to increase faculty salary that had been subject to compression. We made a series of equity and merit raises over several years to bring our Full, Associate, and Assistant faculty salaries to not only meet the national average, but to be at a competitive level. We have added seven new staff positions since the last visit to accommodate and support college strategic initiatives. Since the last visit, we have made IT, studio, classroom, and shop improvements, with the intent to keep classroom and shop infrastructure up to date and relevant. We have invested over $500,000 in this endeavor. We have also relocated certain activities (such as printing, research space, and IT) within our current building to better align with accessibility and student need.

The university is planning a new collaborative building for the architecture college. This building is expected to also include Interior Design and Landscape Architecture activities. The university is currently formulating the budget and timeline.

The HCOA is a one department college. And we have an incremental budget model, with some RCM aspects. The college is given an annual budget comprised of some central funding and also the differential tuition we earn based on enrollment. Yearly, the Dean and Executive Associate Dean meet with the CFO and Provost to make new budget requests and to also explain/justify the current budget. Certain parts of the budget are spent on routine financial obligations- whether salary or programmatic. The budget line items are determined by the Dean's office in alignment with university and college strategic initiatives and also constrained by funding restrictions. In other words, the amounts that may be spent on events, programs, travel, etc. are determined by the dean's office based on the then anticipated annual budget and the "types" of money. Within those parameters, faculty committees and other administrators lead decision making for the detailed expenditures.

For example, $10,000 may be allocated for each graduate topical studio to travel. The amount is conveyed to the chair of instruction who discusses with the faculty member leading the class. The pedagogical reasons for travel are discussed, approved, and then the logistics are then managed by staff members working with the faculty member. Another example is the college support for conference travel. The total budget is communicated to the ADRI, who forms a committee to award the available resources to faculty and graduate students who submit meritorious proposals to travel.

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response:

A description of the institutional context for library and information resources.

The Texas Tech University Libraries facilitate and support the information resource and service needs of the TTU students, faculty, staff, and local communities. The University Libraries system is primarily a centralized system that includes one archive/special collection facility, the Southwest Collection / Special Collections Library, two branch libraries, the Architecture Library and the Peters Family Legacy Library, and the main University Library collection. The Law Library and the Preston Smith Library of the Health Sciences are administered separately, but all TTU students and faculty may access their facilities and resources.

The Libraries are a member of the Association of Research Libraries (ARL), which includes 127 major research libraries in North America. The TTU Libraries is a regional depository for federal government documents, a repository for federal patents and trademarks, and was a founding member of the Texas Digital Libraries. Additionally, the Libraries are members of multiple consortia - TexShare, Greater Western Library Alliance (GWLA), OCLC Express, AMIGOS Regional Consortia, LVIS, and RAPID.

The Libraries personnel include 53 librarians and archivists, 21 professional staff, 83 support staff, and 100 to 120 student assistants. The terminal degree for librarians is a Masters – Library Science, Information Science - from an accredited American Library Association (ALA) program, and a master's degree in history for archivists. Many librarians/archivists have a second master's degree and/or doctoral degree. Librarians/archivists have faculty status (12-month faculty), with tenure and tenure-track appointments.

The University Libraries' collections include 2,286,972 physical volumes, 980,045 digital/electronic books, 195,353 physical media (audio, video, and microforms), 195,353 digital/electronic media, 57,393 physical journals, 346,545 electronic journals, and 498 databases.

For fiscal year 2024, the Libraries budgeted approximately $10,600,736 for materials – physical and electronic collections, of which $8,726,836 allocated for electronic subscriptions, $1,338,900 for physical books, journals, and serials, and $500,000 for the patron-driven approval plan. The University Libraries are funded by student use fees, with additional monies allocated as needed from grant and endowment funds to support specialized initiatives, collections, and projects.

A description of the library and information resource collections, services, staff, facilities, and equipment that includes a brief description of the context, extent, and formats represented in the current collection and subject areas represented.

The Architecture Library is a branch of the TTU Libraries and was founded in 1996. The Library is located within the Huckabee College of Architecture (HCOA) on the 9th and 8th floors of the north tower of the building. The Library is approximately 9,466 square feet. The location of the branch extends the presence of the University Libraries and its services on the TTU campus and allows for a special, embedded relationship with the HCOA students, faculty, staff, and the TTU learning community.

Architecture Library Collections, Formats & Subjects

The Architecture Library provides access to physical and digital collection materials. The Architecture Library physical collection includes approximately 34,290 volumes, made up of monographs, books, bound journals, and serial volumes. Print remains the preferred format for the branch collection, however there is a steady growth in electronic collections, i.e. e-books and e-journals obtained via general Libraries' database subscriptions, direct purchase, and the Libraries' Demand Driven Acquisitions (DDA) program. The Architecture Library is committed to the continued development of research collections – in all formats – that complement the needs and expectations of Library users and the HCOA curriculum.

The subject scope of the collection – in broad terms - concentrates on architectural history, design, theory, and technology. Emphasis is placed on collecting books and monographs on individual architects – at an international scale, survey books on regional and international architecture, prominent architectural periods/movements (19th, 20th, 21st centuries), special classes of buildings (building types), architectural philosophy, special topics, architectural drawing, models, detailing, professional practice, architectural technology (emphasis on building construction), materials, and historic preservation. Multidisciplinary and/or expanding subject areas for the collection include city and urban planning, cartography, landscape architecture, interior architecture, and product design / furniture design.

The Architecture Library receives a fiscal year allocation of $30,000 from the Libraries' annual materials budget to support purchasing of print and e-books that fall within the defined collection scope. The number of new titles

purchased for each of the last three fiscal years ranges from 375 to 520 items. Faculty and student input, coupled with current and future curricular needs are vital factors in collection development and direction decisions. These funds are in addition to the monies encumbered and spent to acquire print and electronic journal and serial subscriptions, electronic databases, e-book collections, and patron-driven e-books. In partnership with the HCOA and their Architecture Library Advisory Committee (ALAC), funds from the AIA Lubbock Chapter Endowment are made available to the Library on an annual basis to support acquisition of professional-practice-based library resources, i.e. ICC Codes, ARE and LEED exam preparation materials. An operational development fund, the Architecture Library General Support Fund, is administered by the Dean of Libraries and includes monetary donations received to support and enrich the collection.

The Library maintains 38 current, physical periodical subscriptions. Moreover, additional access to electronic journals and article content is made available through subscription e-journal packages and aggregate database collections. The Association of Architecture School Librarians' (AASL) *Core Periodicals List* (https://www.architecturelibrarians.org/coreperiodicalslist) has long served as an assessment tool and benchmark for architecture library periodical collections, with the list delineating a total of 158 titles categorized as fundamental, recommended, topical, and emerging. The Architecture Library provides access to 87% of the fundamental titles, 81% of the recommended titles, 53% of the topical titles, and 57% of the emerging titles via print and/or electronic access. For titles and articles that are not immediately available, access is facilitated through the Libraries' Document Delivery / Interlibrary Loan service and consortia relationships.

The Libraries subscribe to 498 databases, either via institutional or consortia-based subscriptions. These databases include citation indexes, full-text articles and electronic journals, e-books, historical newspapers, streaming video, and more. A complete list of databases can be accessed through the Databases A-Z list on the Libraries website.

The core databases for the architecture discipline include *Avery Index to Architectural Periodicals* (ProQuest), *Art & Architecture Source* (EBSCOhost), *JSTOR*, *DETAIL Inspiration*, *Building Green*, *Architectural Graphic Standards Reference* (Wiley), and the *Arts Premium Collection* (ProQuest). The Libraries discovery layer, Primo (Ex Libris), facilitates searching across the article-level content of many of the subscription databases and open access resources, allowing users to perform a range of broad, multidisciplinary as well as targeted searches for information. The Architecture Image Library Collection contains three subcollections and supports research and instruction primarily in the Huckabee College of Architecture through visual documentation of the built environment and its contexts. The Arch Design Images digital repository consists of 9 distinct teaching and research collections including those from current and retired Architecture faculty. Combined these collections contain 17,734 images that are available to download through a customized site with search functionalities to highlight architect, location, documentation type, and building type. The Archivision & Scholars Resource Collection consists of 198,111 images purchased from specialized vendors and available to search and download. The Architectural Documentation Collection includes plans, drawings, and other forms of architectural documentation about the construction and renovations of TTU campus building and other west Texas area sites. This collection allows students, faculty, and staff to experience a variety of professional architectural documents and research TTU campus and local contexts in a hands-on manner. Additional information about the ongoing development and maintenance of the Architecture Library collections can be found in the *Architecture Library Collection Development Policy (2024),* https://guides.library.ttu.edu/archlib/cg .

Services

Core patron-based services at the branch include circulation, course reserves, reference, librarian led information and visual literacy instruction, Document Delivery / Interlibrary Loan, and access to online, electronic resources.

Circulation and Course Reserves: Much of the physical collection is designated as circulating. Non-circulating collections include the reference collection, current and bound periodicals, and folios, to maximize access and long-term collection integrity. Loan periods are defined according to user status and policies are posted on the

Libraries website. Faculty may request a semester reserve for print and electronic materials. A reading list of these items is searchable via the Libraries discovery layer.

Reference and Research Guides: Reference services are offered in multiple forms to accommodate users on campus, in distance programs, and community-based patrons. During regular hours of operation patrons may seek assistance at the service desk, schedule a one-on-one or group consultation appointment with a librarian (in-person or virtually), submit questions via email, and/or by phone. Online, subject-based research guides (https://guides.library.ttu.edu/) are curated by the librarians to offer additional research guidance and to support self-directed learning.

Information and Visual Literacy Instruction: The librarians liaise with the HCOA faculty to create and offer information and visual literacy-based instructional programming to support and complement the architectural curriculum. This programming can include in-classroom or in-library sessions that discuss specific research strategies or tools to coincide with an assignment or topic, i.e. architectural theory, image citation and attribution, or a specific graduate certificate concentration; additionally, many graduate students are encouraged to meet one-on-one with a librarian for more in-depth research consultations.

Document Delivery / Interlibrary Loan (DocDel/ILL): The Document Delivery/ Interlibrary Loan office is located within the University Library. The unit manages requests from students, staff, and faculty for Libraries books, articles, and other resources as well as requests for items held at other state, national and international institutions. The Architecture Library is a delivery and loaning location for DocDel/ILL materials. Users can select the Library as a pick-up location for physical item requests and are able to return loans too. The Libraries subsidize all costs for the service.

Distance Users**:** The University Libraries provide full service to distance students and faculty, including delivery of Libraries and interlibrary loan physical and electronic materials and 24/7 access to electronic resources via eRaider authentication. The Architecture Public Services Librarian serves as the primary liaison for the HCOA El Paso program, making an on-site visit every fall, and maintaining reference and instructional services via email, phone, and video conferencing.

Space and Place: In addition to access and use of Libraries resources and librarian, staff, and student assistants, the Library is a place and space for patrons and campus entities to study individually, work collaboratively, and/or to hold meetings and consultations. Every semester the Library accommodates HCOA classes and is a place for student organizations (Knights of Architecture, CROP) and teaching assistants to hold meetings. Moreover, the TTU Writing Center conducts walk-in and appointment-based onsite writing consultations two-days per week.

Library Faculty, Staff, and Student Assistants

The Library is staffed by three full-time faculty librarians, one full-time staff member, and 7-9 student assistants.

- Lindsey Jackson, Architecture Public Services Librarian, M.L.S, M.A. in Applied Ethics and Philosophy, B.A. in Anthropology and Political Science, Assistant Librarian
- Sara Schumacher, Architecture Image Librarian, M.S in Information Science, M.A. in Art History, B.A. in Art History, Associate Librarian
- Hillary Veeder, Architecture Librarian, M.L.S, B.A in History of Art, Associate Librarian

Librarians are available, in-person, Monday through Friday, from 8:00 am – 5:00 pm. Additionally, access to librarians is available via email, phone, and video conferencing. The student assistants are trained to perform basic searches to identify relevant books and articles, shelve books and journals, and to have a basic understanding of library classification, i.e. call numbers and controlled subject vocabularies.

Library Facilities

The Architecture Library is open 7 days a week for a total of 80 hours during the fall and spring semesters.

- Monday – Thursday, 8:00 am – 10:00 pm; Friday, 8:00 am – 6:00 pm; Saturday, 1:00 pm – 6:00 pm, Sunday, 1:00 pm – 10:00 pm

During the interim and summer months, the Library is open 5 days per week, for a total of 45 hours.

- Monday-Friday, 8:00 am – 5:00 pm

Electronic collections are accessible 24/7 via the Libraries website and/or user authentication (TTU eRaider credentials).
Furniture within the space includes: 14 group study tables (84 chairs), soft-lounge furniture (4 couches, 10 chairs, 4 benches), individual study cubicles (4) and individual study tables (2).

Equipment / Technologies

Procurement and support of the Library/Libraries' equipment and software is supported by the Libraries Technology Management and Services (LTMS) department, with additional support from the TTU Central IT department.

- (12) public PC computers with 24" and/or 32" dual monitors
- (3) Flatbed scanners (8 ½ x 11 and 11 x 17)
- (1) Large format, archival grade scanner (WideTek,18.25 x 25," 1200 dpi)
- (2) Open-face book scanners (Bookeye 5, 400 dpi)
- (1) Light table
- (2) Collaborative/presentation TVs with HDMI connection
- WEPA Black & White, Color printing (8 ½ x 11 and 11 x 17)
- Other equipment: noise cancelling headphones, wellbeing & time-management equipment kits

Current software available via the Library computers includes Microsoft Office Suite, Adobe Creative Suite, ArcGIS, AutoCAD as well as AutoDesk products, Rhino 8, and Lumion. New computers – 1 TB M.2 NVMe SSD hard drives, NVIDIA GeForce GTX 4060 video cards, 32 GB of RAM, and Intel Core i9 4900 Vpro processors - will be installed in the Library for fall 2024

Every effort is made to ensure that the software available via the public computers at the Architecture Library compliments the software available in the HCOA computer lab. The HCOA Print Bureau plotters and printers are mapped to the Library computers to provide users with multiple locations to submit print jobs.

A description of any significant problems that affect the operation or services of the libraries, visual resources collections, and other information resources facilities that support the accredited program, and plans for addressing them.

Physical space for the long-term sustainability of collection access, collection growth, and patron collaboration is a persistent issue for the branch and the Libraries overall. Space concerns also extended into the digital realm, with perpetual budgetary costs to maintain and expand server space for growth and preservation of digital collections. Moreover, the age and infrastructure of the HCOA building impose restrictions and have direct implications on needed improvements in network and electrical support for public and personal technologies.
Looking into the future, the ever-expanding availability of electronic and digital resource formats presents both opportunities and challenges. Growth of electronic collections will help mitigate and/or prolong use of available shelf-space for physical collections. Expansion of electronic collections will also enhance immediacy and access for distance users, in particular HCOA El Paso students and students participating in study aboard programs. Striking a delicate balance of collection format priorities based on pedagogical practice and user expectations will remain an ongoing challenge that must be navigated cooperatively between the Library and the College.
The Libraries are actively exploring and advocating for additional remote storage space. Workflows are already in place to facilitate patron access to materials currently held off-site through the Document Delivery service. Additional remote storage space will allow for collection materials to be maintained for future use while simultaneously maximizing use of public spaces within the Libraries' on-campus facilities for campus collaboration

and access the most pertinent curricular-based collections. Battery operated, table-top laptop, phone, and tablet compatible chargers have been acquired to supplement electrical and/or charging capabilities within the Library. Despite looming space concerns, the Architecture Library is committed to expanding unique collections that complement and enhance student learning. Growth of the architectural drawings/documentation collection is a top priority with an eye-towards increased engagement and relationships with local and regional firms, and increased awareness and use of the existing architecture-related collections held in the Architecture Library and the Southwest Collection / Special Collections Library University Archives and Southwest Collections holdings.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

Each program is responsible for demonstrating compliance with each criterion. If the programs have separate webpages, responses below should clearly identify and demonstrate compliance for the respective program.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program, or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

https://www.depts.ttu.edu/architecture/coa-resources/coa-docs/accreditation/index.php

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) Conditions for Accreditation, 2020 Edition
b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
c) Procedures for Accreditation, 2020 Edition
d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:

https://www.depts.ttu.edu/architecture/coa-resources/coa-docs/accreditation/index.php

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response:

Links to TTU Career Center, AIA website, NCARB website, and ARE website under resources tab at top of HCOA website. https://www.depts.ttu.edu/careercenter/

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports submitted since the last team visit

b) All NAAB responses to any Plan to Correct (if applicable) and any NAAB responses to the program Annual Reports since the last team visit
c) The most recent decision letter from the NAAB
d) The Architecture Program Report submitted for the last visit
e) The final edition of the most recent Visiting Team Report, including attachments and addenda
f) The program's optional response to the Visiting Team Report
g) Plan to Correct (if applicable)
h) NCARB ARE pass rates
i) Statements and/or policies on learning and teaching culture
j) Statements and/or policies on diversity, equity, and inclusion

Program Response:

B.Arch.:

Not Applicable

M. ARCH.:

Requirement	Program Website Link (if applicable)
a) All Interim Progress Reports submitted since the last team visit	https://www.depts.ttu.edu/architecture/coa-resources/coa-docs/accreditation/index.php
b) All NAAB responses to any Plan to Correct (if applicable) and any NAAB responses to the program Annual Reports since the last team visit	https://www.depts.ttu.edu/architecture/coa-resources/coa-docs/accreditation/index.php
c) The most recent decision letter from the NAAB	https://www.depts.ttu.edu/architecture/coa-resources/coa-docs/accreditation/index.php
d) The Architecture Program Report submitted for the last visit	https://www.depts.ttu.edu/architecture/coa-resources/coa-docs/accreditation/index.php
e) The final edition of the most recent Visiting Team Report, including attachments and addenda	https://www.depts.ttu.edu/architecture/coa-resources/coa-docs/accreditation/index.php
f) The program's optional response to the Visiting Team Report	Not Applicable
g) Plan to Correct (if applicable)	Not Applicable
h) NCARB ARE pass rates	https://www.ncarb.org/pass-the-are/pass-rates/are5-pass-rates-school
i) Statements and/or policies on learning and teaching culture	https://www.depts.ttu.edu/architecture/coa-resources/current/studio-culture.php
j) Statements and/or policies on diversity, equity, and inclusion	Not Applicable due to state law

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions
b) Admissions requirements: admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships
e) Explanation of how student diversity goals affect admission procedures

Program Response:

Graduate School admissions: https://www.depts.ttu.edu/gradschool/admissions/howtoapply.php

M. Arch admission requirements:

https://www.depts.ttu.edu/architecture/acad-admissions/graduate-degrees-march.php

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:

TTU Financial Aid: https://www.depts.ttu.edu/financialaid/

HCOA expenses and financial aid: https://www.depts.ttu.edu/architecture/acad-admissions/financial-aid.php

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response:

TTU estimated costs of attendance: https://www.depts.ttu.edu/gradschool/financial/tuition.php

APPENDIX

Appendix 1 - PC/SC Matrix

2024 September	M. Arch Year 1								M. Arch Year 2								Non-Curricular Activity							
	Fall				Spring				Fall				Spring											
	Architecture Design + Research I [Integrative Design Studio]	*Architectural Technology Integration: Survey*	*Theories in Architecure: Survey*	*ELECTIVE*	*Integrative Architectural Design Studio*	*Advanced Architectural Technology I: Topics*	*Theories in Architecture: Topics*	*ELECTIVE*	*Architecture Design + Research II*	*Advanced Architectural Technology II: Topics*	*Professional Practice*	*ELECTIVE*	*Architecture Design + Research III*	*ELECTIVE*	*ELECTIVE*	*ARCH/GENERAL ELECTIVE*	*Lecture Series*	*Career Fair*	*Graduate Welcome Mixer*	*CoA CARES*	*the learning and teaching culture*	*Licensure workshop*	*DIALOGUE (focus on DEI & BIPOC)*	*Graduate Comprehensive Exam*
	ARCH 5600	***ARCH 5304***	***ARCH 5362***		***ARCH 5602***	***ARCH 5334***	***ARCH 5363***		***ARCH 5603***	***ARCH 5354***	***ARCH 5392***		***ARCH 5604***											
Shared Values																								
Design	■				■				■				■											
Env. Stewardship & Professional Respon.		■																						
Equity, Diversity & Inclusion	■				■				■				■				■		■	■	■		■	
Knowledge & Innovation						■			■	■			■											
Leadership, Collab. & Community Engmt.											■													
Lifelong Learning			■				■																	
Program Criteria																								
PC.1 Career Paths					■						■							■				■		
PC.2 Design	■								■				■											
PC.3 Ecological Know. & Respon.		■																						
PC.4 History & Theory			■																					
PC.5 Research & Innovation						■				■														■
PC.6 Leadership & Collaboration	■				■						■													
PC.7 Learning & Teaching Culture					■				■				■							■	■			
PC.8 Social Equity & Inclusion			■				■																	
Student Criteria																								
SC.1 HSW in the Built Environ.					■						■													
SC.2 Professional Practice											■													
SC.3 Regulatory Context	■				■																			
SC.4 Technical Knowledge		■				■																		
SC.5 Design Synthesis	■				■																			
SC.6 Building Integration																								■

Appendix 2 - One-Page Faculty Resumés

Faculty Resumes

For Updated Resumes of all Faculty, Refer to the Huckabee College of Architecture Website at:

https://www.depts.ttu.edu/architecture/about/people/faculty/index.php

Clifton Ellis, PhD

clifton.ellis@ttu.edu

COURSES TAUGHT

ARCH 2311 History of World Architecture I
ARCH 2315 History of World Architecture II
ARCH 2311 History of World Architecture I, Honors
ARCH 2315 History of World Architecture II, Honors

EDUCATIONAL CREDENTIALS

2000: Ph.D., Architectural History, University of Virginia
1995: M.A., Architectural History, University of Virginia
1995: Certificate in Historic Preservation, University of Virginia
1982: M.A., Early American History, University of Tennessee, Knoxville
1978: B.A., French and History, Carson-Newman College

TEACHING EXPERIENCE

University of Virginia, 2000-2001
Texas Tech University 2002-present

PROFESSIONAL EXPERIENCE

N/A

LICENSES/REGISTRATION

N/A

SELECTED RESEARCH

2022-2023: Shifting Landscapes: Labor and Mobility in New Orleans. Prepared for The Woman's Exchange D/B/A Hermann-Grima+Gallier Historic Houses, New Orleans, Louisiana The Woman's Exchange D/B/A Hermann-Grima + Gallier Historic Houses, P.O. Box 56836, New Orleans, LA
2021-2022: Shifting Landscapes: Labor and Mobility in New Orleans. Prepared for The Woman's Exchange D/B/A Hermann-Grima+Gallier Historic Houses, New Orleans, Louisiana The Woman's Exchange D/B/A Hermann-Grima + Gallier Historic Houses, P.O. Box 56836, New Orleans, LA

PROFESSIONAL MEMBERSHIPS

Vernacular Architecture Forum (VAF). Board Member, Editorial Board, Papers Chair
Society of Architectural Historians (SAH)
Southeast Society of Architectural Historians (SESAH) Board Member, Editorial Board, Papers, Chair
Nineteenth Century Studies Association
College Arts Association

Lesley Washington, JD

lesley.nall.washington@ttu.edu

COURSES TAUGHT

Spring 2022 ARCH 5392
Fall 2022 ARCH 5392
Spring 2023 ARCH 5392
Fall 2023 ARCH 5392
Spring 2024 ARCH 5392

EDUCATIONAL CREDENTIALS

JD

TEACHING EXPERIENCE

TTU 4.5 years

PROFESSIONAL EXPERIENCE

Attorney 2011–2018 Transactional Attorney
Executive Director 2018–2024 College of Architecture

LICENSES/REGISTRATION

TX State Bar

SELECTED RESEARCH

n/a

PROFESSIONAL MEMBERSHIPS

Texas State Bar

Skylar Perez

Skylar.perez@ttu.edu

COURSES TAUGHT

Representation III

EDUCATIONAL CREDENTIALS

Texas Tech University - Bachelor of science in architecture

Rhode Island School of Design - Master of architecture

TEACHING EXPERIENCE

Rhode Island School of Design - 1 year

PROFESSIONAL EXPERIENCE

Rhode Island School of Design/Hyundai - 12/2020-06/2023 - Nature lab liaison/ research assistant/Fellow - research, design, teaching

Terreform ONE - 06/2024-11/2024 - Architectural designer - Research and design

LICENSES/REGISTRATION

N/A

SELECTED RESEARCH

CO-OPT Research and projects - Exhibition - Land use in arid environments

PROFESSIONAL MEMBERSHIPS

N/A

Dr. David Turturo AIA Ph.D. LEEDAP

dturturo@ttu.edu

COURSES TAUGHT

Arch5362
Arch5363
Arch 3602
Arch5382
Arch5603

EDUCATIONAL CREDENTIALS

Ph.D. and M.Phil. Yale
M.Des. Harvard
B.Arch. Syracuse

TEACHING EXPERIENCE

+/-14 years, 2010–, non-continuously, at Boston Architectural College, Harvard Graduate School of Design, Northeastern University, Yale University, and Texas Tech University.

PROFESSIONAL EXPERIENCE

Various architectural firms: FCFH 2006, CookFox 2007-2008, Ashley McGraw 2009-2010, Butz+Klug 2011-2012, Bruner/Cott 2012-2014, Perkins+Will 2015.

LICENSES/REGISTRATION

Licensed and Registered in New York State

SELECTED RESEARCH

forthcoming: David Turturo. “Wilderness Urbanism as a Collaborative Ecology 2.” In NCBDS39 Annual Meeting Proceedings. 2024
forthcoming: David Turturo. “Anthony Vidler in Memorium.” in Constructs: Yale Architecture. New Haven: Yale University, Spring 2024
Perez, Smith, Tendorf, Turturo, Williams, Eds. Crop X: Yield. Lubbock: Texas Tech Huckabee College of Architecture, May 2024. (Editor and Faculty Advisor)
David Turturo. “Wilderness Urbanism as a Collaborative Design Pedagogy.” In Commons: 111th ACSA Annual Meeting Proceedings. Washington DC: ACSA, 2023. (310-320)
forthcoming: A. Maymind, L. McQuistion, D. Turturo. “Skylines and Bylines: Rereading an Architectural Tabloid.” Society of Architectural Historians, Annual Meeting. (May 2025)
forthcoming: “Action Architecture: Raimund Abraham and the X-Ray as Critique.” Southeast Chapter of the Society of Architectural Historians, Marietta, GA (October 2024)
David Turturo and Najmeh Malekpour Bahabadi. “The Texas Courthouse Town as Density Coefficient.” TTU Digital Humanities Symposium. April 2024
“Research as Practice” Knights of Architecture Pecha Kucha. April 2024
“Wilderness Urbanisms as Collaborative Ecology 2.” NCBDS39, University of Louisiana, Lafayette, LA. (March 2024)
“Wilderness Urbanism as Collaborative Ecology.” Wilds Symposium, TTU Huckabee College of Architecture. November 2024
“Wilderness Urbanism as Collaborative Ecology.” IMPACT23, Pact Zollverein Choreographisches Zentrum, Essen, Germany (November 2023)
“The Courthouse Town as Vernacular Urbanism.” Southeast Chapter of the Society of Architectural Historians, LIttle Rock, AR (September 2023)
“Texas Courthouse Square as Contested Urban Paradigm.” (Poster) Vernacular Architecture Forum, Annual Meeting. Plymouth. (May 2023)
“Lubbock City Voices: Engaging Oral Histories of Place.” Texas Tech Engaged Scholarship Symposium. Lubbock, TX (April 2023)
“Wilderness Urbanism as Collaborative Design Pedagogy.” ACSA Annual Meeting, St Louis, MO. (March 2023)
“Against Place: John Hejduk’s Action Architecture.” Keynote address, RIXARCH, RISEBA University International Design Conference. Riga, Latvia, (March 2023)
“Raimund Abraham, Actionism, and X-Ray Drawings” White paper, RIXARCH, RISEBA University International Design Conference. Riga, Latvia. (March 2023)

PROFESSIONAL MEMBERSHIPS

SAH 2023-present
SESAH 2023-present
AIA 2023-present
VAF 2023-2024
NCARB 2023-2024.

Ms. Kim McGlone

kim.mcglone@ttu.edu

COURSES TAUGHT

Architectural Technology IV: Atmosphere (ARCH 3355) Fall 2023
Architectural Design V (ARCH 3601) Fall 2023
Special Problems In Architecture: Cultural Tourism (ARCH 5301) Spring 2024
Cultural Heritage Tourism (ARCH 4325) Spring 2024
Architectural Design VI (ARCH 3602) Spring 2024

EDUCATIONAL CREDENTIALS

Texas Tech University - Bachelor of Science in Architecture - May 2020
Rice University - Master of Architecture - May 2023

TEACHING EXPERIENCE

Texas Tech University - 1 year 2023-2024, starting my second year 2024-2025

PROFESSIONAL EXPERIENCE

Root Architects, El Paso, TX Architectural Designer - part time - 2023–current
United Bank of El Paso Del Norte, El Paso, TX, First Vice President for Deposit Operations 2000–2014
Reporting to EVP for Operations. Responsible for deposit compliance, security, IT Security, BSA, training, item processing, legal responses, day-to-day deposit operations and back-office deposit functions. Bank representative for the Independent Bankers Association of Texas Leadership Division Ð learning networking skills and political activism.
State National Bank / Continental National Bank, El Paso, TX, Vice President of Operations 1996–2000
Reporting to SVP of Operations. Manage three first line supervisors with up to thirty-five employees in item processing and deposit operations functions, overseeing those functions for 28 branches in two states. Special projects have included the Y2K preparedness team, and the systems conversion team for converting, merging and consolidating three banks to one processing system.
Nationsbank / Sunwest Bank / First City National Bank, El Paso, TX Customer Service Manager 1992–1996
Reporting to the Branch Manager. Supervising up to eleven tellers in paying and receiving functions. Responsible for scheduling, training, compliance, balancing, reconcilement accounts, audits, interviewing, performance reviews, and applicant testing. Special projects include being a member of the Boatman's conversion team responsible for training and support during the first week of systems conversions for five newly acquired banks.

LICENSES/REGISTRATION

N/A

SELECTED RESEARCH

Ha, Y.; Phillips, L.; Clifton, A.; Cook, A.; Fritz, A.; LaBarbera, J., et al. (2022). Identities of Self and Place in Sunset Park: The Unmaking of the Gowanus Expressway. Streetnotes, 29. http://dx.doi.org/10.5070/S529059363 Retrieved from https://escholarship.org/uc/item/4bk2p4j0 ::

PROFESSIONAL MEMBERSHIPS

WiA - 2023 - 2024

Kuhn Park

kuhn.park@ttu.edu

COURSES TAUGHT

ARCH 4311 Architecture in Nonwestern Societies
ARCH 4341 Media Electives
ARCH 5352 Computer Applications to Architecture

EDUCATIONAL CREDENTIALS

Master of Science in Computational Design, School of Architecture, College of Fine Arts, Carnegie Mellon University
Master of Architecture, College of Architecture and Planning, University of Colorado
Bachelor of Architectural Engineering, Department of Architecture, College of Engineering, Kangwon National University, South Korea

TEACHING EXPERIENCE

Texas Tech University, Associate Professor, 12 years
Texas Tech University, Assistant Professor, 6 years
Carnegie Mellon University, Instructor, 3 years

PROFESSIONAL EXPERIENCE

Design Consultant, 2011-2018, Studio Completiva Inc., Denver, CO
Intern Architect, 1998-2001, Studio Completiva Inc., Denver, CO
Part-time Designer, 1997-1998, Studio Completiva Inc., Denver, CO
Architectural Designer, 1994-1999, EaWes Design Group, Seoul, South Korea

LICENSES/REGISTRATION

N/A

SELECTED RESEARCH

STEA(rchitecture)M: Promoting Students' Design Thinking and Career Interest through a STEAM Project, 2023, Helen Jones Foundation, in collaboration with the Department of Curriculum and Instruction, College of Education, Texas Tech University
2022 Busan International Architectural Design Workshop—Megacity: Gate Networking, 2022, Invited Advisor, Busan International Architecture & Culture Festival Organization, Virtual Workshop

PROFESSIONAL MEMBERSHIPS

Association for Computer Aided Design in Architecture (ACADIA), 2004-current

Victoria McReynolds, RA

v.mcreynolds@ttu.edu

COURSES TAUGHT

Advance Architectural Design Studio, Over-Exposed
Vertical Studio
ARCH 5604 Arch Des + Research III
ARCH 4601 Arch Des VIII
Land Art: Celestial Architecture
Architecture Design Studio
Environmental Analysis and Site Planning
Ecologies & Systems

EDUCATIONAL CREDENTIALS

Cranbrook Academy of Art, Master of Architecture (2010)
California Polytechnic State University San Luis Obispo, Bachelor of Architecture (2004)

Abroad focus on Architectural Studies, Copenhagen, Denmark . Denmark International Studies Program
Eleven Month Architecture Program - Studio work, design projects, travel, seminar
Based in Copenhagen with extensive travel in central and Northern Europe

TEACHING EXPERIENCE

Texas Tech University College of Architecture (2010 - present
Assistant Professor, 2018 - Architecture Instructor, 2017 - 18 Visiting Assistant Professor 2010 - 17

California Polytechnic State University San Luis Obispo, Architecture Department (2020)
Part-time Teaching Instructor, Second Year Studio

Lawrence Tech University, Architecture Department (2017)
CRITPraX Teaching Fellow . Ten week architecture studio graduate course
Woodbury University School of Architecture (2009)
Design-Build Studio Teaching Assistant

California Polytechnic State University San Luis Obispo College of Architecture and Environmental Design (2004)
High School Summer Program Teaching Assistant by faculty invitation

PROFESSIONAL EXPERIENCE

P-O-R-T (2013–present)
Director: Lubbock Light House, Loop 289, House-fire House-ware
ROTO Architects . Los Angeles, CA (2008 & 2009)
Project Manager: Zangdok Palri Traditional Tibetan Buddhist Temple
Steinberg Architects . Los Angeles, CA (2006-2008)
Junior Architect: Higher Education Buildings and Campus Planning
Randall Stout Architects . Los Angeles, CA (2004-2006)
Architectural Intern: Taubman Museum of Art, Museums and Exhibitions
Detroit Community Design Center . Detroit, MI (2010)
Project Assistant: SHAR Detroit Recovery Park Project, Planning

LICENSES/REGISTRATION

Registered Architect :: State of California, C34137

SELECTED RESEARCH

McReynolds, Victoria. Violet Light Across the Americas. Routledge (in contract)
McReynolds, Victoria. ‘Light 110.’ In BODIES OF AIR, edited by Rafael Benetez-Duran and Javier Garc’a-German, ACTAR (2024, forthcoming)
McReynolds, Victoria. ‘Rolling into Darkness.’ In Engaging the Margins: Experimen- forthcoming tal Practices in Interdisciplinary Art, edited by, Antoinette LaFarge and Jesse Colin, Jackson, Brill (2024, forthcoming)

PROFESSIONAL MEMBERSHIPS

2019–2022 National Organization for Minority Architects
2007–2017 National Council of Architectural Registration Boards
2006–2010 LEED Accredited Professional

Darrick Wade, AIA

darrick.wade@ttu.edu

COURSES TAUGHT

2022 Spring - ARCH 7000 RESEARCH - independent study
022 Spring - ARCH 7000 RESEARCH - rammed earth
2022 Fall - ARCH 5301 SPECIAL PROBLEMS - detailing
2023 Spring - ARCH 5301 SPECIAL PROBLEMS - detailing
2023 Spring - ARCH 7000 RESEARCH - independent study
2023 Fall - ARCH 3352 - Building Information Technology
2023 Fall - ARCH 5301 SPECIAL PROBLEMS - detailing
2024 Spring - ARCH 5301 SPECIAL PROBLEMS - detailing

EDUCATIONAL CREDENTIALS

BArch, Texas Tech University 1987

MArch, The University of Texas at Austin 2013

TEACHING EXPERIENCE

Texas Tech University 11 years

PROFESSIONAL EXPERIENCE

2011–Present DARRICK WADE STUDIO, LLC | Architect + Designer
2000–2011 BOSTAD INTERNATIONAL INC | ARCHITECTURE + PLANNING | Owner + Architect + Planner
1990–2000 DARRICK WADE ARCHITECT + PLANNER | Architect
1987–1990 JON GUNSON ARCHITECTS | Intern

LICENSES/REGISTRATION

Colorado 202767 ::

SELECTED RESEARCH

practice only

PROFESSIONAL MEMBERSHIPS

AIA recent years (five or so?)

