THE ENGAGING CAMPUS

How the Texas Tech University Campus Can Foster Student Engagement

Prepared for

Texas Tech University

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July 2008

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Study area.

Most research on student engagement focuses on policies, programs, and practices. In contrast, this initiative, "The Engaging Campus," investigates what makes Texas Tech special and how the university can use the physical environment of the campus—the shared spaces that exist outside the classrooms, offices, and research labs—to better engage students, faculty, and staff.

TEXAS TECH UNIVERSITY IS A UNIQUE INSTITUTION

Texas Tech is of its region. The West Texas campus, planned, designed, and initially constructed between 1923 and 1930, imposes order on the vast open character of the land. The planners faced the challenge of giving spatial definition to a site that had unrestricted views from horizon to horizon (Barrick,1985, pg. 13). The first buildings were highly decorative and adapted from the Spanish Renaissance architectural style. The buildings and their generous arcades animate the large open spaces and provide an emphatic response to the region's climate—hot and arid in the summer and cold and desolate in the winter.

Texas Tech is a campus of its people. The open, friendly character of the Texas Tech community is infectious. Students, faculty, staff refer to the campus as "home." Students tell their friends that they are "going home" when returning to Texas Tech. They experience a sense of relief when back on campus. In the U.S, how often do students refer to their university or college as "home?"

Texas Tech is a major university with a small college feel. Faculty and staff who had been students at Texas Tech refer to the university as their college, perhaps recognizing the small school atmosphere. Clearly, there is something special that makes it familiar and welcoming to students.

Texas Tech is growing. The current (Fall 2007) full-time equivalent (FTE) student population of Texas Tech is approximately 24,600, plus a part-time (PT) population of 3,600. (Graduate students FTE and PT comprise 5,200 of the total.) Texas Tech's housing goal is to continue to provide 22 percent of the student population with on-campus residences. In Fall 2008, the university will house 6,400 students. Because of the demand for higher education, the student population on campus will increase to 40,000 by 2020, a 30 percent increase. This will require new and renovated facilities as well as increased parking, which has already spread indiscriminately throughout the campus. How will this growth affect the collegial atmosphere of Texas Tech? What can the university do to maintain its valued attributes?

A variety of seating arrangements, flexible furniture, and a sense of enclosure will foster group discussion.

Outdoor spaces could benefit from seating designs offered indoors at Texas Tech.

THE BENEFITS OF STUDENT ENGAGEMENT ARE NUMEROUS AND WELL DOCUMENTED

There are two key components of student engagement. One quantifies student efforts that enable them to address complex problems using a broad base of knowledge. The other depends on to how well institutions create effective opportunities for students to participate in learning and become fully engaged in studies and related activities (Kuh, et al., 2005, pg. 9). In 2007, the university contracted Eduventures to evaluate student engagement on campus. Mirroring the work of the National Survey of Student Engagement (NSSE), Eduventures addressed five benchmarks of effective educational practice: academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment (NSSE Annual Report 2007, pg. 2). Eduventures's study makes numerous recommendations about how to better engage students, including increasing staffing to administer community-based projects; increasing academic, social, and non-academic support; increasing opportunities for faculty-student interaction and mentoring; and increasing communication to expose students to persons of different ethnicities, religious beliefs, political opinions, or personal values (Eduventures, December 2007, pp. 1-3).

The Carnegie Foundation for the Advancement of Teaching recognizes Texas Tech's substantial commitment to student engagement in two areas under Community Engagement Elective Classification: Curricular Engagement and Outreach & Partnerships. The Curricular Engagement designation recognizes the opportunities Texas Tech offers students, faculty, and the community to mutually engage in civic and public good activities. These activities directly relate to the accomplishment of Texas Tech's academic mission—Service Learning. Outreach & Partnerships reflects Texas Tech's significant application of resources for community use and the university-community collaborative interactions that are beneficial to both parties. Having this recognition in two areas underscores Texas Tech's success in engaging its students in learning (The Carnegie Foundation for the Advancement of Teaching, 2008).

Texas Tech's Engaging Campus initiative dovetails with at least two health and wellness initiatives currently underway on campus and in the Lubbock community. First, a multitude of Texas Tech groups are looking at ways to combat obesity. A campus environment that encourages students to walk and to be involved in spontaneous recreational movement throughout the day has great potential for preventing and decreasing obesity.

Generously sized arcades offer opportunities for seating.

Seating and bicycle parking located at building entries can foster student and faculty encounters.

Second, student stress and distress are major concerns for Texas Tech. Universities across the country are looking at risk and protective factors for problematic stress and distress. Isolation is a frequently mentioned risk factor for depression, anxiety, stress, and distress. The corresponding protective factor is connectedness. An engaging campus environment has the potential to help create a campus culture of connectedness, engaging each student as they walk from building to building every day.

HOW CAN THE PHYSICAL ENVIRONMENT CONTRIBUTE TO STUDENT ENGAGEMENT?

Universities and colleges recognized for their strength in student engagement feel strongly about the unique sense of place of their institution (Kuh, et al., 2005, pg. 91). The physical design of a campus can be an important factor in student engagement:

A campus becomes much more than a specific location or set of arranged physical spaces as buildings, green spaces, walkways, and more take on a range of emotional overtones. Some spaces begin to symbolize institutional ideals and enduring values through remembrances of the rituals and ceremonies performed there year after year. . . . The physical and emotional become inextricably intertwined to form an almost palpable "sense of place," one that has profound if not always clearly understood meaning to many members of the campus community. (Kuh, et al., 2005, pp. 92-93)

Planning and designing the physical environment for engagement can be accomplished by understanding how people use shared outdoor spaces. Based on ten years of observing the use of urban spaces in New York City, William Whyte in his seminal work "The Social Life of Small Urban Spaces" describes why people do and do not partake in city spaces and what lessons can be applied to their design. Whyte observed that people attract people. They like to be near main pedestrian traffic flows. They converse in the middle of traffic streams, sit and congregate near objects such as walls, statues, and they prefer well-defined spaces. The success of spaces depends on a multitude of factors including ample and integral seating that is functional in height (one to three feet) and ample in depth to allow back-to-back seating (30 to 36 inches). Movable furniture, such as small chairs, allows users to create their own groupings for conversation or to be left alone. Water, shade, sun, and food also attract people (Whyte, 1980, pp. 10-59). We can apply many of his recommendations to the design of engaging spaces for Texas Tech.

Three days of work sessions with the Texas Tech community yielded valuable guidance on how to improve the campus for student engagement.

HOW DOES TEXAS TECH SEE ITS CAMPUS?

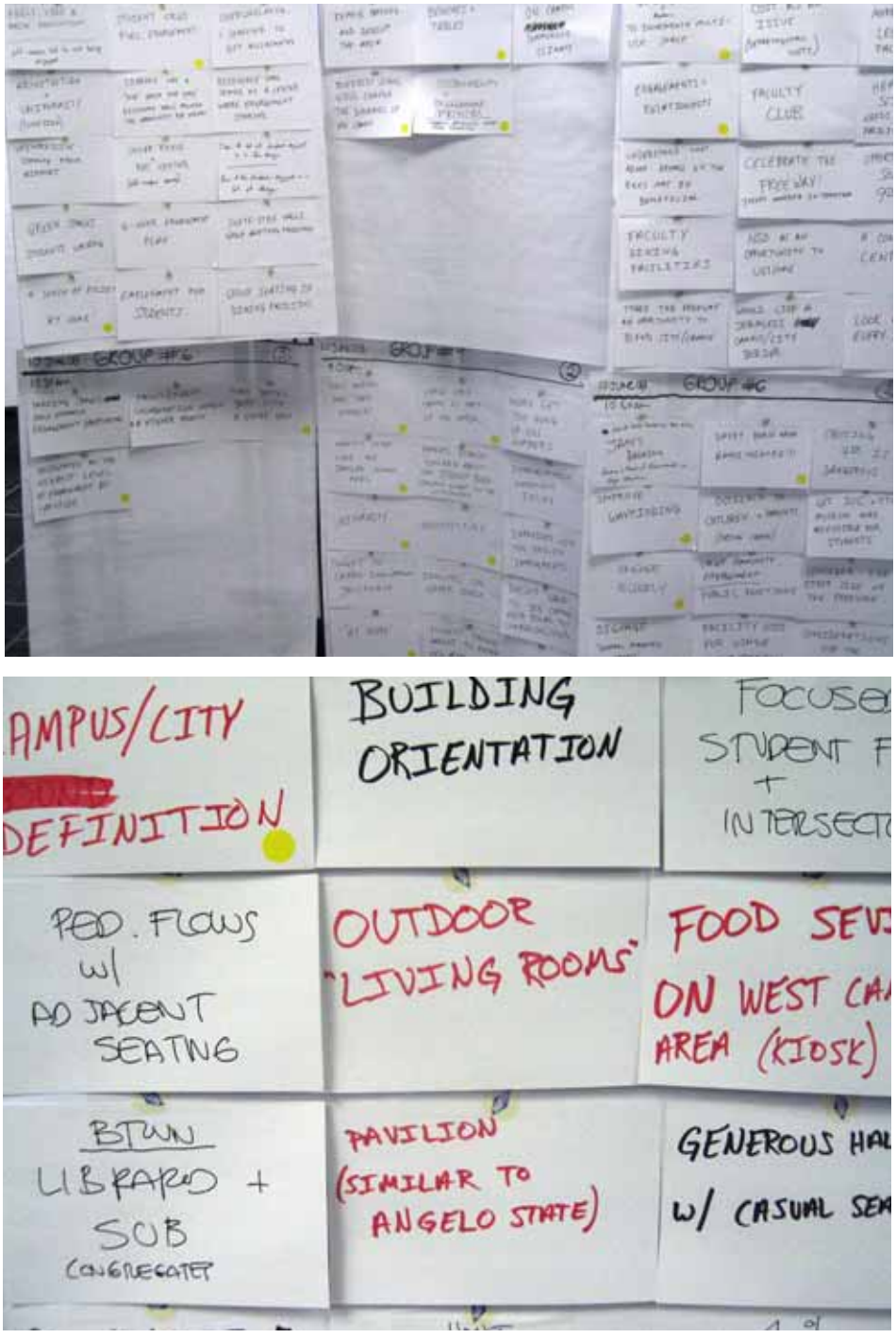
In June 2008, the university undertook a three-day series of meetings to discuss what they believe makes Texas Tech unique and how we can use its qualities to foster an engaging physical environment. Representing the spectrum of the Texas Tech community, invited students, faculty, staff, administrators, parents, and City of Lubbock employees participated in 14 sessions, each lasting approximately 1½ hours. (See "Participants" at the end of this document and Attachment A.)

During each session, we asked the participants a series of questions that focused their attention on the physical environment:

1. What were your impressions of the campus when you first saw it?
2. What are your current impressions?
3. What are (or could be) ideal places for engagement?
   Do these places exist on the campus? If so, where?
4. Have you experienced these types of places
   off campus or on other campuses?

The participants' responses to the questions and their reasoning for placement of dots reveal common themes and unique observations that we recorded on index cards. Taped and displayed on poster paper, 28 sheets in total, reductions are found at the end of this document. (See Attachment B.)

Each person also placed three green dots and three red dots on plans of the campus. The green dots identify the best areas for engagement. The red dots identify the worst areas on campus, but those with the potential to be improved. (See Attachment C)



Note cards documented the discussions held over the three days of work sessions.

THE COMMON THEMES REFLECT A DICHOTOMY OF VIEWS

Participants' first and current impressions reveal a range of views about the campus. In several instances, a campus characteristic, such as the uniformity of campus buildings, was seen as both a positive and negative contributor to engaging students—a dichotomy of views.

The campus is open and comprehensible, yet distant and overwhelming.

The open quality of the campus, buildings generously set back defining significant open spaces, allows an expansive view of the central campus. This provides a strong organizational structure and sense of orientation. For some, this imparts the feeling of a smaller collegial campus. Yet, the vast scale of the buildings and open spaces can be overpowering to first-year students, first-time visitors, and to those who lack an association with higher education.

The campus architecture is unparalleled and unifies the campus, yet its museum-like quality may inhibit use of exterior spaces.

The massing, scale, and style of the architecture creates a distinct first impression of the campus. It projects the image of a major institution of higher education. Participants often contrasted this uniform style with the more chaotic style they observed at other major university campuses in Texas. Yet, while students of these other universities readily use their outdoor spaces, the pristine quality of the outdoor spaces at Texas Tech may discourage use.

The campus could use more open and flexible green spaces, yet it is hard to give up the space used for parking that is so convenient to its users.

The campus lacks flexible and open green spaces adjacent to buildings and pedestrian corridors, especially within the central campus. When viewed from an aerial photograph, surface parking lots occupy much of the "prime real estate" that could be used for open space. Many participants were conflicted about whether they would prefer more green space or convenient parking.

The campus needs to be identified as separate from the town, yet there is a need to engage the community.

University Avenue and 19th Avenue create distinct boundaries between the campus and the adjacent town. This division creates an immediate and identifiable character to the campus in contrast to the urban/suburban character of the City of Lubbock. Although this identifiable image is positive,

Participants in the work sessions located places on campus that fostered student engagement and spaces that offered the potential for engagement.

participants also felt a desire to connect the university to the town to foster engagement. The North Overton development underscores the need to create stronger, aesthetic, and safe connections to the campus across the major arterials that frame its eastern and southern boundaries.

PHYSICAL PLANNING AND DESIGN PRINCIPLES FOR STUDENT ENGAGEMENT

Engaging students with other students, faculty, staff, and the community of Lubbock can be addressed by following the principles below. Texas Tech can apply these principles to create a range of spaces for student engagement, from highly programmed to casual.

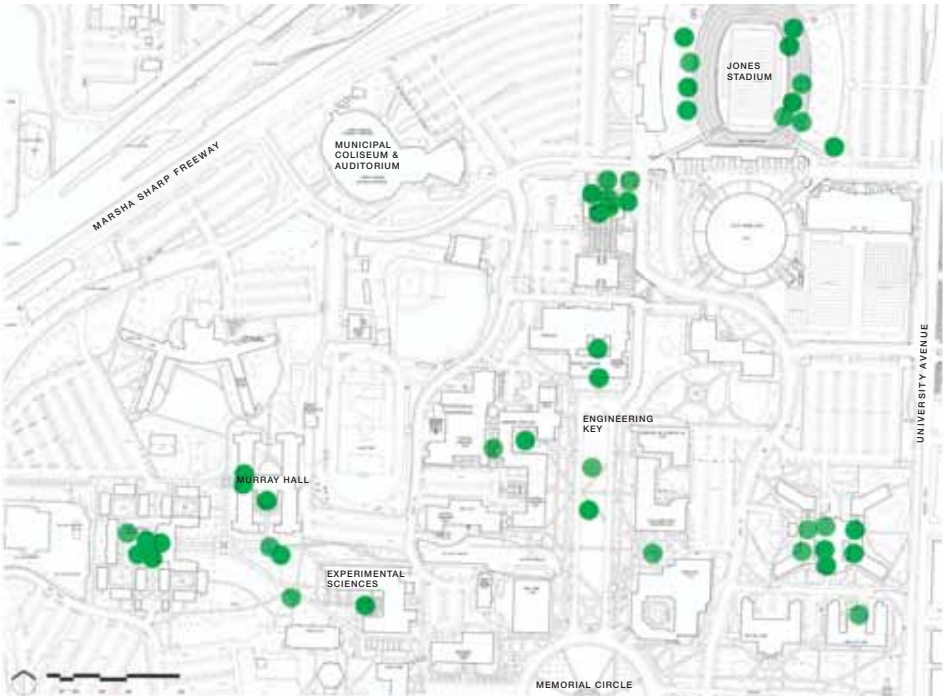
Increase Opportunities to Meet

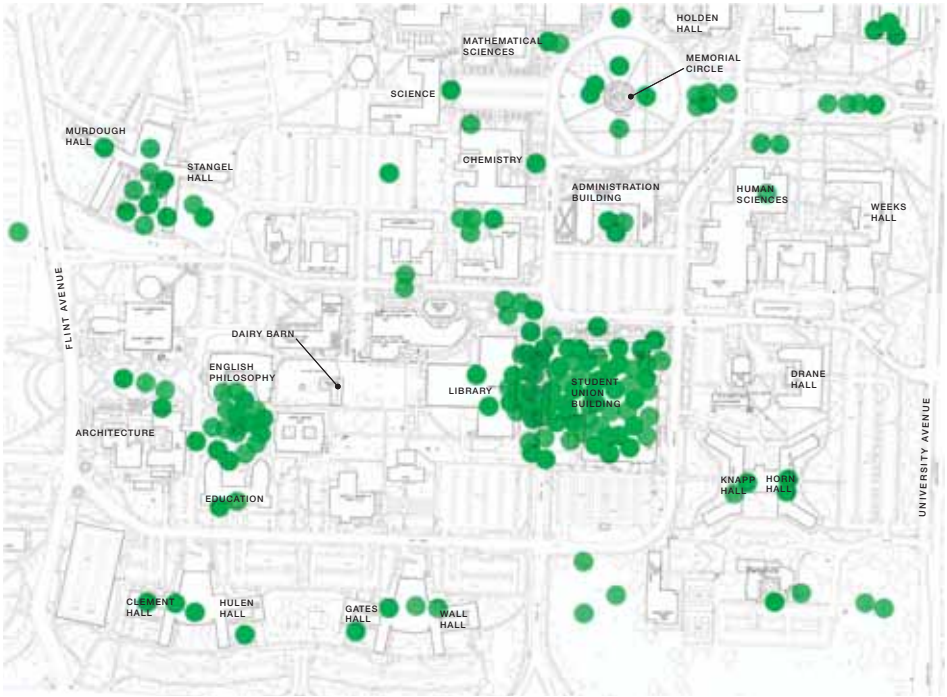
The odds of chance meetings are increased when campus users are in close proximity to each other and when the university programs interior and exterior spaces to offer these opportunities. This can be accomplished by concentrating new facility development within the university's ten-minute core—the distance a person can walk in ten minutes. Using infill to create higher densities within the central campus and grouping shared services into one building or complex will concentrate users, thus increasing opportunities to meet.

Also, designing rooms to be multi-functional can be a cost-effective means to offer a variety of locations for engagement when the rooms are not is use for academic functions. A few number of rooms, located throughout the campus and designed to function as classrooms and for other uses, such as film club activities, can extend the use of campus facilities, providing further opportunities to engage faculty and students outside the classroom.

Offer Opportunities to Linger

Everyone's lives are heavily scheduled. Whether people are getting to the university, going to class, going to off-campus jobs, teaching, undertaking research, or fulfilling administrative duties, they have little time left for other activities on campus. Efficient use of time is important. Offering a wider range of services on campus, such as eating establishments, would benefit the campus community. More up-scale dining options than those currently offered in the Student Union Building would appeal to people who now go off campus for such restaurants. Offering additional food service, such as food carts in strategic campus locations, coupled with campus-wide Wi-Fi access, would be beneficial.





Areas that currently foster student engagement—northeast quadrant of campus.

Areas that currently foster student engagement—southeast quadrant of campus.

A laundry (beyond what is current offered in the residences) and a dry-cleaning service on campus would appeal to many in the campus community.

Provide Comfort and Choice

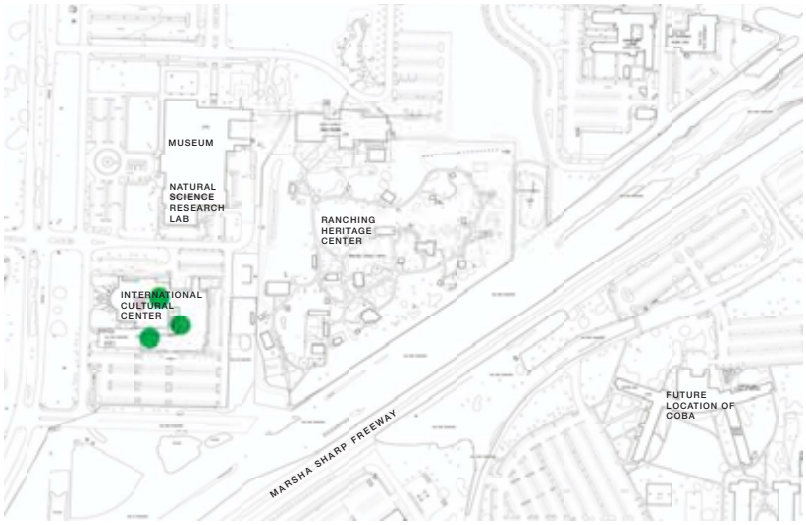
Whether the spaces are indoor or outdoor, comfort and choice are two key ingredients to their success. Spaces for student engagement provide a comfortable setting that encourages people to sit and linger, protected from the sun and wind. Shade is valued in West Texas. Trees must be increased on campus and hard reflective paving minimized. Too often, benches and tables are placed in open, unprotected areas, limiting their use. Shade structures should be provided in the short-term, allowing time for trees to grow. Successful indoor spaces, such as those in the Student Union Building, offer flexible seating arrangements allowing users to sit by themselves or in small or large groups. High-backed benches provide sense of enclosure and territory. Movable furniture can bring flexibility to outdoor spaces.

PARTICIPANT RESPONSES

Much discussion in the June meetings addressed what ingredients are needed to create spaces that offer opportunities for engagement. The participants' responses below reflect a wide range of observations and ideas. Some are in agreement. Others may be in conflict.

First Impressions

- The campus feels like home.
- The campus is an oasis in a flat dry arid environment.
- There is a uniformity in the architecture and central open spaces.
- Texas Tech is similar to a hospital. There are a lot of strangers in one setting.
- You can see the horizon.
- The campus feels safe.
- I'll be OK here.
- Everything is spread out.
- The campus is beautiful, unbelievable to visitors from other parts of Texas and the country.
- Unlike other campuses, Texas Tech displays cleanliness; there is little litter and no signs of graffiti or vandalism. It shows a respect for the institution.

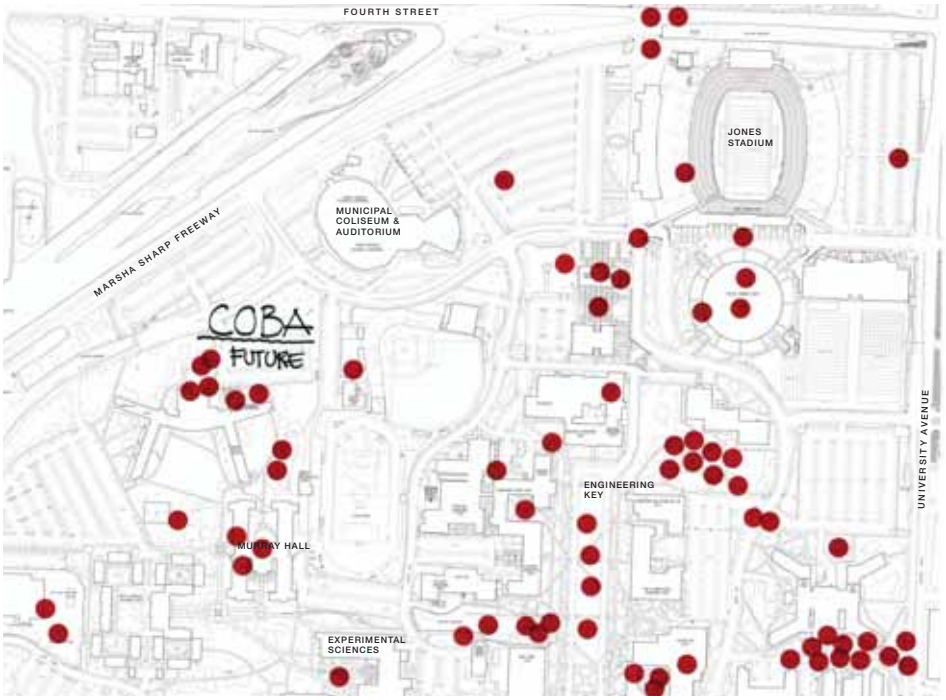


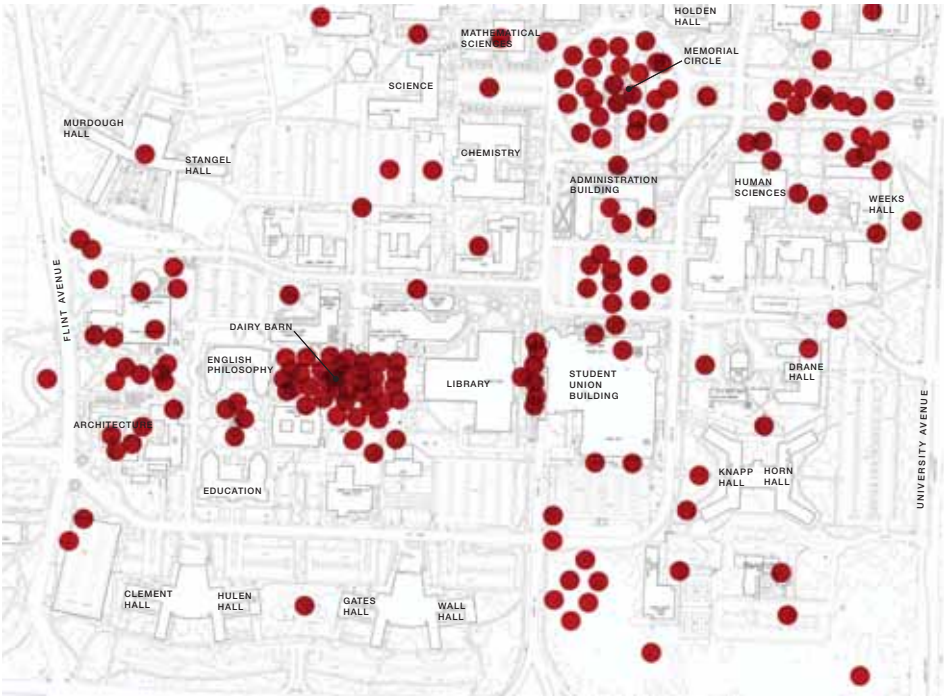
Areas that currently foster student engagement—northwest quadrant of campus.

Areas that currently foster student engagement—southwest quadrant of campus.

Observations

- The style of the architecture and the uniformity of buildings and open spaces create a cohesive impression.
- The residence halls serve as centers where student engagement begins. In fact, the university aggressively promotes student engagement during the first six weeks of a student's residency through its residence assistants (RAs).
- It is easy to get around the City of Lubbock. It is difficult to get around Texas Tech. (Signage issue.)
- Student organizations fuel engagement.
- Recognize that the university's campus is dynamic and constantly changing, affecting use and paths of travel.
- Groups are often segregated by discipline, promoting a sense of ownership.
- The patterns of use relate to transportation, food, shared academic uses and facilities, and social patterns.
- Engagements are relationships.
- Consider the other side of the freeway; i.e., the west side of the Marsha Sharp Freeway where the International Cultural Center, the Texas Tech Museum, and the Health Sciences Center are located.
- Recognize that the range of users for engagement, from the young to the elderly, from student to faculty to staff, from those whose families have a strong tradition in higher education to those with little or none, and from the campus community to the public community that surrounds it.
- Faculty-student collaboration needs to be a higher priority on campus.
- Trees and benches make favorite spots to linger and interact.
- The proximity of classrooms to areas with food, seating, and shade will affect frequency of use.
- Quiet areas without traffic get utilized in the Student Union Building.
- Teaching a class in a residence hall should not feel awkward.
- Entrances other than the Broadway entrance are uninviting.
- People seem isolated at times.
- Evening and night time functions are hard to schedule in academic buildings.
- The Student Union Building offers opportunities for students to stay on campus between classes.
- It is the feel and not the number of students that counts.
- People get too hung up on the number of students.





Areas lacking but with potential for student engagement—northeast quadrant of campus.

Areas lacking but with potential for student engagement—southeast quadrant of campus.

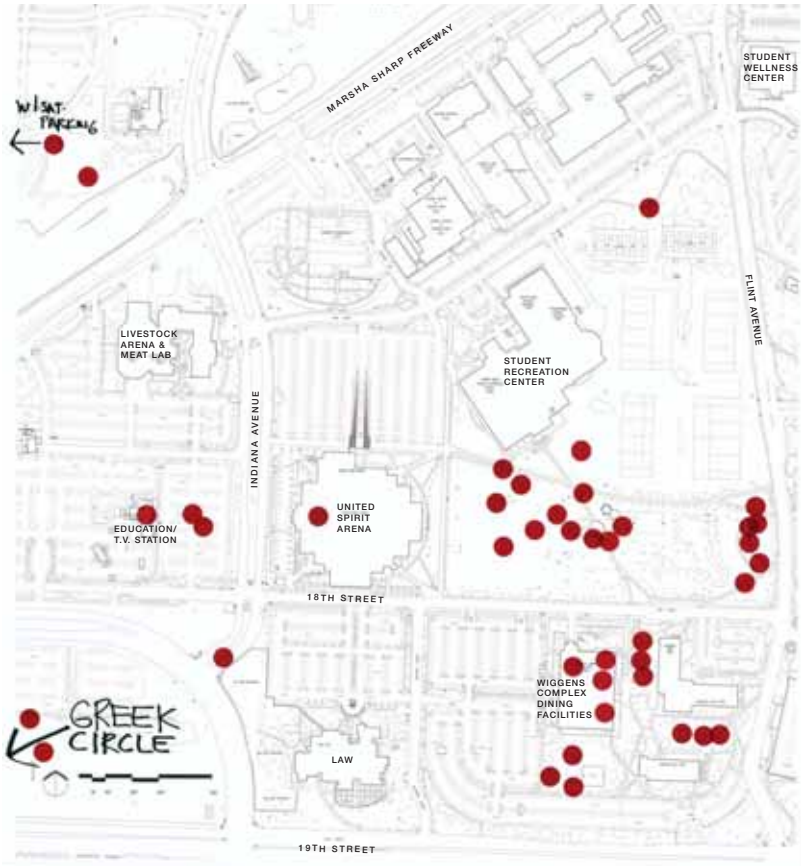
- Cars discourage foot traffic.
- The campus appearance (buildings, open space, art) has improved greatly since 2001.
- Some graduate students, such as some in the law school, appreciate being isolated from the rest of campus given that their work and study schedules allow little else in their lives.
- Professors will use the Starbucks in the Student Union as a second office where they meet fellow professors and students.
- Minorities sometimes see Texas Tech as unachievable, even when relatives are graduates of the university.
- Students will self segregate into specific areas of the Student Union Building.
- The physical size of the campus may work against us. Between classes, it feels like a race.
- The campus feels too much like a commuter school.
- It is difficult to engage minorities with no connection to higher education. Designing flexible outdoor spaces that are family-oriented would help the university in its engagement with a variety of cultures..

General Recommendations

- Recognize interaction space as programmed space, not just space that occurs by chance.
- Blend student social, recreational, and residential spaces with academic space.
- Provide a strong connection between indoor and outdoor spaces.
- Maintain future development within the ten-minute core.
- Promote the campus through the Internet. (One participant first experienced the campus via the internet and in person after his acceptance to graduates studies.)
- Promote Texas Tech through each of the colleges as a means of breaking down the university into smaller, comprehensible units.
- Use different spaces around the campus during orientation.
- Increase proximity of uses—"everything in the same general area."
- Create strong University—City cooperation.

Indoor Recommendations

- Provide forums-common rooms, such as found in the law school. Offer opportunities for engagement.
- Group similar services together.
- Create generous hallways for formal study areas and informal seating areas.



Areas lacking but with potential for student engagement—southwest quadrant of campus.

- Incorporate multipurpose rooms throughout the campus in order to allow other uses of the room to occur beyond the hours of instruction.
- Increase the number of large lecture facilities.
- Consider a "faculty club."
- Consider a more up-scale dining area.
- Provide a food venue in the Engineering Key.
- Locate shared space in close proximity to computer labs and classrooms.
- Consider more residence halls with a common dining area.
- Offer "funky" retail (such as a clothes consignment shop) that is affordable to the students.
- Move the Greeks back to campus and incorporate a residential component.
- Centralize scheduling of classroom space to purposely expose students to other areas of the campus.
- Increase the number of student residences on campus.

Outdoor-Programmatic

- Develop outdoor classrooms/living rooms
- Develop unstructured open space for pick-up games, outdoor events, etc.
- Plan BBQ and picnics to engage students, faculty, staff, and the community.
- Develop kiosks-pavilions throughout the campus.
- Use flags associated with students, faculty, and staff from around the world.
- Develop areas where being loud is appropriate.
- Create activities that will engage students with and without disabilities.

Outdoor - Food

- Use vending carts to make food and drink available around the campus.

Outdoor - Signage

- Provide signage to help first-time users navigate the campus. (This includes vehicular signage such as welcome signs at entrances and pedestrian "You Are Here" signs on walkways.)

Faculty use the cafe in the Student Union Building as a place to meet other faculty and students.

Walks need to accommodate side-by-side conversations and places adjacent to sit and meet.

Outdoor - Art

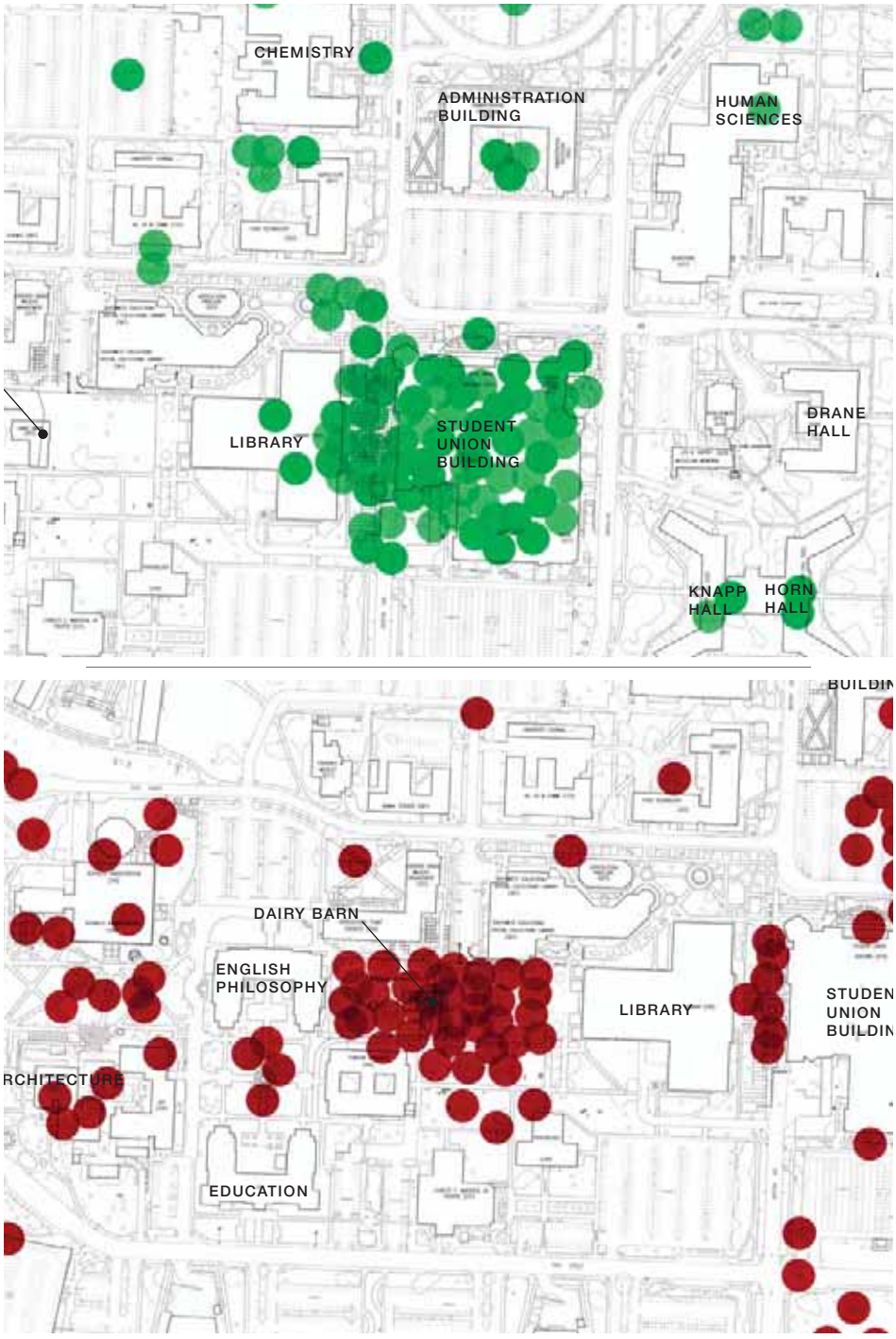
- Use public art to create interactive spaces.
- Introduce art reflective of other cultures.
- Restore the Southwest Conference Circle.

Outdoor - Transportation

- Make the entry stations more visitor-friendly.
- Change parking patterns to enhance opportunities for engagement.
- Provide visitor-friendly parking areas.
- Remove parking in the core and develop for buildings and open space.
- Embellish shuttle stops with increased shelter, shade, and seating.
- Provide postings at the shuttle stops.
- Develop a communal bicycle program—bicycles, routes of travel, and parking.

Outdoor - Location and Design Criteria

- Create engaging spaces adjacent to pedestrian flows and their intersections.
- Create engaging spaces adjacent to building entrances.
- Create engaging spaces adjacent to informal recreation fields such as the sand volley ball courts.
- Add trees to increase shade.
- Add benches and tables.
- Add color to enliven the campus (banners, flowers, etc.).
- Allow for a variety of seating in the dining facilities.
- Take advantage of the natural breezes that occur between closely spaced buildings such as Chemistry and Agriculture.
- Protect users from the sun and the dominant south and west winds.



The Student Union Building and the open mall adjacent to the Library are two areas displaying high student engagement.

The Dairy Barn garnered the highest recognition of its potential to foster student engagement.