Adrian Anaya, AIA

adranaya@ttu.edu

COURSES TAUGHT

Arch 3601

Arch 3602

EDUCATIONAL CREDENTIALS

Bachelor of Science of Architecture, TTU 12-20-2003

Master of Architecture, TTU 5-14-2005

PROFESSIONAL EXPERIENCE

Cornerstone Group Architects, Intern, 2005-2008. Architectural intern.
Joseph Zamborano Construction, Designer, 2008-2009. Furniture/project designer and fabricator
Anaya Design Company, Owner/Architect, 2009 - current. Duties included all aspects of architectural design.

LICENSES/REGISTRATION

TBAE- 29765 - 11-12-2021

SELECTED RESEARCH

N/A

PROFESSIONAL MEMBERSHIPS

AIA- 39195835 - 11-1-2022
NCARB- 103376 - 12-22-2021

Brian C. R. Zugay, Ph.D.

brian.zugay@ttu.edu

COURSES TAUGHT

Spring 2024: ARCH 3314.005 Contemporary Issues in Architecture: The American Skyscraper through Art and Exhibition; ARCH 5301.004 Special Problems in Architecture: CHURCH Competition and Innovation in American Religious Architecture
Fall 2023: ARCH 3313.001 History of World Architecture III
Spring 2023: ARCH 3314.008 Contemporary Issues in Architecture: The American Skyscraper through Art and Exhibition; ARCH 5301.003 Special Problems in Architecture: MODEL design, object, cultus; LPMD 8000.002 Doctor's Dissertation
Fall 2022: ARCH 3313.001 History of World Architecture III; ARCH 5301.003 Special Problems in Architecture: CHURCH Competition and Innovation in American Religious Architecture; ARCH 6000.D01 Master's Thesis; LPMD 7000.003 Research; LPMD 8000.008 Doctor's Dissertation
Summer 2022: ARCH 3313.D05 History of World Architecture III; ARCH 6000.DE3 Master's Thesis; LPMD 8000.102 Doctor's Dissertation
Spring 2022: ARCH 5301.003 Special Problems in Architecture: MODEL design, object, cultus; ARCH 5320.002 History of American Architecture: 1865 to the Present; ARCH 5320.D01 History of American Architecture: 1865 to the Present; ARCH 6000.D55 Master's Thesis; LPMD 8000.005 Doctor's Dissertation

EDUCATIONAL CREDENTIALS

PhD, Brown University, History of Art and Architecture
AM, Brown University, History of Art and Architecture
BA, Carnegie Mellon University, Architecture and History

TEACHING EXPERIENCE

Associate Professor, Texas Tech University, Lubbock, TX, 16 years
Assistant Professor, Framingham State University, Framingham, MA, 2 years
Lecturer, Clemson University, Clemson, SC, 1 year

PROFESSIONAL EXPERIENCE

N/A

LICENSES/REGISTRATION

N/A

SELECTED RESEARCH

Project leading to article on church architectural models, church-shaped collection banks, architectural instruction, model-making, and fundraising in American Sunday Schools.

-- 'Model Making and Moral Religious Formation in the American Protestant Sunday School,' 54th Annual Meeting of the Popular Culture Association / American Culture Association, Chicago, IL, March 2024.
-- 'Model Making and Moral Architectural Instruction in the American Protestant Sunday School,' 2023 SESAH Conference, Southeast Chapter of the Society of Architectural Historians, Little Rock, AR, September 2023.
-- 'Model Giving: Children's Religious Philanthropy and the Church Building,' Annual Meeting, American Academy of Religion,' San Antonio, TX, November 2021.

Bonnie Reed, Hillary B. Veeder, Sara Schumacher, and Brian C. R. Zugay, 'Placing Research on Their Map: Curriculum Mapping as a Collaboration Tool for an Architecture Branch Library,' Art Documentation: Journal of the Art Libraries Society of North America 37, no. 2 (Fall 2018): 176-191.

PROFESSIONAL MEMBERSHIPS

Society of Architectural Historians
Southeast Chapter, Society of Architectural Historians (SESAH)
American Academy of Religion
Popular Culture Association

Erin Hunt, MDes, BArch

erin.hunt@ttu.edu

COURSES TAUGHT

Summer 2024: ARCH 7000 Research/Independent Stud
Spring 2024: ARCH 5334 Advanced Architectural Technology I: Topics; ARCH 5604 Architectural Design and Research II
Fall 2023: ARCH 4341 Media Elective: Investigating Recyclable Paper Clay Concrete Formwork; ARCH 4601 Architectural Design VII
Summer 2023: ARCH 3362/5302 Product Design Workshop: Architecture IRL Design Build in Woodstock, NY (Co-taught with Neal Lucas Hitch)
Spring 2023: ARCH 5334 Advanced Studies in Construction Technology Advanced Architectural Technology II; ARCH 4602 Architectural Design VIII; ARCH 7000 Research/Independent Study x 2
Fall 2022: ARCH 3601 Architectural Design V

EDUCATIONAL CREDENTIALS

Master of Design Studies Concentration in Technology, Havard Graduate School of Design, 2021

Bachelor of Architecture, Iowa State University College of Design, 2017

TEACHING EXPERIENCE

Teaching Assistant Harvard Graduate School of Design, SCI 6372 Advanced Topics on Embodied Carbon in Buildings for Dr. Jonathan Grinham, Fall 2020
Teaching Assistant Harvard Graduate School of Design, SCI 6317 Material Systems: Digital Design and Fabrication for Dr. Nathan King, Fall 2020 & Fall 2019
Texas Tech University, three years

PROFESSIONAL EXPERIENCE

Nike Digital NXT Innovation Computational Design Intern, Summer 2020: research and design work with a signed NDA
Research Assistant at Wyss Institute for Professor Jonathan Grinham, Spring 2020
Computation + Construction Lab Associate at Iowa State University's College of Design's Department of Architecture 2017-2019: helped bring over 20 machines online, wrote equipment workflows, aided students with their fabrication assignments, helped facilitate courses, aided in faculty research
Fellowship with Blackbird Investments, Summer 2019: designed and built a parklet for the AIA annual convention

LICENSES/REGISTRATION

N/A

SELECTED RESEARCH

Hunt, Erin and Arthur, Haley (2023) Hexcrete Modular and Recyclable Paper Clay Formwork :: Dokonal, W, Hirschberg, U and Wurzer, G (eds.), Digital Design Reconsidered - Proceedings of the 41st Conference on Education and Research in Computer Aided Architectural Design in Europe (eCAADe 2023) - Volume 1, Graz, 20-22 September 2023, pp. 429Ð438 https://doi.org/10.52842/conf.ecaade.2023.1.429
Hunt, Erin and Grinham, Jonathan (2023) An Investigation Into Water-Soluble 3D Printed Formwork Informed by Finite Element Analysis Reusable 3D Printed Formwork :: Immanuel Koh, Dagmar Reinhardt, Mohammed Makki, Mona Khakhar, Nic Bao (eds.), HUMAN-CENTRIC - Proceedings of the 28th CAADRIA Conference, Ahmedabad, 18-24 March 2023, pp. 251Ð260 https://doi.org/10.52842/conf.caadria.2023.2.251
Sponsored Project: This project is ongoing and will be completed in fall 2024. It was funded by Amarillo National Bank and valued at $30,000. It involves designing and fabricating 360-customized, glazed clay 3D-printed blocks that manipulate wind flow and obscure views of mechanical systems. This project could enhance HVAC efficiency and increase comfort within the building. This will be investigated after the system is deployed.

PROFESSIONAL MEMBERSHIPS

Association for Computer-Aided Design in Architecture (ACADIA) Member of the Board of Directors 2024-2026

Ali Ghazvinian, Ph.D.

aghazvin@ttu.edu

COURSES TAUGHT

ARCH2351 Fall 23
ARCH3314-004 Fall 23
ARCH7000 Fall 23
ARCH2355 Spring 24
ARCH7000 Spring 24
ARCH7000 Summer 24
ARCH2351 Fall 24
ARCH3601 Fall 24
ARCH7000 Fall 24

EDUCATIONAL CREDENTIALS

Ph.D. Architecture, Penn State University 2018-2023
M.S. Architecture (Architectural Technology—Bionics), University of Tehran 2015–2018
B.S. Civil Engineering, University of Tehran 2010–2015

TEACHING EXPERIENCE

Instructor | Technology II: GRAVITY | ARCH2355 | Texas Tech University | 2024
Instructor | Technology I: MATTER | ARCH2351 | Texas Tech University | 2023 ::
Instructor | Contemporary Issues in Architecture; What's the Matter? | ARCH3314 | Texas Tech University | 2023
Instructor | Architectural Structural Systems | AE422 | Penn State University | 2023
(co)Instructor | Design Research Studio | ARCH431, ARCH536 | Penn State University | 2022
(co)Instructor | Computational Design Workshop | DIGITALFUTURES One Planet 2022 | 2022
Teaching Assistant | Design Research Studio | ARCH431, ARCH536 | Penn State University | 2021
(co)Instructor | Architectural Design Analysis | ARCH441, ARCH442 | Penn State University | 2019–21

PROFESSIONAL EXPERIENCE

E4C Research Fellow | Engineering for Change, LLC
Project: Engineering Design Recommendations for Resilient Housing: A Case Study of Dar-Es-Salaam in East Africa | 2021
Research Assistant | Penn State University
Project: MBC in Architecture (at forMat lab, Stuckeman Center for Design Computation) | 2018-2023
Project Coordinator | Vraa Pajoohan Pooya
Project: Development of Water Resources Education | 2018
Project Coordinator | Saba Engineering Events Association
Project: Tehran Biennale 2016 | 2016

LICENSES/REGISTRATION

N/A

SELECTED RESEARCH

Ghazvinian A. | Controlling the Uncontrollable | Hyphen Journal | 2024
Ghazvinian A. Khalilbeigi A., Motaghi E. & Gursoy B. | The Design and Fabrication of MycoCreate: Spatial Structures Built with Load-Bearing Mycelium-Based Components | Journal of IASS | 2022
Ghazvinian A. & Gursoy B. | Basics of Building with Mycelium-Based Bio-Composites: A Review of Built Projects and Related Material Research | Journal of Green Building | 2022
Ghazvinian A. & Gursoy B. | Mycelium-based Composite Graded Materials: Assessing the Effects of Time and Substrate Mixture on Mechanical Properties | Biomimetics | 2022
Ghazvinian A. & Gursoy B. | Challenges and Advantages of Building with Mycelium-Based Composites: A Review of Growth Factors that Affect the Material Properties | Fungal Biopolymers and Biocomposites, Prospects and Avenues | 2022
Cardenas Serrano J., Maggard C., Moya M., Regier M., Ghiyasi T., and Ghazvinian A. | Innovative Reclamation and Design: A Lightweight Structure from Reclaimed Golf Clubs | IASS 2024 | Zurich, Switzerland

PROFESSIONAL MEMBERSHIPS

N/A

Mr. Lauren Phillips, MArch

lauren.j.phillips@ttu.edu

COURSES TAUGHT

FA2022: ARCH 2503, ARCH 3601, ARCH 4341
SP2023: ARCH 2504, ARCH 3602, ARCH 3314
SU2023: ARCH 5604
FA2023: ARCH 2503, ARCH 3601, ARCH 3314
SP2024: ARCH 2504, ARCH 3602
SU2024: ARCH 5604, ARCH 5301
FA2024: ARCH 2503, ARCH 3601, ARCH 3314

EDUCATIONAL CREDENTIALS

BA, Texas Wesleyan University, Fort Worth, Texas (2017)

MArch, Rice University, Houston, Texas (2022)

TEACHING EXPERIENCE

Huckabee College of Architecture at Texas Tech - 2 years
Rice School of Architecture (Graduate Teaching Assistant) - 2 years

Duke University Talent Identification Program (TIP) - 1 year

PROFESSIONAL EXPERIENCE

Project Assistant, Carlos Jimenez Studio, Houston, Texas (2020-2022) - On-site construction coordination, construction document revision, publication and competition preparation.
Paralegal & Legal Assistant, Taylor, Olson, Adkins, Sralla & Elam LLP, Fort Worth, Texas (2010-2018) - specializing in Texas municipal law, land use, ordinances, and property tax.
Contributing Arts & Culture Writer, Fort Worth Weekly, Fort Worth, Texas (2015-2018) - covering the art, architecture, and special exhibitions of Fort Worth's museums.

LICENSES/REGISTRATION

N/A

SELECTED RESEARCH

Founder and Senior Editor, Architecture Writing Workshop (2022-present) - digital quarterly publication
Co-Editor-in-Chief, PLAT Journal (2019-2020) - independent print journal, issues 8.5 & 9.0

PROFESSIONAL MEMBERSHIPS

Associate Member, Texas Society of Architects (2024-present)
Associate Member, American Institute of Architects (2024-present)
Associate Member, AIA Lubbock (2024-present)
Member, Texas Land Trust Council (2021-present)

Chris Taylor

chris.taylor@ttu.edu

COURSES TAUGHT

Fall 2023
ARCH 5603 - Land Arts of the American West: LAND~SCAPE
ARCH 5301 - Land Arts of the American West: PLACE-LESS~PLACE
ARCH 5315 - Land Arts of the American West: EXHIBITING~SYN~THESIS

Spring 2023
ARCH 3602 - Architecture of the City
ARCH 3314 - MUD BUCKETS

Fall 2022
ARCH 5603 - Land Arts of the American West: LAND~SCAPE
ARCH 5301 - Land Arts of the American West: PLACE-LESS~PLACE
ARCH 5315 - Land Arts of the American West: EXHIBITING~SYN~THESIS

Spring 2022
ARCH 3602 - Situating Space: urban thresholds ~ theatrical events
ARCH 3314 - History and Evolution of Mobile Design

EDUCATIONAL CREDENTIALS

1987–1990: Harvard University, Graduate School of Design, Master of Architecture

1983–1987:University of Florida, Department of Architecture, Bachelor of Design

TEACHING EXPERIENCE

Texas Tech University, Huckabee College of Architecture (16 years)
University of Texas at Austin, Department of Art and Art History (7 years)
University of Arizona, School of Architecture (2.5 years)

North Dakota State University (1 year)
University of Florida (1 year)

PROFESSIONAL EXPERIENCE

2024–: Texas Tech Huckabee College of Architecture, Professor of Architecture and Director of Land Arts of the American West at Texas Tech.
2013–2024: Texas Tech Huckabee College of Architecture, Associate Professor of Architecture and Director of Land Arts of the American West at Texas Tech.
1991–: Architecture Workers Combine, Principal and Architect.
2008–2013: Texas Tech Huckabee College of Architecture, Assistant Professor of Architecture and Director of Land Arts of the American West at Texas Tech.
2001–2008: University of Texas at Austin, Department of Art and Art History, Assistant Professor of Design and Co-Director of Land Arts of the American West.
1999–2001: University of Arizona, School of Architecture, Assistant Professor of Architecture.
1999 Spring: University of Arizona, School of Architecture, Adjunct Lecturer of Architecture.
1998: Washington University, School of Architecture, Steedman Traveling Fellowship, independent research in Venice, Italy.
1997–1998: Andrea Clark Brown Architects, Naples, Florida, Project Architect and Associate.
1995–1997: Paul Lamb Architects, Austin, Texas, Project Architect.
1992–1995: Blaine Young Architects & Planners, Santa Fe, New Mexico, Project Architect.
1991–1992: North Dakota State University, Department of Architecture and Landscape Architecture, Assistant Professor of Architecture.
1990–1991:University of Florida, Department of Architecture, Visiting Assistant Professor of Architecture.

LICENSES/REGISTRATION

1994 - Texas License # 17589 (2001-present).
New Mexico, License # 2965 (1994-present).
National Council of Architectural Registration Boards Certificate # 46,272 (1994-present).
Arizona License # 34828 (2000-2002).
Florida License # AA-0016254 (1998-1999).

SELECTED RESEARCH

Taylor, C. Land Arts of the American West, et al. ‘Rio Meander Map.’ In Zoe Leonard: Al Rio / to the River. Mudam Luxembourg-MusŽe D’Art Moderne Grand-Duc Jean Hatje Cantz Verlag GmbH, 2022, pp. 152-165. ISBN: 9783775748780.
Forslund, L. & Taylor, C. ‘How we’ve shaped the land, and how it has shaped us.’ Nomad, Issue 16, 2024, pp. 136-145. Photographs by Franek Wardyński.
Taylor, C. ‘Field Support Vehicle: Model for Embodied Architecture Pedagogy.’ In Commons. Association of Collegiate Schools of Architecture 111th Annual Meeting. Washington, D.C.: Association of Collegiate Schools of Architecture, 2023, pp. 321-331.
Lubbock Scapes Collective (Bauer, C., Beneyetz-Duran, R., Elola, I., Larson, S., Taylor, C., and Wilkinson, K.). ‘margins’ Critics Page, The Brooklyn Rail, Volume 22, Issue 10, December 2022-January 2023, pp. 34-53. Collective invited to organize Critics Page with contributions from C.J. Alvarez, Priscilla Solis Ybarra, Ashton Thornhill, Maria Sanchez, Terry Allen, Jo Harvey Allen, Danielle Demetria East, Luc’a Jal—n Oyarzun, and Barry Lopez on the theme of margins.
Taylor, C. ‘Once mountain, now pit, pile, pipe: temporal stratigraphies of disappearance and remembrance.’ The Brooklyn Rail, Volume 22, Issue 5, June 2022, pp. 64-65. Invited by Roger Conover as one of 13 international voices to contribute to the Critics Page section on the theme of disappearance. Additional contributors Darra Goldstein, Mladen Dolar, Andrei Codrescu, Joseph Grigely, Mary Sue Andersen-Ader, Harry George, Craig Dworkin, RubŽn Gallo, Slavoj Zizek, Jonathan Allen, Boris Groys, Ann Lauterbach, and Roger Conover.

PROFESSIONAL MEMBERSHIPS

2008 - Association of Collegiate Schools of Architecture.

2007 - College Art Association.

Peter S. Raab, RA, AIA, SDS + LEED AP

peter.raab@ttu.edu

COURSES TAUGHT

ARCH 3350
ARCH 3314
ARCH 5600
ARCH 3601

EDUCATIONAL CREDENTIALS

Bachelor of Design, University of Florida, Gainesville

M.Arch, University of Texas at Austin, Specialization in Sustainable Design.

TEACHING EXPERIENCE

The University of Texas at Austin, 4 years (part-time)

Texas Tech University at Lubbock, 13 years (full-time)

PROFESSIONAL EXPERIENCE

2010 - current: Raab Architects, Principal + Architect
2009: Burton Baldridge Architects, Project Manager
2007–2009: Foster and Partners, Architectural Assistant
2004: Envision Design, Architectural Intern
2004–2002: Brown and Jones Architects, Architectural Intern

LICENSES/REGISTRATION

2009 - current: Registered Architect, State of Texas
2009 - current: Registered Architect, State of Florida
2007 - current: LEED¨ Accredited Professional

SELECTED RESEARCH

2023: Peter S. Raab, Remote Control: Attuned Interventions in Mass Timber for Inuit Housing. Paper accepted, 2023 Conference for the Building Technology Educator's Society, June 1-4, 2023. Cosanti, AZ
2023: Peter S. Raab, The COTE International Design Competition as a Vehicle for Integration within Architectural Education. Paper accepted, 2023 Conference for the Building Technology Educator's Society, June 1-4, 2023. Cosanti, AZ
2022: Peter S. Raab, Building Science of Building Science. 83rd Annual Texas Architects Convention and Design Expo [TXA] , October 28, 2022. El Paso, TX.

PROFESSIONAL MEMBERSHIPS

2007 - current AIA
2007 - 2009 NCARB
2023 - current NOMA

Mr. Urs Peter “Upe” Flueckiger

upe.flueckiger@ttu.edu

COURSES TAUGHT

ARCH1311, Design Environment and Society: Fall 2023 & Fall 2024
Required Lecture Class, ca. 320 students. Overall management of the course and 13 Teaching Assistants.

EDUCATIONAL CREDENTIALS

Post Professional M. Arch. II Degree from Virginia Polytechnic Institute and State University, Blacksburg, VA. 1996.

Schule fuer Gestaltung, Basel, Switzerland (Art and Applied Art School) 1987-89.
Swiss Federal Certificate of Construction Designer 1981-85.

TEACHING EXPERIENCE

27 years @ Texas Tech

PROFESSIONAL EXPERIENCE

Texas Tech University, Huckabee College of Architecture
Dean, 2022–
Interim Dean, 2021–2022
Interim Chair, 2017–2019
Professor, 2011–
Associate Prof. with tenure, 2005–2011
Assistant Prof., 2001–2005
Lecturer 1998–2001

LICENSES/REGISTRATION

Member of the Swiss Register of Architects. Licensed architect REG A Switzerland, No 1/15713. ::

SELECTED RESEARCH

Donald Judd - Architecture in Marfa Texas Flueckiger, Urs Peter, Birkhauser Publishers Basel, 2021. 2nd and expanded edition (October 2021) (2nd Printing November 2022)
Cuanta casa necesitamos? Thoreau, Le Corbusier y la caba–a sostenible? Flueckiger, Urs Peter, Translation into Spanish, by Landrove Bossut, Susana, Editorial Gustavo Gili S.L.; 1 edition (September 2, 2019)
How much House? Thoreau, Le Corbusier and the Sustainable Cabin, Flueckiger, Urs Peter, Birkhauser Publishers Basel, 2016. (October 01, 2016) (2nd Printing November 2020)
OFF THE GRID Houses off the Grid for Escape Across North America. Texas Tech Sustainable Cabin is published on pages 2, 6, and 80 -87 and 263. Texas Tech Sustainable Cabin was selected by Dominic Bradbury for the British based publishing house Thames & Hudson, Thames & Hudson (March 19, 2024)
DONALD JUDD SPACES. Over two dozen drawings are published throughout the book. Each chapter starts with the drawing of the building described in the chapter. The drawings were produced over a period of two decades. Judd Foundation Distributed by: D.A.P. (April 2023) Second Expanded Edition

PROFESSIONAL MEMBERSHIPS

Member of the Swiss Society of Engineers and Architects SIA.

Derek Rahn Williams

derek.williams@ttu.edu

COURSES TAUGHT

N/A

EDUCATIONAL CREDENTIALS

Bachelor of Science: Architecture: Clemson University (partial) & Texas Tech University (terminal): August 2019 :: Master of Architecture: Texas Tech University: May 2023: Served as Graduate Assistant, Teaching Assistant, & Research Assistant :: Master of Business Administration: Texas Tech University: August 2023 :: Land-Use, Planning, Management & Design PhD: Texas Tech University: Expected December 2026: Served as Research Assistant & Graduate Part-Time Instructor.

TEACHING EXPERIENCE

Texas Tech University: Graduate Part-Time Instructor: Second Year Studio: 2024-2025 :: Previously served as a Teaching Assistant for Freshman Year Studio: 2022

PROFESSIONAL EXPERIENCE

TTT Construction: January 2021-August 2021: Designed and built cabinets for custom home builds in Lubbock Texas.

The Beck Group: Architectural Intern: May-August 2022: Worked with the Faith Based Architectural team on several projects in the Dallas region.

Hawaii Fluid Arts: Contract Employee: November 2022-April 2024: Provided renovation drawings to contractors for renovating store fronts, created a list of rules & regulations for the standardization of Hawaii Fluid Arts store design for franchise owners.

Natalie Craig of Regimen: Contract Employee: February 2024-Current: Designing cabinets for mass production through Buy-Rite-Beauty located out of Dallas. Providing build schematics, renderings, etc.

LICENSES/REGISTRATION

N/A

SELECTED RESEARCH

Typological Study of the American Prison System & 19th Century American Prison Design: Work towards my dissertation on understanding the inception and development of the American Prison System in the 19th Century and how innovations in social sciences, health sciences, and the solidifying national and state building regulation codes transformed the American prison system through the turn of 20th century.

PROFESSIONAL MEMBERSHIPS

N/A

Jimmy Johnson, RA, AIA, NCARB, M.Arch

jimmy.johnson@ttu.edu

COURSES TAUGHT

ARCH 4601
ARCH 4602
ARCH 4341
ARCH 5301

EDUCATIONAL CREDENTIALS

Master of Architecture - Texas Tech University - May 1999

TEACHING EXPERIENCE

Texas Tech University Huckabee College of Architecture - September 2022–

PROFESSIONAL EXPERIENCE

Jun 1999–Sept 2003: Fusch, Serold + Partners
Intern-Architect
Dec 2003–Mar 2005: Phillip Shepherd Architects, Inc.
Intern-Architect / Project Manager
Mar 2005–Jun 2007: GTF Design Assocs., L.L.C.
Intern Architect / Associate Project Manager / CAD Manager
Jun 2007–Aug 2011: Shiver + Associates Architects
Intern Architect / Project Manager / CAD Manager
Sept 2011–Jul 2014: G&W Architects
Intern Architect / Project Manager / CAD Manager
Jul 2014–: WCA Design Studio, LLC
Managing Partner / Principal Architect / BIM Manager / Operations Officer

LICENSES/REGISTRATION

Texas - Registration # 27020
Oklahoma - Registration # A7202
Florida - Registration # AR99854
Louisiana - Registration # 9704

SELECTED RESEARCH

None at present time.

PROFESSIONAL MEMBERSHIPS

NCARB - Certificate # 91033
AIA - # 38783590

Dr. Piyush Khairnar

pikhairn@ttu.edu

COURSES TAUGHT

Fall 2022 ARCH 3355: Technology IV: Atmosphere
Spring 2023 ARCH 3355: Technology IV: Atmosphere
Fall 2023 ARCH 5304: Architectural Technology Integration: Survey
Fall 2023 ARCH 5600: Integrative Design Studio I

EDUCATIONAL CREDENTIALS

Doctor of Philosophy in Architecture with concentration in Technologies of the Built Environment (TBE)

TEACHING EXPERIENCE

Illinois Institute of Technology: 1 Year :: Texas Tech University: 2 Years

PROFESSIONAL EXPERIENCE

EECI Plus. Inc, Structural Design Inter, Dec 2016 to Jan 2018, Worked on BIM drawings for multistory residential development in Dubai.
RossTarrant Architects, Project Designer, Sept 2017 to July 2028, Worked in an architectural team on K-12 and Higher Education projects.
Endrestudio, Design Intern, Jun 2020 to Aug 2021, Worked on multiple projects ranging from residential to infrastructure uses.

LICENSES/REGISTRATION

N/A

SELECTED RESEARCH

Khairnar, P. (2022). Efficiency of Carbon Fiber Composite Structural Systems for Tall Buildings: A Parametric Simulation-Based Framework for Finite Element Analysis. ProQuest, August 2022. (Doctoral Dissertation) Development of parametric structural finite element analysis framework for tall buildings. Analysis of structural behavior of Carbon fiber composites as a new age building material.
Khairnar, P. (2023). Circular Design of Bio-Based Carbon Fiber Composites in Tall Building Structural Systems. Prometheus Issue 6, May 2023. Study on potential of bio-based carbon fiber manufactured from by products of paper making industry. Study of circularity in design process of recycled and reused carbon fiber composites.
Khairnar, P. (2023). Lightweight Floor Systems for Tall Buildings: A Comparative Analysis of Structural Material Efficiencies. International Journal of High-Rise Building, June 2023. Comparative analysis of traditional floor systems through a material perspective. Investigating material efficiencies of steel, concrete, composite construction, mass timber and carbon fiber composites.

PROFESSIONAL MEMBERSHIPS

N/A

Lenora Ask

lask@ttu.edu

COURSES TAUGHT

Arch 3601 F21
Arch 5602 S22
Arch 3601 F22
Arch 5603 F22,

EDUCATIONAL CREDENTIALS

Associate of Science - Amarillo College
Master of Architecture - Texas Tech University - 2001

TEACHING EXPERIENCE

Started Fall 2021 - part time instructor

PROFESSIONAL EXPERIENCE

Chapman Harvey Architects, Inc. 2001 - present (current owner)
Architect Intern Oller Engineering 1998 - 2001
US Army, Specialist E4, 1989 - 1992

LICENSES/REGISTRATION

Registered Architect Texas 19949 :: Registered Architect NM 6671 ::

SELECTED RESEARCH

Shift - Collaboration between architect, designer and mason fabricating and constructing wall featuring 320 blocks

PROFESSIONAL MEMBERSHIPS

Member American Institute of Architects - 2007–
Current Texas Society of Architects Member- 2007–
Current NCARB Certified- 2007–
President Elect - Design Leadership Alliance - Texas Tech Huckabee College of Architecture - 2024

Lingyi Qiu, Assistant Professor, Ph.D., M.Arch, EDAC

liqiu@ttu.edu

COURSES TAUGHT

5603 2nd year graduate studio
4601 & 4602 4th year undergraduate studios
5301 special problems in architecture

EDUCATIONAL CREDENTIALS

2021 Ph.D. in Architecture, Texas A&M University
2021, Texas A&M University. :: Certificate for Health Systems & Design, Texas A&M University. :: Chair: Dr. X Zhu; Committee Members: Drs. M Clayton, C Lee, and S Van Zandt
2009, M.Arch., School of Architecture and Urban Planning, Beijing University of Civil Engineering and Architecture, Beijing, China.
2006, Bachelor, 5-year Architecture Program, School of Architecture and Urban Planning, Suzhou University of Science and Technology, Jiangsu, China. ::

TEACHING EXPERIENCE

Texas Tech University, 2 years
University of Illinois at Urbana-Champaign, 1 year
Texas A&M University, 2 semesters
Nantong University, China, 6 years

PROFESSIONAL EXPERIENCE

2022–: Assistant Professor, Huckabee College of Architecture, Texas Tech University.
2021-2022: Teaching Assistant Professor, School of Architecture, University of Illinois at Urbana-Champaign.
2016-2020: Graduate Assistant Teaching, Department of Architecture, Texas A&M University
2017 Fall & 2018 Fall: Instructor of Record, Department of Architecture, Texas A&M University.
2012-2015: Assistant Professor, Department of Architecture, Nantong University, China.
2009-2012: Lecturer, Department of Architecture, Nantong University, China.
2005-2005: Assistant Architect (Intern), Shanghai Branch of China Electronics Engineering Design Institute (CEEDI), Shanghai, China.

LICENSES/REGISTRATION

N/A

SELECTED RESEARCH

Zhu, X., Qiu, L., Lee, H., & Lee, C. (2024). Understanding Children's Active School Commute, Independent Mobility, and Physical Activity in Austin, Texas, USA: Roles of Physical Environments. Frontiers of Architectural Research.
Chen, X., Qiu, L. , Ma, H., Jin, M., & Wang, M. (2024). Computer-Aided Hospital Layout Optimization Based on Patient Flow Analysis: A Case Study from China. Journal of Building Engineering, 108899.