APPLYING WHAT WE LEARNED

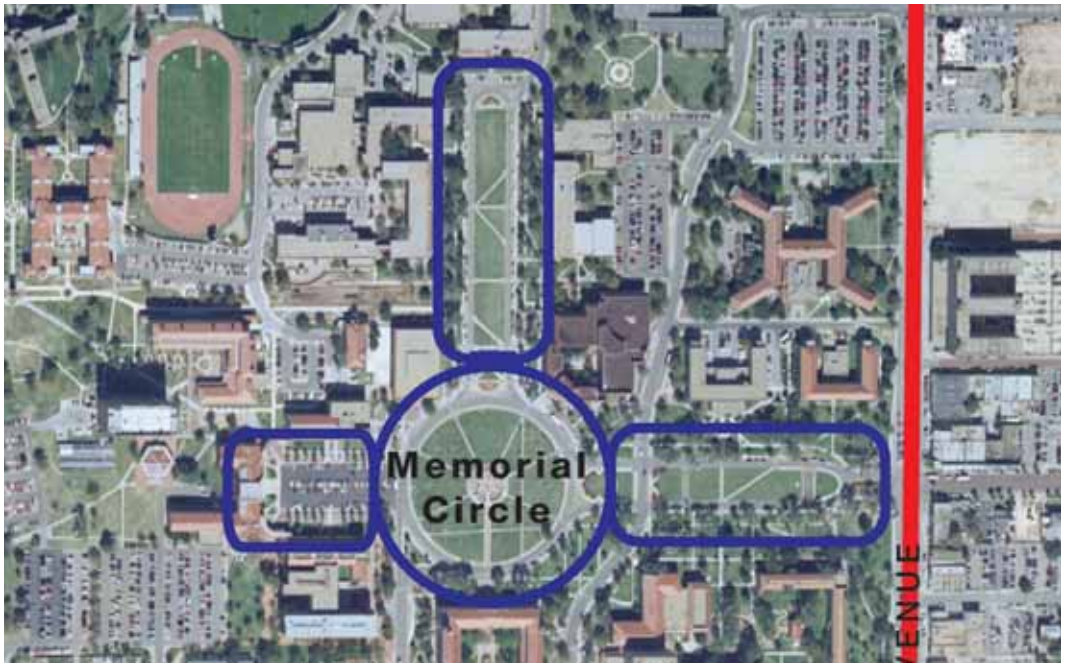
Using the green dots, participants identified numerous places on campus that are currently engaging students, faculty, and staff. Red dots highlight areas not fulfilling this goal, but having potential.

Green dot sites include small courtyards internal to buildings or framed by their entrances and indoor and outdoor areas associated with residence halls. Many of the participants view the large, formal open spaces of Memorial Circle or the Engineering Key as areas with great potential for additional uses. The two areas with the highest concentration of engagement are the Student Union Building and the Student Recreation Center. The concentration of green dots on interior spaces and the lack of their concentration on outdoor sites demonstrate the need to create outdoor opportunities for engagement. Two outdoor areas that had concentrations of green dots are the mall area between the library and the Student Union Building and the area framed by the English/Philosophy and Education buildings. These spaces are central areas of activity generated by the buildings that frame them. Art, seating, and shade trees are integral to both.

Red dots identify areas that can be improved for student engagement. The red dots are geographically dispersed in small concentrations around the campus. In some cases, they identify opportunities in existing open spaces. Others highlight areas around residence halls, outdoor recreation areas, and pedestrian circulation corridors. The Barn stands out with the highest concentration of red dots.

The following are examples of campus areas recommended for improvements in support of student engagement:

1. Memorial Circle and the open spaces of the Broadway entrance, the Engineering Key, and the Science Quad
2. The "Barn" west of the Library and east of the English/ Philosophy and Education buildings
3. The parking lot between the Administration Building and the Student Union Building
4. The area southeast of the Student Recreation Center where paths from commuter parking areas intersect with paths from the recreation activities
5. Numerous areas associated with recreation fields and residence halls



View of Memorial Circle.

Areas considered for improvements.

1 Memorial Circle and the open spaces of the Broadway entrance, the Engineering Key, and the Science Quad

Some view Memorial Circle as an area whose use is prohibited. Some students will walk around the circle rather than through it. Those participants in the work sessions who had experience of other universities were amazed that such spaces were not used more frequently. When pressed further, it became clear that the circle had limited use for campus events: Arbor Day, Techsan Memorial services, and several ROTC ceremonies. Some felt that shade trees needed to be added to Memorial Circle and the adjacent open space corridors, although this would detract from the grand unobstructed views that are emblematic of Texas Tech.

Recommendations:

- Trees recently planted in Memorial Circle will in time provide shade needed for areas of seating. Consider placing stone blocks within each grove of trees for seating. Avoid the use of benches to minimize the look of "no one is using the place" when the seating is not occupied.
- Use the Engineering Key as a flexible outdoor space to stage campus-wide and community events. Consider additional lighting to extend use of the space for evening events. Temporary tables, tents, food carts, and barbecues could be used in multiple configurations for large events for the campus and the community of Lubbock.
- Convert the parking space central to the Science Quad as a flexible outdoor space surrounded by a tree-lined walk with a variety of seating opportunities.

View of the Dairy Barn.

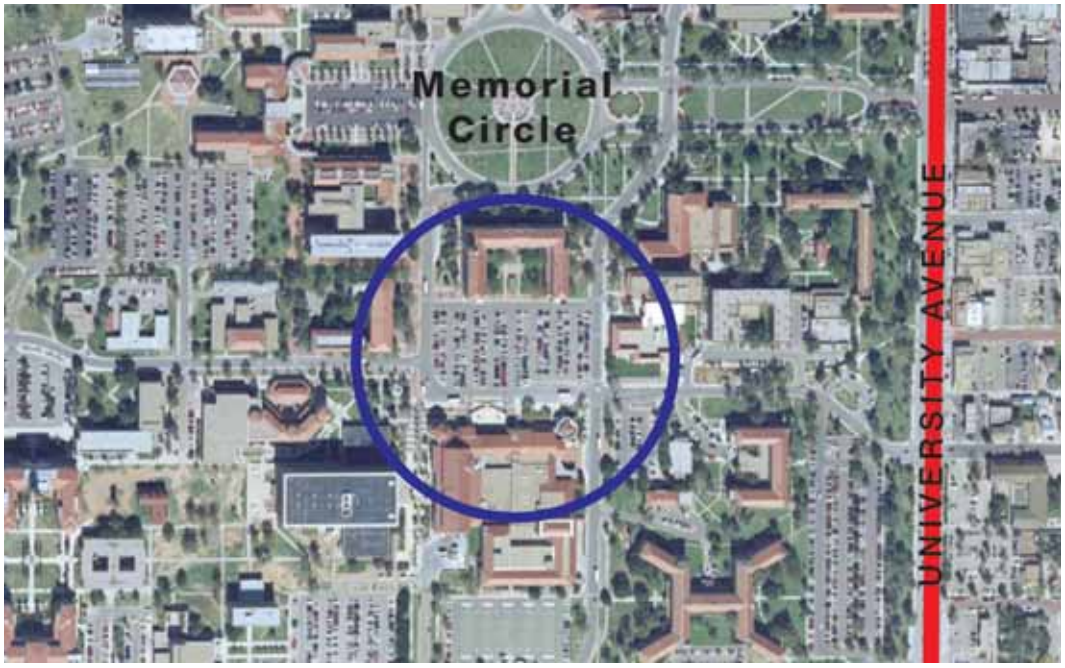
Area considered for improvements.

2 The "Barn" west of the Library and east of the English/ Philosophy and Education buildings

During the second day of the work sessions, one participant armed with red dots wanted to know where the Barn was on the plan. She could not see the building footprint because of the number of red dots already covering the area. The participants showed a clear preference to make use of this historic structure and the area surrounding it. Intensively used as a circulation corridor, paths crisscross the area, some worn into the bare soil. Central to the area is the Barn, a historic structure with cultural significance for the university. Constructed in 1927, the Barn sheltered the cows of students who used the milk as payment for tuition during the Depression. Mature trees dot the site. Clearly, the area contains the key elements to become a significant place of engagement at Texas Tech. (See Attachment D.)

Recommendations:

- Restore and adapt use of the Barn. Include uses that would be shared by the students, faculty, staff, and the community of Lubbock. Consider uses such as a coffee and dairy food service, a bicycle maintenance and repair shop, a study hall, and a computer lab. Extend these uses to the outdoors, creating a connection between indoor and outdoor spaces.
- Review circulation paths and improve (widen and construct) where needed.
- Introduce art inspired by the historic values of the place.
- Introduce seating and tables.
- Improve lighting to extend use in the evening hours.



View of parking lot between the Administration Building and the Student Union Building.

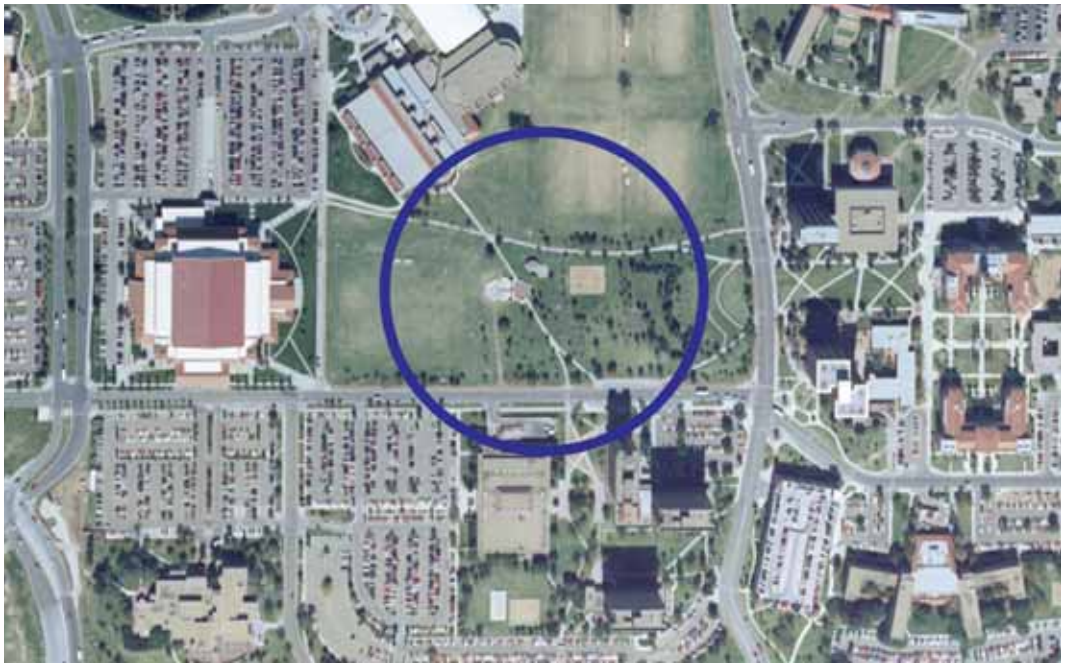
Area considered for improvements.

3 The parking lot between the Administration Building and the Student Union Building

Although the parking lot is extremely convenient to users, this land use detracts from the quality of the campus environment. The use of key campus areas for parking is not atypical for institutions of higher education. Over time, universities and colleges tend to convert these areas into academic, research, or student service functions. The University of California at Berkeley, for example, did not banish the automobile from its central campus until the early sixties when it had a student FTE of approximately 25,000, slightly less than Texas Tech's current enrollment.

Recommendations:

- Construct two new building to frame the east and west boundaries. Choose uses that do not require building depths greater than 80 feet in order to preserve space between the buildings to support a new quad.
- Program ground-floor spaces with uses that have broad appeal to the campus community. Such uses would include food, retailing, student services, and dry cleaning. Extend uses to spill out into adjoining exterior spaces.
- Use generous arcades that would provide shelter for tables, seating, booths, etc.
- Make the open space unobstructed and adaptable to multiple uses. Provide trees at edges and ample lighting and utility hook-ups to support a variety of uses that could include evening and weekend concerts, educational fairs, rallies, and other community events.



View from path of the recreation courts and fields.

Area considered for improvements.

4 The area southeast of the Student Recreation Center where paths from commuter parking areas intersect with paths from the recreation activities

Like with the Student Union Building, the Student Recreation Center is a focal point for student life. And similarly to the Student Union Building, the exterior spaces surrounding it are little used. The introduction of the leisure pool, and the "lazy river" along with new food service will likely increase student use of the area.

Much discussion in the work sessions highlighted the desire by the participants to take advantage of the outdoor area southwest of the recreation complex. Paths of travel from the center and commuter parking to the central campus offer opportunities for gathering spots. In addition, the area serves as the location for the Texas Tech bonfire. It is likely that many visitors view and cross through this space on their way to events in the Spirit Arena to the west.

Recommendations:

- Include a permanent pavilion that would provide shelter and offer a modest food service.
- Add utility hook ups for events.
- Consider electrical outlets for computers.
- Provide barbecues.
- Increase lighting for extended use during evening hours.

View of area at entry to Knapp Hall.

Areas considered for improvements.

5 Numerous areas associated with recreation fields and residence halls

Numerous areas around the campus have open lawn areas and recreational courts, such as sand volley ball courts. The older style dorms also frame great expanses of lawn with little to no programmed uses. Such locations include the area east of Wall Hall and west of the Sports Studies Center and the area west of Knapp Hall. Many of these spaces have adequate shade from mature tree canopies yet lack improvements that would expand and extend their use.

Recommendations:

- Add areas for seating.
- Add lighting to seating areas.
- Add barbecues.

WHERE DOES TEXAS TECH GO FROM HERE?

The Engaging Campus Initiative is one step in Texas Tech's goal to improve its physical environment in the service of student engagement. Much as has been accomplished to date. Many participants in the work sessions marveled at the open space improvements and care the university has undertaken over the past decade. Their input forms a strong foundation for understanding what makes Texas Tech unique and how to form campus spaces that engage the campus community.

The university is a dynamic, constantly changing institution. These changes often affect use and circulation patterns on the campus. A strong framework for change will provide the structure needed to maintain and enhance the values of Texas Tech. Just as the original planners and designers successfully addressed challenges in the initial planning and design of the university, so too have their modern-day counterparts taken up this mantle of stewardship. This initiative will help frame discussions as the university moves forward in addressing the future and growth foreseen.

Invited participants at the work sessions represented a spectrum of the Texas Tech community that included students, faculty, staff, administrators, parents, and City of Lubbock employees.

PARTICIPANTS IN THE WORK SESSIONS

Opening Session
Monday, June 9, 2008
8:30 AM – 10:00 AM

Diego Barrera, Facilities Planning & Construction

Lee Bobbitt, Student Government Association

Jim Burkhalter, Student Affairs

Mike Ellicott, Facilities Planning & Construction

Sally Post, Communications & Marketing

Robert Sabbatini, Facilitator

Michael Shonrock, Student Affairs

D.J. Walch, Student Affairs

Group #1, Student Government Association
Monday, June 9, 2008
10:30 AM – 12:00 PM

James Baumgartner, Student Government Association

Lee Bobbitt, Student Government Association

Jim Burkhalter, Student Affairs

Arindam Mazumdar, Student Government Association

Austin Pennington, Student Government Association

Robert Sabbatini, Facilitator

Michael Shonrock, Student Affairs

D.J. Walch, Student Affairs

Group #2, City of Lubbock
Monday, June 9, 2008
1:00 PM – 2:30 PM

Rob Allison, Assistant City Manager of Development Services, City of Lubbock

Randy Henson, Planning and Zoning Commission, City of Lubbock

Michael Shonrock, Student Affairs

Keith Smith, City Engineer, City of Lubbock

D.J. Walch, Student Affairs

Group #3, Lubbock Chamber of Commerce
Monday, June 9, 2008
2:30 PM – 3:45 PM

Mary Jane Buerkle, Lubbock Chamber of Commerce

Jim Burkhalter, Student Affairs

Colleen Evans, Lubbock Chamber of Commerce

Eddie McBride, Lubbock Chamber of Commerce

Robert Sabbatini, Facilitator

Michael Shonrock, Student Affairs

D.J. Walch, Student Affairs

Group #4, University Student Housing / Hospitality Services
Monday, June 9, 2008
4:00 PM – 5:00 PM

Priscilla Bellamy, University Student Housing

Sam Bennett, Hospitality Services

Alan Cushman, Hospitality Services

David Deason, Hospitality Services

Kyla Doddridge, University Student Housing

Sean Duggan, University Student Housing

Tiffany Enderson, Hospitality Services

Janis Haney, University Student Housing

Michelle Hill, University Student Housing

Kerry Hooks, University Student Housing

Lequice Kohout, University Student Housing

Mark McVay, University Student Housing

Kirk Rodriguez, Hospitality Services

Robert Sabbatini, Facilitator

Michael Shonrock, Student Affairs

Angela Smith, University Student Housing

Each of the 14 sessions lasted approximately 1½ hours.

Jose Valenciano, University Student Housing

D.J. Walch, Student Affairs

Wrap-Up Day 1
Monday, June 9, 2008
5:00 PM – 5:15 PM

Jim Burkhalter, Student Affairs

Mike Ellicott, Facilities Planning & Construction

Austin Pennington, Student Government Association

Robert Sabbatini, Facilitator

Michael Shonrock, Student Affairs

D.J. Walch, Student Affairs

Group #5, Operations
Tuesday, June 10, 2008
8:30 AM – 10:00 AM

Roger Ball, Operations

Douglas Chowning, Physical Plant

Paul Cotter, Environmental Health and Safety

Mike Ellicott, Facilities Planning & Construction

Mike Faires, Operations

Gene Gibson, Grounds Maintenance

Tom Keaton, Operations

Robert Sabbatini, Facilitator

Michael Shonrock, Student Affairs

D.J. Walch, Student Affairs

Group #6, President's Committee on Engagement
Tuesday, June 10, 2008
10:30 AM – 12:00 PM

James Baumgartner, Student Government Association

Jim Burkhalter, Student Affairs

Liz Hall, Office of the Provost

Michael Harrington, Center for Campus Life

Valerie Patov, Office of the Provost

Sally Post, Communications & Marketing

Robert Sabbatini, Facilitator

Michael Shonrock, Student Affairs

Rosslyn Smith, Office of the Provost

D.J. Walch, Student Affairs

Group #7, Student Life Council
Tuesday, June 10, 2008
1:00 PM – 2:30 PM

Jim Burkhalter, Student Affairs

Cathy Duran, Rawls College of Business Administration

Ethan Logan, Student Judicial Programs

Amy Maynard, Center for Campus Life

Robert Sabbatini, Facilitator

Michael Shonrock, Student Affairs

D.J. Walch, Student Affairs

Group #8, Student Union & Activities / Center for Campus Life
Tuesday, June 10, 2008
2:30 PM – 3:45 PM

Cate Bibb, Center for Campus Life

Jason Biggs, Center for Campus Life

Bill Brannan, Student Union & Activities

Nick Cruz, Center for Campus Life

Jewel Downing, Student Union & Activities

Matt Ducatt, Student Union & Activities

Mike Gunn, Student Union & Activities

Michael Harrington, Center for Campus Life

Emily Hicks, Center for Campus Life

Brittni Hodges, Center for Campus Life

Tiffany Kamuche, Center for Campus Life

Candice Laster, Center for Campus Life

Zach Manning, Center for Campus Life

Jonathan Merritt, Center for Campus Life

Participants carefully reviewed the campus maps to identify areas that currently foster student engagement and areas with the potential to do so.

Sonia Moore, Student Union & Activities

Zane Reif, Student Union & Activities

Stephanie Rhode, Center for Campus Life

Robert Sabbatini, Facilitator

Michael Shonrock, Student Affairs

Leslie Spencer, Student Union & Activities

Gay Trammel-Witt, Center for Campus Life

Rachel Verbout, Student Union & Activities

Jana Vise, Student Union & Activities

D.J. Walch, Student Affairs

Group #9, Parent & Family Relations
Tuesday, June 10, 2008
4:00 PM – 5:00 PM

Ken Gassiot, Parent & Family Relations

Elizabeth Massengale, Parent & Family Relations

Alan Newton, Parent

Jere Newton, Parent

Tiffany Rubio, University Career Services / Parent

Robert Sabbatini, Facilitator

Michael Shonrock, Student Affairs

D.J. Walch, Student Affairs

Group # 10, Student Affairs Staff (1)
Wednesday, June 11, 2008
8:30 AM – 10:00 AM

Sam Bennett, Hospitality Services

Sean Duggan, University Student Housing

Mike Ellicott, Facilities Planning & Construction

Joyce Hagood, Dean of Students Office

Cole Johnson, Barnes & Noble Bookstore

Kent Meredith, United Spirit Arena

Susan Peterson, Student Media

Larry Phillippe, Student Disability Services

Rita Poteet, Office of the Vice President for Student Affairs

Sofia Rodriguez, Student Diversity Relations Office

Robert Sabbatini, Facilitator

Michael Shonrock, Vice President for Student Affairs

Jill Stangl, Student Legal Services

D.J. Walch, Student Affairs

Group #11, Student Affairs Staff (2)
Wednesday, June 11, 2008
10:30 AM – 12:00 PM

Matt Ducatt, Student Union & Activities

Amy Ellison, Senior Associate Vice President for Student Affairs

Maria Fernandez, Upward Bound Programs

Dolores Harper, University ID

Darlene Hennigh, Associate Vice President for Student Affairs

David Kraus, University Career Services

Ethan Logan, Student Judicial Programs

Joe MacLean, Recreational Sports

Elizabeth Massengale, Parent & Family Relations

Amy Maynard, Center for Campus Life

Juli McCauley, Student Health Services

Eileen Nathan, Student Counseling Center

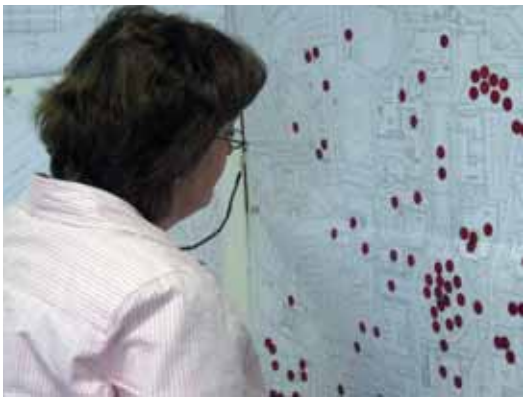
Kathryn Quilliam, Ombudsman for Students

Robert Sabbatini, Facilitator

Michael Shonrock, Vice President for Student Affairs

Randy Smith, University Printing Services

D.J. Walch, Student Affairs



Each work session identified new areas as well as confirmed the input gained at prior sessions.

Group #12, Student Wellness
Wednesday, June 11, 2008
1:00 PM – 2:30 PM

Betty Blanton, Recreational Sports

Kitty S. Harris, College of Human Sciences

Juli McCauley, Student Health Services

Eileen Nathan, Student Counseling Center

Larry Phillippe, Student Disability Services

Robert Sabbatini, Facilitator

Michael Shonrock, Student Affairs

D.J. Walch, Student Affairs

Closing Session
Wednesday, June 11, 2008
3:00 PM – 4:30 PM

Jim Burkhalter, Student Affairs

Mary Crites, Parker, Smith, and Cooper

Mike Ellicott, Facilities Planning & Construction

Arindam Mazumdar, Student Government Association

Sally Post, Communications & Marketing

Robert Sabbatini, Facilitator

Michael Shonrock, Student Affairs

D.J. Walch, Student Affairs

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ATTACHMENTS

Available in PDF format only.

A. Agenda for the work sessions
B. Note cards from the work sessions
C. Green and red dot plans
D. Dairy Barn history
E. Campus photos

ATTACHMENTS

Available in PDF format only.

A. Agenda for the work sessions

B. Note cards from the work sessions

C. Green and red dot plans

D. Dairy Barn history

E. Campus photos

SGA – THE ENGAGING CAMPUS

Texas Tech University

Sponsors

TTUS Facilities Planning & Construction
TTU Student Government Association
TTU Vice President for Student Affairs

Facilitator

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http://www.sabbatini-loyd.com

Schedule

Monday, June 9, 2008

8:00AM	**Breakfast** Mini-Muffins and Danishes	**SUB Matador Lounge**
8:30AM	**Opening Session** Lee Bobbitt, Student Government Association Jim Burkhalter, Student Affairs Mike Ellicott, Facilities Planning & Construction Robert Sabbatini, Facilitator Michael Shonrock, Student Affairs 742-4360, michael.shonrock@ttu.edu	**SUB Matador Lounge**
10:00AM	**BREAK**	**SUB Matador Lounge**
10:30AM	**Group #1** *Student Government Association* Lee Bobbitt, SGA President 742-3631, lee.bobbitt@ttu.edu	**SUB Matador Lounge**
12:00PM	**Lunch** Sandwiches	**SUB Matador Lounge**
1:00PM	**Group #2** *City of Lubbock* (tentative) Rob Allison, City of Lubbock 775-2110, rallison@mylubbock.us	**SUB Matador Lounge**
2:30PM	**Group #3** *Chamber of Commerce* Shelby Shaw, Chamber of Commerce 761-7000, shelby.axtell@lubbockbiz.org	**SUB Matador Lounge**
3:45PM	**BREAK**	**SUB Matador Lounge**
4:00PM	**Group #4** *University Student Housing/Hospitality Services* Sean Duggan, University Student Housing 742-2542, s.duggan@ttu.edu Sam Bennett, Hospitality Services 742-2542, sam.bennett@ttu.edu	**SUB Matador Lounge**
5:00PM	**Wrap-Up Day 1** Lee Bobbitt, Student Government Association Jim Burkhalter, Student Affairs Mike Ellicott, Facilities Planning & Construction Michael Shonrock, Student Affairs Robert Sabbatini, Facilitator (415) 828-1054 – mobile, robert_sabbatini@sabbatini-loyd.com	**SUB Matador Lounge**

Tuesday, June 10, 2008

8:00AM	**Breakfast** Assorted Toaster Bar	**SUB Matador Lounge**
8:30AM	**Group #5** *Operations* Mike Faires, Operations 742-1310, mike.faires@ttu.edu	**SUB Matador Lounge**
10:00AM	**BREAK**	**SUB Matador Lounge**
10:30AM	**Group #6** *President's Committee on Engagement* Jessica Carrillo, President's Office 742-2121, jessica.carrillo@ttu.edu	**SUB Matador Lounge**
12:00PM	**Lunch** Wraps	**SUB Matador Lounge**
1:00PM	**Group #7** *Student Life Council* Ethan Logan, Dean of Students 742-1714, ethan.logan@ttu.edu	**SUB Matador Lounge**
2:30PM	**Group #8** *Student Union & Activities and Center for Campus Life* Matt Ducatt, Student Union & Activities 742-3636, matt.ducatt@ttu.edu	**SUB Matador Lounge**
3:45PM	**BREAK**	**SUB Matador Lounge**
4:00PM	**Group #9** *Parent & Family Relations* Elizabeth Massengale, Parent & Family Relations 742-3630, elizabeth.massengale@ttu.edu	**SUB Matador Lounge**
5:00PM	**Wrap-Up Day 2** Lee Bobbitt, Student Government Association Jim Burkhalter, Student Affairs Mike Ellicott, Facilities Planning & Construction Michael Shonrock, Student Affairs Robert Sabbatini, Facilitator (415) 828-1054 – mobile, robert_sabbatini@sabbatini-loyd.com	**SUB Matador Lounge**

Wednesday, June 11, 2008

8:00AM	**Breakfast** Breakfast Buffet	**SUB Matador Lounge**
8:30AM	**Student Affairs Staff**	**SUB Matador Lounge**
10:00AM	**BREAK**	**SUB Matador Lounge**
10:30AM	**Student Affairs Staff**	**SUB Matador Lounge**
12:00PM	**Lunch** Salads	**SUB Matador Lounge**
1:00PM	**Group #10** *Student Wellness* Evelyn McPherson, Student Health Services 743-2860, evelyn.mcpherson@ttuhsc.edu	**SUB Matador Lounge**
2:30PM	**BREAK**	**SUB Matador Lounge**
3:00PM	**Closing Session** Lee Bobbitt, Student Government Association Jim Burkhalter, Student Affairs Mike Ellicott, Facilities Planning & Construction Michael Shonrock, Student Affairs Robert Sabbatini, Facilitator (415) 828-1054 – mobile, robert_sabbatini@sabbatini-loyd.com	**SUB Matador Lounge**

Contacts

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dj.walch@ttu.edu

THE ENGAGING CAMPUS

Texas Tech University

Monday, June 9th through Wednesday, June 11th, 2008

The questions would focus on the physical aspects of the campus that serve to engage students, faculty, staff, and visitor and bond them to the institution.

1. What were your impressions of the campus when you first saw/encountered it? (this could be via the world wide web, brochures, physically on campus)

2. What are your current impressions of the campus?

3. What are (or could be) the ideal places for engagement? Do these places exist on the campus? If so, where?

4. What makes these ideal places?

5. Have you experienced these types of places off campus or on other campuses?

Upon conclusion, we will ask each participant to place three green dots on a campus map to identify the best areas for engagement and three red dots to identify the best places that are the worst locations to engender engagement.

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http://www.sabbatini-loyd.com

Attachment B: Note cards from the work sessions

The Engaging Campus
Texas Tech University, Lubbock

The cards contained in this document record the discussion held for three days in June 2008 for The Engaging Campus conducted for Texas Tech University, Lubbock.

During each session, we asked the participants a series of questions that focused their attention on the physical environment:

1. What were your impressions of the campus when you first saw it?
2. What are your current impressions?
3. What are (or could be) ideal places for engagement? Do these places exist on the campus? If so, where?
4. Have you experienced these types of places off campus or on other campuses?

The comments address a broad range of thought. Some are in agreement. Others may be in conflict.

To aid in the review of the cards, we have noted on the top of majority of the cards the following:

+	Positive impressions of the campus
-	Negative impressions of the campus
Idea	An idea for improving the campus
Observation	A neutral impression of the campus (sometimes factual)

9 JUNE OPENING SESSION (1)

8:30 AM

+ LANDSCAPE

+ FELT "HOME"

+ WELCOMING ENTRANCE

+ CAMPUS/CITY DEFINITION

+ BUILDING ORIENTATION

FOCUSED STUDENT FLOWS + INTERSECTIONS

Idea
RED. FLOWS w/ ADJACENT SEATING

Idea
OUTDOOR "LIVING ROOMS"

Idea
FOOD SEVICE ON WEST CAMPUS AREA (KIOSK)

Observation
BTWN LIBRARY + SUB CONGREGATE

PAVILION (SIMILAR TO ANGELO STATE)

Idea
GENEROUS HALLWAYS w/ CASUAL SEATING

Idea
ALTERNATIVE "CLASSROOM" AREAS

Observation
HAVE 1% ART + ENHANCEMENT FUND

Idea
1% ENGAGEMENT FUND

9 JUNE OPENING SESSION (2)

8:30 AM

Idea
CASUAL SITTING PER STUDENT REQUIREMENT

Idea
STRONGER INDOOR/OUTDOOR CONNECTIONS

+ INTENTIONAL PLANNING... BETTER ORGANIZATION OF BUILDINGS

+ SENSE OF ORDER = INTUITIVE = "SMALLER" CAMPUS

Idea
USE MARKETING TO SELL THE CULTURE OF TTU

Idea
PROSPECTIVE STUDENTS
PROMOTE | PERSONALIZE EACH COLLEGE

Idea
PROMOTE VIA INTERNET

Idea
ARBOR DAY ORIENTATION... SHOWCASE CAMPUS AT PEAK MOMENTS OF ACTIVITY

Idea
TREES IN ENGINEERING KEY

Idea
BETTER CONNECTIONS BTWN. NORTH OVERTON + CAMPUS

Idea
GLENNA GOODACRE [redacted] ENTRANCE

+ 10 MINUTE CORE
KEEP STUDENT TOGETHER

Idea
MAKE USE OF DIFFERENT SPACES DURING ORIENTATION

Idea
COORDINATE SHUTTLE STOPS W/ OUTDOOR SPACES

Idea
BBQ / PICNIC VENUES

9JUNE08 GROUP #1 (1)

10:30

+ BUILDINGS FLOW/MATCH

+ WALKING DISTANCE IS CLOSE

Idea CAMPUS CAN RECRUIT

Idea GREEN AREAS (MORE TREES)

Idea INCLUDE SATELLITE IMAGES ON WEB

Idea SLIDESHOW OF ATTRACTIONS

BJ LANDSCAPE AREA BEHIND SEAL

+ SEASONAL FLOWERS CAN IMPACT

Idea CONTINUOUS FLOW OF PEOPLE (TO HANG OUT)

Idea ENGINEERING KEY NEEDS FOOD

Idea OUTDOOR SHADED CASUAL SEATING

Idea FOOD KIOSKS AROUND CAMPUS

- STAY OFF MEMORIAL CIRCLE GRASS (?)

Idea BUS STOP AREAS NEED BENCHES + SHADE

+ HILL @ Urbanousky Park

9JUNE08 GROUP #1 (2)

10:30

Observation ENGINEERING COURTYARD IS POPULAR

Idea IMPROVE ON THE FOUNTAIN AREA WEST OF THE LIBRARY

Idea IMPROVE DAIRY BARN AREA

Observation SEPTEMBER - OCTOBER (LITE AUGUST)

Mid-MARCH - MAY

Observation NATRL BREEZES BTW BLDGS

ex CHEM ITM +AG

"STANGEL BEACH" AREA

- SOUTHWEST CONFERENCE CIRCLE

+ WEST OF HORN/KNAPP

9 June 08 GROUP #2 1

1:00

- PAID VISITOR PARKING TURNS A COLD SHOULDER ON VISITORS

- TRANSPORTATION ISSUES. PARKING/VISITOR PARKING

+ ARCHITECTURAL EMBELLISHMENT

- WAY-FINDING

INTERIM GRAND SIGN @ ERSKIN & TEXAS TECH PKWY

Idea
YOU ARE HERE SIGNS.
LIKE IN MALLS

Idea
GROUPING AREAS TOGETHER
(Similar Services/Academics)

Idea
GLENNA GOODACRE SHOULD BECOME A FOCUS...
(Connects to Civic Center)

Idea
Flint
Indiana
Broadway
Quaker
} Wayfinding Areas

- Similar to a Hospital... There are a lot of strangers.

Idea
STRONGER
CITY - UNIVERSITY COOPERATION

9 June 08 GROUP #3 1

2:30

Idea
BUS STOPS

- NO ENGAGEMENT OF FACULTY + STAFF w/ COMMUNITY

+ FLAT, DRY, ARID... CAMPUS WAS AN OASIS

- EASY TO GET AROUND CITY... NOT CAMPUS

TECH WAS LBK
LBK WAS TECH

+ COHESIVE & FAMILIAR

Idea
UNIFORMITY IS HUGE

Idea
COMMUNITY EFFORT FOR INCLUSION

+ SMALL TOWN CHARACTER
- could move

+ "COMING HOME"

+ DOESN'T FEEL HUGE

+ ACCESSES TO CAMPUS ARE DIFFICULT (for small town folk)

- PARKING BOXES ARE AN UNFRIENDLY GESTURE

Idea
SIGNAGE

+ NICE ACADEMIC CORE AREA

9 JUNE 08 GROUP #3 (2)

2:30

+ United Spirit Arena

+ Animal Science/ Cowamongus

Idea IMPROVE TOWN-GOWN RELATIONSHIP

9 JUNE 08 GROUP #4 (1)

4:00 pm

+ FEELS LIKE A MAJOR INSTITUTION

off campus led to not being engaged

+ STUDENT ORGS FUEL ENGAGEMENT

- OVERWHELMING... 1 SEMESTER TO GET ACCLAIMATED

+ ARCHITECTURE + UNIFORMITY (COHESION)

Observation LIBRARY WAS A "HUB" AREA FOR SOME/ RESIDENCE HALLS PROVIDE THE OPPORTUNITY FOR OTHERS

Observation RESIDENCE HALL SERVED AS A CENTER WHERE ENGAGEMENT STARTED.

- UNIMPRESSIVE COMMUTE FROM AIRPORT

Idea SOCCER FIELD + REC CENTER (off-campus venues)

Observation Then: A lot of student engaged in a few things

Now: A few students engaged in a lot of things.

Idea GREEN SPACES STUDENTS WALKING

+ 6-WEEK ENGAGEMENT PLAN

Idea SUITE-STYLE HALLS GROUP MEETING FACILITIES

+ A SENSE OF RELIEF "AT HOME"

+ EMPLOYMENT FOR STUDENTS

+ GROUP SEATING IN DINING FACILITIES

9 JUNE 08 GROUP #4 (2)

4:00 PM

REMOVE PARKING AND DEVELOP THE AREA

Idea

BENCHES + TABLES

+

ON CAMPUS

[redacted]

COMMUNITY CLIMATE

Observation

BUSINESS SCHOOL WILL CHANGE THE DYNAMIC OF NW CAMPUS.

Idea

SUSTAINABILITY = ENGAGEMENT OPPORTUNITIES

GARDENS, RECYCLING, WATER FOOD PRODUCTION

B-6

10 JUNE 08 GROUP #5 (1)

8:30

ENTRY STATIONS +

INFORMATION CENTERS

FALSE SENSE OF SECURITY

ARBOR DAY +

STUDENTS TAKE OWNERSHIP

Idea

RECOGNIZE INTERACTION SPACE AS PROGAM SPACE

Observation

BUILDING CONSTRUCTION INFLUENCES FOOT TRAFFIC

Idea

BENCHES/TABLES

Observation

GROUPS OFTEN SEGREGATED BY DISCIPLINE

SENSE OF OWNERSHIP

+

UNION IS A GOOD DRAW

+

PEOPLE WILL MAKE YOU STAY

Idea

REMOVED PORTABLE STRUCTURES

+

STUDENT/ENVIRONMENT RESPECT

-

BUS STOPS LACK POSTINGS

+

ARCHITECTURE

+

CLEANLINESS

+

PROXIMITY

Idea

EVERYTHING IN THE SAME GENERAL AREA

10 JUNE 08 GROUP #5 (2)

8:30 AM.

Idea
OPEN AREAS
+
GREEN SPACES

Observation
PROTECTION FROM THE ELEMENTS IS NECESSARY (WIND + SUN)

Observation
ACADEMIC AND SOCIAL PATTERNS

Observation
TRANSPORTATION AND FOOD PATTERNS

Observation
URBANOVSKY PARKS AREA CLOSEST TO THE BUS STOP

Observation
WINDS ARE FROM SOUTH + WEST

10 JUNE 08 GROUP #6 (1)

10:30 AM

Idea
NEW BUILDINGS (Academic) TO INCORPORATE MULTI-USE SPACE.