PROFESSIONAL MEMBERSHIPS

N/A

Joseph Aranha

joseph.aranha@ttu.edu

COURSES TAUGHT

Fall 2023 _ARCH 5603_ Adv Grad arch design studio; ARCH 4311_Arch in Nonwestern Societies
Spring 2023_ ARCH 3602_Arch Design VI (Spain); ARCH 4311_ Arch in Nonwestern Societies
Fall 2022_ARCH 4601_Arch Design Studio VII; ARCH 4311_ Arch in Nonwestern Societies
Spring 2022_ ARCH 3602_Arch Design Studio VI (Spain); ARCH 3314_Contemporary Issues in Architecture

EDUCATIONAL CREDENTIALS

M. Arch_ Iowa State University

B. Arch_Indian Institute of technology

TEACHING EXPERIENCE

TTU_ 43 years

PROFESSIONAL EXPERIENCE

Zachariah Shankaran and Thomas, Architects, Bangalore, India, Architect, 1978-1979, preliminary design and construction drawings for several projects including residences and art gallery

LICENSES/REGISTRATION

Registered architect_ Indian Institute of Architects and Indian Council of Architecture.

SELECTED RESEARCH

N. G. Mahaputra, N. A. Adiartha, J. Aranha, A Southeast Asian Vernacular Settlement and Its Architectural Transformation: Tenganan Pegeringsingan, Bali as a Case Study_ To be presented at UIA conference < Kuala Lumpur and published in Malaysian Architect Journal, Nov 2024
J. Aranha, Continuity and Change in Traditional Architecture in Tenganan, Bali, Indonesia, IASTE Conference Paper Presentation, University of Singapore, Singapore, 2022
Aranha, J. L., 'Bale Banjar (Bali)', Encyclopedia of Vernacular Architecture of the World (EVAW), Paul Oliver, ed., Vol.1.IX.6.b, p. 770-71, Cambridge University Press, NY Ist. ed, 1997 and EVAW, 2nd ed., Marcel Vellinga, Editor.), Bloomsbury Publishing, (coming 2024)
Aranha, J. L., 'Drum Tower', Encyclopedia of Vernacular Architecture of the World, Paul Oliver, ed., vol.1.IX.6. b-I, p.771, Cambridge University Press, NY Ist. ed, 1997 and EVAW, 2nd ed., Marcel Vellinga, Editor, Bloomsbury Publishing, (coming 2024)
Aranha, J. L., 'Balinese: domestic construction', Encyclopedia of Vernacular Architecture of the World, Paul Oliver, ed., vol.2.II.3.c-I, p.1110- 1111, Cambridge University Press, NY. NY Ist ed, 1997 and EVAW, 2nd ed. ,Marcel Vellinga, Editor, Bloomsbury Publishing, (coming 2024)

PROFESSIONAL MEMBERSHIPS

Indian Institute of Architects_ 1981
Indian Council of Architecture_1981

Christi Wier, AIA, NCARB

christi.wier@ttu.edu

COURSES TAUGHT

Studios 3601, 4601, 5602, Pro-Practice, Media Elective, BIT

EDUCATIONAL CREDENTIALS

MBA/M Arch from TTU

TEACHING EXPERIENCE

Texas Tech University, 3 years

PROFESSIONAL EXPERIENCE

licensed Architect for 8 years at BGR and then at my own firm, CMW Designs; prior to that architectural intern at Parkhill and Cornerstone Group Architects.

LICENSES/REGISTRATION

NCARB certificate holder, Licensed Architect in Texas and New Mexico

SELECTED RESEARCH

n/a

PROFESSIONAL MEMBERSHIPS

AIA 2013-2024
TXA 2013-2024
NCARB 2012-2024

Ersela Kripa, RA

ersela.kripa@ttu.edu

COURSES TAUGHT

ARCH 4601 Fall 2023
ARCH 2362 Spring 2023
ARCH 4602 Fall 2022
ARCH 2362 Spring 2022

EDUCATIONAL CREDENTIALS

Master of Science in Advanced Architectural Design, Columbia University Graduate School or Architecture, Planning, and Preservation

Bachelor of Architecture, New Jersey Institute of Technology School of Architecture

TEACHING EXPERIENCE

TTU 9 years :: NJIT 3 years :: WUSTL 1.5 years

PROFESSIONAL EXPERIENCE

1100 Architect 2.5 years :: AGENCY Architecture 16 years

LICENSES/REGISTRATION

Registered Architect in New York State, Missouri, and Albania.

SELECTED RESEARCH

Kripa, Ersela, and Stephen Mueller. FRONTS: Military Urbanisms and the Developing World. (San Francisco: AR+D Publishing, 2020). with blurbs by Keller Easterling, and Trevor Paglen.
Kripa, Ersela. Marullo, Francesco. Mueller, Stephen. eds. 'Deserts.' Journal of Architectural Education, Sept 2023.
Kripa, Ersela, and Stephen Mueller. Nation Building Aesthetics. (New York: AGENCY, 2009)
Mueller, Stephen and Ersela Kripa. 'Anti-Desertification Architecture [working title].' Smart Design Thinking. ed Mitra Kanaani. (Oxfordshire: Routledge, forthcoming)
Kripa, Ersela and Stephen Mueller. 'Biotic Jurisdictions: Transboundary Ecologies in the U.S. - Mexico Borderland.' Routlege Companion to Ecological Design Thinking. ed Mitra Kanaani. (Oxfordshire: Routledge, 2022)
Kripa, Ersela and Stephen Mueller. 'Drawn Across Borders.' Design for Vulnerable Communities. eds. Emanuele Giorgi, et.al. (New York: Springer Press, 2022)

PROFESSIONAL MEMBERSHIPS

Architectural League of New York, Board of Directors, 2021-current
The Journal of Architectural Education (JAE), Editorial Board, 2020-current
El Paso FabLab, Board of Directors, 2019-current
Executive Forum, Board of Directors 2020-current, and Board President 2024-current

Gandara, Andres

andrgdan@ttu.edu

COURSES TAUGHT

Fall23 ARCH 4601
Fall23 ARCH 4341
Spring23 ARCH 4602
Spring23 ARCH 3314

Fall22 ARCH 4601
Fall 22 ARCH 4341
Spring 22 ARCH 4602
Spring 22 ARCH 3314

EDUCATIONAL CREDENTIALS

2016 - Bachelor of Science in Architecture - TTU

2019 - Master of Architecture SCI-Arc

TEACHING EXPERIENCE

Southern California Institute of Architecture (SCI-Arc) 2019-2020 - Assistant Teacher

Texas Tech Huckabee College of Architecture at El Paso 2020-Present - Lecturer

PROFESSIONAL EXPERIENCE

Atelier Manferdini - Intern - Summer18 - Designed app for client experience, designed patterns for material applications.
Lucy Mcrae Studio - Designer - May19 to February20 - Drafter, designer, rendering for 2020 Venice Biennale exhibition.
Alvidrez Architects Inc. - Designer - May21 to August21 - Drafter, designer for several bank renovations and pharmaceutical labs.
Exigo - Designer - May22 to August22 -Designer for several competitions and redesigns of current project under construction.
Exigo - Designer - May23 to August 23 - Designer for multiple projects involving the Catholic Diocese in El Paso.

LICENSES/REGISTRATION

N/A

SELECTED RESEARCH

N/A

PROFESSIONAL MEMBERSHIPS

N/A

Logman Arja

logman.arja@ttu.edu

COURSES TAUGHT

Advanced Architectural Technology II

Architectural Design V

EDUCATIONAL CREDENTIALS

Assistant Professor

TEACHING EXPERIENCE

Texas Tech University: 2023 - present

Georgia Institute of Technology: 2021 - 2023

University of California Berkeley:2019 - 2021

PROFESSIONAL EXPERIENCE

n/a

LICENSES/REGISTRATION

n/a

SELECTED RESEARCH

n/a

PROFESSIONAL MEMBERSHIPS

n/a

Professor Saif Haq, PhD

saif.haq@ttu.edu

COURSES TAUGHT

FALL 2023: HONS 001-H12: HE PLUS; ARCH 4601-390: ARCH DESIGN VII; ARCH 5315-001: SYSTEMS OF ARCHITECTURAL INQUIRY; ARCH 5315-D01: SYSTEMS OF ARCHITECTURAL INQUIRY; ARCH 5362-002: THEORIES IN ARCHITECTURE; ARCH 7000-011: RESEARCH
SUMMER 2023: ARCH 7000-102-RESEARCH; ARCH 6000-099-MASTER'S THESIS

FALL 2022: ARCH 5315-001: SYSTEMS OF ARCHITECTURAL INQUIRY; ARCH 5315-D01: SYSTEMS OF ARCHITECTURAL INQUIRY; ARCH 5603-303: ARCHITECTURE DESIGN AND RESEARCH II; ARCH 6000-001: MASTERS THESIS
SPRING 2022: ARCH 5366-001: EVIDENCE BASED ARCHITECTURE; ARCH 3314-CONTEMPORARY ISSUES IN ARCHITECTURE; ARCH 7000: RESEARCH

EDUCATIONAL CREDENTIALS

B.Arch: Bangladesh University of Engineering and Technology
MS, Massachusetts Institute of Technology

PhD, Georgia Institute of Technology

TEACHING EXPERIENCE

Texas Tech: 24 years
Georgia Institute of Technology: 1 year

Bangladesh University of Engineering and Technology: 7 years

PROFESSIONAL EXPERIENCE

Free-lance Designer, since 1988
Working Partner, ARCHITEKTON, Bangladesh, Since Sept '89
Project Manager, BUREAU OF RESEARCH TESTING AND CONSULTATION, Bangladesh University of Engineering and Technology, Jun '90-Aug '90
Part Time Architect, DESIGN INNOVATIONS GROUP, Mar '88 to Sept '88
Junior Architect, BASHIRUL HAQ AND ASSOCIATES LTD, Apr '86 to Jul '87

LICENSES/REGISTRATION

IAB, BANGLADESH (needs renewal)

SELECTED RESEARCH

Haq, Saif. and Schiefer, Chris (2024), Experience Design for the Immersed Moving Visitor: Introducing 'Diachronic Experiences' and Layout as a Critical Design and Research Considerations, in Craig Zimring, Lisa Lim and Robert Stroebel ed. Using the Built Environment as a Tool for Healthcare Improvement: Advances in Research and Practice, Wiley Publishers (under contract)
Haq, Saif. (2023), Five Essentail Decisions for Clarity of Space Syntax Methodology in A. Devlin. and S Kader, Ed. Strategies for Research in Healthcare Settings: Challenges and Opportunities, EDRA and Curran Associates, 35-51, https://doi.org/10.52202/067871
Haq, Saif (2024), The Profession and the Discipline: Some Thoughts on Healthcare Design Teaching in the USA, in Architecture into the Unknown, EAAE/ARCC International Conference, Aarhus, Denmark, May 23-26, 2024 (in press)
Alrashid, A., & Haq, Saif. (2022). Physical Accessibility of Healthcare Facilities in Dammam, Saudi Arabia: A Space Syntax Study. Chris Jarrett and Adil Sharag Eldin (Eds), Resilient City: Physical, Social, and Economic Perspectives,(pp, 641-650), Architectural Research Centers Consortium. https://libraryguides.vu.edu.au/apa-referencing/7ConferenceMaterials

PROFESSIONAL MEMBERSHIPS

na

Karla Padilla

karla.padilla@ttu.edu

COURSES TAUGHT

ARCH4601 - Fall 2024

EDUCATIONAL CREDENTIALS

Master of Architecture - Texas A&M University ::

TEACHING EXPERIENCE

El Paso Community College - 1 Year

PROFESSIONAL EXPERIENCE

Architectural Designer - AKS Architecture - May 2022–

LICENSES/REGISTRATION

N/A

SELECTED RESEARCH

N/A

PROFESSIONAL MEMBERSHIPS

N/A

Ms. Terah Maher

terah.maher@ttu.edu

COURSES TAUGHT

Sp22 4602 (plus director of arch programming)
Fa22 1301 + 1101 (plus director of arch programming)
Sp23 4341 (plus director of arch programming)
Fa23 1301 + 1101

EDUCATIONAL CREDENTIALS

B.A. Yale University, 1999
MArch Harvard University, 2006

TEACHING EXPERIENCE

Texas Tech 12 year
Harvard University 8 years

PROFESSIONAL EXPERIENCE

Exhibition Designer, Harvard GSD, Exhibitions Department, 2006-2012
Filmmaker for Harvard GSD Loeb Fellows, 2010-2012
Production Designer (for films and photography), freelance, 2004-2011
Animator, freelance, 2010-2014

LICENSES/REGISTRATION

n/a

SELECTED RESEARCH

2022 TTU Humanities Center Annual Theme Proposal Competition $25,000 (awarded) “Health” PIs: Julie Zook, Jacob Baum. Co-Is: T. Maher, P. Reinsch, E. Skidmore, V. Sutton, P. Bjerk, P Carter Awarded to the selected proposal for the 2022-2023 annual theme for the Humanities Center. Funding supports a speakers series, a film series, and an exhibition, under the theme of ‘Health,’ with outreach to and engagement with the TTU chapter of National Organization for Minority Architect Students (NOMAS).
Conference Abstract & Presentation, Raab, P, Hunt E., and Maher, T. Earthen Ecologies ASCA 112th Annual Meeting. March 14-16, Vancover, Canada, 2024.

PROFESSIONAL MEMBERSHIPS

n/a

Oscar Natividad

oscar.natividad@ttu.edu

COURSES TAUGHT

ARCH4341: Potent Portfolios, Spring + Fall ’22–’24
ARCH5301: Illuminating Illustrator, Summer ’22–’24
ARCH4341: Illuminating Illustrator, Summer ’22–’24
ARCH7000: Research, Fall ’22, Spring ’24, Summer ’24

EDUCATIONAL CREDENTIALS

BFA, Texas Tech University: 2011

OMGDD, Barcelona School of Arts & Design: 2024

TEACHING EXPERIENCE

2 years @ Texas Tech

PROFESSIONAL EXPERIENCE

Texas Tech Huckabee College of Architecture
Assistant Director of Content Design: 2022–
Media Relations Coordinator: 2019–2022

Texas Tech School of Law
Designer: 2012–2019

Becknell Wholesale
Product Photographer: 2011–2012

Freelance: 2011–

LICENSES/REGISTRATION

N/A

SELECTED RESEARCH

N/A

PROFESSIONAL MEMBERSHIPS

AIGA, Member: 2020–2021, 2024–

Anthony Cricchio

anthony.cricchio@ttu.edu

COURSES TAUGHT

ARCH 5604: ARCH 5604 Architecture Design + Research II, Spring '24

EDUCATIONAL CREDENTIALS

M. ARCH University of Texas at Arlington, 1995

B.S.. Architecture, University of Texas at Arlington 1993

TEACHING EXPERIENCE

Chair of Instruction Huckabee College of Architecture, Texas Tech University July 2023 – Current
Associate Professor of Architecture at Texas Tech University July 2023 – Current
Associate Director Division of Architecture, University of Oklahoma July 2014 – July 2023
Program Director of College of Architecture Rome Program, University of Oklahoma July 2016 – July 2023
Associate Professor of Architecture at The University of Oklahoma July 2014 – July 2023
Assistant Professor of Architecture at The University of Oklahoma August 2008 – June 2014
Assistant Professor of Architecture at Oklahoma State University August 2006 – May 2008
Lecturer at The University of Texas at Arlington September 2003 - August 2006

PROFESSIONAL EXPERIENCE

Self Employed Architect May 2007 – Current
Architectural Project Coordinator - Dennehy Architects October 2002 - September 2003
Architectural Intern- Corgan Associates January 1996 - September 2002

LICENSES/ REGISTRATION

Registered in Oklahoma and Texas

SELECTED RESEARCH

"DESIGNing the BUILD experience through inhabitable deliverables - three case studies housing the nature of project-based instruction," w/ Daniel Butko
102 ACSA Annual Meeting “Design Students Awareness and Perceptions about Occupational Safety” w/ Suchismita Bhattacharjee, PhD Daniel Butko,
51st ASC Annual International Conference Proceedings "Studio Dilemma in Study Abroad Programs" 106 ACSA Annual Meeting
“Warped Location” Collage/Assemblage Centennial 1912-2012 An Exhibition from the International Museum of Collage “Hand drawn submission”
“120169” KROB 2012 - 38th Annual Ken Roberts Memorial Delineation Competition “Over Hong Kong” 27th Architecture in Perspective Competition –
American Society of Architectural Illustrators – Award of Excellence- Exhibition

PROFESSIONAL MEMBERSHIPS

NAAB

Appendix 3 - HCOA Strategic Plan 2025

2019

2020

2021

2022

2023

2024

TEXAS TECH COLLEGE OF ARCHITECURE

DRAFT

STRATEGIC PLAN 2025

C | O | A
TEXAS TECH

TTU CoA
Strategic Plan
Table of Contents

in vitro identification

[exposing the compatible//noncompatible]

i•den•ti•y

noun

the fact of being who or what a person or thing is

com•pat•i•bil•i•ty

noun

a state in which two things are able to exist or occur together without problems or conflict

—

Essential to the process of generating form, the elemental product of morphogenesis, is the organization of structural typologies ; underlying structural elements in morphogenesis that situate the identification of a resulting form and whose identities themselves are only recognized as the system grows. After understanding the purpose of structural typologies in morphogenesis the term catalyst is applied to these elements of the simulant (fig. A.1) whose agency is that of a structural element.

—

Structural identities are not predetermined at the initial scale of the viewer, a scale defined by standing and looking at the stimulant on the wall, rather the structures are further refined. elements are further identified as the simulation continues through growth stages.

—

Levels of resolution, ranging from high to low, are generated through the forces of attraction between various densities of structural types. Depending on the structural type there are retraction and attraction forces further defining clusters of compatible structures, who radiate an attraction force. Non-compatible identities generate detraction forces.

—

Important to the clustering of these identities is the genetic makeup of micro-fields. Micro-fields consist of three types of micro-elements; fields of growth, fields of edges, and fields of force or the force field. Patterns in the recorded quantities of these microelements which identify specific characteristics of the realization of form. The growth field of micro-elements exists in-between the scaffolding and the larger field of identity networks. Elements of this type are only generated as the scaffolding breaks in reaction to the force exerted by the clustering of compatible identities at the larger scale of the system.

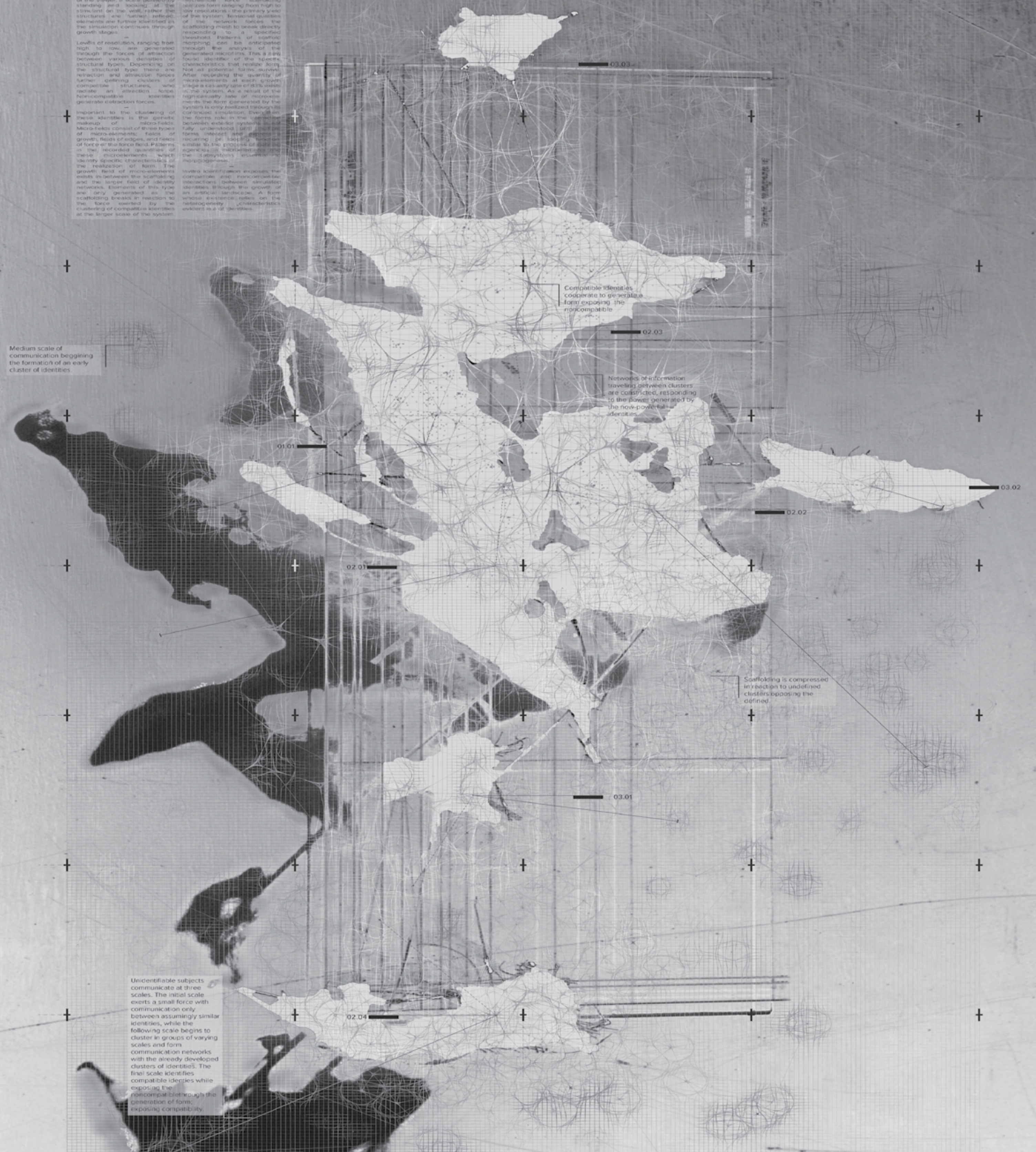
Formed at the edge of the resulting growth field is a field of edges, approximating the repairing of the scaffolding tear and growth. Along this edge field lives a force field acting as a field of varying densities whose genesis is the value of tensional forces existing in the tear zone.

—

Proximity of similar identities generate networks of information and instruction that break and reconnect based on specific interactions with forces that are emitted from the same proximities that create the information networks. The reciprocal relationship between the networks of information and the mechanical force scaffolding realizes form ranging from high to low resolutions - the primary yield of the system. Tensional qualities of the network forces the scaffolding mesh to break directly responding to a specified threshold. Patterns of scaffold morphing can be anticipated through the analysis of the generated microfilms. This a new found identifier of the specific characteristics that realize form. Not all potential forms survive. After recording the quantity of micro-elements at each growth stage a casualty rate of 83% exists in the system. As a result of the high-casualty rate of micro-elements the form generated by the system is only realized through its continued simulation. Even then, the forms role in the interaction between exterior systems is not fully understood until multiple forms interact and express a recurring or looping function similar to the process of defining agencies in microelements and the subsystems essential to morphogenesis.

—

Invitro identification exposes the compatible and noncompatible interactions between simulated identities through the growth of an artificial landscape. A form whose existence relies on the heterogeneity characteristics evident in a of identities.



OUR MISSION

Texas Tech College of Architecture aspires to advance the knowledge, discipline, and practice of architecture through innovative, creative teaching, research, global engagement, and scholarship.

OUR CORE PURPOSE

Our core purpose is to inspire, develop, and empower future leaders in architecture.

We are a community of faculty, staff, and students. Our core values guide everything we do in pursing our mission.

They are:

- Intellectual curiosity.
- Questioning and challenging the status quo
- Pursuing excellence.
- Treating each other with respect.
- Personal accountability.

5YR GOAL

To be a top 10 College of Architecture as ranked by Design Intelligence.


ARCH
TECT
TURE

SUMMARY

DRAFT

A FOUNDATION FOR THE NEXT CENTURY – A Pathway to 2025

Strategic Priority #1

Educate and empower a diverse student body.

CoA Goals

1. Restructure the CoA.
2. Revise curriculum and academic programming.
3. Develop and implement strategies to recruit and retain more M.Arch, MS, and PhD students.
4. Make significant facility improvements and plan for new or completely facilities.

Strategic Priority #2

Enable Innovative research and creative activities.

CoA Goals

1. Revise faculty review process to emphasize research focus and prepare for more rigorous reviews on path to tenure as well as post tenure review.
2. Prioritize higher level of support for faculty research and creative efforts.

Strategic Priority #3

Transform lives and communities through strategic outreach and engaged scholarship.

CoA Goals

1. Restructure engagement programs.
2. Lead and encourage joint research and programming for multi college efforts, including faculty led projects and centers.
3. Take the lead on establishing TTU presence in Marfa.

Strategic Priority #1:

Educate and empower a diverse student body.

TTU GOALS

- Advance and sustain a climate and culture that is accessible, inclusive, and academically rigorous.
- Nurture and enhance a learning environment that fosters success and wellness.
- Deliver unique and transformative learning opportunities and experiences.

CoA GOALS

1. ***Restructure the CoA***
   i. Establish core values, purpose, revised mission, and 5 year goal tied to Dean's vision
   ii. Clarify roles and reporting structure;
   iii. Establish comprehensive operating policies and procedures.
   iv. Create a stronger alumni network to support CoA goals

2. ***Revise curriculum and academic programming***
   i. Create a 4+2 program
   ii. Revise and examine CoA programs, including MS and PhD, as well as certificates and review effectiveness of directors.
   iii. Establish methods of assessing programs for compliance with accreditation requirements.
   iv. Take steps to become a multi department College of Design

3. ***Develop and implement strategies to recruit and retain more M.Arch, MS, and PhD students***
   i. Providing a dedicated team to focus on recruiting and retention.
   ii. Improve student internship and career opportunities
   iii. Maximize student research opportunities.

4. ***Make significant facility improvements and plan for new facilities***
   i. Make improvements to current facilities
   ii. Plan for new building

Strategic Priority #2:

Enable Innovative research and creative activities.

TTU GOALS

- Increase the productivity and impact of research and creative activity that advances knowledge, benefits society, improves creative activity for faculty, students, and staff.
- Enhance capacity and opportunities for research, scholarship, and creative activity for faculty, students, and staff.
- Advance entrepreneurial activity, collaboration, innovation, and technology transfer.

CoA GOALS

1. ***Revision of faculty review process to emphasize research focus and prepare for more rigorous reviews on path to tenure as well as post tenure review***
   i. Create policy around CoA course release and buyouts.
   ii. Revise faculty committee structure and committee charges.

2. ***Prioritize higher level of support for faculty research and creative efforts***
   i. Enable more external research funding.
   ii. Obtain internal and external research training via workshops or other.
   iii. Encourage joint research and programming.

Strategic Priority #3:

Transform lives and communities through strategic outreach and engaged scholarship.

TTU GOALS

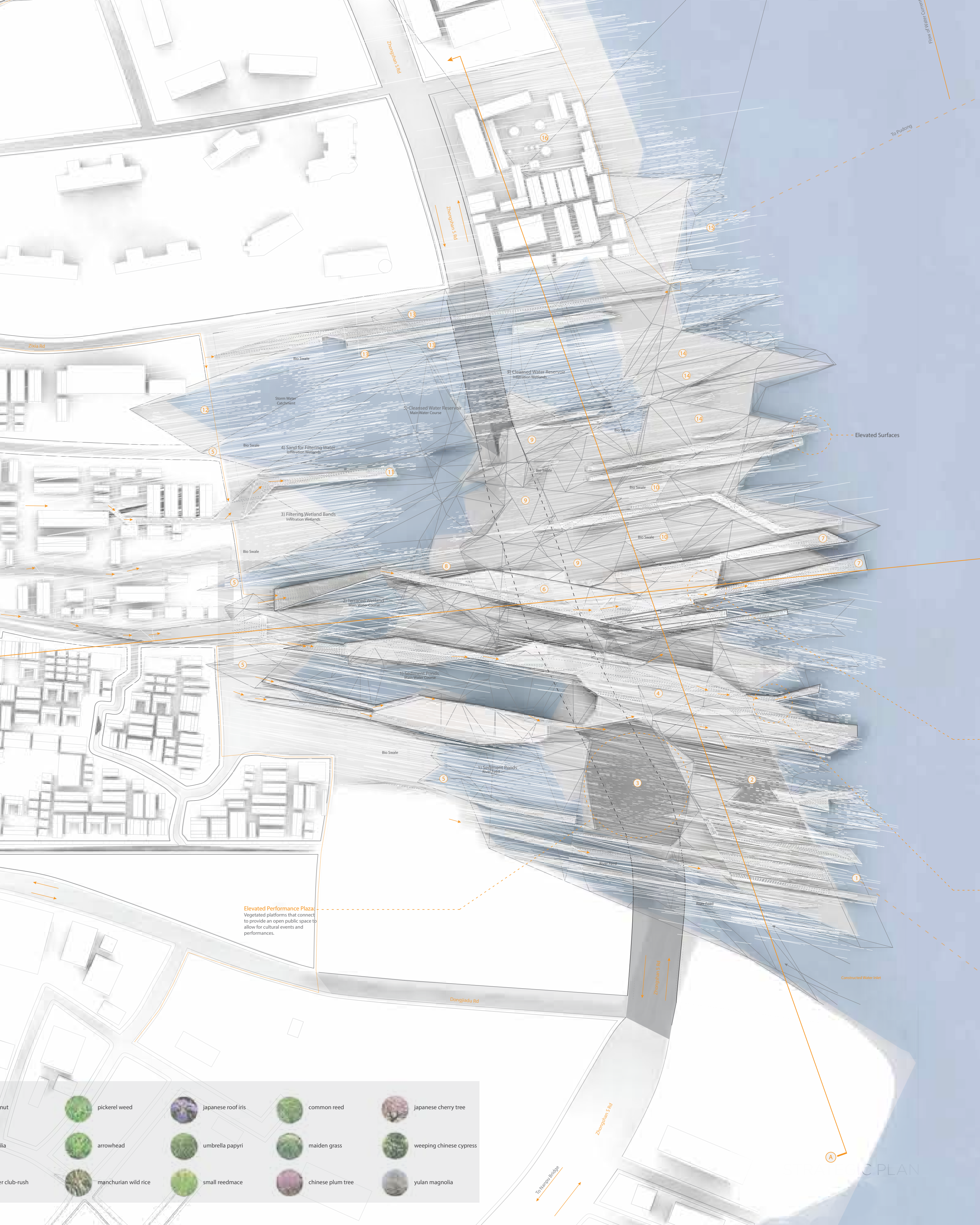
- Foster an engaged campus that recognizes outreach and engaged scholarship as an essential component of institutional activity.
- Achieve a sustainable outreach and engaged scholarship program through diverse funding streams and long-term campus and community partnerships
- Enhance recognition of faculty and staff who contribute to outreach and engaged scholarship activities that impact local, state, national, and global communities.
- Increase and strengthen collaborative, mutually beneficial community partnerships that stimulate creativity, innovation, and social and economic development.

CoA GOALS

3. ***Restructure engagement programs***
   i. Engage the Lubbock Community and develop projects that expand the goals of the CoA as a center for community development

4. ***Lead and encourage joint research and programming for multi college efforts, including faculty led projects and centers.***
   i. Create research programs with private parterships and other colleges and universities
   ii. Initiate Lanscape Architecture project
   iii. Post project in El Paso
   iv. Sympoisums and lab publications

5. ***Take the lead on establishing TTU presence in Marfa***
   i. Evaluate potential intiatives and community enegagement projects that expand the goals of the CoA and TTU



Zhongshan S Rd
To Pudong
Bio Swale
Storm Water Catchment
5) Cleansed Water Reservoir
Infiltration Wetlands
5) Cleansed Water Reservoir
Main Water Course
4) Sand for Filtering Water
Infiltration Wetlands
3) Filtering Wetland Bands
Infiltration Wetlands
2) Terraced Wetland
Main Water Course
1) Sediment Ponds
Main Water Course
1) Sediment Ponds
Elevated Surfaces
Elevated Performance Plaza
Vegetated platforms that connect to provide an open public space to allow for cultural events and performances.
Dongjiadu Rd
To Nanpu Bridge
pickerel weed
japanese roof iris
common reed
japanese cherry tree
arrowhead
umbrella papyri
maiden grass
weeping chinese cypress
manchurian wild rice
small reedmace
chinese plum tree
yulan magnolia

2018

2019

2020

Strategic Priority #1:

CoA Goals

1. Restructure the CoA.
2. Revise curriculum and academic programming.
3. Develop and implement strategies to recruit and retain more M.Arch, MS, and PhD students.
4. Make significant facility improvements and plan for new facilities.

Strategic Priority #2:

CoA Goals

1. Revision of faculty review process to emphasize research focus and prepare for more rigorous reviews on path to tenure as well as post tenure review.
2. Prioritize higher level of support for faculty research and creative efforts.

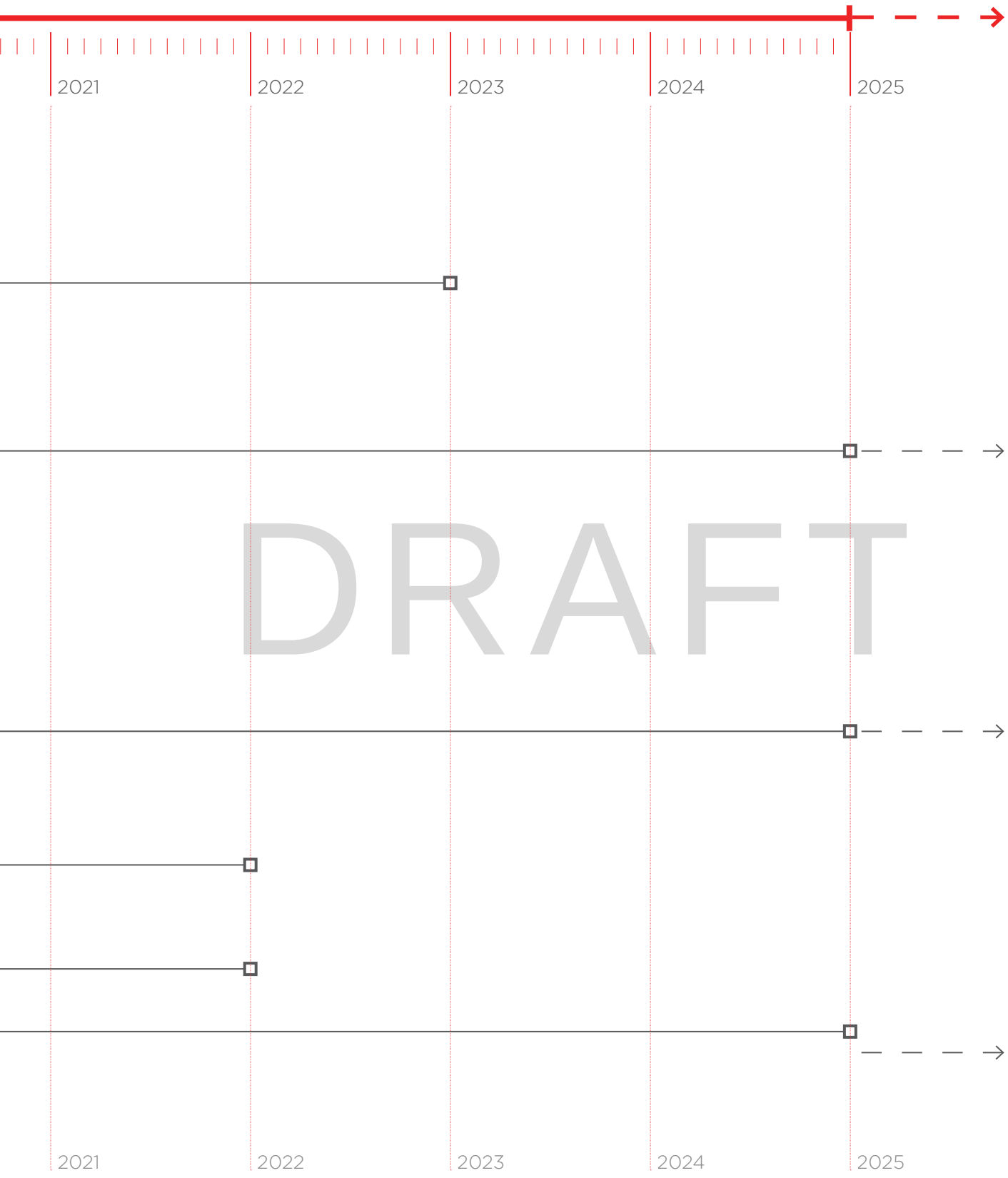
Strategic Priority #3:

CoA Goals

1. Restructure engagement programs.
2. Lead and encourage joint research and programming for multi college efforts, including faculty led projects and centers.
3. Take the lead on establishing TTU presence in Marfa.

2019

2020


2021
2022
2023
2024
2025
DRAFT
2021
2022
2023
2024
2025

DRAFT

Strategic Priority #1

Educate and empower a diverse student body.

GOAL 1
Restructure CoA

i. Establish core values, purpose, revised mission, and 5 year goal tied to Dean's vision
ii. Clarify roles and reporting structure;
iii. Establish comprehensive policies and procedures that support core purpose and goals.
iv. Create stronger alumni network

THE END RESULT IS MEANINGFUL TO US BECAUSE:

- The CoA wants a foundation for achieving our goals by establishing a framework of principles.
- The CoA seeks to cultivate a culture that attracts a motivated group of students, faculty, and staff to work, study, and research at TTU CoA.
- The CoA will structure its units to communicate more effectively, be accountable, and reduce confusion between decision-making and collaboration.
- The CoA wants to articulate an overarching goal.

METRIC

The CoA will utilize the values and purpose to enable a culture for students, faculty, and staff that fosters and engages diverse perspectives through continuous and ongoing efforts.

ACTIONS

i. Establish core values, purpose, revised mission, and 5 year goal tied to Dean's vision

Articulate values and mission by using a Jim Collins and Jerry Porras research project method

- [] Hold series of administrative sessions wherein we distill values and purpose
- [] Request feedback from all faculty
- [] Engage a team of staff and faculty to provided focused feedback on proposed values and purpose
- [] Present to the faculty and staff at first faculty meeting in August 2018
- [] Post articulated values and core purpose on updated website in conjunction with updated mission- scheduled for January 2019

ii. Clarify roles and reporting structure

Align resources with mission, purpose, and strategic plan.

- [] Clarify operating budget and align with CoA objectives and priorities that are also aligned with core purpose and strategic plan.
- [] Maximize funding opportunities to fund programs and initiatives and events that further the CoA toward meeting short term goals and 5 year goal to become a Top 10 College of Architecture.

Create policy for transparent and effective use of work time

- [] Implementation of TimeClock plus- solidifying supervisor accountability for staff effort and time- complete October 1, 2018

Clear accountability

- [] Org chart articulated- complete and shared with faculty in first faculty meeting- August 2018
- [] Entry of all new staff position description into TTU EpM system- completed Fall 2018
- [] Staff policies articulated September 2018
- [] Completion of new shop, communications, room assignment, and facility safety and staff workflow policies by end of FY20.

Prioritze professional development opportunities for administrative staff (including faculty in administrative roles)

[] Hold annual communications and other trainings to emphasize and promote values, employee satisfaction, physical safety, and professional growth

iii. Establish comprehensive policies and procedures that support core purpose and goals

Through communications efforts during FY19 and FY20, send consistent message to alumni, staff, and faculty about core purpose and values

[] Incorporate into marketing and recruiting materials

[] Utilize framework with current community in:

- One on one meetings
- Student meetings
- Recruiting opportunities
- Annual and other reviews
- College communications
- Mediation of disputes

[] Workshops and retreats- ongoing for staff (formal and informal)- at least quarterly

[] Surveys issued annually to each stakeholder group- first one planned in April 2019 for 360 feedback

iv. Create a stronger alumni network to support CoA goals

Form an External Affairs team charged with building a stronger connection between alumni and the CoA

[] Identify CoA alumni who are contributing to their communities and foster relationship with these alumni

[] Create outreach strategy for young alumni

[] Reorganize alumni board and create a focused subcommittee of advisors to the Dean, the Design Leadership Collaborative

[] Hire a full time alumni relations coordinator

[] Work closely with the Design Leadership Collaborative to identify and participate in beneficial community partnerships

[] Diversity alumni board and initiate a women's leadership council

GOAL 2
Revise professional curriculum and academic programs relevant to the discipline and profession

i. Create a 4+2 degree program
ii. Revise and examine CoA academic programs and certificates and review effectiveness of directors.
iii. Improve student services.
iv. Establish methods of assessing programs for compliance with accreditation requirements.
v. Take steps to become a multi department College of Design

THE END RESULT IS MEANINGFUL TO US BECAUSE:

- The CoA wants programs that are aligned to be competitive within the state and the region.
- The CoA wants a curriculum that prepares our graduates to be a part of the profession and achieve licensure.
- The CoA wants diverse offerings and experiences that allow students to engage the design, theory, and practice of architecture using the most current methods.

METRIC

The CoA will have programs and award degrees known to shape diverse cohorts of architects and prepare them for leadership in the discipline and profession of architecture.

ACTIONS

i. Create a 4+2 degree program

Undergraduate

- [] Engage the faculty and the professional community in a dialog about relevance and current needs for the discipline and profession.
- [] Design 124 hour BS in Architecture degree program, including a curricular matrix
- [] Obtain TTU and THECB approval
- [] Design transition plan and timeline
- [] Create and fund robust international studio experiences.
- [] Implement new curriculum starting in First Year

Graduate

- [] Engage the faculty and the professional community in a dialog about relevance and current needs for the discipline and profession.
- [] Design 60 hour M.Arch graduate degree program, including a curricular matrix
- [] Obtain TTU graduate school and THECB approval
- [] Create and fund robust international studio experiences.
- [] Design transition plan and timeline for implementing curricum
- [] Evaluate impact to dual degree programs (with Engineering and Rawls) and update curricular requirements
- [] Review the structure of MS and LPMD degree programs.

ii. Revise and examine CoA academic programs and certificates and review effectiveness of directors.

Academic programs

- [] Evaluate program effectiveness and sustainability
- [] Evaluate viability and relevance within the new curriculum for the curriculum
- [] Decide on formal names of all programs.
- [] Create vision and evaluation criteria for each program
- [] Formalize study abroad program strategy
- [] Fund one international studio minimum per year
- [] Work with university administration and legal counsel to develop legal and administrative strategy to hire foreign nationals as instructional support in study aborad programs, starting with Seville, Spain program

Certificates

- [] Evaluate effectiveness and sustainability
- [] Evaluate viability and relevance for the profession
- [] Decide on formal names of all certificate programs.
- [] Create vision and evaluation criteria for each certificate

Leadership

- [] Establish metrics for program directors
- [] Formalize incentive package, responsibilities, and decision making authorities of directors

iii. Invigorate CoA student academic support and services

Make improvements to maximize support for all students

- [] Reform Advising staff into Student Services unit
- [] Keep Student Services open during lunch hour.
- [] Install card swipes for students for academic advising appointments
- [] Require Student Services staff have at least annual training in 'advising best practices' and up to date training in relevant software platforms
- [] Articulate transparent policies to be posted online

iv. Establish methods of assessing programs for compliance accreditation requirements

Create course and program evaluation strategies and tools for compliance with the requirements of OPA and NAAB

- [] Establish faculty committee to evaluate how we measure academic success
- [] Ensure creation of a metric by FY20

v. Take steps to be a College of Design

Undergo a Feasibility Study

- [] Start a dialogue between CASNR, COA and TTU Provost's Office
- [] Build collaborative opportunities with Landscape Architecture and eventually Interior Design, working with Chair and Dean of CASNR

GOAL 3
Develop and implement strategies to recruit and retain students for all degree programs.

i. Task External Affairs unit with focus on recruiting.
ii. Improve student internship and career opportunities.
iii. Maximize student research opportunties

THE END RESULT IS MEANINGFUL TO US BECAUSE:

- The CoA builds relationships with high school students, college students, transfer students, and alumni
- The CoA creates deeper ties to undergraduate cohorts, thereby encouraging them to stay at TTU for graduate school
- The CoA enables a larger pool of students to earn degrees from the COA.
- The CoA brings a multidisciplinary approach to architecture and broadens the educational scope of our students.

METRIC

The CoA increases the number of all students in every degree program offered by the CoA. The CoA will at least triple enrollment of new graduate students over next 3 academic years.

ACTIONS

i. Task External Affairs unit with focus on recruiting.

Undergraduate

- [] Build a defined undergraduate recruiting strategy
- [] Hire a Full time recruiter
- [] Review and formalize up to date transfer and articulation agreements with community colleges
- [] Create a pipeline of student recruiters
- [] Start a student ambassador program for special events
- [] Include alumni in recruiting efforts
- [] Establish a tool to assist students in accessing external scholarships.

Graduate

- [] Promote accelerated program (pending approval) to existing BS students
- [] Promote graduate academic programs
- [] Create competitive financial incentives for all incoming graduate students
- [] Establish new teaching opportunities for highly qualified graduate students
- [] Establish a tool to assist students in accessing external scholarships and fellowships.

ii. Improve student internship and career opportunities

Update career fair to be relevant with today's technologies and practices

- [] Change career IT platform
- [] Establish an annual Portfolio workshop

- [] Establish Interview workshops specific to architecture and design disciplines
- [] Provide annual Resume workshops
- [] Establish relationships with firms who would provide both undergraduate internships and future career opportunities (locally and globally)

Strengthen our relationship with the profession's registration board

- [] Improve relationship with NCARB (National Council of Architecture Registration Boards) and hold licensing workshops annually

iii. Maximize opportunity for student research

Revise PhD and MS programs

** Details Forthcoming

GOAL 4
Make significant facility improvements and plan for new facilities.

i. Make improvements to current facilities and equipment
ii. Plan for new Building

THE END RESULT IS MEANINGFUL TO US BECAUSE:

- The discipline and practice of architecture is about understanding the human condition in the built environment.
- The CoA facilities serve to embody what is learned and valued by the discipline and practice of architecture
- The CoA facilities support haptic learning
- Well designed and updated facilities serve to recruit graduate architecture students and top faculty

METRIC

The CoA will have state of the art facilities and equipment to support student learning outcomes, attract talented faculty, and motivate engagement and collaboration.

ACTIONS

i. Make improvements to current facilities and equipment

Provide state of the art facilities and equipment for our students, faculty, and staff

- [] Implement ID card swipes on ground floor and stairwell doors Spring 2019
- [] Complete Gallery renovation- January 2019
- [] Clean out and refresh student learning spaces and fabrication shops with existing resources FY19
- [] Facilitate maximum interaction between TTU and Huckabee & Associates firm, who has offered to renovate the first floor student lounge, named after Huckabee & Associates.
- [] Visit at least 3 other specified schools of Architecture who have best in class fabrication and IT shops- to complete by December 2018; report due January 15 with recommendations
- [] Finalize self-funded facilities improvement priorities for 3 years- due February 1
- [] Spend $150k in HEAF funding by August 2019 in pursuit of renovation priorities
- [] Prepare opportunities for maximizing funds to improve the CoA facilities during future TTU budget hearings

ii. Plan for new Building

Establish a Feasibility Plan to develop and RFQ for the design

- [] Meet with stakeholder groups to determine space needs
- [] Meet with Huckabee & Associates.
- [] Meet with potential donors and benefactors for this project.
- [] Develop a competitive RFQ specifications
- [] Work with students, faculty, staff, and alumni to provide schematics, data, reports, and other information in pursuit of funding for major renovation or new building.

DRAFT

Strategic Priority #2

Enable Innovative research and creative activities.

GOAL 1

Revision of faculty review process to emphasize research focus and prepare for more rigorous reviews on path to tenure and post tenure review.

i. Create policy around CoA course release and buyouts.
ii. Revise faculty committee structure and committee charges.

THE END RESULT IS MEANINGFUL TO US BECAUSE:

- The CoA wants to invigorate a conversation about the various expectations and standard for success.
- The CoA wants to create clear and fair policies about faculty responsibilities
- The CoA wants to build morale and respect and to encourage faculty, new and old, to take part in CoA initiatives.

METRIC

The CoA will support the Faculty to promote a place where mutual support and clear processes are in place to help them succeed.

ACTIONS

i. Create policy around CoA course release and buyouts.

Establish policy and priority

- [] Evaluate teaching schedule patterns in new curriculum
- [] Engage in discussions about faculty interest
- [] Establish priority by requests and rank

ii. Revise faculty committee structure and committee charges.

Define committees time-commitment and distribute service work equitably.

- [] Reduce number of committees on which any one faculty serves
- [] Evaluate effectiveness of individual committees and alignment with CoA functions and goals
- [] Establish policy for time for faculty committee assignments
- [] Establish policies to guide committee chairs, charges, and expectation of outcome and review

GOAL 2
Prioritize higher level of support for faculty research and creative efforts

i. Enable more external research funding.
ii. Obtain internal and external research training via workshops or other.
iii. Encourage joint research and programming.

THE END RESULT IS MEANINGFUL TO US BECAUSE:

- The CoA is committed to the themes of urban and community design, advanced fabrication techniques, historic preservation, and healthcare. We connect our surroundings to an increasingly globazlied world and and seek challenges where architecture can play a role in the health and wellbeing of diverse populations.

METRIC

The CoA will define research and creative output as broadly as necessary to embrace the entire field of architecture, at least double production of creative work in two years, and obtain or participate in at least two sponsored projects within three years.

ACTIONS

i. Enable more external research funding.

Define research and creative output broadly to embrace the entire field of architecture.

- [] Publicize funded research opportunities
- [] Recruit faculty with research experience
- [] Arrange/ support and organize Faculty Research Symposia
- [] Create annual open-call for Research Symposia proposals
- [] Meet with individual faculty throughout year.
- [] Create CoA Research Announcement (the "CoA RA"), a newsletter to announce funding opportunities and accomplishments.
- [] When applicable, follow up the RA with a targeted message to specific faculty.
- [] Require each faculty member (tenured & tenure-track) to meet with the Office of Innovation and Research Services, which exists specifically to help all TTU faculty identify sources of funding. (Mindali Dean and Gary Wessner of ORS are assigned to Architecture.)
- [] Target multidisciplinary research collaborations for funding from national and international agencies and private foundations such as NSF, NEA, USAID, World Bank, etc.

Anchor research and creative output specific to the uniqueness of this program/place/methodology

- [] Recognize faculty with funded research in Annual Reviews
- [] Support, create opportunities and encourage undergraduate student research and independent study initiatives
- [] Implement Studio Design Excellence Awards at every year level.

- [] Encourage student participation in competitions through independent studies and seminars and or other direct coursework
- [] Develop and support a more robust exhibitions program within and beyond the school

ii. Obtain internal and external research training via workshops or other.

Continue to meet with tenure-track faculty to workshop and share research statements and strategies in as many sessions as required.

- [] Require each faculty member (tenured & tenure-track) to meet with the Office of Research Services, which exists specifically to help all TTU faculty identify sources of funding. TTU faculty identify sources of funding. (Gary Wessner of ORS is assigned to Architecture.)
- [] Create CoA Research Announcement (the "CoA RA"), a template by which we can recognize faculty efforts and achievements.

iii. Encourage joint research and programming

Create research programs with firms

- [] Identify faculty research or specialty and identify firms that focus on areas of faculty interest
- [] Seek opportunities and become engaged with collaborative research across multiple disciples
- [] Obtain and publicize faculty engagement and collaborative activities
- [] Support, create opportunities and encourage undergraduate student research and independent study initiatives

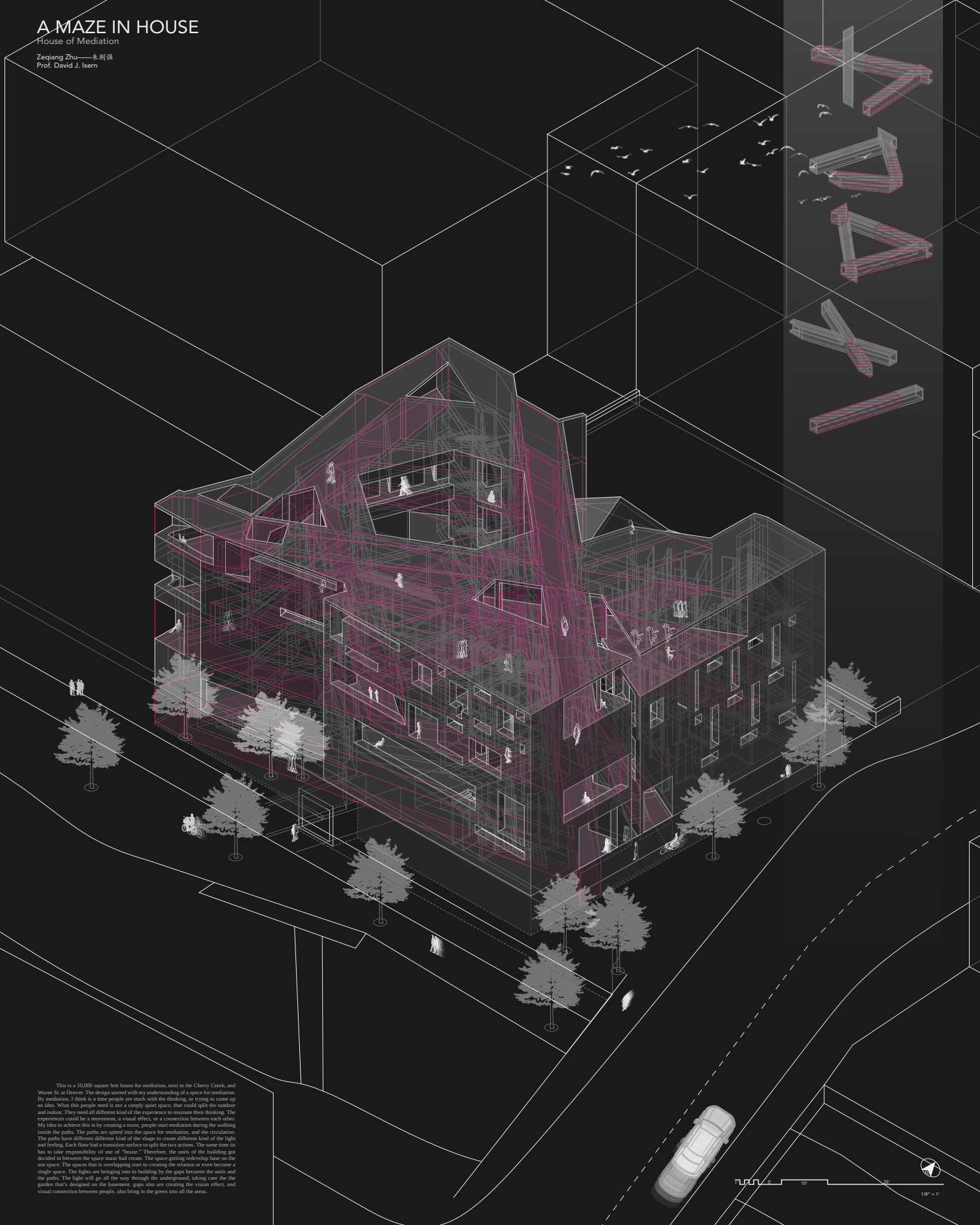
Initiate Landscape Architecture project

- [] Bring together faculty from CoA and Deptartment of Landscape Architecture to workshop ideas for collaboration opportunities.

A MAZE IN HOUSE

House of Mediation

Zeqiang Zhu——朱则强
Prof. David J. Isern



This is a 10,000 square feet house for mediation, next to the Cherry Creek, and Wazee St. at Denver. The design started with my understanding of a space for mediation. By mediation, I think is a time people are stuck with the thinking, or trying to come up an idea. What this people need is not a simply quiet space, that could split the outdoor and indoor. They need all different kind of the experience to resonate their thinking. The experiences could be a movement, a visual effect, or a connection between each other. My idea to achieve this is by creating a maze, people start mediation during the walking inside the paths. The paths are spired into the space for mediation, and the circulation. The paths have different different kind of the shape to create different kind of the light and feeling. Each floor had a transition surface to split the two actions. The same time its has to take responsibility of use of "house." Therefore, the units of the building got decided in between the space maze had create. The space getting redevelop base on the use space. The spaces that is overlapping start to creating the relation or even become a single space. The lights are bringing into to building by the gaps between the units and the paths. The light will go all the way through the underground, taking care the the garden that's designed on the basement. gaps also are creating the vision effect, and visual connection between people, also bring in the green into all the areas.

1/8" = 1'

DRAFT

Strategic Priority #3

Transform lives and communities through strategic outreach and engaged scholarship.

GOAL 1

Leverage situated local knowledge produced from West Texas to increase the visibility, reputation and diversity of the University and the region as vital destinations.

i. Restructure engagement programs.
ii. Lead and encourage joint research and programming for multi college efforts, including faculty led projects and centers.
iv. Take the lead on establishing TTU presence in Marfa

THE END RESULT IS MEANINGFUL TO US BECAUSE:

- The CoA wants to foster a presence in Marfa, the City of Lubbock, and the southwest region to sharpen critical acumen, expand career prospects, and value the resources of West Texas to support, leverages and cultivates situated local knowledge within a matrix of the land, culture, and history.

METRIC

The CoA will create a foundational presence in Marfa, develop a reciprocal relationship with the City of Lubbock and establish a precesence in the West Texas region from which to build interdisciplinary programs that engage Architecture, Art, Agriculture, Healthcare, and other departments and disciplines at TTU.

ACTIONS

i. Restructure engagement programs.

Engage the Lubbock Community and develop projects that expand the gaols of the CoA as a center for community development.

- [] Engage with the Office of Research Services to formalize UrbanTech as a TTU Center
- [] Hire a Tenured or Tenure Track faculty member to lead efforts of Urbanism and Community Engagement.
- [] Bring national and international scholars to the work on projects at Urban Tech
- [] Create reciprocal recognitions for faculty leading engagement projects

ii. Lead and encourage joint research and programming for multi college efforts, including faculty led projects and centers.

Create research programs with firms

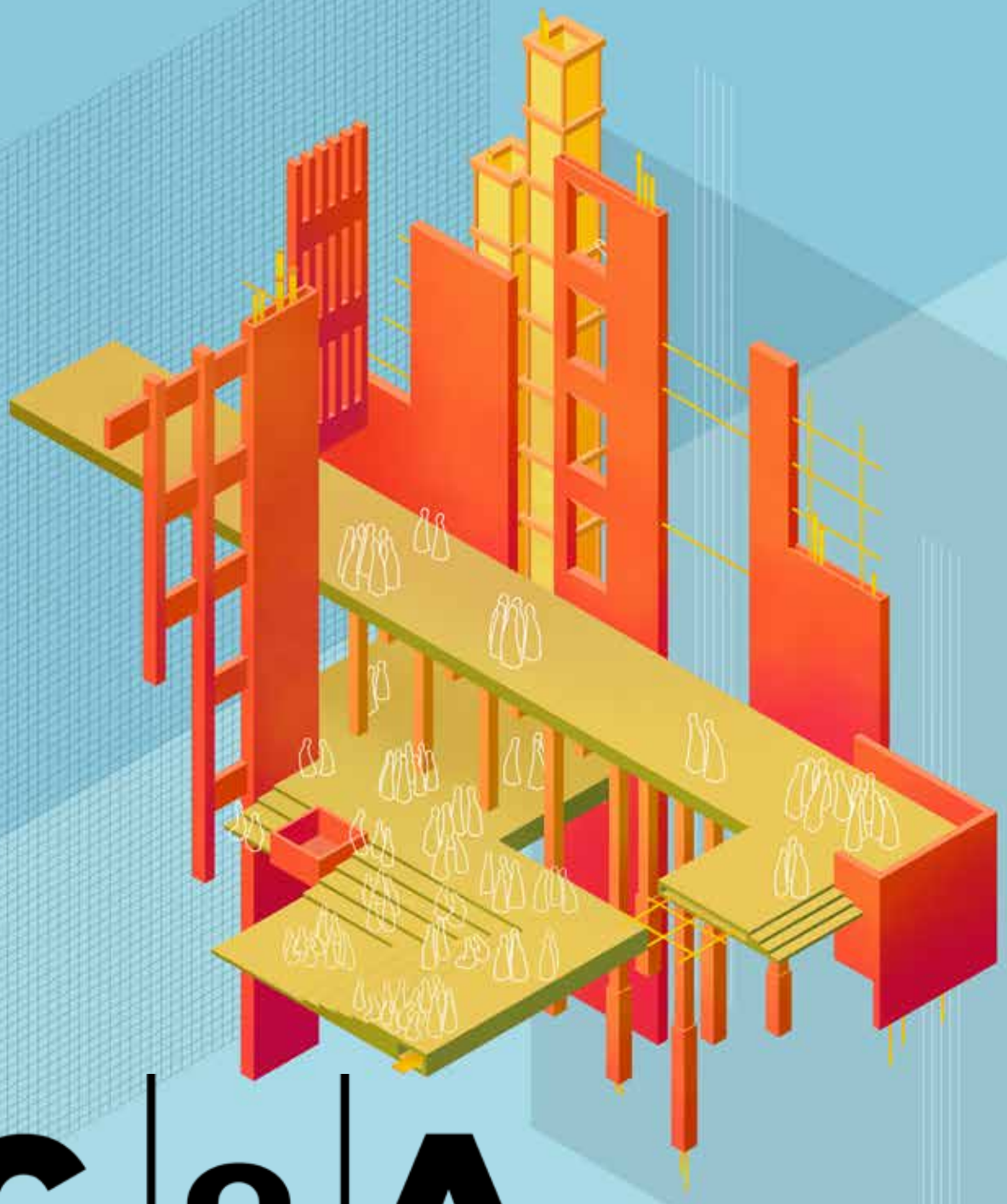
- [] Identify firms that have interest in the breadth of faculty research interests
- [] Accept opportunities and become engaged with collaborative research across multiple disciplines
- [] Support and publicize faculty engagement and collaborative activities
- [] Support proposals for centers and labs that create an infrastructure at a variety of scales in which faculty can engage.
- [] Support, create opportunities and encourage

undergraduate student research and independent study initiatives
- [] Seek funding from external, private entities

Initiate Landscape Architecture project
- [] Bring together faculty from CoA and CASNR's Department of Landscape Architecture to develop ideas for collaboration opportunities

iv. *Take the lead on establishing TTU presence in Marfa*

Evaluate potential initiatives and community engagement projects that expand the goals of the CoA and TTU
- [] Initiate conversation between TTU stakeholders and the Marfa Stakeholders
- [] Strengthen domestic and international recruiting of students, faculty, and visiting scholars to TTU and institutions in the region.
- [] Enable TTU to augment the resources, operations, and aspirations of public education in West Texas.
- [] Foster relationships between students and institutions—from foundations to local festivals.



C|O|A

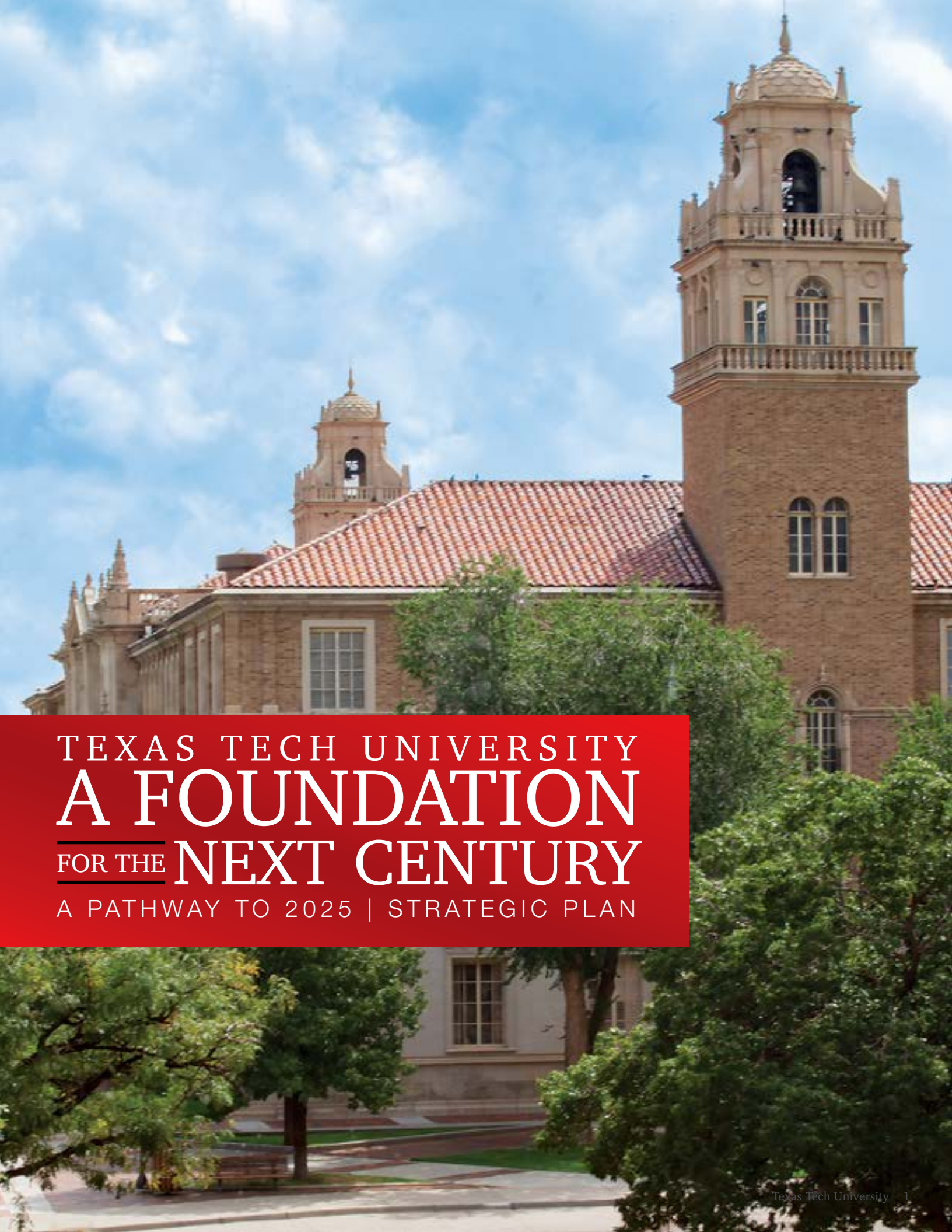
TEXAS TECH™

"Follow what you yourself find compelling or interesting. Hone your own curiosity, develop your own appetites for refinement."

- Charles Waldheim
interview for CROP 07

TEXAS TECH UNIVERSITY
College *of* Architecture

Appendix 4 – Texas Tech Strategic Plan 2025



TEXAS TECH UNIVERSITY

A FOUNDATION FOR THE NEXT CENTURY

A PATHWAY TO 2025 | STRATEGIC PLAN

"Everything that is done on these West Texas Plains ought to be on a big scale. It is a country that lends itself to bigness. It is a country that does not harmonize with things little or narrow or mean. Let us make the work of our college fit with the scope of our country. Let our thoughts be big thoughts and broad thoughts. Let our thinking be in worldwide terms."