Observation
COST AS AN ISSUE (DEPARTMENTAL COSTS)

Idea
MORE LARGE LECTURE FACILITIES

Observation
ENGAGEMENTS = RELATIONSHIPS

Idea
FACULTY CLUB

Idea
HEALTH SCIENCES NEEDS ENGAGING FACILITIES (FOOD)

Observation
UNDERSTAND THAT MINOR BREAKS IN THE RULES MAY BE BENEFICIAL

Idea
CELEBRATE THE FREEWAY!
INSERT MEANING IN TRADITION

Idea
OPPORTUNITIES SOUTH OF 9TH STREET

Idea
FACULTY DINING FACILITIES

Idea
NSO AS AN OPPORTUNITY TO WELCOME

Idea
A CONFERENCE CENTER

Idea
MAKE THE FREEWAY AN OPPORTUNITY TO BLEND CITY/CAMPUS

Idea
WOULD LIKE A SEAMLESS CAMPUS/CITY BORDER

Idea
LOOK AT EVERY ENTRANCE

10 JUNE 08 GROUP #6 (2)

10:30 AM

Colorado State University - Fort Collins
JAMES BANNING
Human & Physical Environment in Higher Education

Idea
DAIRY BARN AREA
AMPHITHEATRE (?)

\- CROSSING 4TH IS DANGEROUS

Idea
IMPROVE WAYFINDING

Idea
OUTREACH TO CHILDREN & PARENTS (DURING CAMPS)

Idea
GET ICC & TTU MUSEUM MORE ACCESSIBLE FOR STUDENTS

Idea
ENGAGE ELDERLY

Idea
LARGER COMMUNITY ENGAGEMENT
PUBLIC FUNCTIONS

Idea
CONSIDER THE OTHER SIDE OF THE FREEWAY

Idea
SIGNAGE
"GENERAL ACADEMIC CAMPUS"

Idea
FACILITY COSTS FOR USAGE CONSIDERATION

Idea
CONSIDERATIONS FOR THE HANDICAPPED

\- CULTURAL CENTER DOESN'T MAKE THE MAP

\- COULDN'T GROW GRASS UNDER TREES

\+ A HORIZON IS PRESENT

B-8

10 JUNE 08 GROUP #6 (3)

10:30 AM

Idea
PARKING CHAGES COULD ENHANCE ENGAGEMENT OPPORTUNITIES

Idea
FACULTY/STUDENT COLLABORATION NEEDS TO BE A HIGHER PRIORITY

Idea
TURN DAIRY BARN INTO A COFFEE SHOP

Observation
DESIGNATED AS THE HIGHEST LEVEL OF ENGAGEMENT BY CARNEGIE

10 June 08 GROUP #7 (1)

1:00 pm

GREEK CIRCLE?

+ "COLLEGE" instead of "UNIVERSITY"

Idea CAMPUS @ NIGHT Lighting

Idea POST PERFORMANCE PLACES TO GO

Idea BENCHES @ Library / SUB / Admin Parking lot Area

Idea COFFEE CARTS + KIOSKS

Idea PRIVATE GROUP PROJECT WORKSPACES INDOOR + OUTDOOR

B6

NICE WIDTH/HEIGHT [redacted] RATIO ON CAMPUS

Observation TEACHING A CLASS IN A RESIDENCE HALL SHOULDN'T BE AWKWARD

Idea NEEDS MORE TREES

Idea INTERACTIVE SPACES BY PUBLIC ART

Idea MORE PLACES TO SIT / TAKE CLASSES OUTSIDE

Idea TREES + BENCHES MAKE FAVORITE SPOTS

Idea WANTS TO MAINTAIN GREEN SPACES

+ HOME

10 June 08 GROUP #7 (2)

1:00pm

Idea BLENDING ACADEMIC and STUDENT SPACE

+ "I'LL BE OKAY HERE"

+ CONTAINED ONE IDENTIFIABLE AREA

+ FEELS SAFE

Idea WOULD LIKE SYNERGY BETWEEN STUDENTS/FACULTY/[redacted] STAFF

+ UNIFORMITY

+ OPEN SPACES

+ TEXAS TECH WAS THE IDEA OF WHAT A COLLEGE IS

+ ANIMAL SCIENCES AREA

Idea TLTC FACULTY WOULD BE A GOOD RESOURCE GROUP.

Idea TEACHING ACADEMY WOULD BE A GOOD RESOURCE GROUP

Idea SUSTAINABITY

10 JUNE GROUP #8 (1)

2:30 pm.

- NON-BROADWAY ENTRANCES AREN'T AS INVITING
+ UNIFORMITY
- EVERYTHING IS SPREAD OUT
- PEOPLE SEEMED ISOLATED SOMETIMES
- UNDERUTILIZED VOLLEYBALL COURTS NEAR OTHER RESIDENCE HALLS
Idea: IMPROVING THE OUTDOOR ~~TRACK~~ WITH MORE OPPORTUNITIES TO WORK OUT
Idea: MORE RESIDENCE HALLS ~~DNT~~ COULD BE ~~PRESENT~~ (WITH COOKING + CENTRALIZED DINING)
+ COMMUNITY BATHROOMS FORCE INTERACTION W/ OTHERS
+ ENTRANCES TO THE MUSIC BLDG AND SOB
Idea: BUS STOPS COVERED SEATING
Idea: MATH BLDG NEEDS HELP
GREEK CIRCLE
TELEVISION STATION
Idea: "POCKETS" OF ENGAGEMENT
Idea: SHADED AREAS

10 JUNE 08 GROUP #8 (2)

2:30pm.

Observation: EVENTS OFTEN ARE INTENTIONALLY SCHEDULED IN MEMORIAL CIRCLE AREA
Idea: CLASS PROXIMITY MATTERS
Observation: UNION PROVIDES OPPORTUNITIES FOR STUDENTS TO STAY ON CAMPUS
Observation: NIGHT ORG MEETING OFTEN HAPPEN IN ACADEMIC BLDGS
+ FOOD IS A DRAW
+ SPORTING EVENTS AND FACILITIES
+ HIGH TRAFFIC AREAS
+ REC + INTRAMURAL FIELDS
Idea: MISTERS (SPRAY) (HARD WATER)
+ ORGANIZATION ~~CUBICLES~~ CUBICLES + DINING AREAS ARE MEETING PLACES
+ QUIET AREAS WITHOUT THROUGH TRAFFIC IN UNION GET UTILIZED
+ STUDENT ORGS USE THE UNION
+ VOLLEYBALL COURTS + REC FIELDS
+ LOUNGE AREAS IN RESIDENCE HALLS (IF MAINTAINED)
+ COBA Rotunda + computer center

10 June 08 GROUP #8 (3)

2:30 pm.

+ DINING HALLS/COFFEE

+ Union + Rec are good meeting points (central

+ CONGREGATION @ ACADEMIC BUILDINGS

+ COMPUTER LABS ARE UTILIZED

Observation MOVING OFF-CAMPUS CHAGED THE DYNAMIC OF FACILITY USE

+ SUB & LIBRARY MAKE GOOD STUDY AREAS

B-11

10 June 08 GROUP #9 (1)

4:00pm

Observation "FEEL MATTERS MORE THAN NUMBERS

+ LARGE OPEN CAMPUS IS PART OF THE APPEAL

Observation PEOPLE GET TOO HUNG UP ON NUMBERS

+ PARENTS OFTEN LIKE THE SMALLER SCHOOL FEEL

- PARENTS EXPRESS CONCERN ABOUT THE STUDENT BODY GROWTH'S IMPACT ON THE ATMOSPHERE

- INTERIOR/EXTERIOR CONTINUITY ISSUES

+ UNIFORMITY

+ ARCHITECTURE

+ IMPRESSED WITH THE FACILITY IMPROVEMENTS

SOUGHT ON CAMPUS INVOLVEMENT SPECIFICALLY

+ INVOLVED ON GREEK CIRCLE

- DOESN'T WANT TO SEE CAMPUS AREA BECOME TOO COMMERCIALIZED

+ "AT HOME"

+ STUDENT CAUSED PARENT TO ENTER NEW AREAS OF CAMPUS

- OVERWHELMING

10 JUNE 08 GROUP #9 (2)

9:00 pm.

Idea
SOMETHING UNCONVENTIONAL THAT CAN GENERATE A BUZZ

Idea
OUTDOOR PAVILIONS

+
"COMMUNITY"

Idea
NEAR ACADEMIC AREAS WITH INTERNET

Idea
FOOD SERVICE IN NORTH CAMPUS

Idea
KEEP THE BARN!

Observation
CARS DISCOURAGE FOOT TRAFFIC

Idea
UNSTRUCTURED OPEN SPACE FOR A PICK UP GAME

Idea
OUTDOOR FOOD VENDORS

11 JUNE 08 GROUP #10 (1)

8:30 AM

+
QUAINT + FRIENDLY

-
CONFUSING TO GET AROUND FOR SOME

+
GREEN (TREES + FLOWERS)

+
WEST TEXAS IDENTITY

+
HUGE, BUT WITH A NICE FEEL

+
LANDSCAPE IMPROVES PERCEPTION

+
GROWTH IS IMPRESSIVE

Observation
(TAMU) KINGSVILLE HAS SIMILAR ARCHITECTURE TO TTU

Observation
"EVERYONE" WAS @ THE STUDENT UNION

+
IMPROVED GREATLY SINCE 2001 (ART + DEVELOPMENT)

+
LIKED LAW SCHOOL'S ISOLATION

+
FORUM IN THE LAW SCHOOL WAS GOOD FOR ENGAGEMENT

Idea
MORE INFORMAL AREAS TO RELAX

Idea
MULTI PURPOSE ACADEMIC SPACE

+
PROFESSORS UTILIZE STARBUCKS (A SECOND OFFICE)

11 JUNE 08 GROUP #10 (2)

8:30 pm

- CAMPUS WAS INTIMIDATING FOR STUDENTS NOT USED TO IT

- MINORITIES SOMETIMES SEE TECH AS [redacted] UNACHIEVABLE

Observation
STUDENTS SIT IN GROUPS IN THE SAME AREAS OF THE UNION

Idea
FLAGS FROM VARIOUS PARTS OF THE WORLD

Idea
OLD ENGLISH BUILDING AREA COULD BENEFIT FROM SEATING

Idea
BENCHES + SHADE

- GOT A TICKET WHILE RIDING A BIKE... MORE BIKE FRIENDLY

+ ARCHITECTURE (MAKES IT PLEASANT)

- THOUGHT THE STADIUM WAS UGLY (FIRST SIGHT)

Idea
AREAS WHERE BEING LOUD IS APPROPRIATE

+ WITHIN RESIDENCE HALLS. LOTS OF ENGAGEMENT OCCURS WITHIN A "PRIVATE REALM"

Idea
PLAYGROUND EQUIPMENT TO WELCOME LUBBOCK FAMILIES

Idea
MORE ART REFLECTIVE OF OTHER CULTURES

- ENTRANCES BY STADIUM + ARENA AREN'T PLEASING

B-43

11 JUNE 08 GROUP #11 (1)

10:30 pm

Idea
GREEK SYSTEM IS OFF CAMPUS MODE BACK ON W/LIVING [redacted]

Idea
EVENING CLASSES FOR UNDERGRADS MAY [redacted] IMPROVE NIGHT LIFE

Idea
EXTEND TIME BETWEEN CAMPUS

Idea
VARIETY/ TALENT SHOW

Idea
SPRING COMMUNITY EVENTS [redacted] (LIKE CAROL OF LIGHTS + FOOTBALL)

- REMOTE PARKING BUS CULTURE IS ABSENT

Idea
BANNERS OUTSIDE OF BUILDINGS

- TOO STERILE (MUSEUM LIKE)

Idea
FOOD VENDOR CARTS

Idea
"FUNKY" CLOTHING SHOPS (RETAIL) THAT IS AFFORDABLE

- NORTH WEST CAMPUS IS MISSING ACTIVITY

Idea
COFFEE AREAS WITH DESSERTS. (CARTS)

Idea
NEEDS SOMETHING TO KEEP STUDENTS ON CAMPUS

Idea
LOTS OF STUDENT OUTREACH

- "SO MUCH TO TAKE IN AT ONCE"

11 JUNE 08 GROUP #11 (2)

10:30AM.

- BETWEEN CLASSES SEEMS LIKE A RACE

- CULTURALLY RECLUSIVE

Idea
BANNERS ON CITY LAMP-POSTS TO ENGAGE THE COMMUNITY

- PHYSICAL SIZE MAY WORK AGAINST US

Idea
BLEND SOCIAL/ ACADEMIC VENUES

+ SAFETY "I'LL BE OKAY HERE"

Idea
ON DUTY BI-LINGUAL GREETER AT THE MAIN CAMPUS ENTRANCE

- SIGNAGE WAS DIFFICULT TO SEE ON BUILDINGS

Idea
DEFINE THE [redacted] FREE SPEECH / TABLE AREA

+ WELL-MAINTAINED CAMPUS

Idea
FOUNTAIN AND GREEN AREA BETWEEN ADMIN. + SUB

Idea
VENUES FOR CENTRAL PROGRAMMING THAT CAN FEEL INTIMATE W/ A CROWD OF A FEW HUNDRED

Idea
CENTERS OF ENGAGEMENT

Idea
VARIOUS [redacted] SERVICE-ORIENTED LOCATIONS ON CAMPUS (MOBILE OFFICE)

- EVERY LOCATION ON CAMPUS IS A TRIP

B-14

11 JUNE 08 GROUP #11 (5)

10:30 AM

Idea
MULTI-USE OUTDOOR AREAS WITH WI-FI (BBQs, CONCERTS, PROGRAMS)

Idea
COMMUNAL BICYCLE SYSTEM

Idea
BICYCLE PLACE FOR THE DAIRY BARN

- SPREAD-OUT (LARGE)

Idea
ENGINEERING KEY NEEDS HOT-DOG STANDS

- INTERNAL / EXTERNAL GREEN SPACES ARE DISAPPEARING

- DIFFICULT TO ENGAGE IN WINTER (ALL BROWN)

+ - AN OASIS IN AN UNATTRACTIVE CITY

Idea
MORE COMMUNAL AREAS

- QUIET (NOT MUCH ACTIVITY)

- NOT ENOUGH COFFEE SHOP-LIKE VENUES ON/NEAR CAMPUS

11 June 08 GROUP #12 (1)

1:00pm

Idea
MORE COMPREHENSIVE BIKE LANE SYSTEM

Idea
BICYCLE SAFETY FROM COMMUTER LOT TO THE ACADEMIC CORE

Idea
ACTIVITIES THE CAN ENGAGE STUDENTS WITH DISABILITIES

Idea
INFORMAL RECREATION OPPORTUNITIES

SATTELITE PARKING REC FACILITY

PARKING AT THE REC CENTER

Idea
CLIMBABLE ART ON CAMPUS

Idea
TIE ENGAGEMENT INTO HEALTH + WELLNESS INITIATIVES

Idea
APPLE STORE

Idea
DAIRY BARN ICE CREAM PARLOR

Observation
INTRAMURAL TIME SLOTS FILL UP FROM LATE TIMES TO EARLY TIMES.

Observation
REC CENTER PEAKS FROM 4-7

+
EL CENTRO + CANYON ROOM (HUMAN SCIENCES)

-
FEELS TOO MUCH LIKE A COMMUTER SCHOOL

Idea
8-5 Monday-Friday SCHOOL

11 JUNE 08 GROUP #12 (2)

1:00pm.

-
NOT ENOUGH SHADE (PUSHES PEOPLE INDOORS)

-
GRASS COMES ACROSS AS OFF-LIMITS

-
SIZE (OVERWHELMING)

+
BEAUTIFUL (UNBELIEVABLE TO VISITORS FROM OTHER INSTITUTIONS)

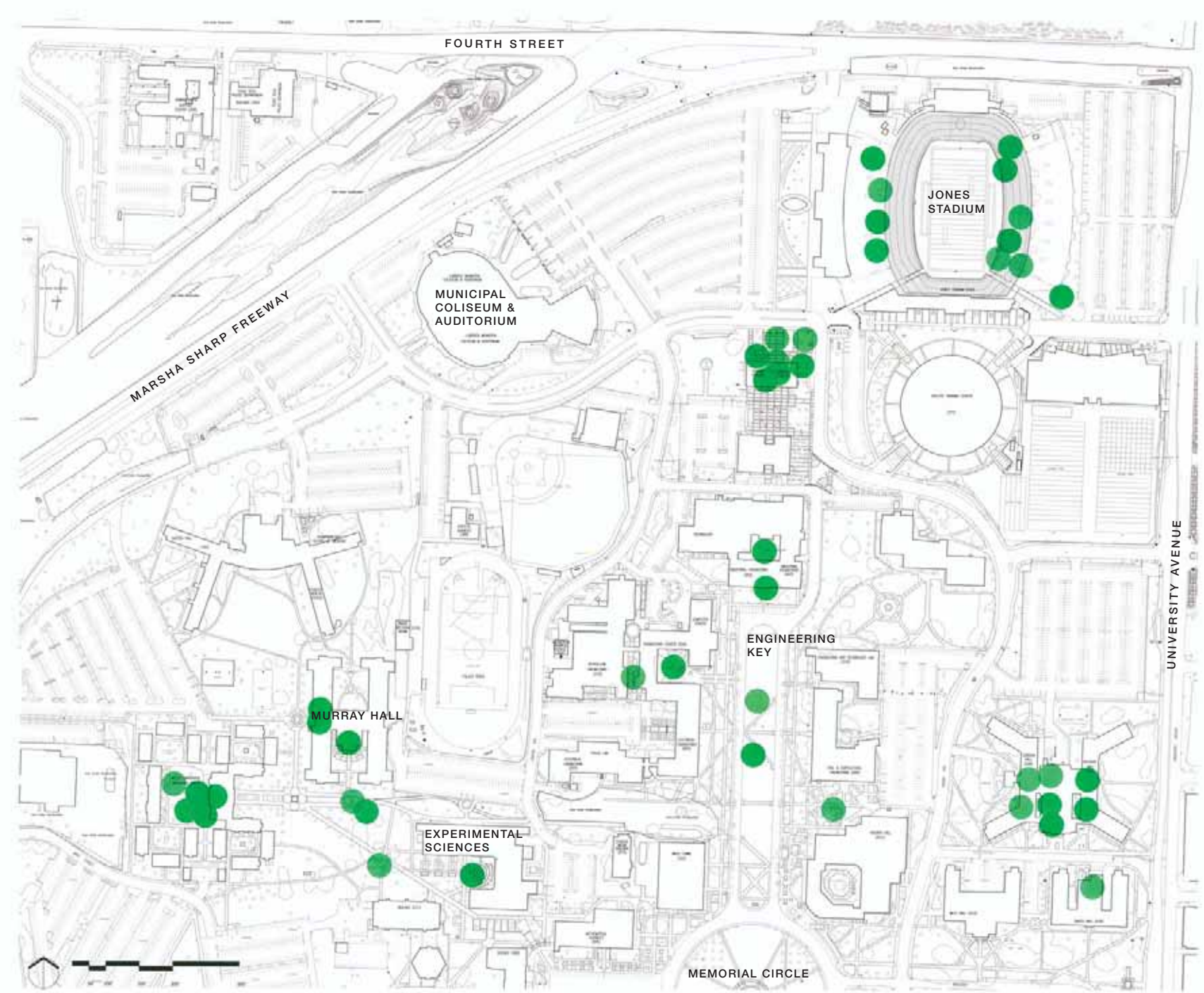
- +
OVERWHELMING, BUT BEAUTIFUL

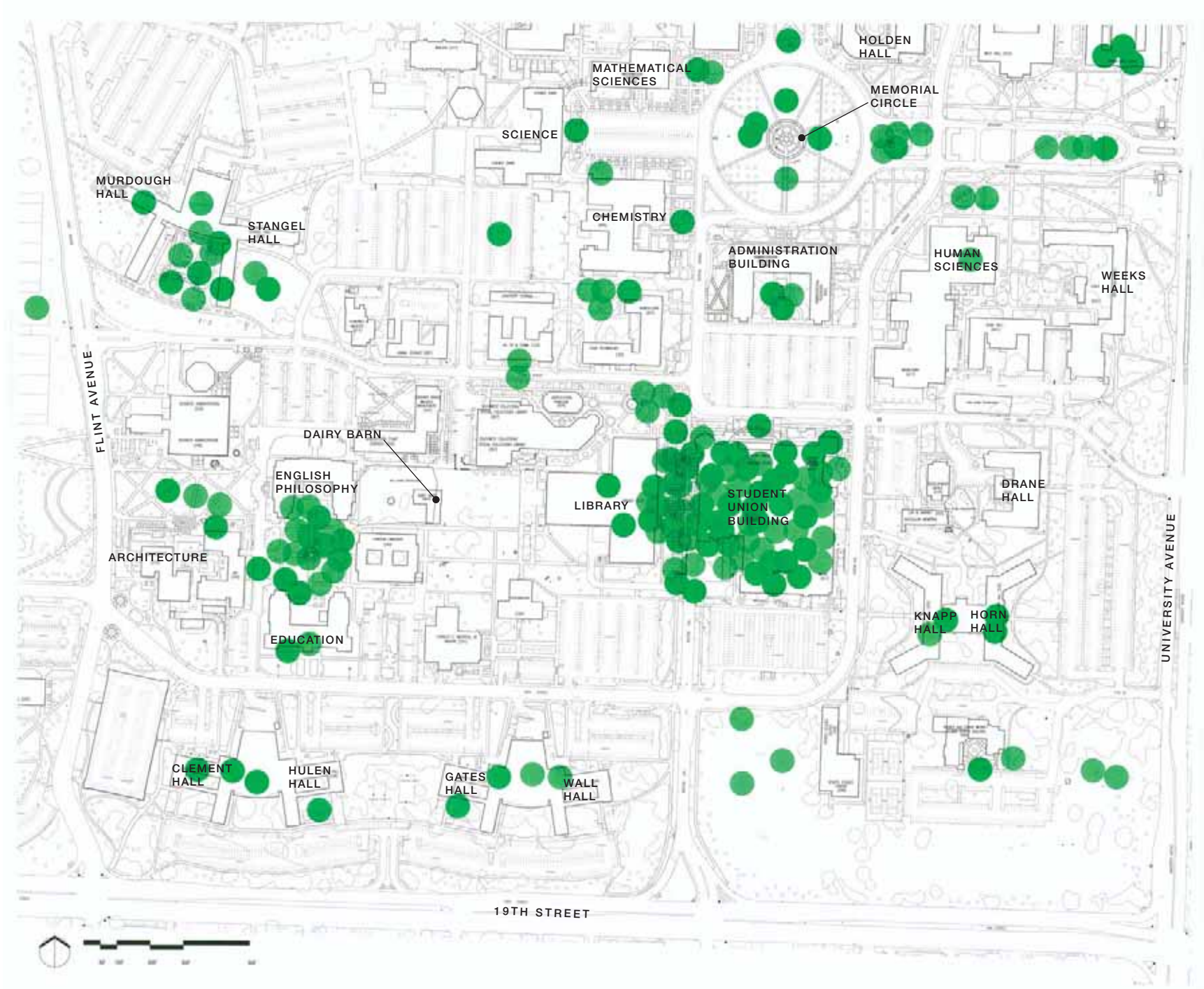
Idea
DOG PARK

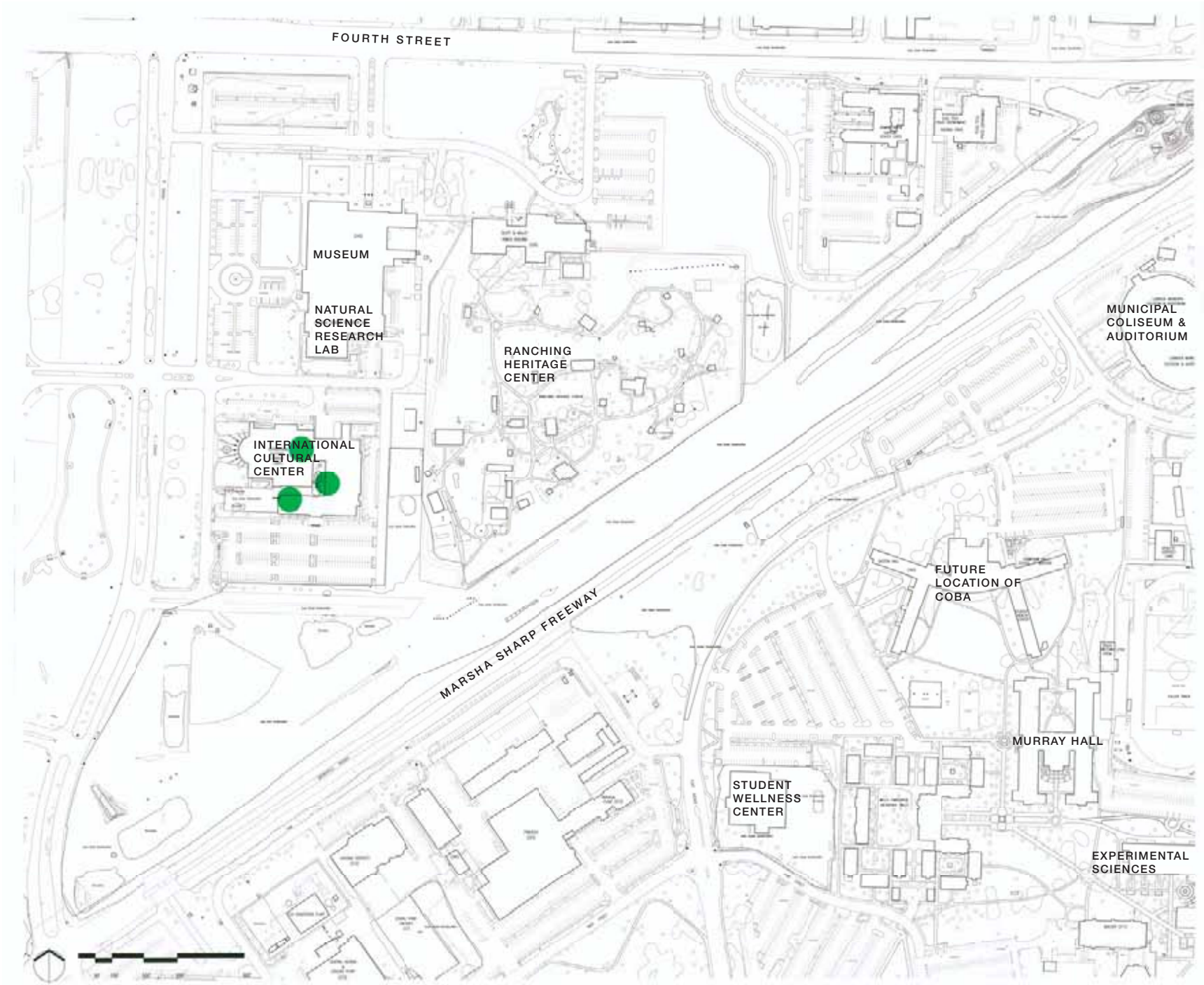
Idea
IMPROVED BICYCLE PARKING

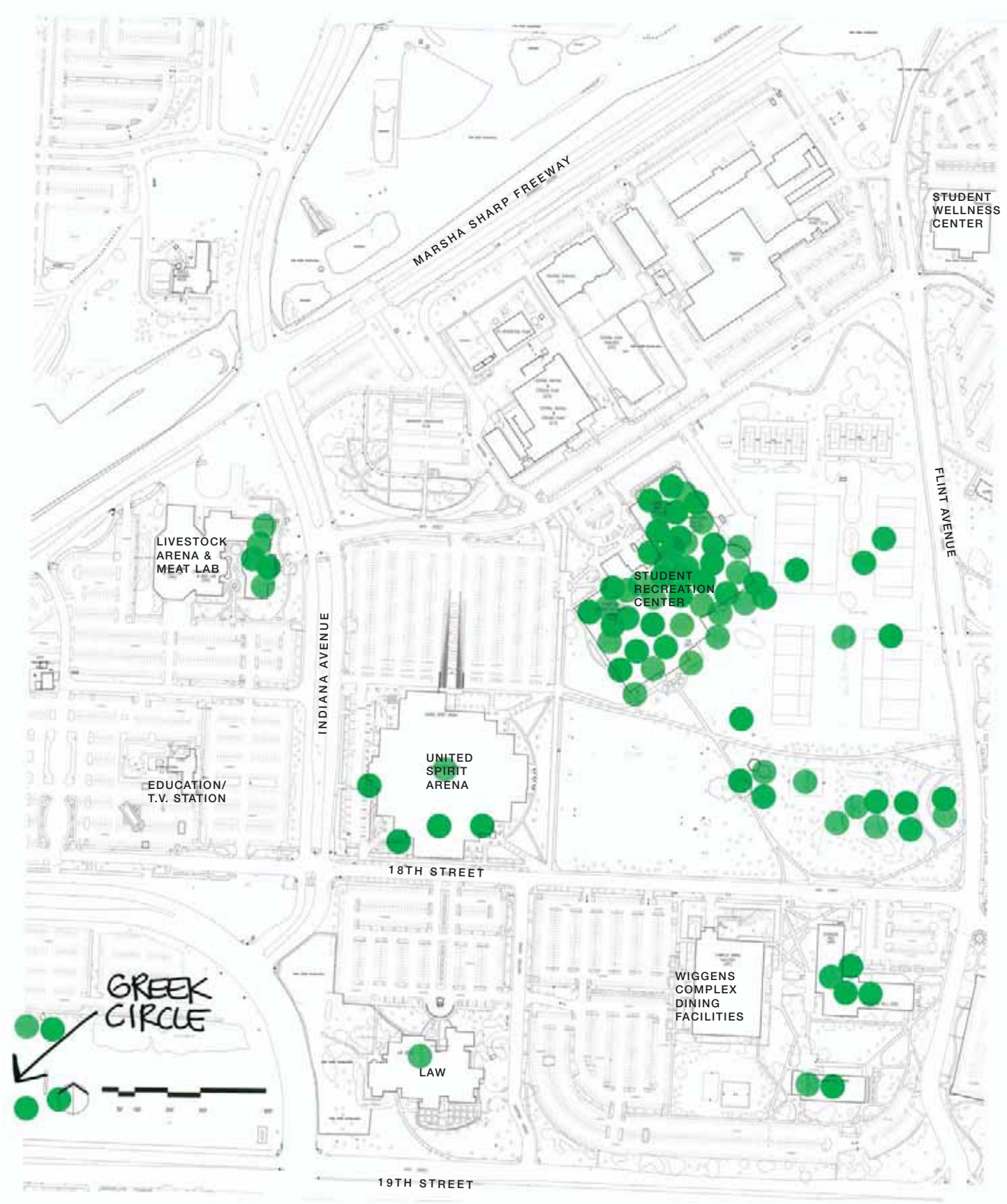
Attachment C: Green and red dots

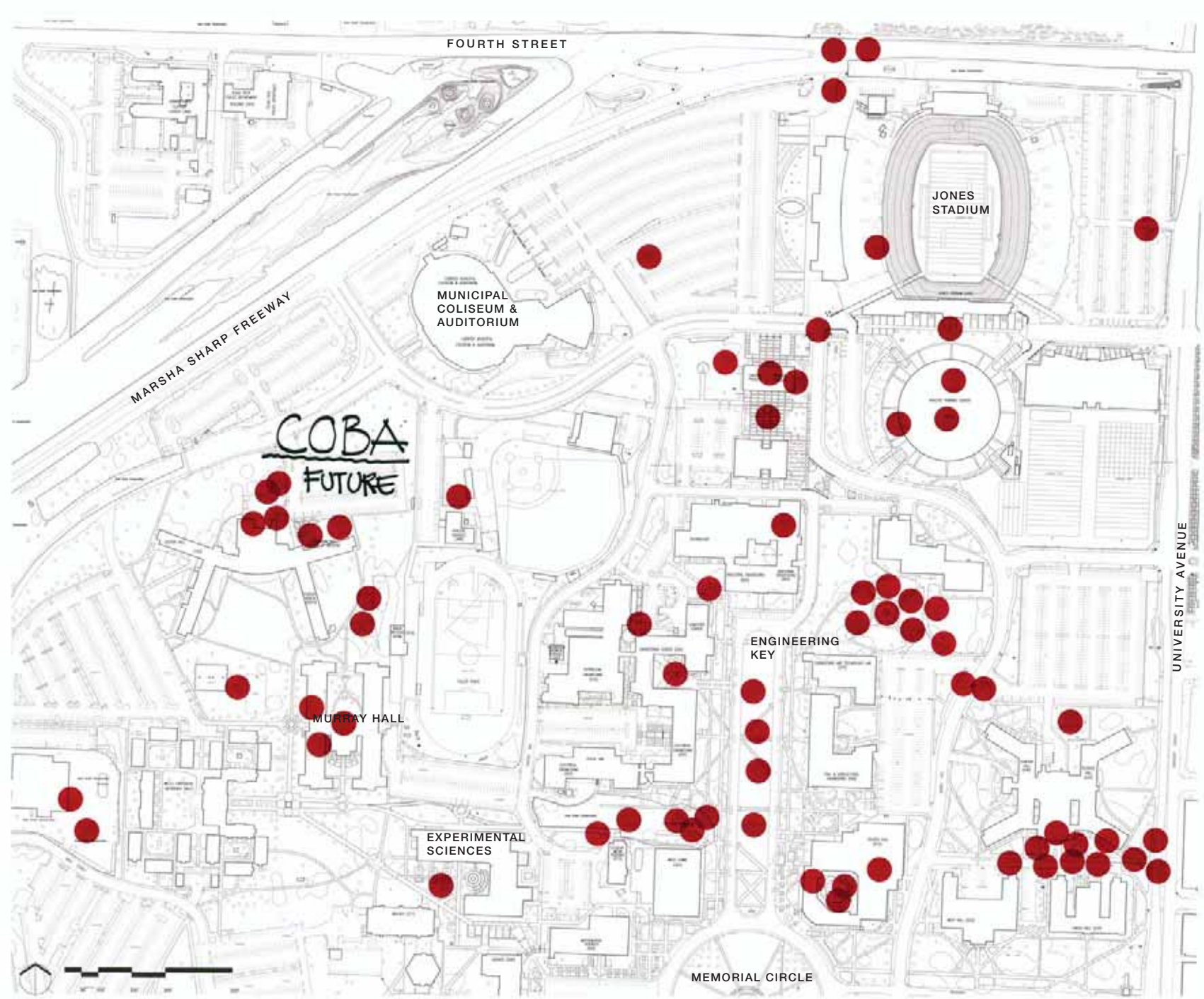
Using green dots, participants in the work sessions identified numerous places on campus that are currently engaging students, faculty, and staff. Red dots highlight areas not fulfilling this goal, but having potential.

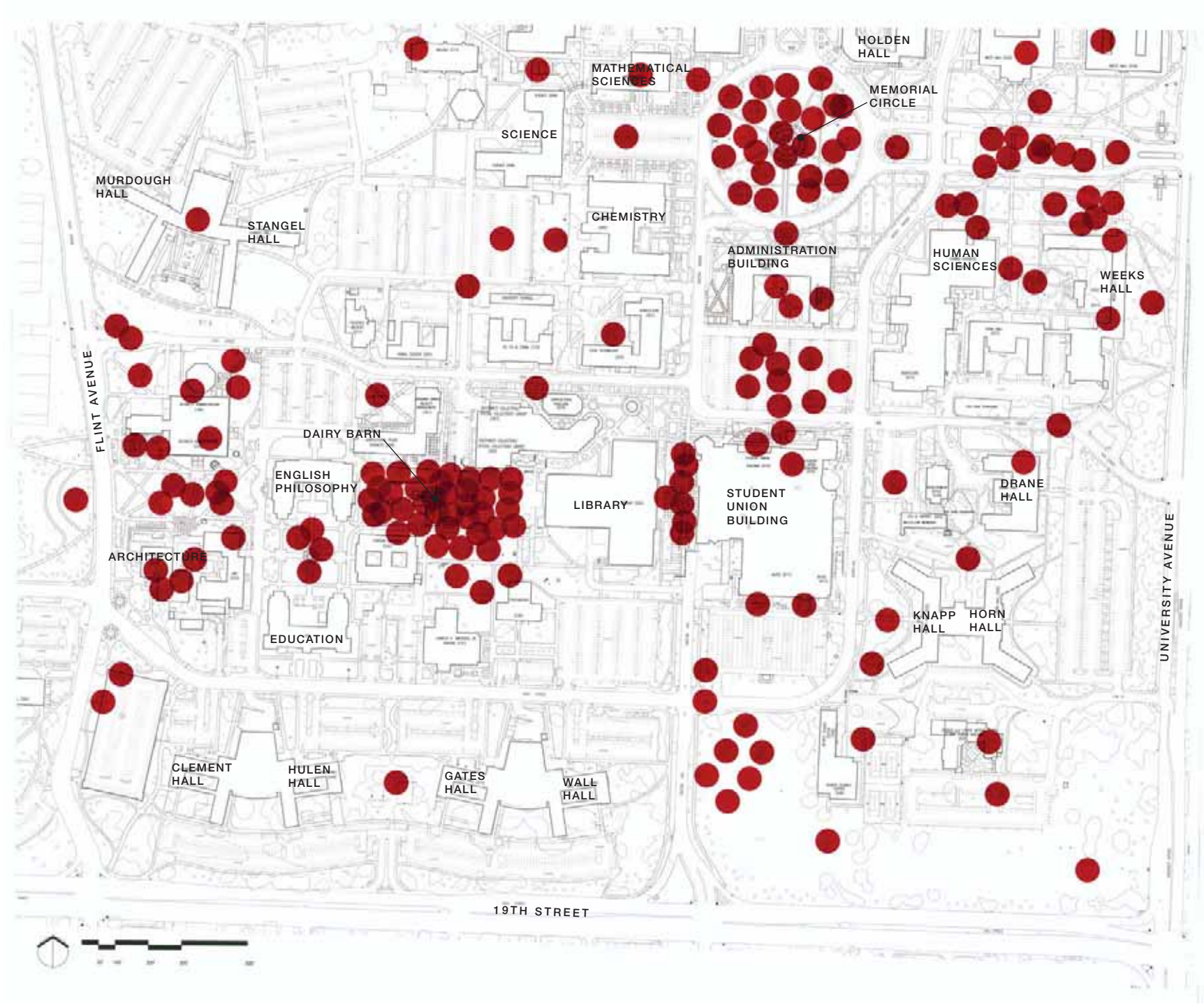

FOURTH STREET
MARSHA SHARP FREEWAY
MUNICIPAL COLISEUM & AUDITORIUM
JONES STADIUM
UNIVERSITY AVENUE
ENGINEERING KEY
MURRAY HALL
EXPERIMENTAL SCIENCES
MEMORIAL CIRCLE