Paul Whitfield Horn
First President,
Texas Tech University

The occasion of Texas Tech University's 100th birthday in 2023 and the anniversary of our first admitted class in 2025 provide special opportunities to convey what Texas Tech is, and a vision for what it can be as we enter our second century. This strategic plan will guide our efforts to solidify Texas Tech's position as a premier public research university committed to advancing our basic missions of education, discovery, creativity, engagement, and innovation.

The document represents the dedicated commitment and collective wisdom of a broad range of university, alumni, and community stakeholders. The plan that has been produced provides recommendations and benchmarks that will measure our progress in becoming a world class university that is recognized for its educational programs, scholarship and creative activity and engagement with partners outside the university.

This revision of the prior plan, 2010-2020, "Making it Possible," includes priorities and aspirations that reflect core values of Texas Tech as well as the increasing aspirations consistent with our growing national prominence. We will deliver educational programs and experiences that distinguish the opportunities and benefits for a diverse student body. We will produce highly literate and responsible graduates, prepared for an era characterized by global connections, able to address national and global challenges, thereby benefiting society in a way that enriches both individuals and communities. We will focus on continued growth in research, scholarship, and creative activity that will include contributions from all disciplines represented in the intellectual capital of our faculty and which addresses the challenges of our immediate community, as well as the state, nation and world. And, we will support a culture that engages the university beyond the borders of the campus, promoting partnerships that catalyze discovery, innovation, and economic development, while concurrently improving the quality of life and individual well being. Excellence, innovation, and accountability are core values that permeate all components of the strategic plan.

This strategic plan builds on the foundation of past successes, respecting the traditions and values that distinguish the Texas Tech experience for students, staff and faculty. Yet it challenges us to higher levels of productivity and accountability that will strengthen our reputation as an elite, but inclusive, university.

It is a privilege to share this plan with you and I look forward to working together to attain our aspirational goals for our second century.

Lawrence Schovanec
President

Michael Galyean
Provost and Senior Vice President

Provost's Comments

Universities become great when they plan for greatness. Decades of hard work and planning have made Texas Tech University a leading institution of higher education. Recent advancements in research and scholarship, such as the achievement of Carnegie Highest Research Activity status in 2016, also reflect the thoughtful use of resources to grow our national and international footprint in research and graduate education. Thus, we understand that our current circumstances reflect the strategic planning efforts of the past.

As we move to the next step in the evolution of Texas Tech as a great public university, we envision a transition from "making it possible" to "making possibilities realities." With the next century of the university's existence in view, the current Strategic Planning Committee has done an excellent job of setting forth three priority areas that will be the focus of our efforts through 2025. These areas were identified through a process that spanned the academic year and included extensive effort to gain input from all relevant parties. Focus groups, open forums, and a university-wide survey were key elements in the information-gathering process, ultimately leading to the development of a strategic plan that reflects the collective wisdom of our students, faculty, staff, and external stakeholders.

With a vibrant plan for the future and strong leadership in place, Texas Tech is poised to be a national and international leader in higher education. Student success and the provision of an exceptional undergraduate experience will continue to be at the core of our efforts. In addition maturing the rapidly evolving graduate education, research, and creative activities of the institution, combined with a new outreach and engaged scholarship initiative, will be hallmarks of the next decade. Working together, we stand ready to meet the challenges and take advantage of the opportunities of the next 100 years.

Executive Summary

As Texas Tech University nears the 100-year mark in its history, planning for the next century is an essential exercise to secure the promise of the future. To that end, a committee of 27 faculty and staff members, students, and administrators worked for approximately eight months to craft the 2017-2025 Strategic Plan, entitled "A Foundation for the Next Century." In an effort to "build the plan from the ground up," the committee conducted multiple focus group sessions, two campus-wide forums, solicited input from all departments and deans, students, alumni and other stakeholders, and distributed an online survey to all members of the faculty and staff. After a comprehensive review of these inputs, the committee defined the following overarching strategic priorities to lead the university to the next century:

- Educate and empower a diverse student body;
- Enable innovative research and creative activities;
- Transform lives and communities through strategic outreach and engaged scholarship.

With these three priorities in hand, the leadership of Texas Tech University is empowered to effectively guide the institution on the aspirational path to become a globally recognized, great public university. Efficiently and strategically directed use of resources will be an essential component of realizing the full potential of these priorities, as will bold leadership that challenges the university community to reach new heights in education, scholarship, and outreach. Working together, the university community can and will attain our aspirational goals for the next century.

Context for Planning

Established in 1923, Texas Tech has a history as a community of scholars who have consistently aspired to excellence in undergraduate, graduate, and professional education. The historical record also has demonstrated the contributions of Texas Tech to the economic and cultural development of the High Plains region, the state, the nation, and the world. Although prominent on the national scene in many areas, in recent years, the university has become much more intentional about planning for its future and defining its role and influence in the nation and around the globe. Strategic planning has been a vital component of that intentionality.

With the passage of House Bill 51 in June 2009 and subsequent approval of Proposition 4 in November 2009, Texas Tech became eligible to be designated by the Texas Legislature as a National Research University (NRU). Given this unique opportunity, the previous 2010-2020 Strategic Plan, entitled "Making it Possible," focused on goals and strategies to achieve this formal designation. This required attainment of metrics related to annual restricted research expenditures (at least $45 million in the two years preceding a biennium where NRU designation is attained), along with meeting at least four of six other standards related to the university endowment, number of Ph.D. degrees awarded, high achievement of the freshman class, an Association of Research Libraries membership or establishing a Phi Beta Kappa honor society chapter on campus, and quality metrics for faculty and graduate programs.

Fixed on the goal of NRU status, the 2010-2020 Strategic Plan included the following five strategic priorities:

1. Increase Enrollment and Promote Student Success: We will grow and diversify our student population in order to improve higher education participation and supply a well-equipped, educated work force for the state of Texas.
2. Strengthen Academic Quality and Reputation: We will attract and retain the best faculty in the world in order to enhance our teaching excellence and grow our number of nationally recognized programs.
3. Expand and Enhance Research: We will significantly increase the amount of public and private research dollars in order to advance knowledge, improve the quality of life in our state and nation, and enhance the state's economy and global competitiveness.
4. Further Outreach and Engagement: We will expand our community outreach, promote higher education and continue to engage in partnerships in order to improve our communities and enrich their quality of life.
5. Increase and Maximize Resources: We will increase funding for scholarships, professorships, and world-class facilities, and maximize those investments through more efficient operations in order to ensure affordability for students and accountability to the State of Texas.

Texas Tech was the first university in the state to meet the Texas NRU criteria, receiving the designation in 2012. A mere 4 years later in 2016, restricted research expenditures exceeded $55 million and 330 doctoral degrees were awarded. Four National Academy of Engineering members were hired within the last five years to further advance research initiatives in energy, water, and computational sciences. In addition, the University Library is a member of the Association of Research Libraries and a Phi Beta Kappa chapter has been established on campus. Perhaps most significant was the designation in 2016 as a Carnegie Highest Research Category institution, a distinction shared with 80 other public and 34 private universities in the U.S.

In the context of the extraordinary progress made in the past six years, this new strategic plan, "A Foundation for the Next Century," builds on the 2010-2020 strategic plan, "Making it Possible," with the goal of providing a roadmap through 2025, the anniversary of Texas Tech's first admitted class. With three strategic priorities that reflect the maturity and national prominence of the university, this document will guide our efforts to solidify Texas Tech's position as a premier public research university committed to advancing our basic missions of education, discovery, creativity, engagement, and innovation.

We will deliver signature educational experiences to a diverse student body that will distinguish the opportunities and benefits of a Texas Tech education. This will enable our students to become highly literate and responsible citizens, better able to succeed in a globally competitive marketplace. We aspire to nurture and promote leaders capable of solving complex problems. We are a community committed to fostering a culture and spirit of collaboration that welcomes and cultivates the brightest minds from around the world, thereby creating life experiences that enrich both individuals and communities.

We will focus on continued growth in creative activity, scholarship and research, that will foster an environment that produces success for faculty, staff, and students, while yielding new knowledge and promoting discoveries that will improve the quality and sustainability of life around the globe. Moreover, our research enterprise will provide for transfer of technology and other activities that will stimulate economic development. These accomplishments will be done in the context of robust efforts to increase external funding for research, with a focus on areas that make the most sense for the state and region.

Finally, all our efforts will be designed to engage the university beyond the borders of the campus, with the intent of developing mutually beneficial collaborations with local, state, national and global partners. In 2015, we opened the Innovation Hub (the Hub) at Research Park to be a major center for entrepreneurism and innovation serving the Texas Tech University System and the West Texas region. Hub facilities will assist experts and entrepreneurs develop partnerships to catalyze discovery, innovation, and economic development, while concurrently improving quality of life and individual well-being.

With this 2017-2025 strategic plan, we embark on a new century for this exceptional university. Building on the foundation of past successes and armed with a vibrant vision to become an internationally recognized, great public university, the future for Texas Tech University is bright.

Strategic Priorities

This strategic plan offers three separate, though interconnected priorities. Each priority includes several goals and suggested strategies for attaining them.

Excellence, innovation, accountability, and honor are core values that permeate all components of the strategic plan. These values define the expectations by which we interact with our stakeholders in all endeavors. We pursue excellence in teaching, research, scholarship, creative activity, leadership and engagement. We support a culture of innovation, understanding that we must be willing to confront risk, and may sometimes fail, in order to succeed. We embrace accountability, knowing that our actions speak louder than words and knowing that both words and actions have consequences that we must own. And we strive for honor, valuing the strength of character and conviction to help others improve.

American higher education is experiencing perhaps one of its most significant shifts in its history. As such, post-secondary institutions are grappling with their societal relevance in an increasingly global, transdisciplinary, and technologically infused landscape. Consequently, Texas Tech University will enhance its role and status as an institution that supports scholarship and creative activity, basic and applied research, while maintaining a commitment to teaching excellence and overall student success that has been a defining characteristic of the Texas Tech University culture. Indeed, this student-centered focus has helped to generations of graduates that reflect the work ethic and 'can-do' attitude for which TTU alumni are famous.

Student success will reflect the University's commitment to fostering an environment that promotes inclusive access while attracting committed and high-achieving students. A signature educational experience will include teaching excellence, developing transformative learning experiences, promoting an environment of scholarship and curiosity, offering outstanding advising, retaining and graduating undergraduate and graduate students, providing exemplary distance learning opportunities, and developing lifelong learners.

Strategic Priority:

Educate and empower a diverse student body

Goal 1: Advance and sustain a campus climate and culture characterized by accessibility, inclusiveness, and high academic quality.

Goal 2: Nurture and enhance a learning environment that fosters success and wellness.

Goal 3: Deliver unique and transformative learning opportunities and experiences.

Goal 4: Increase retention and graduation rates, and placement of graduates.

Strategies:

- Improve the quality and diversity of the incoming student body
- Recruit globally to grow enrollment
- Increase semester credit hours and credit hours per full-time undergraduate student
- Strengthen and advance student engagement activities
- Enhance mentoring and advising of all students
- Maximize preparation for careers
- Commit resources to facilitate a supportive and service-focused environment
- Expand transformative and signature learning opportunities for all students
- Increase international education and collaborative program opportunities
- Broaden students' global perspectives and prepare them for global leadership
- Sharpen critical thinking and communication skills
- Enhance entrepreneurial skills
- Maximize and reward faculty innovations in teaching, scholarship, and engagement

Selected Initiatives

- Presidential Teaching Excellence Professorships – These awards recognize excellence and innovation in teaching and provide discretionary funding to support teaching and creative activities.

- Program in Inquiry and Investigative Thinking, Pi2 – Undergraduate students in this program earn annual stipends and work with a faculty mentor as they engage in the enterprise of discovery and knowledge generation.

- Texas Tech at Costa Rica – Texas Tech will open a branch campus in San Jose in Fall 2018. Texas Tech-Costa Rica will offer degree programs to students in Central America, expand study abroad and internship opportunities for main-campus students, and provide opportunities for research collaborations with multi-national companies in Costa Rica.

- Hispanic Serving Institution Status – Texas Tech has achieved the benchmarks to qualify as an HSI, a significant step in the university's overarching commitment to serve the educational needs of the diverse population of our state and the nation.

- Communicating in a Global Society – Our new Quality Enhancement Program that was submitted as part of a successful 10-year SACSCOC reaffirmation process will enhance the global competency of our students. Educational programs and resources such as the Center for Global Communication will enhance communication and multicultural skills and awareness and help students to successfully apply these communication skills in a global context.

Table 1 Educate and Empower a Diverse Student Body

	2016	*2017 Target*	*2018 Target*	*2020 Target*	*2025 Target*
1-year retention rate of FTIC freshman	83.6%	84%	84.5%	86%	90%
6-year graduation rate of FTIC freshmen	60%	60.5%	61%	63%	68%
4-year graduation rate of FTIC freshman	33.8%	34.0%	35%	37%	45%
Percent of FTIC enrollment African-American/Black Asian Hispanic	 7.9% 2.7% 25.3%	 8.5% 3.0% 28%	 9.0% 4.0% 30%	 10% 4.5% 32%	 14% 6% 35%
Number of baccalaureate degrees awarded	5,247	5,320	5,400	5,500	5,750
Number of master's degrees awarded	1,639	1,700	1,780	1,850	2,000
Number of doctorate degrees awarded	331	340	350	380	400
Number of undergraduate students enrolled	29,963	30,619	31,000	32,000	36,000
Number of graduate plus law students enrolled	6,588	6,500	6,750	7,000	8,500
Number of undergraduate degrees offered online	10	12	15	20	35
Number of international students enrolled	3,105	3,350	3,800	4,500	5,000
Number of students studying abroad	1,378	1,400	1,600	2,000	2,500
Total student credit hours	956,111	977,500	999,500	1,050,000	1,170,000
Student credit hours taken at regional sites	3,634	3,836	4,000	4,400	5,500
Student credit hour per full-time student (undergraduate)	14.1	14.2	14.3	14.5	15
Number of student credit hours taken online	149,744	160,000	175,000	195,000	250,000
Total number of faculty (IPEDS)	1,537	1,575	1,618	1,708	1,966
Student-to-faculty ratio (IPEDS)	21	20.9	20.8	20.6	20
Presidential Scholarships awarded	1,139	2,000	2,500	2,700	3,000
Number of National Merit Scholars	15	16	17	20	30
Percentage of first time in college (FTIC) students who graduate in the top 10% and 25% of high school classes	25/52	26/53	27/54	28/56	33/61
Average FTIC ACT/SAT scores in the 25-75 percentile	22-27 R 500 - 590 M 520 - 610	23.7/27.4 R 515 - 615 M 525 - 625	23.8/27.46 R 535 - 625 M 535 - 635	24/28 R 540 - 640 M 545 - 645	24/28 R 540 - 640 M 545 - 645

Strategic Priorities

Texas Tech University will continue to expand research, scholarship, and creative activity to discover and advance knowledge, to improve quality and sustainability of life for the citizens of our state, nation, and world, and to support technology transfer and other activities that enhance economies. We will strengthen our status as a national research university that resulted in Texas Tech's inclusion in the 2015 Carnegie Classification R1 'Highest Research Activity' category as we transform lives through our research and creative endeavors.

We will capitalize on unique opportunities and resources of West Texas in areas of land, water and energy as we address regional, national and worldwide challenges. A history of strength in the humanities and a rich culture in the performing and creative arts provide novel opportunities for interdisciplinary activity and scholarship that will impact quality of life and prestige of Texas Tech University.

Strategic Priority:

Enable innovative research and creative activities

Goal 1: Increase the productivity and impact of research, scholarship, and creative activity that advances knowledge, benefits society, improves quality of life, and contributes to economic development.

Goal 2: Enhance capacity and opportunities for research, scholarship, and creative activity for faculty, students, and staff.

Goal 3: Advance entrepreneurial activity, collaboration, innovation, and technology transfer.

Strategies:

- Increase extramurally funded research
- Grow the number of extramurally funded centers of research excellence
- Increase institutional support for the humanities, social sciences, and fine and performing arts
- Increase the number of fellowships and awards in professional societies, national and international recognitions, and members of the National Academies
- Expand and enhance the undergraduate and graduate student and postdoctoral research enterprise
- Increase seed grants that foster growth in extramural awards
- Increase the number of endowed chairs and professorships
- Increase multi-investigator, multi-institutional, and multi-national interdisciplinary and transdisciplinary collaboration
- Expand strategic research collaborations with private sector partners
- Increase research and scholarly collaboration among TTU System institutions
- Provide suitable investment and develop effective strategies to recruit, enable, and retain faculty and staff of the highest quality
- Help faculty expand and enhance recognition and research capacity
- Decrease the administrative research burden on faculty by enhancing support for development, submission, and management of awards
- Expand and optimize physical infrastructure and financial resources to support research, scholarship, and creative activities
- Create a vibrant entrepreneurial culture that contributes to economic development and increases patent applications and license agreements through industry engagement, technology acceleration, and start-up incubation

Selected Initiatives

- Bayer CropScience Project Revolution – Collaborative partnerships between industry and academic scientists are helping to create next-generation cotton fiber through the marriage of classical plant breeding and advanced genomics techniques.

- Climate Science Center – Students and faculty are completing vital interdisciplinary research that provides the science, tools and information for decision makers to anticipate, monitor and adapt to the effects of climate change.

- Nutritional and Metabolic Health Initiative – The College of Human Sciences is uniting specialists in advanced research, education, training and community engagement to combat obesity, diabetes and other metabolic diseases.

- Water – Interdisciplinary researchers are pursuing technologies and practices to create more resilient water systems and protect the nation's water quality, with developments including innovative wastewater recycling and treatment to help meet rural and urban water needs, energy development and agricultural applications.

- Humanities Center – This hub for humanities research facilitates collaboration among the diverse research communities of Texas Tech and coordinates humanities resources and initiatives across campus and provides support for humanistic inquiry.

As a part of this strategic priority, research and scholarly themes have been identified for which Texas Tech University is positioned to be a world leader. Growth in these themes will require support for increased development of personnel and infrastructure resources. As such, we aspire to leadership in:

- The interconnections of water, land, food, and fiber
- Energy production, distribution, and utilization technologies
- Health, well-being, and quality of life
- Creative inquiry and expression across the arts, humanities, and sciences

Table 2 Enable Innovative Research and Creative Activities Targets

	2016	*2017 Target*	*2018 Target*	*2020 Target*	*2025 Target*
Total research expenditures	$166,494,207	$180,000,000	$190,000,000	$200,000,000	$250,000,000
Restricted research expenditures (THECB)	$55,444,324	$61,000,000	$66,000,000	$80,000,000	$120,000,000
Federal research expenditures (NSF)	$32,404,692	$35,000,000	$39,000,000	$47,000,000	$75,000,000
New invention disclosures	64	70	75	80	120
Number of patents granted	5	7	10	16	25
Number of start-up companies	5	6	8	10	15
Papers/Publications (Refereed)	1,825	1,985	2,100	2,500	3,900
Creative works/Performances (Juried)	323	333	343	365	420
Books/Book chapters (Reviewed/Refereed)	260	268	276	293	340
Number of faculty awards received	7	11	16	20	25
Number of members of the National Academies	5	5	6	7	10

Higher education outreach and engagement comprises a spectrum of activities that engages the university beyond its campus borders and into the community, delivering outcome-based results with community partners. Scholarly engagement promotes new knowledge creation; student development; quality of life enhancement; education transformation; and technology discovery and transfer that culminate in community, business, and economic development. We recognize that partnerships with business, industry, and community can be a catalyst for discovery, innovation, societal well-being, and economic development. Such partnerships complement the Texas Tech University mission and commitment to enhancing the social and economic development of the state, nation, and world.

Achieving an engaged campus culture requires professional development for faculty and staff and involves adequate incentives and recognition in promotion and career advancement. Appropriate infrastructure must be in place to support the exchange of information and effective messaging about outreach and engaged scholarship activities and opportunities within the campus and between the campus and community. This infrastructure will facilitate engagement through coordination of resources across the university and ensure necessary capacity building for faculty, staff, and students.

Strategic Priority:

Transform lives and communities through strategic outreach and engaged scholarship

Goal 1: Foster an engaged campus that recognizes outreach and engaged scholarship as an essential component of institutional activity.

Goal 2: Achieve a sustainable outreach and engaged scholarship program through diverse funding streams and long-term campus-community partnerships.

Goal 3: Enhance recognition of faculty and staff who contribute to outreach and engaged scholarship activities that impact local, state, national, and global communities.

Goal 4: Increase and strengthen collaborative, mutually beneficial community partnerships that stimulate creativity, innovation, and social and economic development.

Strategies

- Enhance communication processes to grow campus and community understanding of outreach and engaged scholarship and to increase awareness of scholarship activities and opportunities for campus-community partnerships
- Build outreach and engaged scholarship capacities in faculty, staff, and students through professional development, mentoring, undergraduate research, co-curricular activities and service-learning programs, as well as web-based resources and tools
- Provide recognitions, rewards (e.g. merit salary, promotion and tenure, comprehensive performance evaluation), and other incentives for faculty, staff, and students involved in outreach and engaged scholarship
- Build campus and off-campus infrastructure to guide, coordinate, and support outreach and engagement
- Establish community and business networks that integrate campus, business, and community knowledge, skills, and resources

Selected Initiatives

• Arts Initiative in Medicine – This interdisciplinary collaboration brings the arts and medical sciences together to advance research in health and human performance, both inspiring creative thinking and facilitating wellness by connecting people with the power of the arts at key moments in their lives.

• East Lubbock Promise Neighborhood – This Department of Education-funded collaboration with community partners works to improve educational opportunities for underserved children, increase parental involvement and provide a novel early college high school program in East Lubbock.

• Museum of Texas Tech University, Lubbock Lake Landmark, and the Burkhart Center for Autism Education and Research at Texas Tech are developing novel education programs that address the cognitive and social skills of people diagnosed with autism spectrum disorders and Alzheimer's disease.

• Llano River Field Station – Researchers at Texas Tech's campus in Junction are identifying sustainable solutions to regional, state and national environmental issues through partnerships with 14 state and federal agencies, 65 school districts, eight professional scientific and educational organizations, funding agencies, NGOs, municipalities, land-owners, community colleges and other universities.

• Innovation Hub at Research Park – This research-focused facility provides resources to stimulate innovation and entrepreneurship among Texas Tech faculty, students and aspiring entrepreneurs. Collaborations with local economic development entities enhance commercialization and acceleration, providing a pathway for federal and private funding for great ideas that may impact society.

Table 3 Outreach and Engaged Scholarship (OES) Targets

	2016	*2017 Target*	*2018 Target*	*2020 Target*	*2025 Target*
Number of hours faculty and staff were involved in TTU OES	439,561	470,000	490,000	520,000	600,000
Number of project, programs, classes, and events provided for/in partnership with the community	732	740	760	800	900
Number of non-TTU attendees and participants in TTU OES activities	952,482	960,000	965,000	975,000	1M
Number of K-12 students and teachers participating in TTU OES activities	409,366	420,000	425,000	430,000	450,000
Number of external awards received for excellence in OES		NEW			
Number of service learning courses offered	99	101	103	107	120
Number of OES scholarly publications, presentations, and performances		NEW			
Number of collaborative OES partnerships	814	835	855	900	1,000
Total OES external funding	$39.4M	$40M	$41M	$43.5M	$50M

Appendix

Acknowledgments

We thank the Committee members for the many hours of work, hundreds of e-mails, and countless hours of discussion and thought they invested in the process. The University is particularly indebted to the leadership and diligent efforts of Dr. Darryl James and Dr. John Opperman, Co-Chairs of the Committee.

Strategic Planning Committee Members

Kathy Austin, Assistant Vice President Information Technology, Institutional Effectiveness

Dustin Benham, Professor, School of Law

Erik Bucy, Marshall and Sharleen Formby Regents Professor of Strategic Communication

David Doerfert, Associate Dean, Graduate School and Professor, Agricultural Education and Communications

Earnstein Dukes, Associate Dean, University Libraries

Kimberly Gramm, Senior Managing Director, Office of the Vice President for Research

Saif Haq, Associate Dean, College of Architecture

Liz Inskip-Paulk, Staff Senate President

Darryl James, Vice Provost

Stephanie Jones, Associate Professor, College of Education

Guy Loneragan, Interim Vice President for Research

Angela Lumpkin, Chair, Kinesiology & Sport Management

Ann Mastergeorge, Chair, Human Development and Family Studies,

Jeff Mercer, Senior Associate Dean, Rawls College of Business Administration

Sukant Misra, Associate Vice Provost, Office of International Affairs

Gary Morgan, Executive Director, Museum of Texas Tech University

Juan Munoz, Senior Vice President Institutional Diversity, Equity & Community Engagement

John Opperman, Vice Chancellor, TTU System

Danny Reible, Donovan Maddox Distinguished Engineering Chair and Professor, Civil, Environmental, and Construction Engineering

Michael San Francisco, Dean, Honors College

Ben Sharp, SGA President

Noel Sloan, Chief Financial Officer and Vice President for Administration and Finance

Beth Thacker, Associate Professor, Physics and Astronomy, Faculty Senate

Chad Weiberg, Deputy Director of Athletics

William Westney, Paul Whitfield Horn Professor, School of Music

Ex-Officio

Michael Galyean, Provost and Senior Vice President

Grace Hernandez, Chief of Staff, Office of the President

TTU Peer Comparison Data

	Fall Enrollment	*Graduate Student Enrollment Percentage*[1]	*First Year Retention Rate*	*6-Year Graduation Rate*	*Total Degrees Awarded*[2]	*SAT Range | ACT Range*[3]	*Total Doctorates Awarded*		*Faculty Receiving Nationally Recognized Award*	
TTU and Peer Institutions	Fall 2015	Fall 2015	(FTIC/FT F14) Fall 2015	(Cohort F09) Fall 2015	2015-2016	Fall 2015	2015	National Rank	2014	National Rank
Data Source	IPEDS	IPEDS	IPEDS	IPEDS	IPEDS	IPEDS	NSF	NSF	CMUP	CMUP
Arizona State University-Tempe	51,984	19.54%	86%	66%	12,892	510-630 | 520-640	471	30	9	62
Clemson University	22,698	20.63%	93%	81%	5,472	560-660 | 590-690	237	75	5	109
Colorado State University-Fort Collins	30,614	21.88%	87%	67%	6,949	520-620 | 520-630	251	69	7	78
CUNY Graduate School and University Center	6,954	74.19%			1,413		408	37	0	474
Florida International University	49,782	17.58%	88%	58%	12,732	500-590 | 490-580	173	101	5	109
Florida State University	40,830	19.90%	93%	79%	11,598	560-640 | 560-640	383	42	7	78
George Mason University	33,929	32.02%	87%	69%	8,383	520-620 | 520-630	228	77	5	109
Georgia Institute of Technology	25,034	39.51%	97%	85%	6,246	630-730 | 680-770	526	21	16	34
Georgia State University	32,058	21.58%	80%	54%	7,293	480-580 | 470-590	217	82	4	126
Indiana University-Bloomington	48,514	20.92%	89%	77%	10,537	520-630 | 540-660	448	30	18	29
Iowa State University	35,714	15.90%	87%	71%	7,549	460-620 | 500-640	320	54	6	90
Kansas State University	24,146	17.75%	83%	62%	5,122		184	97	4	126
Louisiana State University and Agricultural & Mechanical College	31,524	17.03%	85%	67%	6,540	510-620 | 510-640	312	57	4	126
Michigan State University	50,538	22.55%	92%	77%	12,322	450-580 | 530-680	597	18	13	42
North Carolina State University-Raleigh	34,015	29.12%	93%	75%	8,909	570-650 | 590-680	472	27	12	48
Ohio State University	58,663	22.80%	94%	83%	14,718	560-670 | 610-720	726	9	13	42
Oregon State University	29,576	16.78%	85%	64%	6,003	480-610 | 490-630	210	86	6	90
Pennsylvania State University	47,307	13.88%	93%	86%	13,147	530-630 | 560-670	694	13	14	38
Purdue University	40,472	24.49%	92%	75%	9,973	520-630 | 560-700	714	11	15	36
Rutgers University-New Brunswick	49,428	28.21%	93%	80%	12,205	530-640 | 580-700	389	41	21	26
Stony Brook University	25,272	33.40%	90%	68%	6,502	550-660 | 600-720	295	60	11	54
SUNY at Albany	17,178	24.86%	82%	68%	4,412	490-580 | 510-590	157	107	5	109
Temple University	38,007	24.73%	90%	71%	8,790		204	90	8	68
Texas A & M University-College Station	63,813	23.28%	90%	79%	15,138	520-640 | 550-670	732	8	6	90
Texas Tech University	35,859	18.47%	83%	60%	7,232	510-600 | 520-620	323	53	6	90
University at Buffalo	29,796	33.03%	88%	74%	8,388	510-610 | 550-650	337	50	6	90
University of Alabama-Birmingham	18,333	37.21%	79%	55%	4,342	520-630 | 520-668	179	99	4	126
University of Arizona	42,595	21.75%	80%	61%	9,745		485	24	10	58
University of Arkansas	26,754	17.18%	82%	62%	6,089	500-600 | 510-620	149	111	0	474
University of California-Berkeley	38,189	28.00%	96%	92%	11,091	610-740 | 640-770	811	4	42	3

"Total Research Expenditures x $1000"		*Post Doctoral Appointments*		*Federal R&D Expenditures x $1000*		*Endowment Assests x $1000*		*Student FTE (Fall)*	*National Academy Members[4]*	*National Merit Finalists*	*Percent in Top Tenth of High School Graduating Class*
2015	Total R&D Rank	2013	National Rank	2015	Federal R&D Rank	2014	National Rank	Fall 2015	Fall 2014	Fall 2015	Fall 2015
NSF	NSF	CMUP	CMUP	NSF	NSF	CMUP	CMUP	IPEDS	CMUP	NMS	CDS
458,412	48	257	69	196,528	63	625,833	142	48,256	22	112	29%
171,215	114	42	166	53,136	141	623,262	145	21,088	2	55	56%
317,219	73	290	60	219,321	54	284,495	240	26,471	8	4	19%
6,175	373	21	215	2,106	404			5,222			
163,033	119	49	156	76,528	123	176,500	338	38,962	1		18%
256,449	83	212	85	139,597	82	624,557	144	37,338	6	22	38%
106,410	142	32	188	63,600	134	69,554	595	26,887	2	1	21%
765,370	24	267	65	551,084	11	1,889,014	45	21,590	26	59	81%
139,596	129	56	147	50,122	147	133,296	401	27,108			16%
485,076	46	117	117	210,899	59	961,054	88	42,083	8	68	34%
306,125	77	299	59	114,518	96	777,018	112	33,715	5	33	22%
188,721	106	136	109	69,918	126	473,987	170	21,781	1	9	22%
281,154	80	149	102	83,644	114	425,417	186	29,278	3	27	26%
558,248	38	446	40	272,838	45	2,548,913	34	46,528	12	43	31%
468,293	47	490	36	199,862	62	885,055	93	29,518	20	5	51%
817,881	20	625	25	446,048	21	3,547,566	24	53,932	32	18	62%
245,317	86	237	70	153,017	77	511,427	161	25,052	4	4	24%
791,031	22	380	44	513,410	15	1,739,032	51	46,147	27	21	41%
558,611	37	289	61	217,330	56	2,443,494	35	37,077	27	94	43%
628,613	33	237	70	323,675	36	763,561	116	44,857	36	35	38%
		236	72			214,446	285	22,624	15	25	46%
111,705	139	80	135	79,681	119	49,522	683	15,460	2		16%
227,468	93	156	100	129,499	88	374,758	209	34,500	3	1	22%
866,678	16	341	51	304,437	38	10,540,226	7	58,715	24	142	66%
163,897	118	161	97	32,987	171	674,272	134	32,486	4	8	20%
		266	66			624,791	143	26,699	7	1	30%
516,229	41	226	78	328,531	34	406,098	195	14,305	8	24	27%
606,219	34	303	57	269,959	47	760,679	117	38,929	30	65	28%
133,660	131	60	145	34,288	166	929,693	91	23,453	3	37	26%
788,505	23	1255	6	346,262	28	3,913,416	23	36,803	230	129	98%

TTU Peer Comparison Data

	Fall Enrollment	*Graduate Student Enrollment Percentage*[1]	*First Year Retention Rate*	*6-Year Graduation Rate*	*Total Degrees Awarded*[2]	*SAT Range | ACT Range*[3]	*Total Doctorates Awarded*		*Faculty Receiving Nationally Recognized Award*	
TTU and Peer Institutions	Fall 2015	Fall 2015	(FTIC/FT F14) Fall 2015	(Cohort F09) Fall 2015	2015-2016	Fall 2015	2015	National Rank	2014	National Rank
Data Source	IPEDS	IPEDS	IPEDS	IPEDS	IPEDS	IPEDS	NSF	NSF	CMUP	CMUP
University of California-Davis	35,186	19.69%	93%	85%	9,673	510-630 | 560-710	539	20	8	68
University of California-Irvine	30,836	18.10%	93%	88%	8,702	480-600 | 550-690	390	40	15	36
University of California-Los Angeles	41,908	29.40%	96%	91%	12,513	580-710 | 600-760	744	7	28	15
University of California-Riverside	21,385	12.99%	91%	73%	5,240	490-600 | 490-610	272	64	9	62
University of California-San Diego	32,906	19.19%	95%	87%	8,257	580-680 | 640-770	501	22	19	28
University of California-Santa Barbara	23,497	12.30%	93%	81%	6,191	530-660 | 560-700	341	49	10	58
University of California-Santa Cruz	17,868	9.16%	88%	78%	4,568	510-630 | 540-670	148	112	5	109
University of Central Florida	62,953	13.17%	89%	70%	15,958	540-630 | 540-640	241	73	7	78
University of Cincinnati	36,042	30.61%	88%	62%	9,275	510-630 | 530-660	213	85	9	62
University of Colorado-Boulder	33,056	17.89%	86%	71%	7,254	530-640 | 540-660	418	35	12	48
University of Connecticut	27,043	30.38%	92%	83%	7,451	550-650 | 580-690	331	51	5	109
University of Delaware	22,852	16.42%	92%	79%	5,489	540-640 | 550-660	219	80	12	48
University of Florida	50,645	34.05%	96%	87%	14,348	580-670 | 590-680	747	6	21	26
University of Georgia	36,130	23.76%	95%	85%	9,578	570-660 | 580-670	424	33	17	30
University of Hawaii-Manoa	18,865	27.44%	78%	57%	5,055	480-580 | 490-610	240	74	5	109
University of Illinois-Chicago	29,048	39.50%	81%	60%	7,322	470-590 | 520-670	290	61	12	48
University of Illinois-Urbana-Champaign	45,842	27.21%	93%	85%	12,361	570-680 | 700-790	781	5	35	5
University of Iowa	30,844	24.27%	85%	72%	6,962	460-630 | 540-690	344	48	11	54
University of Kansas	27,259	29.40%	80%	61%	6,540	22-28	351	46	14	38
University of Kentucky	29,727	23.62%	83%	63%	6,638	500-620 | 510-630	288	62	9	62
University of Louisville	21,294	25.95%	79%	53%	4,613	490-620 | 510-620	35	177	3	153
University of Maryland-College Park	38,140	28.05%	95%	86%	10,716	590-690 | 620-730	619	16	14	38
University of Massachusetts-Amherst	29,269	22.28%	91%	78%	7,562	550-640 | 580-670	268	65	10	58
University of Michigan-Ann Arbor	43,651	35.14%	97%	90%	12,924	630-730 | 660-770	852	1	34	6
University of Minnesota-Twin Cities	50,678	32.77%	93%	77%	12,687	560-700 | 620-740	711	12	26	17
University of Mississippi	23,212	19.07%	87%	61%	5,331	490-600 | 500-600	96	137	0	474
University of Missouri-Columbia	35,424	21.55%	87%	69%	8,626	530-650 | 530-650	331	51	7	78
University of Nebraska-Lincoln	25,260	20.10%	83%	67%	4,951	500-630 | 500-660	275	63	4	126

"Total Research Expenditures x $1000"		*Post Doctoral Appointments*		*Federal R&D Expenditures x $1000*		*Endowment Assests x $1000*		*Student FTE (Fall)*	*National Academy Members[4]*	*National Merit Finalists*	*Percent in Top Tenth of High School Graduating Class*
2015	Total R&D Rank	2013	National Rank	2015	Federal R&D Rank	2014	National Rank	Fall 2015	Fall 2014	Fall 2015	Fall 2015
NSF	NSF	CMUP	CMUP	NSF	NSF	CMUP	CMUP	IPEDS	CMUP	NMS	CDS
721,077	26	779	15	326,039	35	946,302	89	34,333	46	3	
329,798	70	325	53	174,875	71	387,157	203	30,352	30	2	96%
1,021,227	9	1084	11	489,404	16	3,226,030	28	41,032	100	43	97%
144,511	126	143	104	63,515	135	179,669	335	21,103	8	1	94%
1,101,466	5	1275	5	603,343	6	752,079	120	32,296	118	18	100%
222,870	95	281	63	116,232	94	257,987	263	23,180	58	4	100%
151,713	122	122	112	92,870	105	152,855	363	17,581	11		96%
215,519	99	52	150	88,814	108	154,595	360	49,974	1	69	33%
436,028	51	468	38	251,717	51	1,183,922	71	30,131	8	44	21%
420,775	53	836	14	353,341	26	510,646	163	29,593	30	5	28%
259,397	82	115	119	137,980	84	280,222	244	24,950	1	2	50%
175,724	109	131	111	114,245	97	1,310,133	64	21,455	7	3	33%
739,522	25	677	23	287,230	41	1,519,522	57	45,675	25	146	72%
374,264	61	228	76	132,118	87	93,924	90	33,911	6	42	53%
316,497	74	26	67	200,202	61	272,280	252	15,978	8		25%
354,560	65	232	74	196,010	65	299,522	233	26,065	7	1	23%
639,817	32	562	32	338,178	31	1,488,828	59	43,292	55	29	53%
443,218	49	352	48	225,587	53	1,251,356	65	27,015	22	20	28%
311,383	75	155	101	155,835	75	1,147,213	76	24,656	5	26	26%
331,705	69	217	84	146,548	79	1,136,833	78	28,014	3	111	30%
179,499	107	92	128	68,069	131	876,825	94	18,202	2	19	
505,699	43	379	45	332,393	32	471,391	171	35,264	30	61	70%
213,902	100	165	94	103,417	102	307,098	231	25,553	7	1	32%
1,369,278	2	1227	8	735,447	3	9,731,460	9	42,076	106	56	
880,618	14	660	24	476,029	19	3,164,792	29	43,345	40	147	49%
94,040	147	48	158	59,978	136	594,738	148	21,644		40	24%
246,684	85	225	79	105,015	101	804,003	106	32,668	8	18	28%
284,438	79	157	99	95,831	104	1,005,716	86	22,892	2	47	26%

TTU Peer Comparison Data

	Fall Enrollment	*Graduate Student Enrollment Percentage*[1]	*First Year Retention Rate*	*6-Year Graduation Rate*	*Total Degrees Awarded*[2]	*SAT Range | ACT Range*[3]	*Total Doctorates Awarded*		*Faculty Receiving Nationally Recognized Award*	
TTU and Peer Institutions	Fall 2015	Fall 2015	(FTIC/FT F14) Fall 2015	(Cohort F09) Fall 2015	2015-2016	Fall 2015	2015	National Rank	2014	National Rank
Data Source	IPEDS	IPEDS	IPEDS	IPEDS	IPEDS	IPEDS	NSF	NSF	CMUP	CMUP
University of New Mexico	27,285	21.76%	80%	48%	5,529	480-610 | 470-600	218	81	8	68
University of North Carolina-Chapel Hill	29,084	36.68%	97%	90%	7,958	600-710 | 620-720	492	23	24	20
University of Oklahoma-Norman Campus	27,428	22.35%	86%	66%	6,146	520-670 | 540-670	236	76	6	90
University of Oregon	24,032	14.54%	88%	71%	5,860	500-620 | 500-610	172	102	6	90
University of Pittsburgh	28,649	34.00%	92%	82%	7,849	580-660 | 600-690	417	36	24	20
University of South Carolina-Columbia	33,724	25.17%	87%	72%	7,796	550-640 | 560-650	315	55	6	90
University of South Florida	42,067	26.04%	88%	68%	11,744	530-630 | 540-640	296	59	8	68
University of Tennessee-Knoxville	27,845	21.48%	85%	70%	6,595	520-630 | 530-630	314	56	7	78
University of Texas-Austin	50,950	22.24%	95%	80%	14,780	570-690 | 600-720	841	2	17	30
University of Utah	31,592	24.68%	89%	64%	7,783	500-640 | 510-660	372	44	13	42
University of Virginia	23,883	29.93%	97%	93%	6,562	620-720 | 630-740	346	47	11	54
University of Washington-Seattle	45,408	31.59%	94%	84%	12,656	540-660 | 580-710	666	15	30	12
University of Wisconsin-Madison	42,716	27.45%	96%	85%	10,560	560-660 | 630-750	836	3	29	13
University of Wisconsin-Milwaukee	26,726	18.06%	72%	41%	5,392	20-25	167	104	2	195
Virginia Commonwealth University	30,918	23.21%	86%	62%	7,421	500-610 | 490-590	153	110	6	90
Virginia Polytechnic Institute and State University	32,663	22.29%	94%	83%	7,972	540-640 | 560-680	452	29	8	68
Washington State University	29,686	17.57%	78%	64%	6,927	450-570 | 460-580	263	66	6	90
Wayne State University	27,140	35.20%	77%	35%	5,907	20-26	224	79	8	68
West Virginia University	28,776	21.82%	79%	57%	6,656	460-560 | 470-580	199	91	5	109
Peer Institutions Average	**33,909**	**24.65%**	**88%-**	**72%**	**8,449**		**385**	**54**	**11**	

"Total Research Expenditures x $1000"		*Post Doctoral Appointments*		*Federal R&D Expenditures x $1000*		*Endowment Assests x $1000*		*Student FTE (Fall)*	*National Academy Members[4]*	*National Merit Finalists*	*Percent in Top Tenth of High School Graduating Class*
2015	Total R&D Rank	2013	National Rank	2015	Federal R&D Rank	2014	National Rank	Fall 2015	Fall 2014	Fall 2015	Fall 2015
NSF	NSF	CMUP	CMUP	NSF	NSF	CMUP	CMUP	IPEDS	CMUP	NMS	CDS
232,271	92	83	134	154,794	76	422,934	187	22,626	4	14	
966,781	11	778	16	585,758	8	2,695,663	33	25,916	38	20	77%
242,367	88	142	105	127,709	89	1,045,426	82	23,538	1	288	37%
79,698	156	89	130	69,723	127	627,004	141	22,589	10	6	29%
861,205	18	741	17	561,210	9	3,492,839	25	26,659	33	16	50%
208,736	103	119	116	90,453	107	596,379	147	31,058	2	46	30%
485,354	45	321	55	218,338	55	417,535	190	34,851	6	9	34%
173,533	111	149	102	105,417	100	854,073	101	25,740	5	23	54%
650,608	30	45	160	346,215	29	11,340,760	6	48,561	72	60	72%
518,928	40	384	42	274,375	42	844,761	103	26,351	20	33	25%
373,218	62	384	42	203,401	60	5,945,952	17	22,558	24	36	89%
1,180,563	3	1187	10	906,768	2	2,832,753	31	42,115	116	12	
1,069,077	6	738	18	533,286	14	2,699,253	32	40,018	75	15	54%
63,414	171	76	139	25,587	193			23,198	1		10%
218,925	97	225	79	142,447	81	1,509,431	58	27,466	6		19%
504,282	44	235	73	196,096	64	796,437	109	30,863	16	4	39%
333,134	68	166	93	134,889	85	868,091	96	26,806	9	5	34%
213,878	101	158	98	109,586	98	311,337	227	21,496	3	7	22%
170,145	116	38	172	68,731	130	533,627	157	26,554	1	10	
428,782		**322**		**224,105**		**1,457,764**		**30,624**	**24**	**38**	**43%**

TTU Peer Comparison Data

	Fall Enrollment	*Graduate Student Enrollment Percentage*[1]	*First Year Retention Rate*	*6-Year Graduation Rate*	*Total Degrees Awarded*[2]	*SAT Range | ACT Range*[3]	*Total Doctorates Awarded*		*Faculty Receiving Nationally Recognized Award*	
TTU and Peer Institutions	Fall 2015	Fall 2015	(FTIC/FT F14) Fall 2015	(Cohort F09) Fall 2015	2015-2016	Fall 2015	2015	National Rank	2014	National Rank
Data Source	IPEDS	IPEDS	IPEDS	IPEDS	IPEDS	IPEDS	NSF	NSF	CMUP	CMUP
Emerging Research Institutions										
Texas Tech University	35,859	18.47%	83%	60%	7,232	510-600 | 520-620	323	53	6	90
Texas State University	37,979	11.85%	78%	53%	7,868	460-560 | 470-560	46	168	0	474
University of Houston	42,704	18.44%	86%	51%	9,524	510-610 | 540-640	253	68	7	78
University of North Texas	37,299	18.14%	79%	52%	8,450	490-600 | 500-600	225	78	5	109
University of Texas-Arlington	41,988	27.04%	71%	46%	11,476	400-540 | 490-610	191	94	1	259
University of Texas-Dallas	24,554	36.57%	84%	66%	6,727	560-670 | 600-700	195	93	3	153
University of Texas-El Paso	23,397	13.58%	72%	40%	4,470	390-510 | 430-540	99	134	3	153
University of Texas-San Antonio	28,787	15.02%	68%	31%	5,995	460-570 | 470-580	94	139	1	259
Emerging Research Institutions Average	33,226	23.84%	87%	69%	8,271		362	60	11	

1. Graduate enrollment includes doctor's-professional practice students (formerly first-professional)
2. Total Degrees Awarded: Associate's, Bachelor's, Master's, Doctor's (research), Doctor's (professional), Doctor's (other)

3. SAT-Critical Reading (V), Math (Q); ACT-Composite
4. Top 200 Institutions

CDS: Common Data Set
CMUP: https://mup.asu.edu/University-Data (accessed 07/26/17 and 08/10/17)
IPEDS: https://nces.ed.gov/ipeds/Home/UseTheData (provisional data accessed 07/26/17)
NSF: https://ncsesdata.nsf.gov/profiles/site?method=rankingBySource&ds=herd (accessed 07/26/17 and 08/10/17)
NMS: http://studylib.net/doc/18719702/2014-2015-annual-report---national-merit-scholarship-corp (accessed 08/10/17)

"Total Research Expenditures x $1000"		*Post Doctoral Appointments*		*Federal R&D Expenditures x $1000*		*Endowment Assests x $1000*		*Student FTE (Fall)*	*National Academy Members[4]*	*National Merit Finalists*	*Percent in Top Tenth of High School Graduating Class*
2015	Total R&D Rank	2013	National Rank	2015	Federal R&D Rank	2014	National Rank	Fall 2015	Fall 2014	Fall 2015	Fall 2015
NSF	NSF	CMUP	CMUP	NSF	NSF	CMUP	CMUP	IPEDS	CMUP	NMS	CDS
163,897	118	161	97	32,987	171	674,272	134	32,486	4	8	20%
47,694	196	21	215	18,289	218	161,264	357	33,116			12%
150,628	123	219	82	58,458	139	683,950	131	35,509	9	29	30%
43,628	205	49	156	15,470	226	143,486	381	31,605	2	15	21%
77,798	159	31	191	27,712	185	119,887	422	29,310	1		32%
98,551	144	44	163	31,068	174	387,384	202	21,061	5	101	33%
89,418	151	361	47	41,897	154	221,019	283	18,001			
54,949	186	90	129	23,511	196	113,909	433	24,772			19%
407,450		333		211,532		1,502,475		29,826	26	39	44%

TEXAS TECH
UNIVERSITY

Appendix 5 – Committee Tasks and Responsibilities

HUCKABEE COLLEGE OF ARCHITECTURE
TEXAS TECH

Huckabee College of Architecture Committee
2023-2025 Academic Years

Introduction:

The goal for the 2023-2025 approach to the HCOA committees is to identify the essential committees that require on-going or ad-hoc faculty service in order to meet the goals of the college and the university.

The HCOA follows the Office of the Provost in noting (https://www.depts.ttu.edu/provost/councilscmtes/)

> *Standing councils and committees are appointed to serve the needs and interests of Texas Tech University and the Texas Tech University Health Sciences Center. These bodies can be an important element in the administrative process as an effective means of employing the collective ability, knowledge, and experience of the many competent and dedicated individuals who make up the University community.*
>
> *Councils and committees are advisory bodies, unless specifically charged with other responsibilities. It is not intended that they assume the authority and responsibility assigned to offices within the administrative structure. Ideas and suggestions from these groups are, however, of value to administrators in their continuing efforts to improve operations of the institutions and in broadening the base for decision making.*
>
> *In addition to contributing to the orderly and objective administration of the University, councils and committees afford their members the opportunity to participate in the governance process, to enhance their personal and professional growth and to broaden their knowledge of the operations and activities of the two institutions.*

Committee assignments run in two-year cycles. The 2023-2024 committees will remain the same the 2024-2025 committees. Committee members no longer with the college will be removed from their respective committee and, in some cases, replacements will be made.

note: Tenured and tenure-track faculty are responsible for and obligated to participation in committees of the HCOA. The workload distribution for service in the college constitutes 20% of the tenure-track, tenured, and continuing appointment faculty member's workload. All other instructor, lecturer, and professor may participate in committees. The staff of the college also participates in committees as is relevant. Their service to the committee is equal in value and participation to the body of faculty.

Committee chairs are responsible for reporting on committee actions, findings, and advisory feedback when it is necessary at appropriate faculty meetings. Additionally, it is recommended to keep track of meeting minutes for information sharing, assessing strategic plan progress, and facilitating additional committee support when needed.

The HCOA follows the University O.P. 32.06: Faculty Responsibility on Professional Service:

> *Within one's field of competence, and as time and resources permit, the faculty member has a responsibility to respond to requests for advice and aid and to participate in the activities of one's profession. The faculty member should exercise care to avoid infringement upon obligations and responsibilities to the university.*

The HCOA follows the definition of the Voting Faculty (OP 32.01 https://www.depts.ttu.edu/opmanual/OP32.01.php):

> *All tenured or tenure-track faculty on full-time appointments who have completed a residence of at least one year at this university.*

Service for the COLLEGE

STANDING COMMITTEES

Lecture & Event Committee

The Lecture & Event committee chair coordinates with the HCOA administration for organization, development, and execution of lecture and event. Faculty input is welcomed and necessary in planning for the committee.

- Charge
  - Strategize for lectures and events with the administration
  - Define curational direction including budget considerations and pedagogical framework
  - Coordinate with external organizations as needed
  - Solicit faculty and student opinions about lectures and events.
- Membership
  - Chair: Peter Raab
  - Event support: Events Coordinator (Rachel Roe)
  - Communication and Media support: Director of Communications & Marketing (Lynsey Mims) and Assistant Director of Content Design (Oscar Natividad)
  - Facility support: Facilities Director (Jeff Hoover)
  - IT support: Assistant Director (Denny Mingus)
  - Faculty Leader: Asma Mehan (Lecture), Christi Wier (in relation to the LBB AIA) & Darrick Wade (in relation to HCOA student organizations)
  - One graduate student representative: Harmony Smith

Exhibition & Publication Committee

The Exhibition & Publication committee chair coordinates with the HCOA administration for organization, development, and execution of exhibition and publication projects. Faculty input is welcomed and necessary in planning for the committee.

- Charge
  - Strategize for exhibitions/displays and publications with the administration
  - Define curational direction, including budget considerations and pedagogical framework
  - Coordinate with external organizations as needed
  - Solicit faculty and student opinions on exhibitions and publications
- Membership
  - Chair: Terah Maher
  - Event support: Events Coordinator (Rachel Roe)
  - Communication and Media support: Director of Communications & Marketing (Lynsey Mims) and Assistant Director of Content Design (Oscar Natividad)
  - Facility support: Facilities Director (Jeff Hoover)
  - IT support: Assistant Director (Denny Mingus)
  - Faculty Leader: Nero Chenxuan He (Exhibition & Display) & Sun Ke (Publication including CROP advising, ~S26)
  - One graduate student representative: TBD by the committee

Curriculum Committee

The Curriculum committee will be periodically assembled during Fall and Spring semester in order to strengthen the overall educational goals and programs in the college.

- Charge in coordination with the Chair of Instruction & the Associate Dean for Academic Affairs
  - Establish and maintain a continued collaborative structure that integrates design, technology, history/theory/criticism, and practice.

    - Establish and/or approve curricular changes (if necessary, to be brought before the voting faculty for approval)
    - In collaboration with the Chair of Instruction & the Associate Dean for Academic Affairs, establish & assess student learning outcomes in relation to the NAAB criteria (if necessary, to be brought before the voting faculty for approval)
    - Fall 2024 – Spring 2025 task includes,
        - Assess the undergraduate curriculum to ensure alignment with the professional graduate program
        - Finalize the Learning and Teaching Culture Policy
        - Evaluate and establish a two-days-per-week architectural design studio schedule for the 2025-2026 academic year
- Membership
    - Chair: Anthony Cricchio
    - Administrative Support (nonvoting member): Chair of Instruction (Anthony Cricchio) & Associate Dean for Academic Affairs (Kuhn Park)
    - Representatives from Design education
        - Beginning Design education: Pratana Kileopationon & Terah Maher
        - Professional Design education: Peter Raab & Ke Sun
        - Design Research education: Lingyi Qiu & Sina Mostafavi
    - A representative of History/Theory/Criticism courses: Clifton Ellis
    - A representative of Technology sequence courses: Piyush Khairnar

Operating Polices / Procedures Committee

Address both University and College operating polices/procedures through committee charge

- Charge
    - Establish proposals for new polices/procedures within the college on behalf of the faculty, to be brought to the voting faculty for approval
        - Complete the implantation of the Peer-Teaching Evaluation policy (F24)
    - Review and recommend changes of existing college Operating Polices and Procedures
        - Revise HCOA OPs concerning OP 32.31 (revision posted on 01/20/23), OP 32.34 (revision posted on 01/24/24), and the new Peer-Teaching Evaluation policy
    - Address faculty concerns regarding the college OPs
- Membership
    - Chair: Chris Taylor
    - Saif Haq & Hendrika Buelinckx

Scholarship Committee

Evaluate college scholarship applications and makes recommendations for distribution to administration.

- Charge
    - Review, rank, and recommend scholarships for the Spring convocation
    - Review of first-year scholarship applications as needed
    - Assist in planning for Spring HCOA convocation
    - Evaluate the scholarship process and make recommendations for improvement
- Membership
    - Chair: Assistant Dean for Students (Darrick Wade)
    - Administrative support: Coordinator of Alumni Relations (Yssis Hotchkins), Administrative Assistant (Alexander Root), & Events Coordinator (Rachel Roe)
    - IT support: IT Assistant Director (Denny Mingus)
    - Advisory support: John White (Emeritus) & Pratana Kileopationon (1st year)
    - Evaluative support: Logman Arja, Erin Hunt & Mahyar Hadighi

Faculty Awards Committee

Consolidate all research, award, and grant related activities

- Charge
  - Follow OP 32.24 (https://www.depts.ttu.edu/opmanual/OP32.24.pdf) manage faculty awards
  - Manage internal and external award opportunities and solicit faculty participation
- Membership
  - Chair: Hendrika Buelinckx
  - Clifton Ellis & Chris Taylor

Architecture Library Advisory Committee

Call by the head of architecture librarian to discuss, advise, and execute the architecture library business with the college

- Charge
  - Refer to OP 66.02 (https://www.depts.ttu.edu/opmanual/OP66.02.php) and "About TTU Libraries" at (https://www.depts.ttu.edu/library/about/)
- Membership
  - Head of Architecture Librarian (Hillary Veeder)
  - Administrative support: Associate Dean for Academic Affairs (Kuhn Park)
  - Liaison to external (including LBK AIA chapter): Darrick Wade
  - Faculty representatives: Joe Aranha & David Turturo

Faculty Travel Funds Committee

This committee reviews faculty requests for travel to determine suitability of the request. Faculty must submit the Faculty Travel Form to the ADRI who chairs the committee.

- Charge
  - Review faculty requests for travel to determine suitability of the request.
- Membership
  - Non-Voting Chair: ADRI (Clifton Ellis)
  - Joe Aranha, Hendrika Buelinckx, & Brian Zugay

Executive Committee

Promote open communication channel where faculty representatives voice out collective opinion from the faculty

- Charge
  - Meet with the college administration to discuss, update, and develop planning strategies, report on work progress, and present collective opinions gathered by faculty representatives.
  - The committee co-chair will schedule a one-and-a-half-hour meeting between the 5th and the 10th week to discuss the collective opinions. The agenda for the meeting may be extended to include the Faculty Walkthrough.
- Membership
  - Co-Chair: Faculty Representatives (Peter Raab & Lingyi Qiu, F23 – S25)
  - Dean (Upe Flueckiger), Associate Dean for Academic Affairs (Kuhn Park), Associate Dean for Research (Clifton Ellis), Executive Director (Lesley Washington), Chair of Instruction (Anthony Cricchio), El Paso Program Director (Ersela Kripa), & Assistant Director – Student Services (Sarah Hatley)

AD HOC COMMITTEES

Grade Appeals Committee

Meets on an as-needed basis to address student filing of Grade Appeal

- Charge
  - Follow OP 34.03 Student Grade Appeal: https://www.depts.ttu.edu/opmanual/OP34.03.pdf
  - All proceedings are confidential
- Membership
  - Chair: Brian Zugay
  - Ali Ghazvinian, Stephen Mueller & Victoria McReynolds,
  - One undergraduate student representative: Kaylee Anne Lodge (klodge@ttu.edu)
  - One graduate student representative: Preston Haines (phaines@ttu.edu)

Annual Faculty Evaluation Mediation Committee

Meets on an as-needed basis to address Annual Faculty Evaluation dispute

- Charge
  - Follow OP 103.07
  - In reference to OP 32.32 (https://www.depts.ttu.edu/opmanual/OP32.32.pdf), OP 32.08 (https://www.depts.ttu.edu/opmanual/OP32.08.pdf), and OP 32.18 (https://www.depts.ttu.edu/opmanual/OP32.18.pdf)
- Membership
  - Presiding administrator (appointed by the Dean)
  - Faculty and Supervisor
  - Mediation Panel

Exit Interview Committee

Meets on an as-needed basis is to ensure understanding and standardized procedures concerning exit interviews of departing faculty or staff

- Charge
  - Follow OP 32.14 (https://www.depts.ttu.edu/opmanual/OP32.14.pdf) Recommend OP 70.19 to the departing faculty or staff (https://www.depts.ttu.edu/opmanual/OP70.19.pdf)
- Membership
  - A collegiate committee or a faculty (appointed by the Dean)
  - The departing faculty or staff

REQUIRED SERVICE CONTRIBUTION

for TENURE / TENURE-TRACK / CONT. APPOINTMENT

Admissions

Description:

Evaluations for the Undergraduate Comprehensive Review, Undergraduate Transfer, Graduate Admissions, and Graduate Comprehensive Exam are the responsibility of the tenured, tenure-track, and continuing appointment faculty. Extended participation from lecturers and instructors is welcomed but not required unless specified as part of their hiring responsibilities.

Undergraduate

- Undergraduate Comprehensive Review (UCR)
- April ~ May
- Membership:
    - Chair: Associate Dean for Academic Affairs (Kuhn Park)
    - IT support: IT Assistant Director (Denny Mingus)
    - Administrative support: Student Services Assistant Director (Sarah Hatley)
    - Submission & Rubric: Terah Maher & Pratana Kileopationon
    - Evaluative support: 2nd, 3rd, and 4th year studio faculty (may include lecturers, instructors, & VAP)
- Transfer Admission
- March ~ August
- Membership:
    - Chair: Darrick Wade
    - Administrative support: Student Services Assistant Director (Sarah Hatley) & Student Services undergraduate academic advisor (Amy Peterman)
    - Evaluative support: Darrick Wade & Associate Dean for Academic Affairs (Kuhn Park)

Graduate

- Graduate Admission
- January ~ March
- Membership:
    - Chair: Associate Dean for Academic Affairs (Kuhn Park)
    - Executive support: Executive Director (Lesley Washington)
    - Administrative support: Student Services graduate academic advisor (temp. Sarah Hatley)
    - Recruitment: Darrick Wade
    - M.S. application: Kuhn Park, Saif Haq, & Mahyar Hadighi
    - M.Arch application: “Professional Design Education” faculty representatives at the curriculum committee
- Graduate Comprehensive Exam (GCE)
- May and December
- Membership:
    - Chair: Associate Dean for Academic Affairs (Kuhn Park)
    - Administrative support: Student Services graduate academic advisor (temp. Sarah Hatley)
    - IT support: IT Assistant Director (Denny Mingus)
    - Evaluative Support: The voting faculty member and extended participation to continuing appointment faculty

M.S. PROGRAM FACULTY & FACULTY ADVISORY COMMITTEE

M.S. Program Faculty

Design Computation and Fabrication	Ali Ghazvinian, Chris Taylor, Erin Hunt, Kuhn Park (director), Mahyar Hadighi, Nero Chenxuan He, Peter Raab, Piyush Khairnar, & Sina Mostafavi
Design and Health	Ke Sun, Lingyi Qiu, & Saif Haq (director)
Ecological Architecture and Design	Chris Taylor, Ersela Kripa, Logman Arja, Peter Raab (director), Piyush Khairnar, Terah Maher, & Victoria McReynolds
Historic Preservation and Design	Brian Zugay, David Turturo, Ersela Kripa, Hendrika Buelinckx, Mahyar Hadighi (director), Stephen Mueller, & Terah Maher
Urban and Community Development	Asma Mehan, Chris Taylor, David Turturo, Ersela Kripa, Joseph Aranha, Ke Sun, Lingyi Qiu, Mahyar Hadighi, Peter Raab, & Saif Haq (acting director)

Faculty Advisory Committee

Victoria McReynolds	Mahyar Hadighi	Erin Hunt
Peter Raab (chair), assoc prof Brian Zugay, assoc prof	Saif Haq (chair), prof Chris Taylor, assoc prof	Brian Zugay (chair), assoc prof Hendrika Buelinckx, assoc prof
Stephen Mueller	Asma Mehan	Sina Mostafavi
Chris Taylor (chair), assoc prof Saif Haq, prof	Hendrika Buelinckx (chair), assoc prof Brian Zugay, assoc prof	Joe Aranha (chair), prof Brian Zugay, assoc prof
Lingyi Qiu	David Turturo	Logman Arja
Saif Haq (chair), prof Hendrika Buelinckx, assoc prof	Hendrika Buelinckx (chair), assoc prof Joe Aranha, prof	Chris Taylor (chair), assoc prof Saif Haq, prof
Ali Ghazvinian	Nero He	Piyush Khairnar
Chris Taylor (chair), assoc prof Saif Haq, prof	Peter Raab (chair), assoc prof Chris Taylor, assoc prof	Peter Raab (chair), assoc prof Joe Aranha, prof
Terah Maher	Ke Sun	
Joe Aranha (chair), prof Hendrika Buelinckx, assoc prof	Brian Zugay (chair), assoc prof Peter Raab, assoc prof	

FACULTY SEARCH COMMITTEE . 2024~2025 academic year

Description:

The Huckabee College of Architecture is committed to advancing the benefits of faculty diversity. Recruiting outstanding faculty is essential to keeping our institution productive, creative, and successful in its mission to train the next generation of leaders and scholars in our field.

- Charge
  - Follow OP 32.16 (https://www.depts.ttu.edu/opmanual/OP32.16.pdf)
- Supportive Membership
  - Administrative support: Associate Dean for Academic Affairs (Kuhn Park)
  - Hiring process support (brassring sys.): Business Manager (Sarah Hillger)
  - Applicants' material distribution and control (brassring sys.): Administrative Assistant (Alex Root)
  - Scheduling support: Events Coordinator (Rachel Roe)
  - Traveling support: Administrative Assistant (Trish Salinas)
  - IT support: IT Assistant Director (Denny Mingus)

History of Architecture

- Membership
  - Chair: Brian Zugay
  - Member: Hendrika Buelinckx & Clifton Ellis
  - Student representative: TBD by the committee (email address)

Architectural Design

- Membership
  - Chair: Joe Aranha
  - Member: Stephen Mueller, Peter Raab, & Lingyi Qiu
  - Student representative: Adalyn Thomas (adthomas@ttu.edu)

Service for the UNIVERSITY & the PROFESSION

COLLEGE REPRESENTATIVES, MEMBERS, or CONTACTS

Faculty Senate	University Core Curriculum Committee	University Core Curriculum Committee (subgroup in Creative Arts)
Victoria McReynolds (~ 25) Mahyar Hadighi (~ 25)	Brian Zugay	Hendrika Buelinckx (~ 25)
Study Abroad Scholarship Committee	eLearning Council	Graduate Council
Joe Aranha	Mahyar Hadighi	Clifton Ellis (~ 25)
TTU Faculty Grievance Panel	University Convocation (commencement)	SECC TTU HCOA coordinator
Hendrika Buelinckx (22~)	TBD Sarah Hatley	Alex Root
Academic First Responders Team	RFP Evaluation Team	Committee for Advising, Retention, & Student Success
Sarah Hatley	Sarah Hatley	Sarah Hatley
Lawrence Schovanec Faculty Research Catalyst Fellowship Application Review	University ADA Compliance Committee	Faculty Development Leave Committee
TBD by the committee	TBD by the committee	Hendrika Buelinckx (~ 23) Chris Taylor (22~25)
Academic Partnerships (articulation + distance learning)	International Affairs Council	NCARB
Darrick Wade	Kuhn Park	Darrick Wade
ARCC Representative	ACSA, NCARB Licensure Advisory Forum	Architectural Research Centers Consortium
Saif Haq	Saif Haq (~ 23)	Saif Haq (treasurer, ~ 23)
AIAS Faculty Liaison	ACSA Councilor	
Christi Wier	TBD	

Study Abroad Competitive Scholarship: https://www.depts.ttu.edu/international/studyabroad/financial/scholarships/
eLearning Council: https://www.depts.ttu.edu/provost/councilscmtes/eLearning.php
Faculty Senate: https://www.depts.ttu.edu/senate/
University Core Curriculum Committee: https://www.depts.ttu.edu/provost/councilscmtes/ccc/faq.php
University Convocation: https://www.depts.ttu.edu/provost/councilscmtes/convocations.php
SECC Texas: https://www.depts.ttu.edu/secc/coordinators.php
Graduate Council: https://www.depts.ttu.edu/gradschool/about/Graduate_Council/GraduateCouncil.php
Committee for Advising, Retention, & Student Success
TTU RFP Evaluation Team: https://www.depts.ttu.edu/procurement/departments/vendor-services/
Academic First Responders Team: https://www.depts.ttu.edu/provost/success/alerts/afr.php
Lawrence Schovanec Teaching Development Scholarships:
https://www.depts.ttu.edu/tlpdc/Teaching_Academy/Teaching_Awards/schovanecscholarships.php
ADA Compliance Committee: https://www.depts.ttu.edu/sds/facultyresources/compliancecommittee.php
Academic Partnerships (articulation & distance learning): https://www.depts.ttu.edu/elearning/academicAgreements/
Faculty Grievance Panel: https://www.depts.ttu.edu/provost/councilscmtes/faculty_grievance.php
Humanities Center Board: https://www.depts.ttu.edu/provost/humanities-center/
Faculty Development Leave Committee: https://www.depts.ttu.edu/provost/councilscmtes/faculty_development.php
International Affairs Council: https://www.depts.ttu.edu/international/iac.php
Foundation for Healthcare Environments Research: https://foundationhealthenvironmentsresearch.org/research/
Environmental Design Research Association (EDRA): https://www.edra.org/
Texas Society of Architects (TxA): https://texasarchitects.org/

Appendix 6 – Graduate Comprehensive Exam (GCE)

TEXAS TECH UNIVERSITY
Architecture
Huckabee College™

Dear Student,

Per the requirements of Texas Tech University Graduate School and the Huckabee College of Architecture, your Graduate Comprehensive Exam (GCE) is scheduled for **August 5th, 2024**.