HOLDEN HALL
MATHEMATICAL SCIENCES
MEMORIAL CIRCLE
SCIENCE
MURDOUGH HALL
STANGEL HALL
CHEMISTRY
ADMINISTRATION BUILDING
HUMAN SCIENCES
WEEKS HALL
FLINT AVENUE
DAIRY BARN
ENGLISH PHILOSOPHY
LIBRARY
STUDENT UNION BUILDING
DRANE HALL
ARCHITECTURE
KNAPP HALL
HORN HALL
UNIVERSITY AVENUE
EDUCATION
CLEMENT HALL
HULEN HALL
GATES HALL
WALL HALL
19TH STREET


FOURTH STREET
MUSEUM
NATURAL SCIENCE RESEARCH LAB
RANCHING HERITAGE CENTER
MUNICIPAL COLISEUM & AUDITORIUM
INTERNATIONAL CULTURAL CENTER
FUTURE LOCATION OF COBA
MARSHA SHARP FREEWAY
MURRAY HALL
STUDENT WELLNESS CENTER
EXPERIMENTAL SCIENCES


MARSHA SHARP FREEWAY
STUDENT WELLNESS CENTER
FLINT AVENUE
LIVESTOCK ARENA & MEAT LAB
INDIANA AVENUE
STUDENT RECREATION CENTER
UNITED SPIRIT ARENA
EDUCATION/ T.V. STATION
18TH STREET
GREEK CIRCLE
WIGGENS COMPLEX DINING FACILITIES
LAW
19TH STREET


FOURTH STREET
JONES STADIUM
MUNICIPAL COLISEUM & AUDITORIUM
MARSHA SHARP FREEWAY
COBA
FUTURE
UNIVERSITY AVENUE
ENGINEERING KEY
MURRAY HALL
EXPERIMENTAL SCIENCES
MEMORIAL CIRCLE


HOLDEN HALL
MATHEMATICAL SCIENCES
MEMORIAL CIRCLE
SCIENCE
MURDOUGH HALL
STANGEL HALL
CHEMISTRY
ADMINISTRATION BUILDING
HUMAN SCIENCES
WEEKS HALL
FLINT AVENUE
DAIRY BARN
ENGLISH PHILOSOPHY
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STUDENT UNION BUILDING
DRANE HALL
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KNAPP HALL
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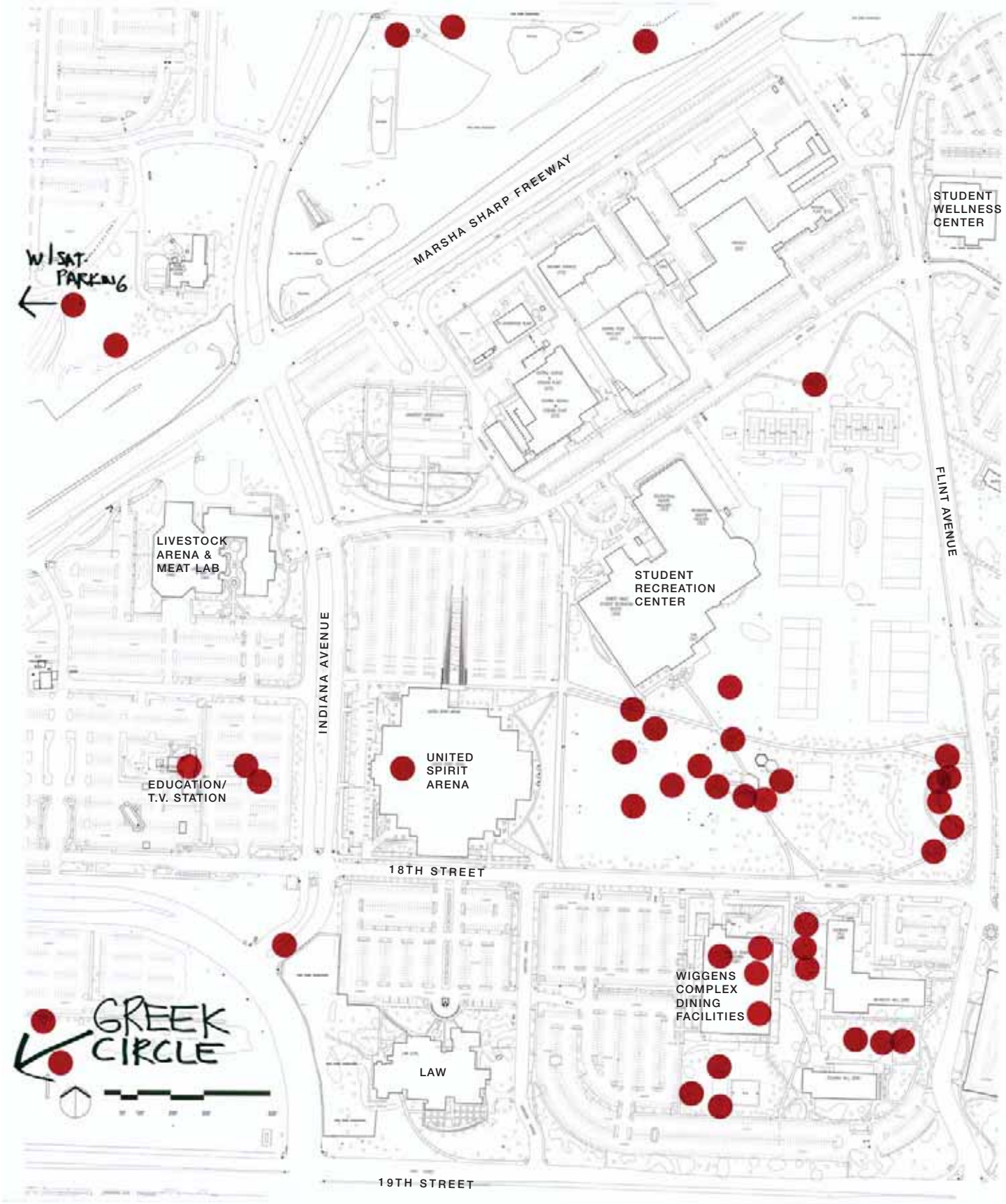
UNIVERSITY AVENUE
EDUCATION
CLEMENT HALL
HULEN HALL
GATES HALL
WALL HALL
19TH STREET


MARSHA SHARP FREEWAY
STUDENT WELLNESS CENTER
W/SAT. PARKING
LIVESTOCK ARENA & MEAT LAB
INDIANA AVENUE
FLINT AVENUE
STUDENT RECREATION CENTER
UNITED SPIRIT ARENA
EDUCATION/ T.V. STATION
18TH STREET
WIGGENS COMPLEX DINING FACILITIES
GREEK CIRCLE
LAW
19TH STREET

Attachment D: Dairy Barn History

Texas Technological College Dairy Barn

Source: The National Register summary on the Texas Historic Sites Atlas http://atlas.thc.state.tx.us/

The Dairy Barn at Texas Tech University in Lubbock was designed in 1925 and completed in 1927 at a cost of $29,461.67. Its L-plan configuration was somewhat reduced by the demolition of two wing extensions in the mid 1960s. This utilitarian structure, including a free-standing grain silo west of the main gambrel-roofed wing, was built several hundred feet southwest of the developing central campus of Texas Technological College, more than one mile west of downtown Lubbock. The surrounding plains are flat and in the 1920s were void of plantings. The barn's walls are of masonry construction, roughly stuccoed on the exterior and enclosed with wood windows, doors and roof systems. The gambrel roof of the 2-story wing, the conical roof of the silo, and the gabled roof of the surviving 1-story wing all feature exposed rafter ends and decorative brackets typical of contemporaneous bungalow residences. By 1966 an expanding campus pushed agricultural operations elsewhere; the barn and silo subsequently suffered from neglect but nevertheless survive with structural integrity and most of their distinctive architectural details intact. Undeveloped land in Lubbock County upon the "Staked Plains" of West Texas was selected for the new Texas Technological College in 1923. The campus was laid out more than one mile due west of downtown Lubbock at the end of Broadway, with administration, classroom and mechanical buildings aligned on a system of roads parallel and perpendicular to Broadway's extension. Nearby Lubbock residential development centered in the Overton neighborhood east across College Avenue; the college's facilities for cattle, poultry, and hogs sprawled across undeveloped land to the west and southwest of the campus. The 1925 Stock Judging Pavilion, now a Landscape Architecture studio, was placed away from the main campus, about 200 yards southwest of the Administration Building. The Dairy Barn, silo and associated pens were constructed between 1925 and 1927 about 150 yards farther southwest of the Stock Judging Pavilion. The north-south axis of the barn's overall L plan originally ambled along three 1-story wings with gabled roofs (Photo 1). At the south end of the stem was a 16'x 36' "milk house" wing with an east-west ridgeline. A "sun room" extended immediately north under a north-south ridgeline, connecting milking operations with a 1-story barn area under a larger gabled roof, running into the east-west gambrel roof of the 36'x130' 2-story north wing of the L. The 14' diameter by 40' high silo was placed about 75' west of the 2story wing. Fenced areas south and west of the barn, with elm and other trees planted along some fencelines, were directly associated with the complex (photo 2).

A metal carrier-track framework once connected the silo with interior lofts, pens and the milking parlor for transporting feed, pails, and manure (called "letter" in the original specifications) about the site. The complex was built with interior milking and feeding facilities for 40 cows, plus calf stalls, feed mixing room, boiler room, attendant's room and an office. Interior framing systems consist of metal piers supporting heavy timber beams. Original equipment included Jamesway milking stanchions and a DeLaval milking machine installed in 1930 [Robinson].

The barn's various wings consist of hollow-tile walls, though specifications for the 2nd story of the north wing called for timber framing to accommodate the gambrel roof form. The silo is of cast concrete, and all wall surfaces of the complex are finished in rough and unpainted gray stucco. Windows were typically 6/6 units of various dimensions on all wings, with casement units of several configurations used on the 2-story wing. Sliding barn doors, coupled with screened doors, opened into the east, north and west walls of the 2-story wing, indicating animal, feed and litter passages. Doors on the north side of the 2-story wing were closed in after dairy operations ceased. The gambrel roof is punctuated by three shed dormers on each side, and two large sheet-metal ventilators stand evenly spaced along the ridgeline. A similar ventilator is centered on the remaining 1-story barn wing. Deteriorated asphalt shingles cover all roof surfaces, including the silo (1992).

A fire on 29 January 1930 damaged the building, destroyed equipment and killed three cows, but the building was soon repaired and new milking equipment was installed. A group of frame gable-end buildings was placed west of the barn after World War II; one of these temporary classrooms stood between the silo and the barn but was removed about 1980. Some minor interior and exterior changes were made through years of milking operation before 1966 when the Dairy Manufacturing Department vacated the barn complex. Soon after, to make way for construction of the Foreign Language building southwest of the Dairy Barn, the milk house and sun room wings were demolished. Their former connection with the 1-story south barn wing was covered with plywood, and a door was installed (into Room 101) at a former window penetration in the southeast corner of the 1story wing (photo 3 and p. 7- 5 plan). Dairy equipment and partitions were removed during this time. [Robinson]

The barn was subsequently used for storage, omitted from future campus planning and allowed to deteriorate. Although surrounded with modern campus buildings, the barn's immediate landscape still reveals its earlier use, as rows of trees [most outside the nomination boundary] mark former fenced cattle pens that once radiated from the structure. Bushes along the east side, evident in early photos of the barn, have grown untrimmed well above the 1-story eave line. The distinctive 1920s complex of silo, lofty gambrel roof, stuccoed walls and bungalow details--like the adjacent trees -stand in obvious contrast to the nearby modern vocabulary of glass, aluminum, concrete and general modern confusion of scale.

Now in the middle of a modern university campus, the 1927 Dairy barn and silo at Texas Tech University preserve evidence of the institution's original facility planning and student curriculum. Seven courses, out of the 20 offered in the 1926 college catalog, involved this anticipated facility. The central campus of the developing Texas Technological College in the 1920s, including its mechanical plant, featured a Spanish Renaissance theme for its architecture, yet the Dairy Barn and silo stubbornly followed standard dairy farming practice of the time in configuration and details. Their architect of record was Wyatt Hedrick of Fort Worth, but the design closely followed agricultural pattern book recommendations, and was finished with Arts & Crafts bungalow details. The Dairy Barn and silo are eligible at a local level of significance under Criterion A, in the areas of education and agriculture for their association with the original campus and teaching focus of Texas Tech, and Criterion C in the area of architecture, retaining their integrity as early and substantial agricultural designs in this plains region of West Texas.

Turn-of-the-century settlers to the Lubbock area, attracted by vast farm and ranch lands available, showed early enthusiasm for establishing institutions of higher learning. A Lubbock newspaper editor won election to the state legislature in 1910 with the platform of establishing an agricultural and mechanical college in his district. As railroads built through West Texas and agricultural production boomed before and during World War I, several cities of the region lobbied intensely for the location of a new college far from the capital at Austin and the long settled areas of East and Central Texas. In 1923 Lubbock was selected as the site for the new college, and from a $1 million appropriation the state spent $150,000 on land west of the city for the campus, farms and pastures. As indicated by the names of its earliest classroom buildings ready for the first 900 students in 1925--Textile Engineering, Home Economics and the Stock Judging Pavilion--the college responded to the region's population with an agricultural emphasis.

The creation of a new college complex upon featureless terrain allowed its administrators to develop an encompassing campus site plan and to select a uniform architectural vocabulary. Indeed, the Board of Directors selected the architects before they named the college president. Houston architect William Ward Watkin, who helped design Rice Institute there beginning in 1910 and founded its architecture school, developed the master plan. The Fort Worth architectural and engineering firm Sanguinet, Stasts & Hedrick was selected to design individual buildings and coordinate construction. Watkin proposed the use of Spanish Renaissance prototypes, including the 18th century Texas missions, for Tech's major buildings, citing similarities of the "great table lands of west Texas" [Barrick, pp. 18-19] to comparable terrain hosting 16th century universities in central Spain. Wyatt Hedrick of the Fort Worth firm and designers in his office ultimately interpreted Watkin's and the administration's ideas for Texas Technological College throughout the next three decades.

The initial 13 buildings for the new college were proposed in two phases, the first including Administration and other major buildings arranged centrally about Watkin's cross-axis plan. The second phase would develop outlying facilities, including the Stock Judging Pavilion, the Agriculture Building, and the Dairy Barn with two silos. Two agriculture instructors from Texas A&M College, Dr. A.H. Leidigh and W.L. Stangel, were retained by 1925 through the Tech administration to develop a curriculum at the new college and to help design their facilities. From May through July of that year the two future faculty members corresponded with Wyatt Hedrick concerning the specific location, dimensions, and equipment for the Dairy Barn--with a building budget of $25,000, including 5,000 for equipment- and other facilities.

While Hedrick's office was busy adapting Spanish Renaissance details to Tech's central campus building designs, Stangel sent Hedrick a copy of the booklet Concrete on the Dairy Farm, published by the Portland Cement Company. Stangel referred to a specific example (p. 7-4) in the book, and presented a sketch with exact floor dimensions and other requirements for the new facility. "When completed with both wings," Stangel wrote, the new Dairy Barn "will resemble the barn shown on page 3 of the booklet...which I am also enclosing [sic]." In June 1925 Leidigh wrote to college president Dr. Paul W. Horn, "Our basic idea is that the barn should be a part of the farm equipment and not a part of the Campus group proper. We want a barn that will appeal to the practical man...." Leidigh added, "I was greatly pleased...to find that the architect's preliminary plans of one whole wing and Mr. Stangel's plans are practically identical." [Southwest Collection]

In July 1925 the El Paso firm of Ramey Bros. was awarded contracts to build the Dairy Barn complex and other Tech facilities. Ramey's bid for the barn and silos was higher than budgeted, so the faculty and architect reduced the size of the barn and eliminated one planned silo. The resulting single silo was placed about 75' west of the barn. According to Leidigh's instructions to Sanguinet, Staats & Hedrick, eventual expansion of the barn would extend the 2story wing west to connect with the silo. The "Total Original Cost" after the complex was placed in service in 1927, according to college records, was $29,461.67 ["Campus Building List..."].

The newly instituted Department of Animal Husbandry described in the 1926 college catalog a dairy facility with up-to-date equipment. Although the barn was not complete until the following spring, the same catalog associated seven out of the 20 courses at the college directly with this facility. The college procured its first livestock in March 1926 and encouraged students to bring their own cows- limited to three each--to utilize the new facilities. Six students organized a dairy operation that summer, indicating that milking operations had begun. By 1930 the Dairy furnished both milk and ice cream to the college cafeteria and the Home Economics food labs. Because individual students furnished cows, their college expenses were reduced through the sale of dairy products to private customers, a point of pride for the faculty and administration. [Robinson]

After abandonment of the barn complex in 1966 by the Dairy Manufacturing Department, the Dairy Barn was viewed as an anachronism by the college administration. The milk house and sun room wings were demolished for construction nearby of the Foreign Language building. The institution's name was changed to Texas Tech University in 1969 and its aggressive facility expansion program continued to place several large classroom and student service buildings on former livestock pens and pastures near the Dairy Barn. A new mall extending along an axis west from the new Library, and flanked by Foreign Language, Art and Architecture on the south and Plant Science and Business Administration on the north, passed through the Dairy Barn and silo. Throughout the 1970s and 80s the university administration indicated that the mall's planned landscaping did not include these old agricultural structures. Meanwhile the 1925 Stock Judging Pavilion, just northeast of the barn but not in the path of further development, was rehabilitated by the university as a studio for Landscape Architecture [THC subject marker]. The barn survived and was used for storage by various groups, but it and the silo deteriorated from neglect and deferred maintenance.

In 1990 student and faculty representatives convinced new administrators to include the Dairy Barn and silo in the Library mall development. The administration in turn encouraged students to raise funds for stabilization of the buildings and to identify new uses for the surviving elements of the 1927 complex. Encouragement by Tech President Robert W. Lawless [Lawless] in 1990 to nominate the Dairy Barn and silo to the National Register of Historic Places was a crucial official step to assuring preservation of the Dairy Barn. Student efforts to raise funds and develop adaptive-use proposals for the barn and silo are in progress (February 1992).