GUIDELINES TO PREPARE FOR THE GRADUATE COMPREHENSIVE EXAMINATION

I. PREPARING DOCUMENTS FOR THE GRADUATE COMPREHENSIVE EXAMINATION

For the graduate comprehensive examination (GCE), you will synthesize the material from your Master of Architecture studios and other coursework to reflect on and describe your learning in three areas: Research and Innovation, Design Synthesis, and Building Integration.

Format: All materials will be prepared and organized as three short portfolio-style booklets. Each booklet should be prepared as either max. eight 8.5" x 11" sheets or max. four 11" x 17" sheets. These will be laid out in a clear and logical sequence for the GCE.

Requirements for Each Criterion:

Preparing for the Research and Innovation Criterion:

"Research and Innovation" reflects the understanding of conducting original investigations and modifying existing solutions for new design problems by using methods and tools common to the discipline of architecture to generate knowledge, insights, and understanding of the built environment.

You may draw on any studio or other coursework to prepare your presentation on research and innovation. Please include a maximum 250-word essay summarizing your work in research and innovation that describes, explains, and supports your graphic material.

Preparing for the Design Synthesis Criterion:

You must use studio material and may use material from other courses to prepare your presentation on "Design Synthesis". Design synthesis reflects the ability to make design decisions within architectural projects while demonstrating the synthesis of multiple considerations. Please include a maximum 250-word essay summarizing your work reflecting design synthesis. The essay should describe, support, and explain your graphic material. To the extent feasible from your studios and, optionally, other courses, please show synthetic decision-making that involves any of the following:

- user requirements
- regulatory requirements
- site conditions
- accessible design
- consideration of the measurable environmental impacts of their design decisions

Preparing for the Building Integration Criterion:

You must use studio material and may use material from other courses to prepare your presentation on "Building Integration." Building integration reflects the ability to make design decisions within architectural projects while demonstrating the integration of multiple considerations. Please include a maximum 250-word essay summarizing your work reflecting building integration. The essay should describe, explain, and support your graphic material. To the extent feasible from your studios and, optionally, other courses, please show integrated decision-making that demonstrates:

- integration of building envelope systems and assemblies
- structural systems
- environmental control systems
- life safety systems
- the measurable outcomes of building performance

TEXAS TECH UNIVERSITY
Architecture
Huckabee College™

II. GCE Rubric:

Criteria		Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Research and Innovation *				
Design Synthesis **	user requirements			
	regulatory requirements			
	site conditions			
	accessible design			
	consideration of the measurable environmental impacts of their design decisions			
Building Integration ***	integration of building envelope systems and assemblies			
	structural systems			
	environmental control systems			
	life safety systems			
	the measurable outcomes of building performance			

III. GCE Process:

You will submit your three portfolio-style booklets, each including a maximum 250-word essay, by **August 2, 2024 by 12:00 pm** to sarah.hatley@ttu.edu **and** Miro board. Submissions in Miro board must be turned in digitally in JPG or PNG files (NO PDF files). When you are admitted to the GCE Zoom meeting, you will **not** make a verbal presentation as such. Examiners will give a summary of the work provided and ask you questions about the projects and criteria. The discussion should take approximately 20 minutes.

You will be excused from the Zoom room briefly (about 5 minutes) while the examiners discuss the examination. Following, you will rejoin Zoom to receive your results and any recommendations on areas you should further develop in your final semester of the Master of Architecture degree.

If you have any questions, please contact **sarah.hatley@ttu.edu.**

Sincerely,

Kuhn Park, Associate Dean for Academic Affairs

TEXAS TECH UNIVERSITY
Architecture
Huckabee College™

GUIDELINES TO PREPARE FOR THE GRADUATE COMPREHENSIVE EXAMINATION

I. FACULTY ROLE IN THE AMENDED GCE PROCESS:

The revised GCE process emphasizes student evaluation, reflection, and synthesis of their Master of Architecture degree coursework to date. Each student will prepare three short portfolios, each including a maximum 250-word essay, that corresponds to and demonstrates their acquired capabilities concerning three criteria: Research and Innovation, Design Synthesis, and Building Integration.

This process moves the primary intellectual contribution of the student away from project presentation and toward the synthesis of work to date, with a focus on the criteria and not necessarily the design of the projects themselves. Faculty should read through the student *Guidelines to Prepare for the Graduate Comprehensive Examination* for details on the material requested. Faculty should also pre-read and pre-review each student's portfolio in advance of the GCE and prepare brief comments that summarize the student's work relative to the criteria.

II. GCE Process:

The first 15 minutes of each GCE session are a discussion among the members of the GCE group to share perspectives and potential questions for the designated student. The student is **NOT** present during this discussion.

When the student is admitted, there will be **NO** student verbal presentation as such. Examiners will engage students by giving a summary of the work provided and asking questions concerning the criteria Research and Innovation, Design Synthesis, and Building Integration. The discussion should take approximately 20 minutes.

After the discussion, the student will be excused from the Zoom room (about 5 minutes) while the examiners decide the examination results and, if necessary, recommendations. The student will then rejoin the meeting for the delivery of the results or results & recommendations (about 5 minutes).

The time template for each examination is thus,

- 15 minutes: conversation among evaluating faculty (student not present)
- 20 minutes: examination of student via summary comments and questions regarding the criteria
- 5 minutes: conversation among examiners about results and, if necessary, recommendations (student not present)
- 5 minutes: delivery of results or results & recommendations to students

Each examiner will separately submit the completed GCE form to the designated student advisor. If examiners cannot make a consensus on either passage or failure, the college administration will designate an additional examiner to resolve the issue.

TEXAS TECH UNIVERSITY
Architecture
Huckabee College™

Graduate Comprehensive Exam

Date: Student: Faculty:

Criteria: These are the NAAB Program & Student Criteria that must be met at the understanding or ability level of evidence.

Criteria		Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Research and Innovation *				
Design Synthesis **	user requirements			
	regulatory requirements			
	site conditions			
	accessible design			
	consideration of the measurable environmental impacts of their design decisions			
Building Integration ***	integration of building envelope systems and assemblies			
	structural systems			
	environmental control systems			
	life safety systems			
	the measurable outcomes of building performance			

Did the student pass the Comprehensive Exam? Yes ☐ No ☐

If the student did not pass the Comprehensive Exam, what is the recommendation of the Evaluating Faculty? One faculty will summarize the recommendation below:

* "Research and Innovation" reflects the understanding to conduct original investigations and to modify existing solutions for new design problems by using methods and tools common to the discipline of architecture in order to generate knowledge, insights, and understanding of the built environment.
** "Design Synthesis" reflects the ability to make design decisions within architectural projects while demonstrating synthesis of multiple considerations.
*** "Building Integration" reflects the ability to make design decisions within architectural projects while demonstrating integration of multiple considerations.

Appendix 7 – Teaching Load Directive

Each semester, the Chair/Associate Dean for Academics (ADA) shall appoint a faculty member who will guide the pedagogy and performance of the design studio for the assigned year level. The term for a design studio coordinator is for one semester, but the appointment may be extended at the discretion of the Chair/ADA. At the discretion of the Dean, a design studio coordinator may receive a stipend for the duration of the assignment.

Assigning year level:

- Undergraduate 1st year
- Pre-professional program: undergraduate 2nd year, 3rd year, and 4th year
- Professional program: comprehensive design studio

The design studio coordinator's duties include the following:

- Convenes regular meetings with teaching assistants and/or faculty as required, to maintain consistency within the year level

- Establish/Revise the Student Learning Objective of the studio to fulfill the assigned NAAB criteria
- Establish/Revise the Student Learning Outcome of the studio to fulfill the assigned NAAB criteria
- Coordinate the student learning objectives and outcomes with the Chair/ADA

- Create and provide a section-wide syllabus
- Create and provide design project(s) in accordance with the established student learning objectives and outcomes
- Responsible for planning presentations, lectures, workshops, and other related activities, and selecting readings and texts, or related duties
- Consults with other required course instructors and other studio coordinators to coordinate schedule of exams, large projects, studio reviews, and project due dates
- Communicates with staff and administration to coordinate studio-wide resource-heavy needs (printing, shop time, review setup, … etc.)
- Monitors teaching performance within the sections

- Responsible for collection, documentation, and archival of the evidence that fulfills student learning objectives and student learning outcomes, and other NAAB required evidence from the respective studio
- Aids the Chair/ADA on outcome assessments for TTU OPA, TTU GS, NAAB, & SACSCOC

- Other duties as assigned by the Chair/ADA

Teaching assignments at the TTU College of Architecture (CoA) are designed to connect the goals and aspirations of the CoA with workload obligations of faculty relative to rank and to enable mutual success.

Goals

Teaching assignments will be distributed in a transparent manner consistent with the CoA's mission and culture of teaching.

The CoA teaching schedule will be made publicly available each semester when the teaching roster is finalized.

The CoA is committed to maintain certain student to instructor ratios. In the event an assigned course exceeds a maximum enrollment number, this will be acknowledged positively in the faculty member's annual review.

- Pre-professional program studio section enrollment at a maximum 16 students
- Pre-professional program small lecture enrollment at a maximum18 students
- Professional program graduate studio section enrollment at a maximum 14 students
- Professional program graduate small lecture enrollment at a maximum 14 students
- Professional program graduate required lecture enrollment at a maximum 24 students

Typical teaching loads are based on faculty rank.

Rank	**Expectation**
Tenured Full, Associate	9 credit hours per semester or 18 credit hours an academic year
Tenure Track Assistant, Associate	9 credit hours per semester or 18 credit hours an academic year
Visiting Assistant/Associate/Full Professor	Varies based on appointment
Lecturer	Always fulltime; 12 credit hours per semester or 24 credit hours an academic year
Instructor	Always part time; typically, 6-hour studio or a 3-hour lecture

Additional considerations:

- Large classes in the first-year undergraduate program – due to more extensive grading and evaluation of student work, will be considered equivalent to a 6-credit hour course.

    - ARCH 1311 – Design, Environment, and Society
    - ARCH 2311 – History of World Architecture I
    - ARCH 2315 – History of World Architecture II
    - ARCH 2351 – Architectural Technology I: Matter
    - ARCH 2355 – Architectural Technology II: Gravity
    - ARCH 2362 – Fundamentals in Architectural Thinking

  - ARCH 3313 – History of World Architecture III
  - ARCH 3350 – Architectural Technology III: Assemblies
  - ARCH 3355 – Architectural Technology IV: Atmosphere

- First year studio

  - Supervising and mentoring TA or GPTI teaching teams entails many hours encouraging and developing apprentice teachers. Therefore, coordinating the undergraduate 1st-year design studio (ARCH 1301 or 1302) is equivalent to 12 credit hours for one semester. If this responsibly is assigned to a tenured faculty member or a faculty member on tenure track, this means he or she will be assigned 6 hours the following semester.

- Year level coordination (not first year)

  - Undergraduate pre-professional program studio coordination (2nd, 3rd, and 4th year) is an additional responsibility that will be compensated with a salary supplement, but the teaching load will not be adjusted.

- Representation courses

  - Undergraduate 1st and 2nd year representation courses (ARCH 1101, 1102, 2101, or 2102) will be treated equivalent to 3 credit hours

- Advising PhD students or supervising a thesis

  - Serving as thesis or dissertation committee chair (M.S.: serving as thesis chair & Ph.D.: serving as dissertation chair)
  - One to nine M.S. students will be recognized in the annual review but will not impact the teaching load
  - Ten or more M.S. students is equivalent to teaching a 3 credit hours course
  - One to three Ph.D. students will be recognized in the annual review but will not impact the teaching load
  - Four or more Ph.D. students is equivalent to teaching a 3 credit hours course
    **Note: All graduate faculty members are expected to advise our MS students.

- Teaching buy outs

  - Tenured and tenure track faculty may buy out their teaching load through grants and other means of sponsorship that benefits their research and/or creative activity. Teaching buy outs must be coordinated with the CoA Associate Dean for Academic Affairs and the Associate Dean of Research and Innovation.

- Creation of new courses
    - When a faculty member is tasked to develop two large & required lecture courses within two consecutive semesters, the faculty member will receive a 3-credit hour course release in the third semester
- Overloads
    - If the CoA assigns a teaching overload, meaning a teaching assignment that increases the teaching load above the typical loads above, it will most likely be assigned to a non-tenure-line faculty member who does not have research obligations.
- Faculty administrators
    - Associate Deans, the Assistant Dean, the Chairperson, and the El Paso Program Director have administrative responsibilities and therefore a typical teaching load will be two 3-hour credit courses per academic year, or as needed.

Appendix 8 – Example of Group Assessment

Curriculum Team Assessment Report

Team Goals

There are two goals for each group. The first is to assess the SLO's that are assigned to the NAAB criteria for the MARCH program. The second is to review the undergraduate program to better comprehend how outcomes are currently scaffolded to meet the SLO's in the graduate program. The review will include the methods in which students are assessed (project, exam, case study), identifying areas of improvement to better align curricular engagements with the program and student criteria, and noting areas of exemplary performance in scaffolding that meets the criteria.

Technology Coursework

Group Members:
Piyush Khairnar (Facilitator)
Peter Raab
Sina Mostafavi
Erin Hunt
Logman Arja
Ali Ghazvinian
Nero Chenxuan He

Courses Assessed:

M.Arch Sequence:
ARCH 5304: Architectural Technology Integration Survey (GR1 Fall)
ARCH 5334: Advanced Architectural Technology I: Topics (GR1 Spring)
ARCH 5354: Advanced Architectural Technology II: Topics (GR2 Fall)

BS.Arch Sequence:
ARCH 2351: Architectural Technology I: Matter (UG2 Fall)
ARCH 2355: Architectural Technology II: Gravity (UG2 Spring)
ARCH 3350: Architectural Technology III: Assemblies (UG3 Fall)
ARCH 3355: Architectural Technology IV: Atmosphere (UG3/4 Spring)

NAAB Criteria and SLOs Assessed:

PC.3 Ecological Knowledge and Responsibility
1. Comprehensive Knowledge of Built and Natural Environments
2. Integration of Ecological Principles in Design
3. Advanced Building Performance Analysis
4. Integrated Climate-Responsive Design and Advocacy

PC.5 Research and Innovation
1. Research Skills
2. Innovation Assessment

SC.4 Technical Knowledge
1. Knowledge Acquisition
2. Integration of Design, Economics, and Performance

Agenda for meetings with the teams

Directions: To maximize our time together, please review the Curriculum Matrix (housed in the Canvas Division of Architecture course, located under Modules, then Curriculum Resources). these questions in advance of the meeting, making note of your individual reflection, for us to discuss as a group.

1. What are you doing really well?
    a. Considering number of courses, depth, and rigor?
    More number of sections in topics course (15 Students)
    Modeling courses for software tools.

    b. Considering sequencing?
    Undergraduate scaffolding
    Cross relation with studio curriculum

    c. What have you improved upon since the last accreditation cycle?[1]
    Nothing
2. Is there appropriate progression through Bloom's Taxonomy? Is the progression timely for how students will be taking courses?
    a. Are there areas where duplication is not scaffolded appropriately, but where students remain at a particular stage of development?
    b. Is there too much repetition of any one program or student criteria?
    c. Where are students able to demonstrate mastery of the program and student criteria?
    d. Where are there gaps, or just not enough coverage of certain material?

3. Are there any other current or future opportunities to build greater connection or interaction between any courses in order to reinforce the material? If so, how would that occur?

4. (If assessment) As you reviewed the different types of student assessment used by your program, were assessment types diversified? If so, how so? If not, how not? Are the assessments appropriately aligned with the taxonomy assigned in the matrix?
    GCE and other things

5. Are there any improvements that are quick fixes that could be implemented in the short term?
    Work under process Fall 2025

6. While we won't be able to discuss long-term fixes in detail, are there any points that you would like to have recorded to consider implementing following the accreditation process?
    More options, Foundational courses for skills development
    Incremental learning

[1] This may not be needed or may have been addressed elsewhere.

7. What did you learn from the process of contributing to and evaluating the matrix? What general feedback do you have? Is clarification needed?
   Yes. Need lunch during the assessment meeting

8. What are the types of assessment used?

9. What are the benchmarks for the assessments?
   First

Outcome from Team Meetings

Notes capturing the discussion will eventually be consolidated as two pages of bullet points, arranged in three categories: what is working; what is not working; more general feedback.

Long Term Goals

Any substantial changes that are needed and discussed will be documented to assist in future, post-accreditation actions. Minor changes may be addressed as part of the accreditation process.

Technology Group

Criterion: PC.3 Ecological Knowledge and Responsibility- How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

The Goals/ SLOs below should be assessed from a perspective of mastery of skills/comprehension for ARCH 5304

Goal/Student Learning Outcome	Assessment Point *Where is this assessed?*	Assessment Method(s) *How is this assessed?*	Target/Benchmark *How do you define success?*	Result	Planned Improvements *What actions did you take/plan to take because of this assessment?*	Links to Evidence
Comprehensive Knowledge of Built and Natural Environments: Students will develop a comprehensive understanding of the interplay between built and natural environments, including the ecological, social, and economic factors that influence these dynamics.	**ARCH 5304 - Architectural Technology Integration: Survey**	- Class lectures and active participation in class discussions. - Precedent study assignment. - Envelope assembly assignment.	- 80% of class scoring at least 75 points on assignments. - 80% of the class actively participated in the discussion. (Documented by TAs)	The precedent study allowed students to contextualize various design strategies and advanced building technologies as they relate to our environment.		
Integration of Ecological Principles in Design: Students will be able to integrate ecological principles into architectural design, considering the environmental impact, biodiversity, and sustainability of built structures.	**ARCH 5304 - Architectural Technology Integration: Survey**	- Precedent study report. - Climate analysis simulations. - Wind pattern simulations. - Class lectures and discussions.	- 80% of class will have a thorough understanding of their project site for the design studio in terms of climate, local environmental conditions. - 80% of class will be able to identify and integrate ecological design strategies for their studio project.	The precedent study allowed students to hone their understanding of ecological design principles. Preliminary simulations allowed them to test formal strategies and integrate architectural solutions for an ecological response toward their design studio project.		
Advanced Building Performance Analysis: Students will acquire the skills to conduct advanced building performance analyses, including energy efficiency, resource utilization, and environmental impact assessments, using appropriate tools and methodologies.	**ARCH 5304 - Architectural Technology Integration: Survey**	-Daylight Simulation Assignment. - Energy Simulation Assignment. - Structural Simulation Assignment. - Final report for the studio project.	- 80% of class scoring at least 75 points on assignments.	Multiple simulations allowed the students to assess various building systems to document the energy efficiency, material usage etc. The teaching method explored parametric design tools to assist the design studio in project development.		
Integrated Climate-Responsive Design and Advocacy: Students will integrate adaptation and resilience principles into architectural planning, while developing effective communication skills to advocate for sustainable practices, emphasizing ethical and social responsibilities in addressing climate change.	**ARCH 5304 - Architectural Technology Integration: Survey**	- The precedent study report includes students' critical observations in addition to project documentation. - All simulation assignments are designed as a tool to test and advocate design strategies as part of the adjacent design studio.	-80% of the class reports and assignments must document clear graphics and textual evidence of sound logic and argument in favor of various design choices.	The precedent report has allowed the students to critically analyze a project and develop essential writing skills to communicate ideas. Simulation assignments prepared students to look at design strategies through performance criteria while developing verbal communication skills to advocate good design.		
"Parking Lot" Items						

Technology Group

Criterion: PC.5 Research and Innovation-How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

The Goals/ SLOs below should be assessed from a perspective of mastery of skills/comprehension for ARCH 5334

Goal/Student Learning Outcome	Assessment Point *Where is this assessed?*	Assessment Method(s) *How is this assessed?*	Target/Benchmark *How do you define success?*	Result	Planned Improvements *What actions did you take/plan to take because of this assessment?*	Links to Evidence
Research Skills: Students will be able to formulate and investigate relevant research questions using diverse methodologies in the field of architecture.	**ARCH 5334 - Advanced Architectural Technology I:**	- Assignment 00 - Final Project	100% of students show independent identification and articulation of relevant research questions. 100% of students show proficiency in using diverse research methodologies: precedent studies, computational modeling, and iterative experimentation.	Students are required to find published precedent studies on clay or paste-based 3D printing. This allowed students to develop research skills by requiring them to navigate academic databases and critically select relevant studies. The comprehensive research task and the requirement to write a 1000-word research paper demonstrate the students' ability to formulate and investigate a research question. The iterative process of design, testing, and reflection in the project further enhances their research skills.		
Innovation Assessment: Students will critically assess architectural innovations and understand their impact on sustainability and the built environment.	**ARCH 5334 - Advanced Architectural Technology I:**	- Assignment 01 - Assignment 02 - Final Project	100% of students show critical evaluation of the innovative aspects of clay 3D printing in the context of architecture.	Assignments challenged students to create novel designs using clay 3D printing and assess their functionality and sustainability. The focus on tessellation and sustainable concrete formwork allowed students to evaluate the innovative aspects of their designs. The final project allowed students to pose a novel research question and to design and test a system to investigate this question. The written part ensured that they assess the innovation's impact on sustainability of the built environment.		
“Parking Lot” Items	1. Adding non-fabrication technology courses to the options offered to students. 2. Implementation of structured peer review sessions where students can present their research and designs for critique. This can help improve their critical assessment skills and provide diverse perspectives on their work.					

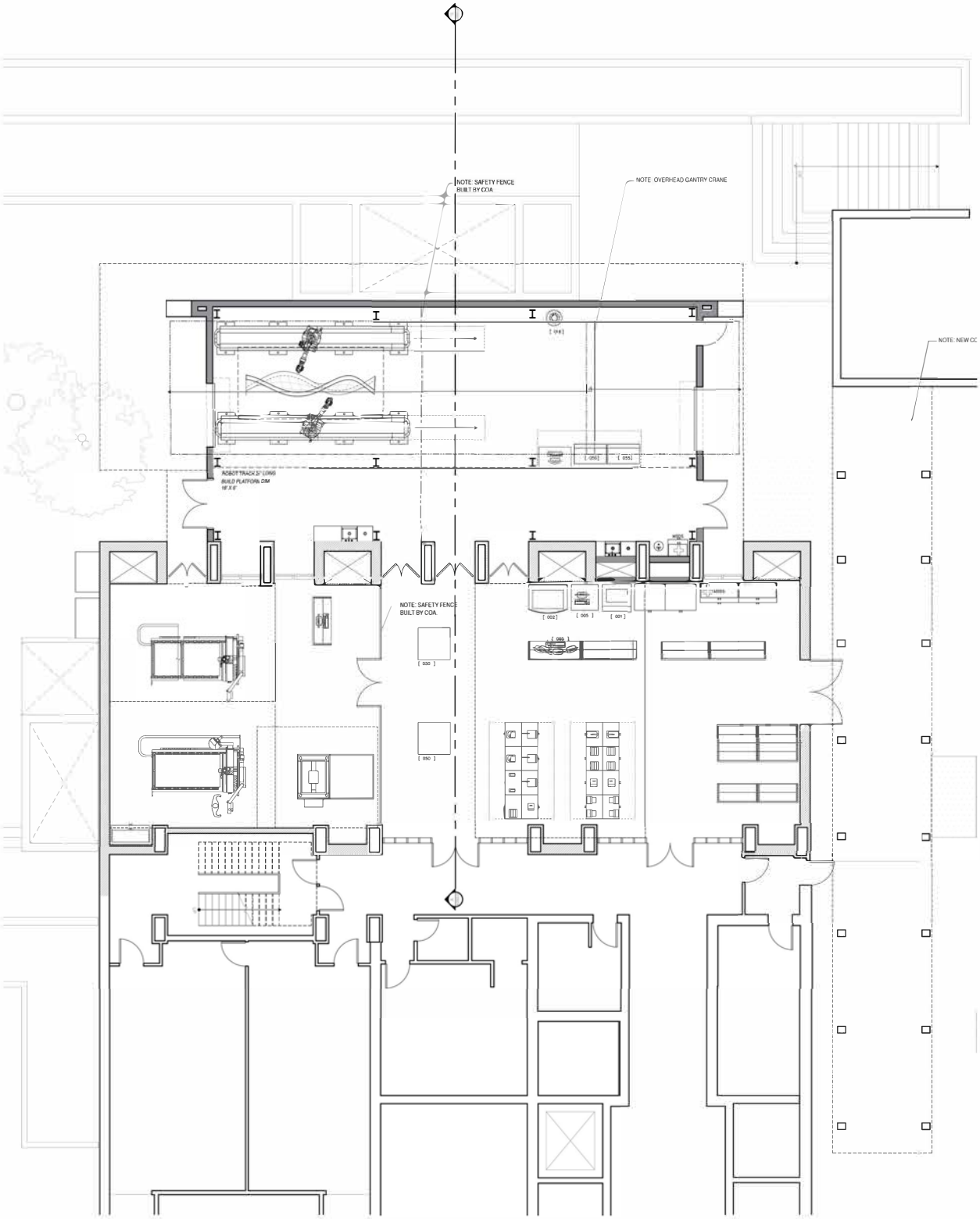
Technology Group

Criterion: 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 Goals/ SLOs below should be assessed from a perspective of mastery of skills/comprehension for ARCH 5304

Goal/Student Learning Outcome	**Assessment Point** *Where is this assessed?*	**Assessment Method(s)** *How is this assessed?*	**Target/Benchmark** *How do you define success?*	**Result**	**Planned Improvements** *What actions did you take/plan to take because of this assessment?*	**Links to Evidence**
Knowledge Acquisition: Students will demonstrate a comprehensive understanding of established and emerging systems, technologies, and assemblies in building construction.	**ARCH 5304 - Architectural Technology Integration: Survey**	- Precedent study report - Envelope assembly assignment	80% of student reports document relevant building systems with critical observations on system integration and performance. 80% of envelope assembly assignment document appropriate material choices.	The precedent study allowed students to reference existing and emerging building systems as a resource during their project development in studio. Envelope assembly work allowed students to compare multiple design options based on performance criteria.		
Integration of Design, Economics, and Performance: Students will be able to analyze and evaluate building construction technologies in the context of design objectives, considering aesthetic, functional, and user experience aspects.	**ARCH 5304 - Architectural Technology Integration: Survey**	- Simulation assignments - Class discussions - Final report for the studio project	80% of student work on various simulations show evidence of performance-based design that meets relevant building codes. 80% of final studio project report document evidence of system integration in the design.	Parametric simulations throughout the semester allowed students to evaluate multiple design strategies simultaneously related to daylighting, energy, and structural systems. Class discussions focused on the significance of successful system integration in building design.		
“Parking Lot” Items						

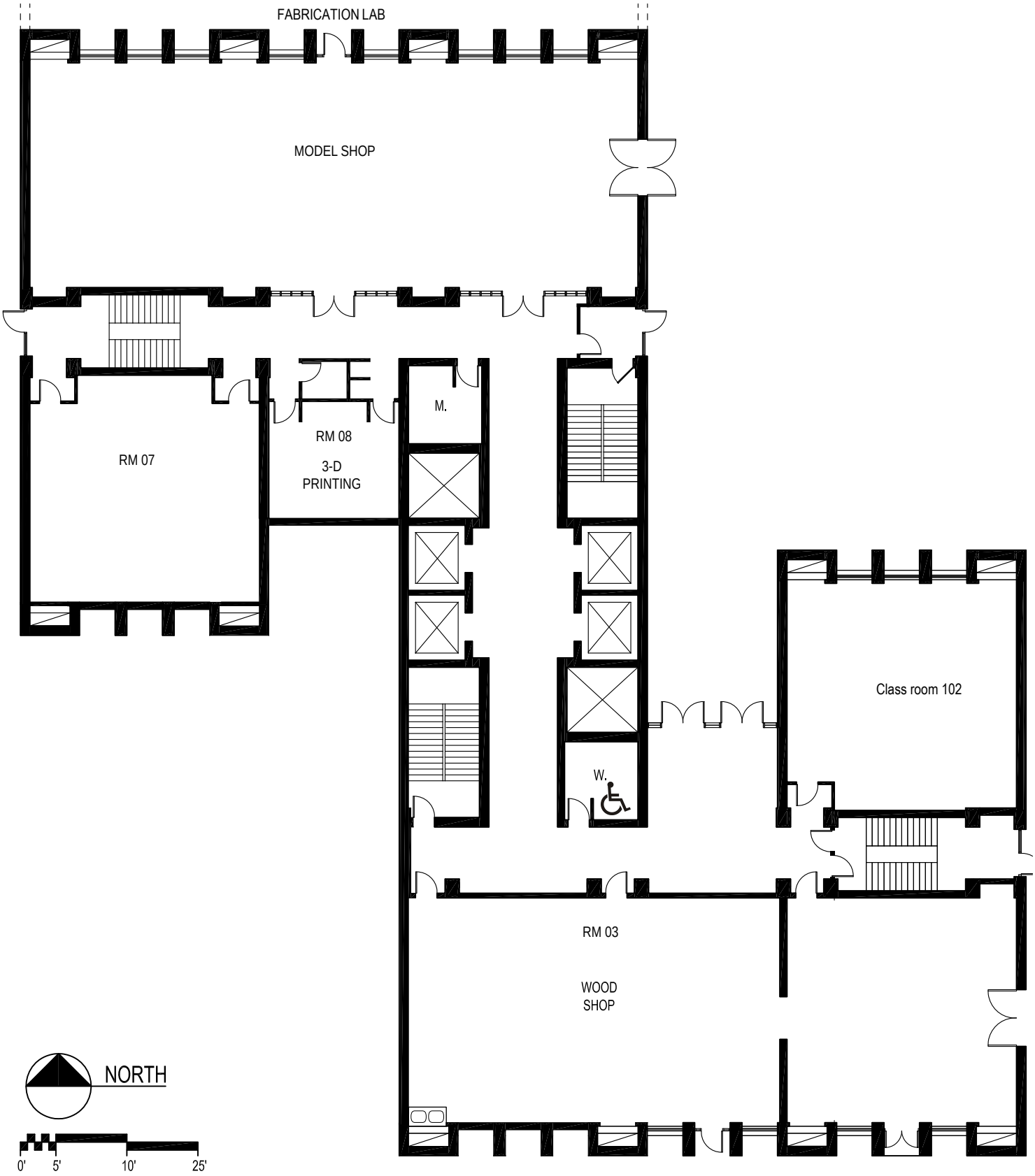
Appendix 9 – Floor Plans



C

Courtyard Level
Floor Plan

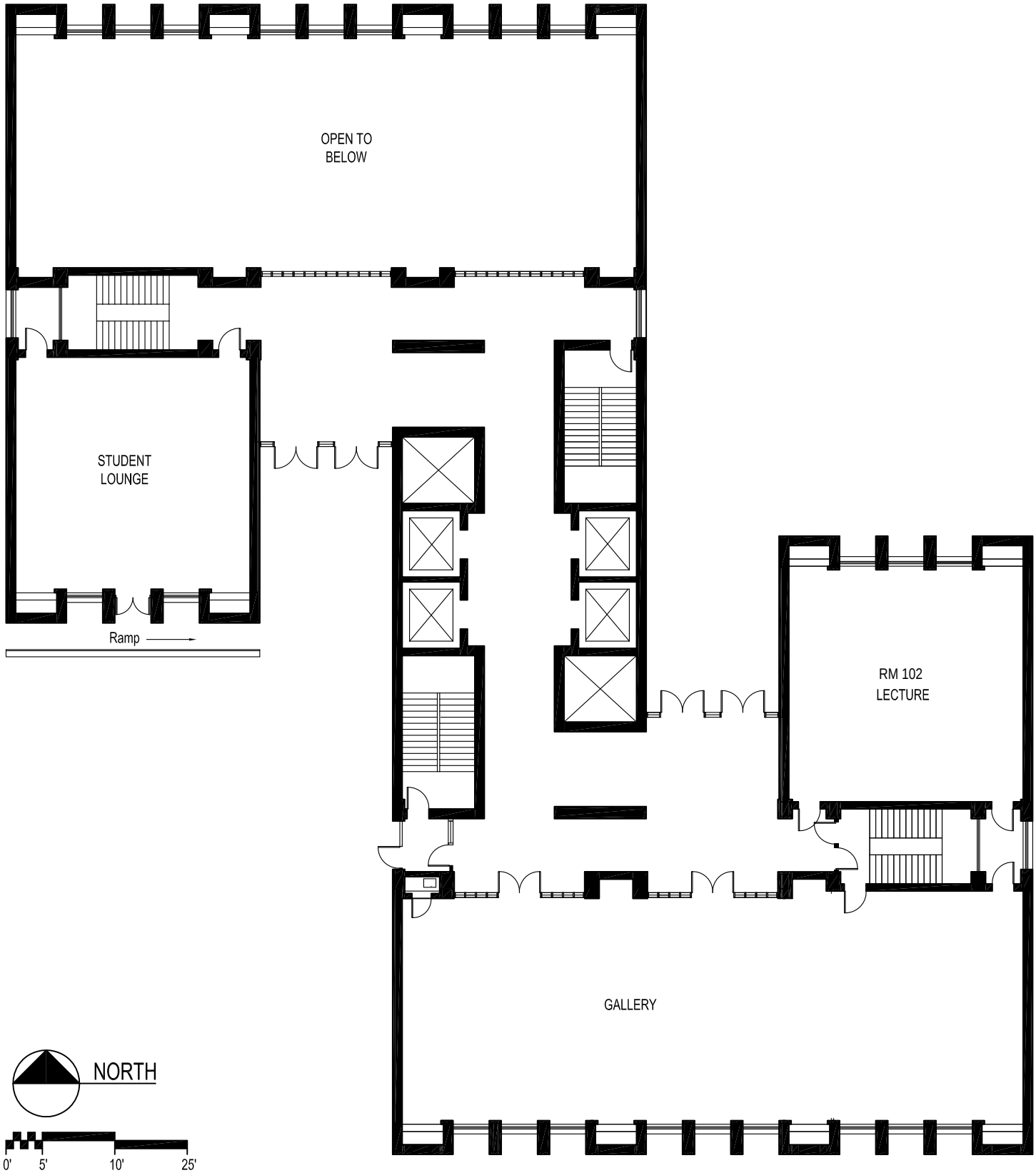
HUCKABEE
COLLEGE OF
ARCHITECTURE
TEXAS TECH



C

Courtyard Level
Floor Plan

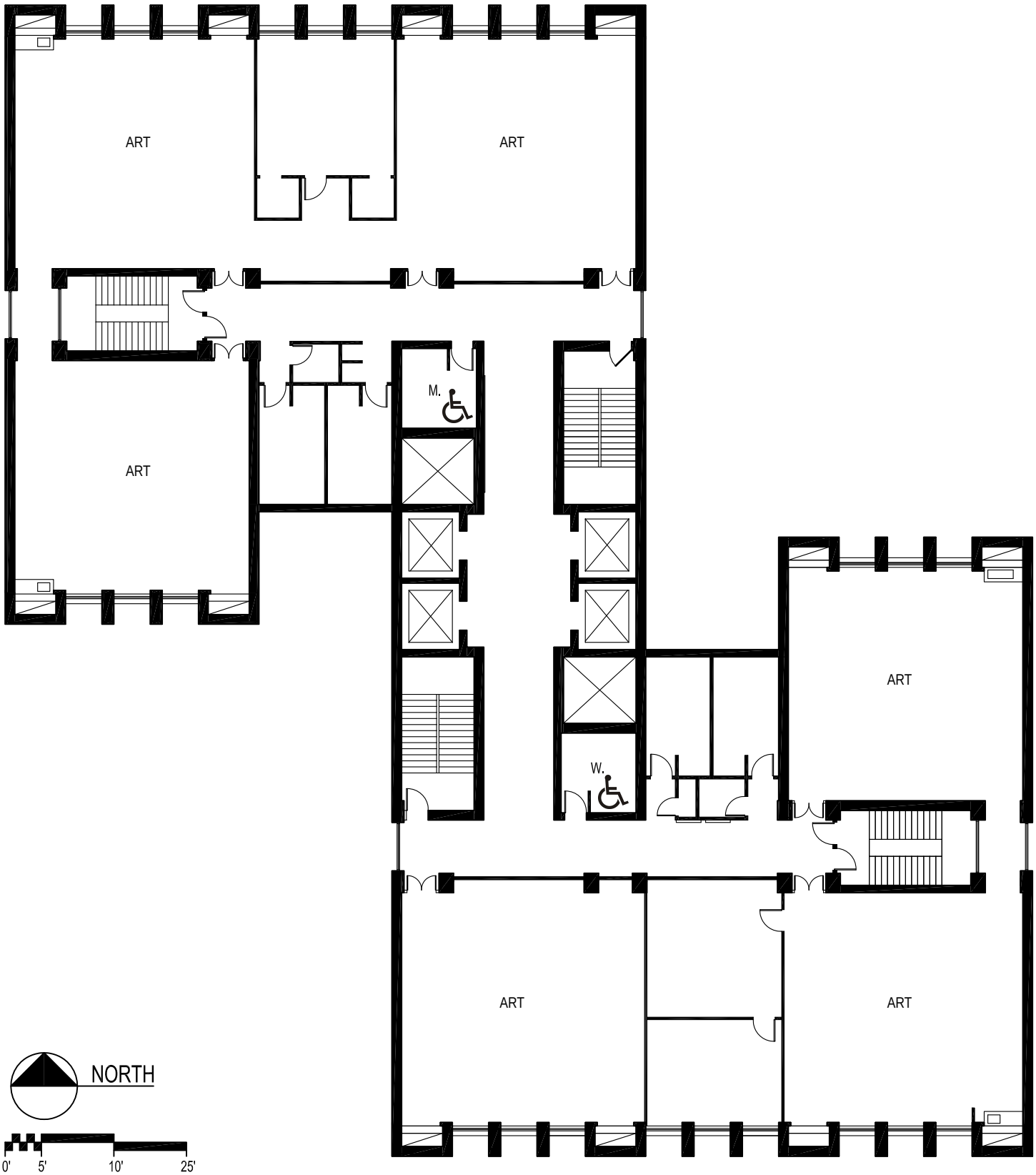
HUCKABEE
COLLEGE OF
ARCHITECTURE
TEXAS TECH



G

Ground Level
Floor Plan

HUCKABEE
COLLEGE OF
ARCHITECTURE
TEXAS TECH



2 School of Art

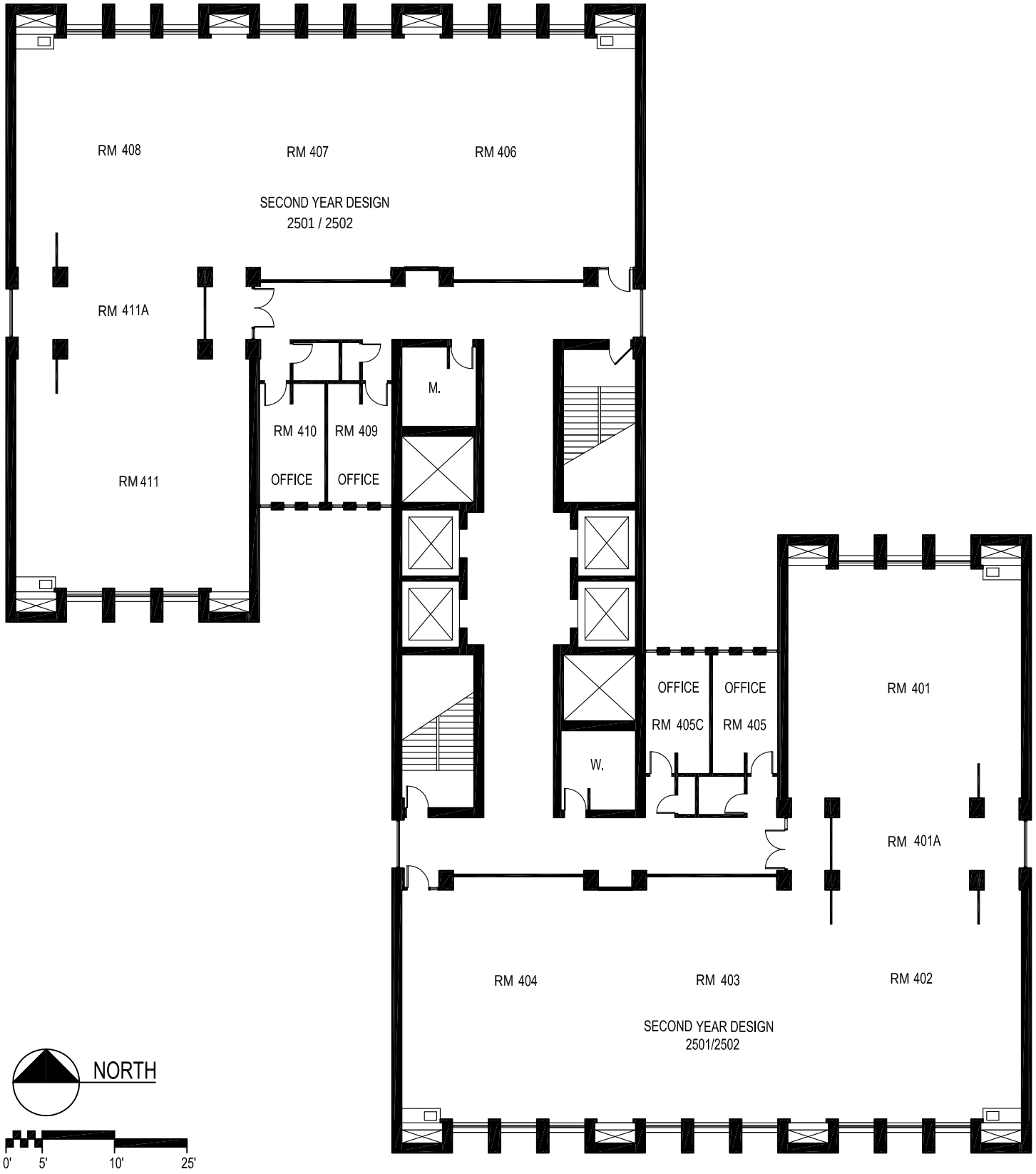
Second Level
Floor Plan

HUCKABEE COLLEGE OF ARCHITECTURE
TEXAS TECH

3

Third Level
Floor Plan

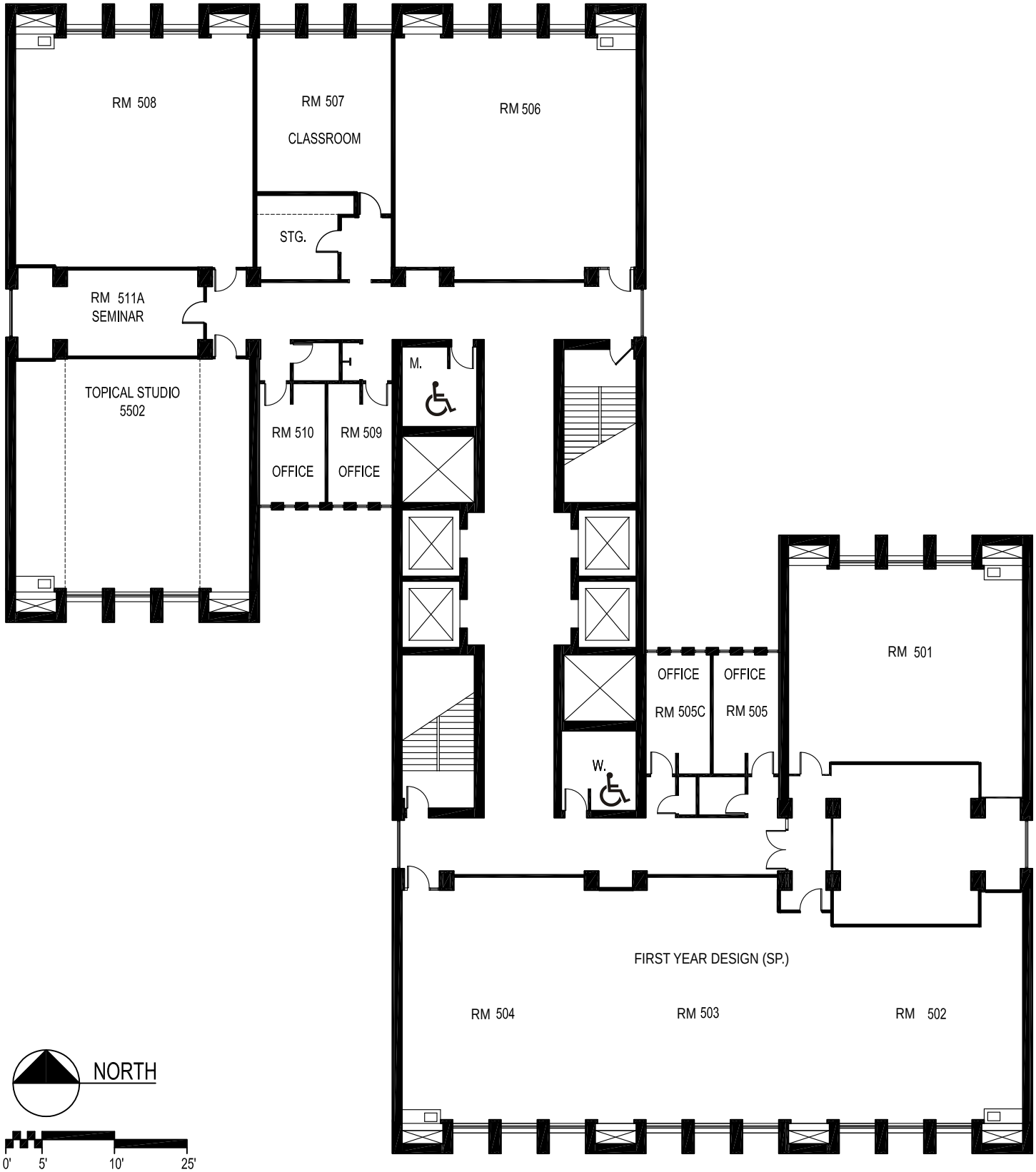
HUCKABEE COLLEGE OF ARCHITECTURE
TEXAS TECH



4

Fourth Level
Floor Plan

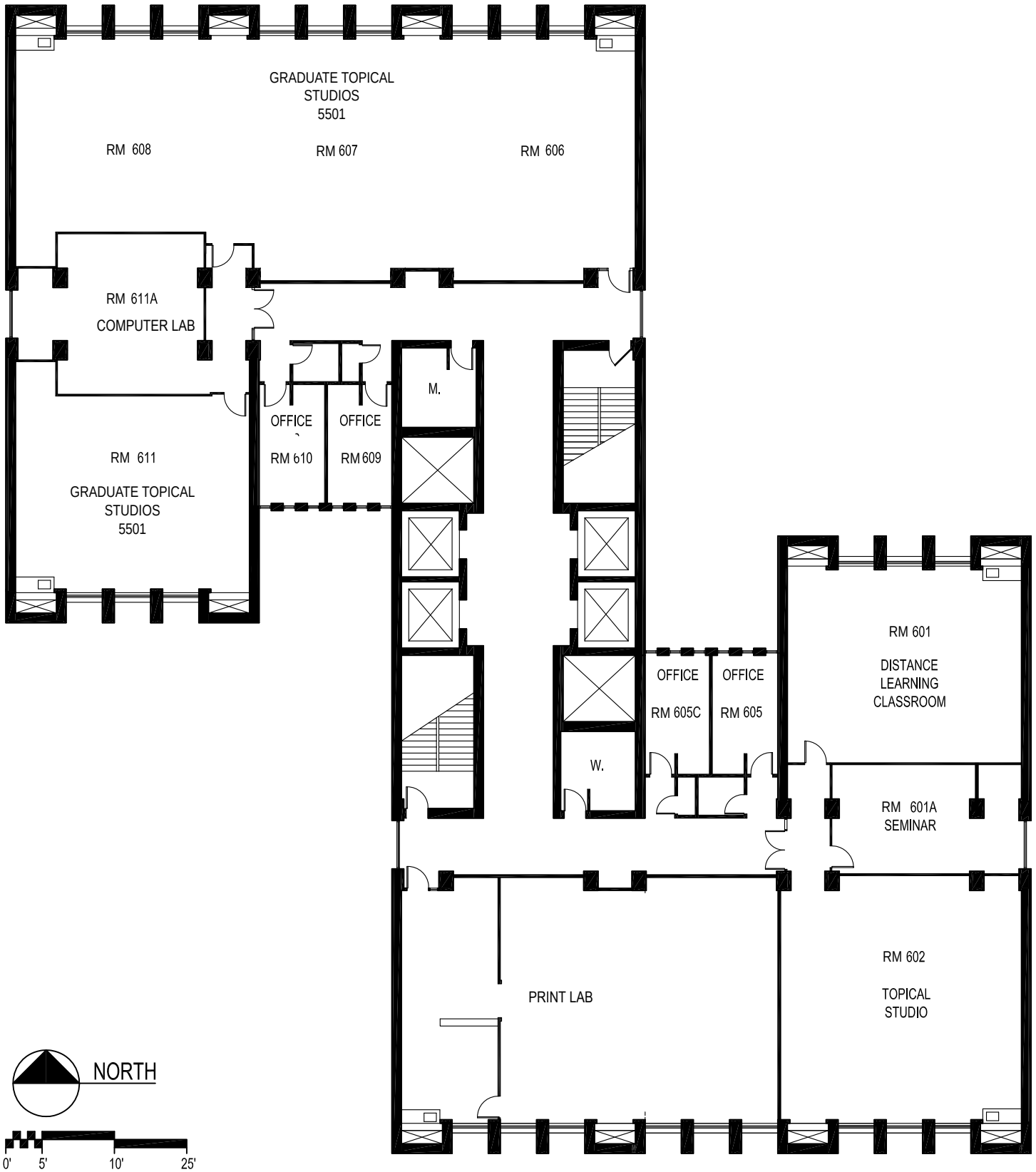
HUCKABEE COLLEGE OF ARCHITECTURE
TEXAS TECH



5

Fifth Level
Floor Plan

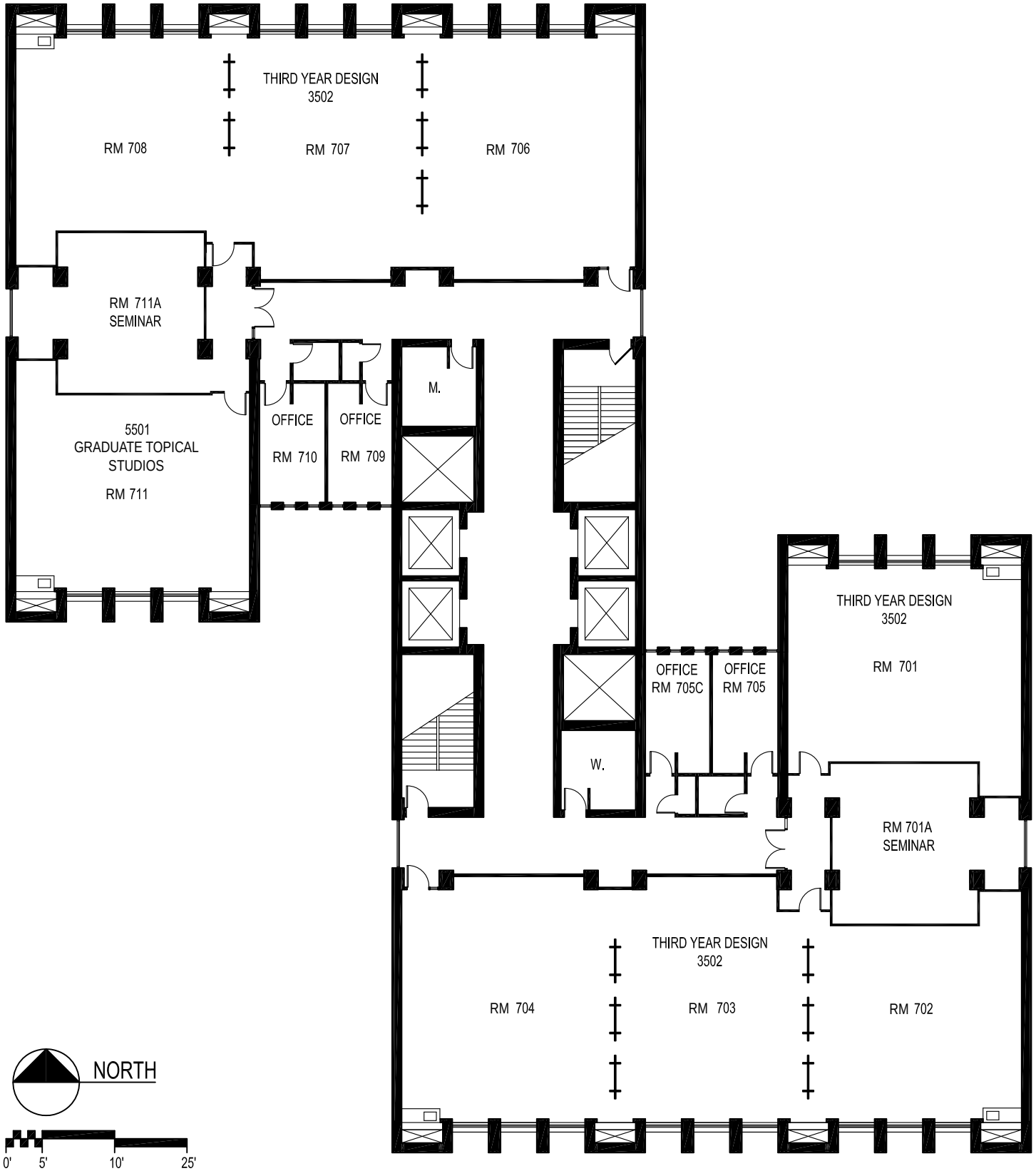
HUCKABEE COLLEGE OF ARCHITECTURE
TEXAS TECH



6

Sixth Level
Floor Plan

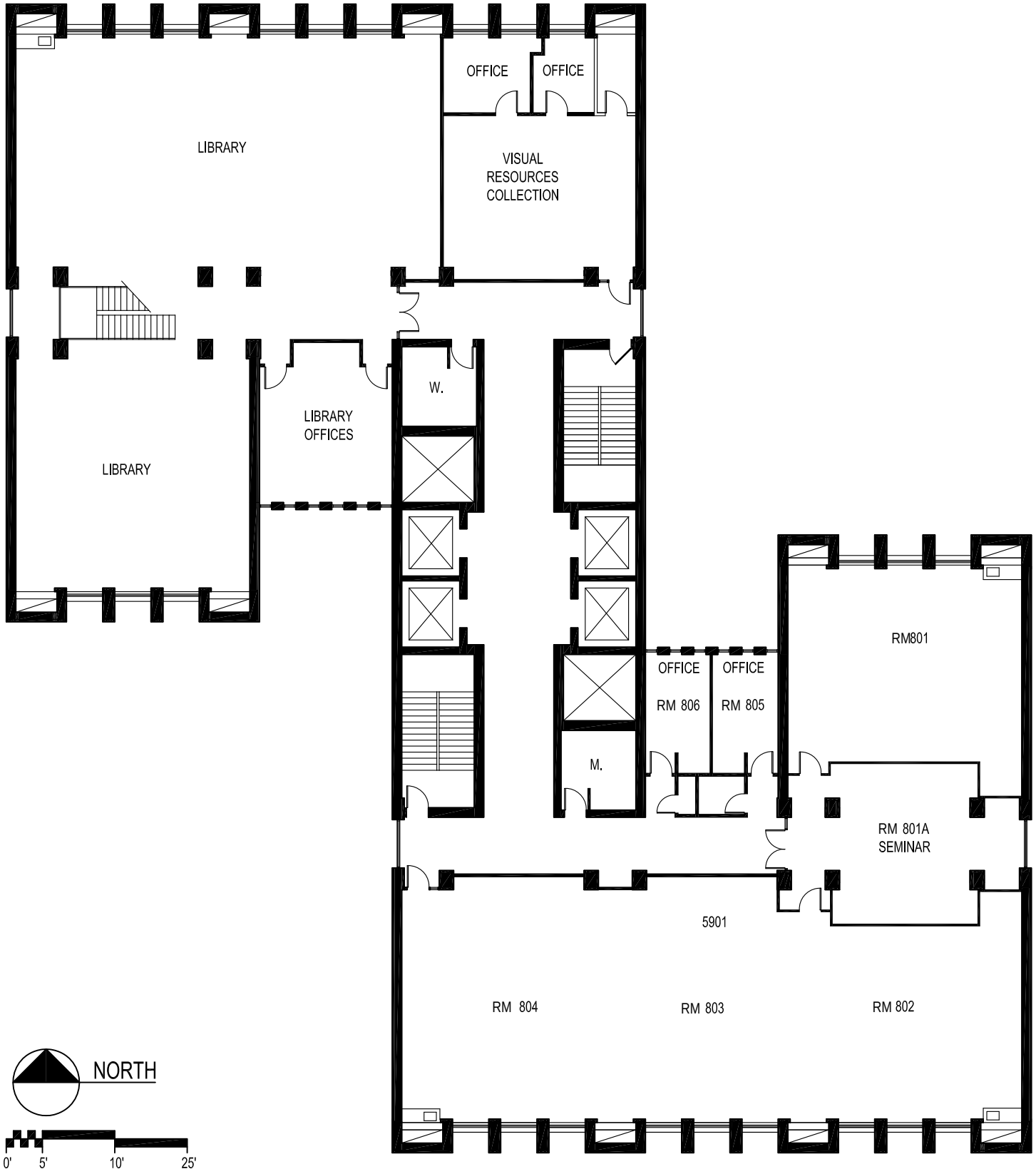
HUCKABEE
COLLEGE OF
ARCHITECTURE
TEXAS TECH



7

Seventh Level
Floor Plan

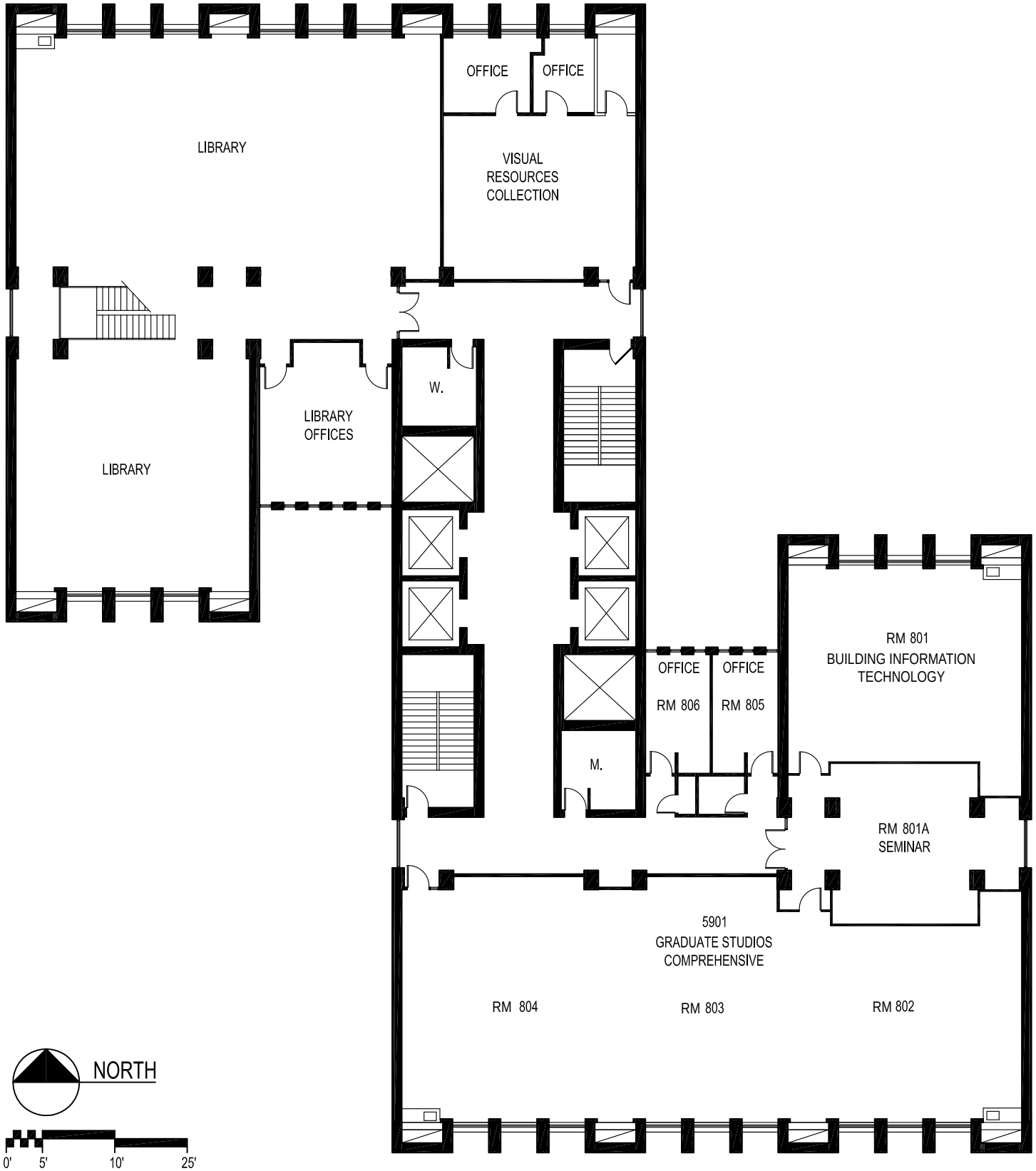
HUCKABEE
COLLEGE OF
ARCHITECTURE
TEXAS TECH



8

Eighth Level
Floor Plan

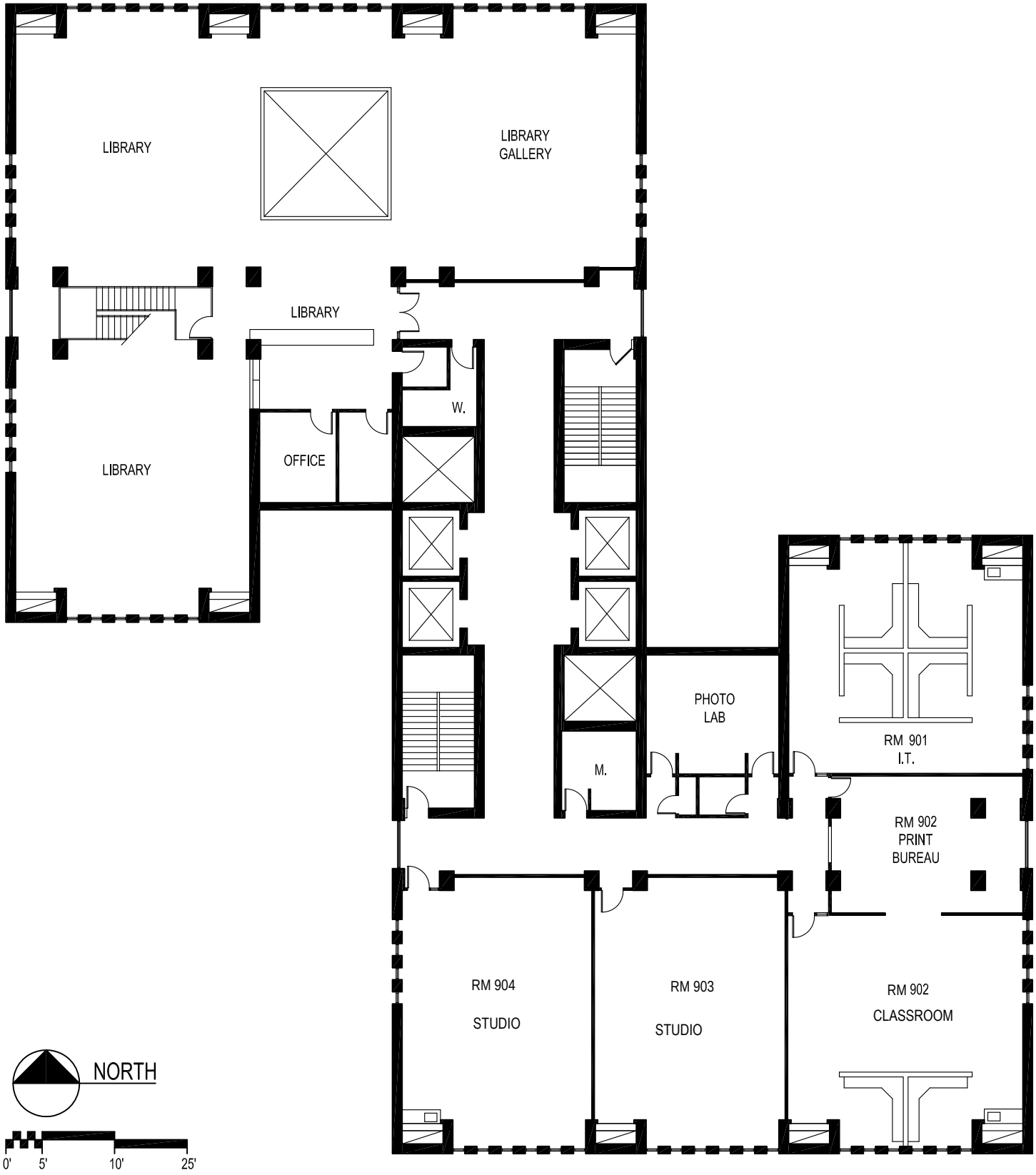
HUCKABEE
COLLEGE OF
ARCHITECTURE
TEXAS TECH



8

Eighth Level
Floor Plan

HUCKABEE
COLLEGE OF
ARCHITECTURE
TEXAS TECH



9

Ninth Level
Floor Plan

HUCKABEE
COLLEGE OF
ARCHITECTURE
TEXAS TECH

10

Tenth Level
Floor Plan

HUCKABEE COLLEGE OF ARCHITECTURE
TEXAS TECH