BIBLIOGRAPHY ON FILE IN THE NATIONAL REGISTER

Historic Photos

Source: Southwest Collection/Special Collections Library, Texas Tech University

1: Dairy Barn 1925, filename 326.jpg

2: Dairy Barn and adjoining Ag building, circa 1925, filename 447.jpg

3: Dairy facilties 1925, filename 536.jpg

4: Dr. Bradford Knapp on horseback by Dairy Barn, year unknown, filename 542.jpg

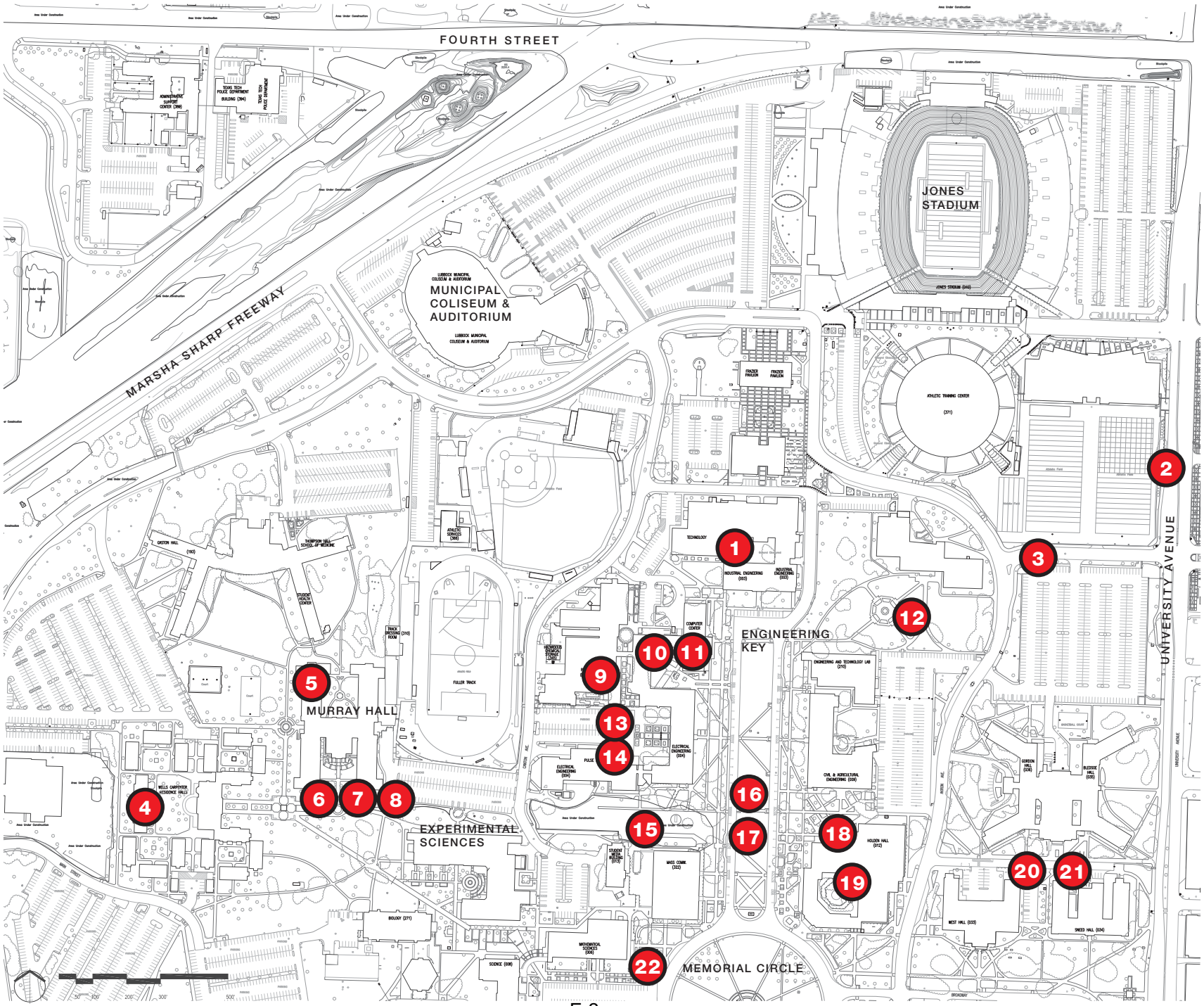
5: Bottling milk at Texas Tech Dairy, year unknown, filename 538.jpg

6: Dairy Barn and cows, year unknown, filename 526.jpg

7: Dairy Barn and Truck 1930, filename 469.jpg

Attachment E: Campus Photos

Key plans and campus photos of the majority of sites discussed in the work sessions.


FOURTH STREET
MARSHA SHARP FREEWAY
MUNICIPAL COLISEUM & AUDITORIUM
JONES STADIUM
UNIVERSITY AVENUE
MURRAY HALL
EXPERIMENTAL SCIENCES
ENGINEERING
KEY
MEMORIAL CIRCLE
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2
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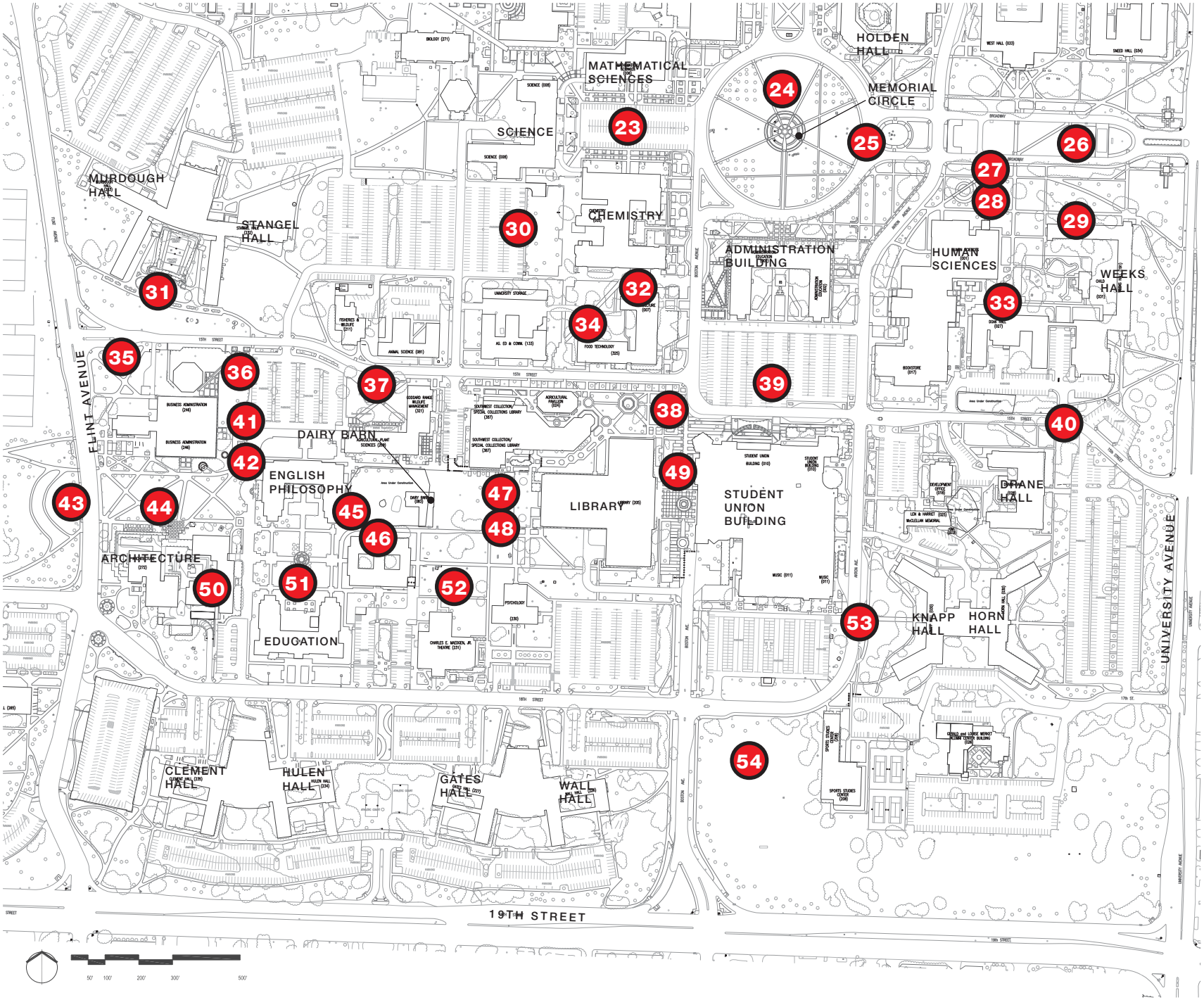
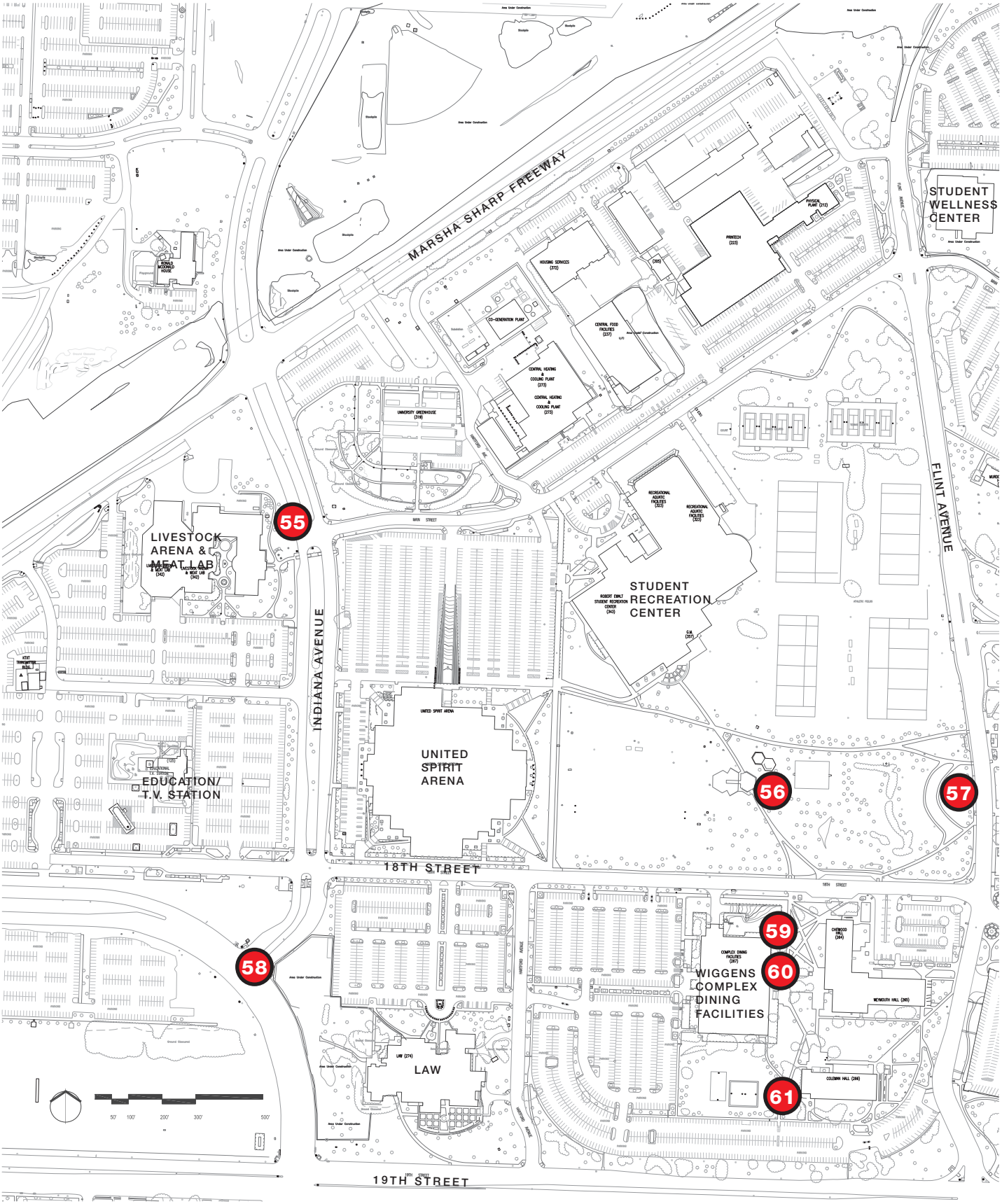

HOLDEN HALL
MATHEMATICAL SCIENCES
MEMORIAL CIRCLE
SCIENCE
MURDOUGH HALL
STANGEL HALL
CHEMISTRY
ADMINISTRATION BUILDING
HUMAN SCIENCES
WEEKS HALL
FLINT AVENUE
DAIRY BARN
ENGLISH PHILOSOPHY
LIBRARY
STUDENT UNION BUILDING
DRANE HALL
ARCHITECTURE
EDUCATION
KNAPP HALL
HORN HALL
UNIVERSITY AVENUE
CLEMENT HALL
HULEN HALL
GATES HALL
WALL HALL
19TH STREET
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54


MARSHA SHARP FREEWAY
STUDENT WELLNESS CENTER
HOUSING SERVICES (372)
PRINTECH (223)
PHYSICS PLANT (212)
CO-GENERATION PLANT
CENTRAL FOOD FACILITIES (207)
CENTRAL HEATING & COOLING PLANT (270)
CENTRAL HEATING & COOLING PLANT (273)
UNIVERSITY GREENHOUSE (319)
RONALD MCDONALD HOUSE
FLINT AVENUE
MAIN STREET
55
LIVESTOCK ARENA & MEAT LAB
INDIANA AVENUE
RECREATIONAL AQUATIC FACILITIES (323)
RECREATIONAL AQUATIC FACILITIES (323)
STUDENT RECREATION CENTER
ROBERT EBRLY STUDENT RECREATION CENTER (343)
O.N. (337)
UNITED SPIRIT ARENA
UNITED SPIRIT ARENA
56
57
EDUCATIONAL T.V. STATION
18TH STREET
58
59
60
WIGGENS COMPLEX DINING FACILITIES
COMPLEX DINING FACILITIES (367)
CHEROKEE HALL (364)
WEYMOUTH HALL (366)
LAW (274)
LAW
COLEMAN HALL (286)
61
19TH STREET
50' 100' 200' 300' 500'

Campus Photos
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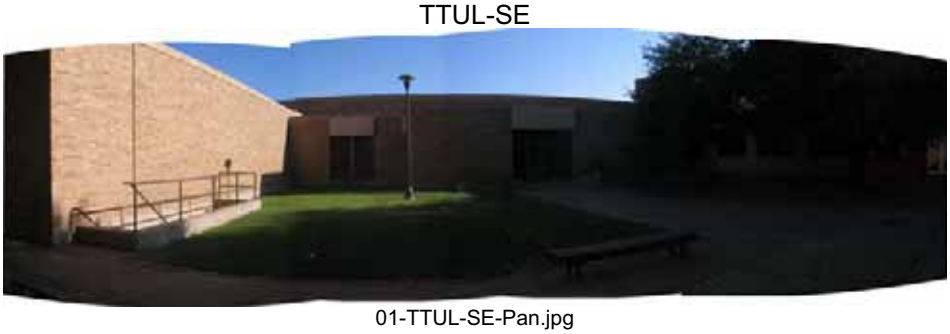

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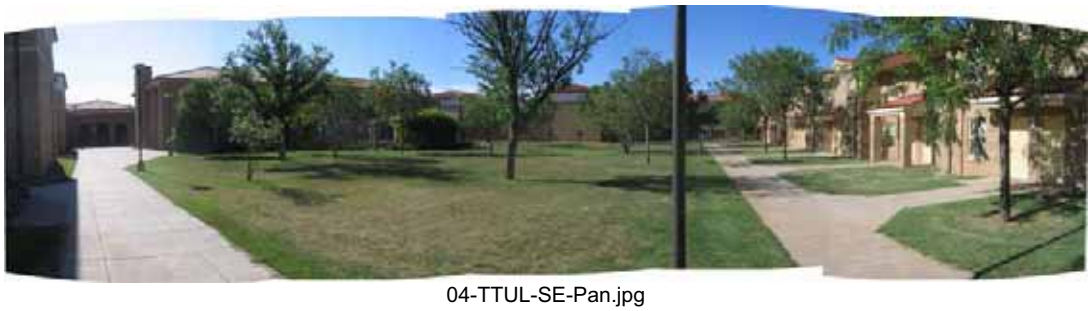
02-TTUL-SE-Pan.jpg

03-TTUL-SE-Pan.jpg



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Campus Photos
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Campus Photos
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Campus Photos
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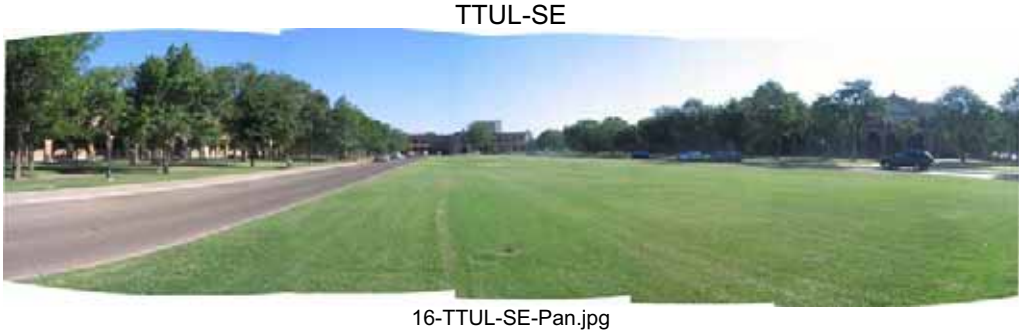

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Campus Photos
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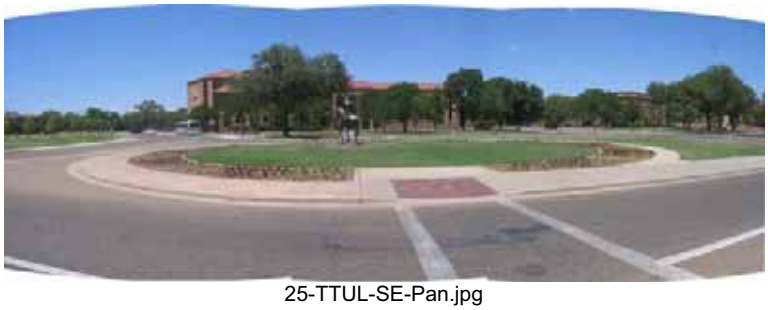

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Campus Photos
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Campus Photos
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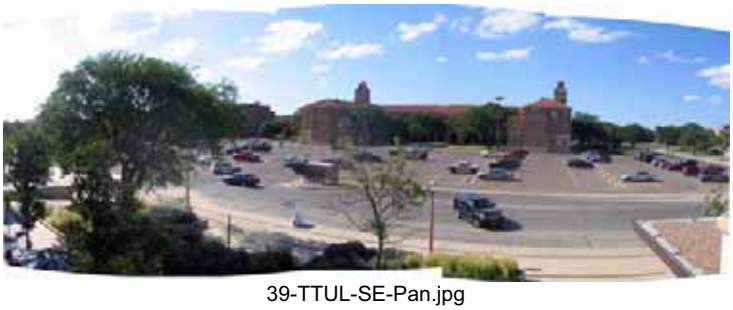

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Campus Photos
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Campus Photos
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Campus Photos
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61-TTUL-SE-Pan.jpg